2023-24 Graduate Catalog

Directory

Selected Administrative Offices

Requests for information should be directed to the offices shown below.

Office	Telephone (Area Code 325)
Academic Deans	
Archer College of Health and Human Services	486-6258
College of Arts and Humanities	942-2162
College of Education	942-2212
College of Graduate Studies and Research	942-2169
College of Science and Engineering	942-2470
Norris-Vincent College of Business	942-2337
Alumni Association	942-2122
Athletics	942-2091
Center for Academic Excellence	942-2595
Advising for:	
Archer College of Health and Human Services	
College of Arts and Humanities	
College of Science and Engineering	
Center for International Studies	942-2083
Center for Security Studies	486-6682
Educator Preparation Information Center	942-2209
Academic Advising for Undergraduate and Graduate Certification Degree Plans	
Educator Certification Information	
Field Experience Information	
External Affairs	942-2116
Admissions	942-2041
Enrollment Management	486-6202
Outreach and Transfer Services	942-2041
Scholarship Programs	942-2777
Financial Aid	942-2246
Freshman College	942-2595
Early Alert	
Office of Undeclared Advising	
SWAG: Students with a Goal	
First Generation Programs	
Supplemental Instruction	
Tutoring Center and Math Lab	
GS 1181: Freshman Seminars	
Honors Program	942-2722
Housing and Residential Programs	942-2035
IT Service Center (Help Desk)	942-2911
Library	942-2222
Access Services/Circulation	486-6523
Mayer Museum	942-2785
West Texas Collection	942-2164
Multicultural Center	942-2729
Office of Accountability	942-2259
Office of Development and Alumni Relations	942-2116
Office of the Dean of Students	942-2047
Office of the President	942-2073
Office of the Provost and Vice President for Academic Affairs	942-2165
Office of the Vice President for Student Affairs	942-2061
Registrar's Office	942-2043
Sponsored Projects	942-2530
Student Accounts/Bursar	942-2008
Student Affairs	942-2047
Career Development	942-2255
Center for Student Involvement	942-2062
Student Disability Services	942-2047
Student Government Association	942-2063
Student Life	942-2062
University Recreation and Intramurals (UREC)	942-2034
Veterans Educational and Transitional Services (VETS)	486-8387
Testing Center	942-2624
Writing Center	486-6173

Accreditation

Angelo State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, and doctorate degrees. Questions about the accreditation of Angelo State University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Note: The Commission should be contacted only if there is evidence that appears to support the institution's significant non-compliance with a requirement or standard. Normal inquiries about Angelo State University, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to Angelo State University and not to the Commission's office.

Angelo State University, through its Norris-Vincent College of Business, is nationally accredited by the Association to Advance Collegiate Schools of Business (AACSB) to offer the following degree programs: (1) At the graduate level, the Master of Business Administration (M.B.A.), the Master of Professional Accountancy (M.P.Ac.), and the Master of Science of Business Data Science and Analytics (M.S.) and (2) At the undergraduate level, the Bachelor of Business Administration (B.B.A.) degree.

Angelo State University's educator preparation programs, through its College of Education, are nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP) to prepare individuals working in pre-kindergarten to 12th grade schools. The University's educator preparation programs are also approved by the Texas Education Agency's State Board for Educator Certification (SBEC) to prepare individuals as educators in Texas elementary, middle, and high schools. The Department of Teacher Education's Early Childhood to Sixth Grade educator preparation program is a nationally recognized elementary teacher preparation program by the Association for Childhood Education International, and the special education teacher preparation program is nationally recognized by the Council for Exceptional Children.

Angelo State University's graduate programs, through its College of Education, are accredited by the Texas Education Agency, State Board for Educator Certification (SBEC) to prepare individuals as principals, school counselors, and superintendents of schools.

Angelo State University is an accredited institutional member of the National Association of Schools of Music.

The baccalaureate degree program in nursing/master's degree program in nursing, and the postgraduate A.P.R.N. certificate program at Angelo State University are accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K. Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

In addition, all nursing programs have full approval status by the Texas Board of Nursing.

Texas Board of Nursing, 1801 Congress Avenue, Suite 10-200, Austin, TX 78701, Office: 512-305-7400, Fax: 512-305-7401,
Website: -http://www.bon.state.tx.us/

The Bachelor of Social Work (B.S.W.) and the Master of Social Work (M.S.W.) degrees at Angelo State University are accredited by the Council on Social Work Education (CSWE): 333 John Carlyle Street, Suite 400, Alexandria, VA 22314, 703-683-8080, info@cswe.org.

The Doctor of Physical Therapy program at Angelo State University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Avenue, Suite 100, Alexandria, VA 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: http://www.capteonline.org.

Statement on Equal Educational Opportunity

Angelo State University is open to all persons eligible for admission as students regardless of race, color, religion, sex, age, national origin, mental or physical disability, or Vietnam Era or Special Disabled Veteran status. All students admitted to the university are treated without discrimination in regard to their participation in university educational programs or activities. The university is an equal opportunity employer and no applicant or employee will be discriminated against because of race, color, religion, sex, age, national origin, mental or physical disability, or Vietnam Era or Special Disabled Veteran status in regard to employment or during the course of employment in the institution. The university does not discriminate on the basis of sex or disability in its educational programs. Any student with inquiries should contact the Office of Title IX Compliance, ADMIN 210, at 325-942-2022.

Notice of Non-Discrimination

The University does not tolerate discrimination or harassment based on or related to sex, race, national origin, religion, age, disability, protected veteran status, genetic information, or other protected categories, classes, or characteristics. While sexual orientation and gender identity are not explicitly protected categories under state or federal law, it is the University's policy not to discriminate in employment, admission, or use of programs, activities, facilities, or services on this basis. For ASU's full Notice of Non-Discrimination which addresses how discrimination may be reported, please visit https://www.angelo.edu/non-discrimination.

Notice

The policies, regulations, procedures, and fees in this Catalog are subject to change without prior notice, if necessary, to keep University policies in compliance with State and federal laws, the rules and regulations of the Board of Regents, The Texas Tech University System, or the educational objectives of the University. The University reserves the right to change curricula, rules, fees, admission requirements, and other requirements without notice. The provisions of this Catalog do not constitute a contract, express or implied, between any applicant, student, faculty member, or any other person, and Angelo State University.

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General Information

Overview

The College of Graduate Studies and Research is a body of scholars designated as the graduate faculty and of students duly admitted to pursue studies beyond the baccalaureate degree. The members of the graduate faculty are expected to maintain active participation in their respective fields of scholarship. The administrative head of the College of Graduate Studies and Research is the Dean of the College of Graduate Studies and Research, who reports to the Provost and Vice President for Academic Affairs. In each graduate degree program, the Dean of the College of Graduate Studies, with the approval of the Provost and Vice President for Academic Affairs, appoints one member of the graduate faculty to be graduate advisor.

The Dean of the College of Graduate Studies and Research supervises all graduate course offerings, the programs of individual graduate students, and the research projects (theses and reports) of the degree candidates. The graduate advisors assume immediate responsibility for the programs and counseling of graduate students in their various areas.

The College of Graduate Studies and Research faculty and administration authorize all degrees beyond the baccalaureate degree awarded by the University.

The Nature and Purpose of Graduate Work

The purpose of graduate education is to provide advanced and specialized training beyond the baccalaureate program. Graduate study is intended to strengthen the academic and professional competence of the student, to develop the student's capacity for independent study, to familiarize the student with past and current research, to train the student in the techniques of research, and to enable the student to relate his or her research to the investigations of other scholars and derive significant implications from the relationships.

Graduate study presupposes a broad background of knowledge, an adequate preparation in appropriate fields of study at the baccalaureate level, and a command of skills required to carry on intensive research and investigation with a high degree of resourcefulness and self-direction. Generally speaking, only students with superior undergraduate academic records are qualified to pursue study at the graduate level.

It should be noted that graduate studies differ from undergraduate studies in the following respects:

1. The graduate student is expected to assume greater responsibility and to exercise more individual initiative.
2. More extensive and intensive reading is required.
3. Greater emphasis is placed on productive research, with particular emphasis on the use of primary materials.
4. Seminar methods are employed with greater frequency, as greater class participation by the student is required.
5. Less instruction is provided in content, survey-type lecture courses.

Graduate study thus involves far more than the passing of a given number of courses and the fulfillment of certain minimum requirements. The student cannot be content solely with earning acceptable grades. The student must continually satisfy the Graduate Faculty in the major field by displaying superior intellectual powers and scholarly commitment in order to maintain graduate status and good standing in the school.

Angelo State University

Angelo State University is a dynamic institution of higher education long recognized for its strong academic programs, its technological sophistication and its nurturing environment, which combine to help all students—including many first-generation college attendees—attain their full potential.

As a comprehensive university and a member of the Texas Tech University System, Angelo State has built a national reputation, being selected by the prestigious Princeton Review as one of the "Best Colleges" nationally every year since 2010. Princeton Review is the only major U.S. college guide that surveys students for their opinions before publishing its college recommendations, and ASU is one of only three state-supported institutions in Texas to make the list each year since 2010. Since 2010, ASU has also been recognized by the U.S. Department of Education as a Hispanic Serving Institution. In 2018, ASU joined the annual Colleges of Distinction listing.

With a full range of academic programs, as well as a vibrant Honors Program and an active Center for International Studies, ASU provides educational opportunities that prepare students for successful careers or for entry into graduate and professional schools, such as medicine and law. Honors students who are eligible for the Honors Advantage Program and interested in going to the Texas Tech University (TTU) School of Law or TTU Health Sciences Center School of Medicine can receive an early decision of their acceptance during their junior year. Graduates completing Angelo State's pre-med program over the last four decades have an average 70% acceptance rate to medical school, compared to a statewide average of 36%.

Academically, the university is organized into six colleges: Archer College of Health and Human Services; Norris-Vincent College of Business; Arts and Humanities; Education; Science and Engineering; and Graduate Studies and Research—as well as 24 academic departments. Those departments offer 49 undergraduate degrees, 28 master's degrees and four doctoral degrees with more than 100 majors and concentrations. Additionally, ASU provides options for a variety of pre-professional and integrated bachelor's/master's degree programs.

In addition to strong academic offerings, ASU provides an ultramodern, 276-acre campus that offers an attractive and safe setting for a college education. ASU's campus facilities are valued at over $1.2 billion and include award-winning residence halls, state-of-the-art, high tech academic facilities, the Junell Center/Stephens Arena, one of the top facilities in all of NCAA Division II athletics, and the nationally recognized Houston Harte University Center, the focus of campus student life.

ASU's Management, Instruction and Research (MIR) Center comprises 6,000 acres of range and farm land that serves as a "laboratory" for agriculture students. Facilities at the site include the Food Safety and Product Development Laboratory, the Mayer-Rousselot Agriculture Education Training Center, the G. Leon Holland Arena and a 2,800-square-foot greenhouse.

ASU also provides the financial resources to help students attain their college education while keeping the cost within reach of the average family. Supported by multiple endowments, ASU offers more than 600 scholarship programs to eligible students, who can earn up to $56,000 over four years. Over 80% of ASU students receive some form of gift aid, including scholarships and grants, that does not have to be repaid. About 40% of ASU students graduate debt free.

Beyond the classroom, ASU students have a wide variety of opportunities to broaden their horizons and strengthen their résumés. With more than 100 student organizations, a thriving intramurals program, exclusive recreational facilities and numerous on-campus social events to choose from, students can connect with others who have similar interests. ASU leadership and career development programs allow students to develop skills that will help them in their careers and in life. The Center for International Studies allows students to complement their campus education with study abroad programs in Europe, Asia and Central and South America.

The numerous academic and extracurricular opportunities are complemented by a highly competitive intercollegiate athletics program with men's teams in six sports and women's teams in nine sports. The Rams and Rambelles compete in NCAA Division II and the Lone Star Conference. Over the years, the institution has claimed four national titles, the most recent being the NCAA D-II Women's Track and Field Championship in 2010 and the 2004 NCAA D-II Softball Championship. Our track and field teams have won more than 70 individual and relay national championships, and more than a dozen Rams football players have gone on to play in the NFL.

Success at ASU, whether in the classroom, in student organizations or on playing fields, translates into success in life. ASU graduates have headed major national corporations, played in Super Bowls, discovered new animal species, anchored national newscasts, conducted ground-breaking medical research, held top positions in the nation's military, and made numerous contributions to their communities and society.

Mission, Vision and Values Statements

Angelo State University is a member of the Texas Tech University System.

Mission

Angelo State University provides highly competitive graduates to the global marketplace by delivering quality programs in a values-focused and student-centered teaching and learning environment.

Vision

By the end of this decade, ASU will be known as an innovative leader in driving educational, cultural, and economic initiatives to meet the needs, face the challenges, and grasp the opportunities for our region, state, and the global community.

Values

- Integrity | Integridad
- Diversity & Inclusion | Diversidad & Inclusión
- Significance | Impacto
- Community | Comunidad
- Commitment | Compromiso

Reviewed and approved by the Board of Regents, Texas Tech University System, May 13, 2021. Approved by the Texas Higher Education Coordinating Board, June 2, 2021.

History of the University

Angelo State University was created as Angelo State College in 1965 by an act of the 58th Session of the Texas Legislature in 1963, but its origins can be traced to an unsuccessful 1923 bid to be selected as the home of Texas Technological College. When Lubbock was chosen as the site for Texas Tech, the citizens of San Angelo decided to create their own college, even if they had to pay for it themselves. Funded by local contributions and a self-imposed city tax, San Angelo Junior College opened its doors in 1928 on North Oakes Street near downtown San Angelo.

When classes began, 112 students enrolled with city students paying $75 tuition and out-of-town students $115. In May 1929, six students walked across the stage in the institution's first commencement exercise. Today, ASU has more than 47,000 alumni around the globe. In 2007, ASU became a member of the Texas Tech University System.

Academics have always been important at Angelo State, even when the school was known as San Angelo College, which as early as 1936 was one of the few junior colleges accredited by the Southern Association of Colleges and Schools, or SACS. The voters of Tom Green County in 1945 created a County Junior College District and elected the first Board of Trustees. In 1947, the first building was constructed on the present campus, which today encompasses 276 acres.

The citizens of San Angelo never lost the dream of having a four-year college in their community and worked diligently to accomplish that goal. That dream became a reality, effective Sept. 1, 1965, when authority for the institution was transferred from the Board of Trustees of the junior college to the Board of Regents, State Senior Colleges, later the Texas State University System. In May 1967, the first baccalaureate degrees were awarded. The name of the institution was changed to Angelo State University in May 1969.

The College of Graduate Studies and Research was authorized by the Board of Regents on May 15, 1970, and approved by the Texas Higher Education Coordinating Board on Oct. 19, 1970. The first graduate students were enrolled in the fall of 1971.

By 1991, ASU was receiving national attention, being recognized by U.S. News and World Report as one of the nation's up-and-coming universities.

On September 1, 2007, the university became a member of the Texas Tech University System. Presidents of the institution have been Felix E. Smith, 1928-38; Wilson H. Elkins, 1938-48; John A. Guinn, 1948-50; Brian Wildenthal, 1950-52; Rex F. Johnston, 1952-54; Raymond Cavness, 1954-67; Lloyd D. Vincent, 1967-94; E. James Hindman, 1994-2007; Joseph C. Rallo, 2007-12; and Brian J. May, 2012-2020.

City of San Angelo

San Angelo is the center of a thriving community of 100,000 and the city nearest the geographic center of Texas. For some, San Angelo is the true heart of Texas. For others, it is where Central Texas and the Hill Country meet West Texas. Either way, it is a community of genuine, big-hearted and hard-working people who are proud of their Texas heritage.

San Angelo has a rich and culturally diverse history. Though the city owes its birth to the establishment of Fort Concho along the Concho River in 1867, various Indian tribes, as well as Spanish conquistadors and priests, traversed the area for centuries before that. They were followed by buffalo soldiers and pioneer ranchers, who opened the way for merchants, bankers and educators in San Angelo and Tom Green County. This diverse heritage is celebrated annually through the Juneteenth Celebration, Fiestas Patrias, Diez y Seis de Septiembre festivities, and Frontier Day at Fort Concho National Historic Site, as well as Christmas at Old Fort Concho. And, in honor of Independence Day, the community comes together for a grand celebration that includes a patriotic pops concert and fireworks display July 3 at the River Stage on the banks of the Concho River downtown and a July 4 fireworks show over Lake Nasworthy. The annual rodeo and livestock show in the spring and the roping fiesta each fall pay homage to the region's ranching roots.

San Angelo is also a cultural paradise. The San Angelo Symphony, San Angelo Civic Ballet, and Angelo Civic Theatre offer a variety of programs annually. The San Angelo Performing Arts Campus (SAPAC) brings even more choices for entertainment with stage performances by local companies, Be Theatre and San Angelo Broadway Academy, and traveling Broadway productions, such as "Legally Blonde." The San Angelo Museum of Fine Arts with its distinctive architecture provides a wonderful setting for exhibits by some of Texas' finest artists. Historical displays at Fort Concho and the Railway Museum of San Angelo attract visitors from throughout the nation. Downtown boasts a series of historical murals and public art in the most unexpected places. The Cactus Hotel is a local landmark, which serves as the center of numerous cultural activities. Visitors along the River Walk enjoy the prize-winning sculpture of the "Pearl of the Conchos," a West Texas mermaid holding a symbolic Concho Pearl, a pink gem unique to the waters of the Concho River around San Angelo.

Natural beauty is also found with the International Water Lily Garden in full color between March and September. It is complemented by the Sunken Garden, Rio Concho Garden, Terrace Garden and Gazebo Garden, all part of the city's system of municipal parks. The River Walk along the Concho provides water displays, dramatic lighting and a four-mile trail for enjoying nature.

The Nature Center on the outskirts of town by Lake Nasworthy is a regional museum and learning facility. Lake Nasworthy—along with O.C. Fisher Reservoir and Twin Buttes Reservoir—provides residents and visitors a variety of water sport opportunities, from fishing to water skiing. Adjacent to Fisher Reservoir, San Angelo State Park sits astride the junction of four ecological zones, making the park one of the most diverse natural preserves in all of Texas.

San Angelo is home to Goodfellow Air Force Base, as well as a strong business community that includes such national corporations as SITEL, Goodyear and Ethicon. Additionally, San Angelo is a regional medical center.

Overall, San Angelo has all the advantages of a large city—numerous civic and cultural events, ample shopping, varied entertainment options, a solid business community and more—along with all the charm of a small town, ranging from safe streets to friendly people. That combination helps make San Angelo an ideal environment for a college education.

Admission Requirements

Student Responsibility

NOTICE: The regulations contained in this Catalog are based upon present conditions and are subject to change without notice. The University reserves the right to modify any statement in accordance with unforeseen conditions.

The student is held responsible for knowing degree requirements and enrolling for appropriate courses. The student is likewise held responsible for knowing the University deadlines and regulations in regard to the standard of work required for continuance in the College of Graduate Studies and Research. If additional information is needed, the College of Graduate Studies and Research should be consulted.

All persons seeking admission to the College of Graduate Studies and Research must complete and file with the College of Graduate Studies and Research an application form, which is available on the Angelo State University Graduate Studies and Research website. To ensure that proper consideration can be given to evaluating the applicant's credentials, the applicant should provide program materials, request transcripts and, if applicable, have entrance examination scores sent by the source to the College of Graduate Studies and Research as early as possible. Most ASU graduate programs require supplemental materials for admission review. These materials may include, but are not limited to, items such as a statement of purpose, recommendations, evaluations, writing samples, resumes, etc. Applicants must pay the non-refundable application fee before consideration can be given to their application.

All persons seeking admission to the College of Graduate Studies and Research must complete and file with the College of Graduate Studies and Research an application form, which is available on the Angelo State University Graduate Studies and Research website. To ensure that proper consideration can be given to evaluating the applicant's credentials, the applicant should provide program materials, request transcripts and, if applicable, have entrance examination scores sent by the source to the College of Graduate Studies and Research as early as possible. Most ASU graduate programs require supplemental materials for admission review. These materials may include, but are not limited to, items such as a statement of purpose, recommendations, evaluations, writing samples, resumes, etc. Applicants must pay the non-refundable application fee before consideration can be given to their application.

For a complete list of requirements for a particular degree, the student should combine the General Degree Requirements page 32 and the special requirements listed by departments under Departmental Information.

Bacterial Meningitis Vaccination

State law requires all new enrolling students and students returning after a lapse of enrollment who are under 22 years old to show evidence of receiving a bacterial meningitis vaccination or booster dose. The vaccination must have been administered within five years of enrollment, and the latest possible date to receive the vaccine is 10 days prior to the first day of the semester.

Exceptions to the vaccination requirement are allowed in limited circumstances consistent with Texas legislation:

- Enrollment in Distance education courses only.
- An affidavit or certificate from a physician that states the vaccination would be harmful to the health and well-being of the student.
- A conscientious exemption form from the Texas Department of State Health Services that states the student is declining the vaccination for reasons of conscience, including a religious belief.

Complete information is available on the ASU Bacterial Meningitis website.

Personal Standards

Angelo State University requires the same personal standards and applies the same criteria in considering applications for admission as it uses in the retention of students who are enrolled. The personal standards of conduct expected of students who enroll at Angelo State University are provided in the Code of Student Conduct contained in the Student Handbook.

Admission to the College of Graduate Studies and Research

I. General Requirements - Domestic

A. Angelo State University strives to admit students to graduate study who show promise of succeeding in a rigorous academic environment. This promise is generally demonstrated through superior academic performance, as measured by undergraduate grade point average (GPA) and/or standardized test scores (i.e., GRE or GMAT) as determined by individual program requirements. Applicants who have distinguished themselves in curricular and extracurricular undertakings, have exhibited exceptional leadership abilities, or have demonstrated special skills or talents related to the area in which they intend to pursue their studies may also be worthy of consideration for admission.
Admission as either a degree-seeking or a non-degree seeking student is granted by the dean of the College of Graduate Studies and Research upon the recommendation of the department of proposed study. Only students who have submitted completed applications will generally be considered for admission. A completed application consists of the following:

1. Graduate Application for Admission form, with residency information;
2. Current application fee (non-refundable)
3. Applicants must possess a baccalaureate degree from an accredited institution in the United States or the foreign equivalent. Applicants may submit unofficial transcripts of a completed baccalaureate or higher degree. Currently enrolled applicants will need to submit the unofficial transcript with "in progress" coursework. ASU will accept unofficial transcripts for the admission decision, with the expectation that official transcripts will arrive within the first session of enrollment. Unofficial transcripts must be submitted directly to the College of Graduate Studies and Research (Except ASU).;
4. Official transcripts must be mailed or hand-delivered in a sealed university envelope directly from the issuing institution (Except ASU). Angelo State University also accepts electronic transcripts sent via a secure delivery method (Parchment, E-Script Safe, etc.) directly from the issuing institution. Electronic transcripts sent by the applicant are not considered official. Secondary transcripts (junior, community or non-degree awarded) are not required, unless otherwise stated by the intended graduate program. All submitted materials become the property of ASU. Students who are applying through the Centralized Application System will be required to submit an Angelo State University transcript.

5. Official Graduate Record Exam (GRE) or Official Graduate Management Admissions Test (GMAT) score required by individual programs. To be considered official, GRE/GMAT scores must be mailed directly to the ASU College of Graduate Studies and Research from the Educational Testing Service.

II. General Requirements - International

A. All applicants who are not U.S. citizens or a U.S. permanent resident are considered international applicants and must meet the following admission requirements. The Form I-20, Certificate for Eligibility cannot be issued until the applicant has been admitted to the College of Graduate Studies and Research. A completed application consists of the following:

1. Completed Graduate Application for Admission
2. Current application fee (non-refundable)
3. Applicants must possess a baccalaureate degree from an accredited institution in the United States or the foreign equivalent. Degrees earned at a foreign institution must be evaluated by a credential evaluation service in the United States. Evaluations must be completed in English and include semester credit hours and letter grades.

   Applicants may submit unofficial transcripts of a completed baccalaureate or higher degree and currently enrolled applicants should submit the unofficial transcript with "in progress" coursework. Unofficial transcripts will be used for admission decisions but official transcripts must be submitted within the first session of enrollment. Unofficial transcripts must be submitted directly to the College of Graduate Studies and Research.

   Official transcripts must be mailed or hand-delivered in a sealed university envelope directly from the issuing institution (Except ASU). Angelo State University also accepts electronic transcripts sent via a secure delivery method (Parchment, E-Script Safe, etc.) directly from the issuing institution. Electronic transcripts sent by the applicant are not considered official. Secondary transcripts (junior, community or non-degree awarded) are not required, unless otherwise stated by the intended graduate program. All submitted materials become the property of ASU.
4. Financial documentation (for students studying on-campus in the United States)
   a. Original bank statement (with amounts in U.S. dollars)
   b. Official Financial Statement Form
5. Copy front and back of passport taken within a year of the application.
6. Official Graduate Record Exam (GRE) or Official Graduate Management Admissions Test (GMAT) scores required by individual major programs.
7. Proof of English Proficiency—Applicants with an undergraduate degree from a foreign institution or applicants for whom English is not their first language, must submit official scores from the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), Duolingo or International Baccalaureate (IB) taken within the last two years.
   a. TOEFL minimum score of 550 (paper-based exam), or 79 internet-Based Test (iBT);
   b. IELTS minimum score of 7.00 overall;
   c. Duolingo score of 96 or higher;
   d. English requires a minimum TOEFL composite score of 79 with a minimum sub-score in all areas of 18, or a composite IELTS of 6.5 with a minimum sub-score of 6.0 for each band.

III. Admission to the College of Graduate Studies and Research as Degree-Seeking Student and Non-Degree Seeking Student

The process for determining admission as a degree-seeking student and non-degree seeking student are the same. The completed application is sent to the department of proposed study for an admission recommendation. The department looks at the following factors:

A. The applicant's previous academic record, which may include overall GPA, last 60 hour GPA, GPA in the major or in the prerequisite courses, and/or GPA in any relevant graduate work. The overall un-graduated GPA as printed on the degree-awarding transcript will be used for the admission application.

   Applicants who fall slightly below the formula or GPA standards may be considered for provisional admission. If the department of proposed study deems the applicant shows promise of succeeding in the program, provisional admission, with conditions, may be granted.

B. Completion of the undergraduate prerequisites for the intended program. Applicants who have not completed all prerequisites may be required to complete them before being considered for admission. In some programs, applicants may be admitted if they lack some prerequisites but will be required to make up these undergraduate courses (leveling work) within the first year of their graduate enrollment.

C. The applicant's GRE/GMAT test score, if required for the program.
   1. Students who have not submitted GRE/GMAT scores to programs that require standardized tests but who have an undergraduate GPA of 3.00 or better (4-point scale) in the total undergraduate record, including all grades on repeated courses, may be granted provisional admission to programs that require standardized tests with the approval of the graduate faculty in the applicant's major department and the graduate dean. These applicants must provide satisfactory GRE/GMAT scores before the end of their first semester of enrollment. Provisional admission does not guarantee regular admission. When the test score is received, the student's application file will be reviewed by the applicant's major department for an admission decision recommendation. Students who do not satisfy the grade point criteria listed above and have not submitted GRE/GMAT scores to programs that require standardized tests will not be considered for admission until the appropriate test scores are received by the College of Graduate Studies and Research.

D. Other criteria, as defined by specific programs.

IV. Admission Offer

A. Regular admission: An applicant who has met the university admission criteria is admitted regular upon recommendation of the Graduate Program department.

B. Provisional Admission: An applicant who has not met the university admission criteria is given provisional admission. Applicants will be on academic probation, with the requirement that they maintain at least a 3.00 cumulative grade point average in all graduate-level work until they have completed at least nine semester hours of graduate-level work in a degree program at Angelo State University. Failure to maintain the requisite 3.00 may result in dismissal from the graduate program in which the student has been studying.

C. Offer of Admission: Only written notice from the dean of the College of Graduate Studies and Research constitutes approval of admission.
D. Graduate students who do not attend classes for one year must re-apply for admission.

Source Note: Angelo State University Operating Policy 42.01. . Approved May 31, 2022.

Special Graduate Admission Requirements and Procedures for International Students

Angelo State University is authorized under federal law to enroll nonimmigrant alien students.

A student from a foreign country will be eligible for admission to Angelo State University and a Form I-20, Certificate for Eligibility, will be issued when all admission requirements have been met and the following items are on file in the Office of the Dean of the College of Graduate Studies and Research:

- Official transcripts of previous academic records with English translation, if original transcript is not in English.
- An evaluation of the transcript(s) by an official foreign transcript evaluator.
- Supplemental Information Form for foreign applicants. *
- Official financial documentation (Official Financial Statement* and bank statement) from parent, guardian, or other sponsor guaranteeing the applicant's financial support while in the United States.

International applicants must have all of these items on file in the College of Graduate Studies and Research no later than June 10 in order to register for the fall semester, November 1 to register for the spring semester, and March 15 to register for the summer session.

Insurance Requirement for International Students

All international students will be automatically billed by ASU for the Group Hospitalization, Medical U.S. Evacuation, and Repatriation Insurance plan provided through the University for each semester enrolled. Further information regarding insurance coverage and cost may be obtained from the University's Center for International Studies.

* These forms are available online at International Students Admission website.

Program Prerequisites, Requirements, and Formulas

Administrative Leadership (M.A.)

Prerequisites:

- Must hold a bachelor's degree from an accredited college or university;
- Undergraduate academic record (transcripts of all undergraduate course work);
- 2.75 undergraduate GPA or 2.75 in the last 60 hours of undergraduate course work;
- The GRE test is not required for admission to the program.

Agriculture (M.Ag.)

Prerequisites:

- Hold a bachelor's degree with a GPA of 2.75 or better including all grades on repeated courses or hold a bachelor degree with a GPA of a 3.00 or better in the last 60 hours of coursework;
- Completion of a minimum of 24 semester credit hours of undergraduate course work in animal science, agriculture, range management, wildlife management, or agronomy, including 12 semester credit hours of advanced course work.

Requirements:

- Two (2) Academic Letters of Recommendation;
- Current curriculum vitae or resume;
- Essay;
- GRE (If applicant has at least a 3.00 cumulative GPA or a 3.00 GPA for last 60 hours of coursework, then the GRE requirement is waived);
- GRE Formula.

Animal Science (M.S.)

Prerequisites:

- Hold a bachelor's degree with a GPA of a 2.50 or better including all grades on repeated courses or hold a bachelor degree with a GPA of a 3.00 or better in the last 60 hours of coursework;
- Completion of a minimum of 24 semester credit hours of undergraduate course work in animal science, agriculture, range management, wildlife management, or agronomy, including 12 semester credit hours of advanced course work.

Requirements:

- Two (2) Academic Letters of Recommendation;
- Current curriculum vitae or resume;
- Department thesis advisor approval;
- Essay;
- GRE (If applicant has at least a 3.00 cumulative GPA or a 3.00 GPA for last 60 hours of coursework, then the GRE requirement is waived);
- GRE Formula.

Applied Psychology (M.S.)

Prerequisites:

- Complete either (a) a minimum of 18 semester credit hours of undergraduate psychology, or (b) the graduate leveling course in psychology: PSY 6302 Core Concepts in Psychological Science;
- Hold a bachelor's degree. Students must have a cumulative undergraduate GPA of 3.00 or higher or at least nine graduate hours with a cumulative GPA of 3.00 or higher.

Athletic Training (M.A.T.)
In addition to the general requirements for admission to the College of Graduate Studies and Research, applicants to the M.A.T. program must file a separate departmental application through the Athletic Training Centralized Application System (ATCAS).

Prerequisites:
- Cumulative undergraduate GPA of 3.00 or higher;
- Completion of one semester of biology with lab, one semester of chemistry with lab, one semester of physics with lab, two semesters of anatomy and physiology with lab, general psychology, statistics, and nutrition.

Requirements (submitted through ATCAS):
- Essay;
- Three references who can provide a professional letter of recommendation;
- Self-Report transcript form;
- Proof of volunteer hours.

Biology (M.S.)
Prerequisites:
- B.S. or B.A. in biology or a related discipline (e.g., zoology, botany, microbiology, wildlife ecology). Completion of a minimum of 24 semester credit hours of undergraduate course work in biology or related discipline, including 12 semester credit hours of advanced course work;
- Students without a degree in biology are required to demonstrate proficiency in Genetics, Cell Biology, Evolution, and Ecology (if credit has not been earned for these courses) by successfully completing the undergraduate course in the first year (with a grade of "C" or better) or by passing a departmental exam prior to the first semester.

Requirements:
- Essay;
- GRE (If applicant has a 3.25 overall/cumulative GPA, then the GRE requirement is waived);
- GRE Formula.

Biology - Science Education (M.S.)
Prerequisites:
- B.S. or B.A. in biology or a related discipline (e.g., zoology, botany, microbiology, wildlife ecology). Completion of a minimum of 24 semester credit hours of undergraduate course work in biology or related discipline, including 12 semester credit hours of advanced course work;
- Students without a degree in biology are required to demonstrate proficiency in Genetics, Cell Biology, Evolution, and Ecology (if credit has not been earned for these courses) by successfully completing the undergraduate course in the first year (with a grade of "C" or better) or by passing a departmental exam prior to the first semester.

Requirements:
- Essay;
- GRE (If applicant has a 3.25 overall/cumulative GPA, then the GRE requirement is waived);
- GRE Formula.

Business Administration (M.B.A.)
Foundation Requirements:
- Business Math and Statistics;
- Excel for MBA Students.

Admission Requirements:
- GMAT or GRE scores;
- The GMAT/GRE score requirement will be waived for students who have an undergraduate overall GPA of 3.00 or better - or for students with an undergraduate GPA of 3.00 or better for the last 60 credit hours - or for students with an undergraduate overall GPA of 2.50 or better and at least three years of meaningful business experience;
- Résumé.

See the Norris-Vincent College of Business website for additional information.

Business Administration - Healthcare Management (M.B.A.)
Foundation Requirements:
- Business Math and Statistics;
- Excel for MBA Students.

Admission Requirements:
- GMAT or GRE scores;
- The GMAT/GRE score requirement will be waived for students who have an undergraduate overall GPA of 3.00 or better - or for students with an undergraduate GPA of 3.00 or better for the last 60 credit hours - or for students with an undergraduate overall GPA of 2.50 or better and at least three years of meaningful business experience;
- Résumé.

See the Norris-Vincent College of Business website for additional information.

Business Data Science and Analytics (M.S.)
Prerequisites:
- Bachelor's degree from an accredited university; any field of study;
- Overall GPA of 3.00 or better, or a GPA of 2.50 or better with at least three years of meaningful experience.

Foundation Requirements:
- Business Math and Statistics;
- Excel for MBA Students.

Admission Requirements:
- GMAT or GRE scores;
- The GMAT/GRE score requirement will be waived for students who have an undergraduate overall GPA of 3.00 or better - or for students with an undergraduate GPA of 3.00 or better for the last 60 credit hours - or for students with an undergraduate overall GPA of 2.50 or better and at least three years of meaningful business experience;
- Résumé.

See the Norris-Vincent College of Business website for additional information.

Coaching, Sport, Recreation, and Fitness Administration (M.Ed.)
Prerequisites:
- Sufficient background experiences in professional competency areas;
- Hold a bachelor's degree in any academic concentration with a GPA of 2.50 or better, including all grades on repeated courses.

Requirements:
- Essay;
- Resume;
- Three letters of recommendation;
- A personal interview.

Communication (M.A.)
Prerequisites:
- Hold a bachelor's degree with a GPA of 2.50 or better, including all grades on repeated courses – or hold a bachelor's degree with a GPA of 3.00 or better in the last 60 hours of undergraduate work;
- Completion of a minimum of 24 credit hours of undergraduate course work in either communication or journalism, including 12 credit hours of advanced course work (including desktop publishing and graphics, layout and design, or their equivalents).

Requirement:
- Essay.

Computer Science (M.S.)
Prerequisite:
A bachelor's degree in computer science. Other majors will be considered on a case-by-case basis.

Requirement:
- GRE if undergraduate GPA is less than 2.50.

Counseling Psychology (M.S.)
Prerequisites:
- Hold a bachelor's degree;
- Students who have a cumulative undergraduate grade point average (GPA) of 3.00 or higher automatically qualify for admission, if space in the program allows;
- Students with a GPA below 3.00 may qualify on basis of formula described in GRE column;
- Complete a minimum of 18 semester credit hours of undergraduate psychology. Students with fewer than 18 credit hours are required to complete a graduate leveling course.

Requirements:
- Essay;
- Three letters of recommendation and a recommendation form per letter;
- GRE Formula.

Counseling Psychology (Psy.D.)
Prerequisites:
- Hold a bachelor's degree with a cumulative undergraduate GPA of 3.00;
- A minimum undergraduate GPA of 3.50 for psychology coursework;
- If graduate work completed, must be a minimum GPA of 3.50;
- Complete a minimum 18 credit hours of psychology.

Requirements:
- Essay;
- Three letters of recommendation and evaluation form per letter;
- GRE;
- On campus interview;
- TOEFL (if applicable).

Criminal Justice (M.S.)
Prerequisites:
- Hold a bachelor's degree from an accredited college or university;
- 2.75 undergraduate overall GPA or 3.00 in the last 60 hours of undergraduate course work.

Requirement:
- Essay (waived if GPA is 2.75 or better).

Curriculum and Instruction - Advanced Instructor (M.A.)
Prerequisites:
- Must hold a bachelor's degree from an accredited college or university;
- 2.75 undergraduate GPA or 2.75 in the last 60 hours of undergraduate course work.

Curriculum and Instruction - Professional Education (M.A.)
Prerequisites:
- Must hold a bachelor's degree from an accredited college or university;
- 2.75 undergraduate GPA or 2.75 in the last 60 hours of undergraduate course work.

Curriculum and Instruction - Teacher Studies (M.A.)
Prerequisites:
- Must hold a bachelor's degree from an accredited college or university;
- 2.75 undergraduate GPA or 2.75 in the last 60 hours of undergraduate course work;
- Successful completion of the PACT content exam (for Teacher Certification programs).

Educational Leadership (M.S.)
Prerequisites:
- Must hold a bachelor's degree from an accredited college or university;
- 2.75 undergraduate GPA or 2.75 in the last 60 hours of undergraduate course work;
- Must submit two admission screenings as required by TEA;
- Hold a valid Texas Standard Teaching Certificate;
- Have two years of documented, creditable teaching in a TEA-approved/recognized school, as shown in your Texas service record;
- Submit a District Acknowledgment form.

English (M.A.)
Prerequisites:
- Completion of a minimum of 24 semester credit hours of undergraduate course work in English, including 12 semester credit hours of advanced course work;
- 2.75 undergraduate GPA or 3.00 in the last 60 hours of undergraduate course work;
- The GRE test is not required for admission to the program.

Requirement:
- Essay.

Global Security Studies (M.S.)

Prerequisites:

- Hold a bachelor's degree from an accredited college or university;
- 2.75 undergraduate GPA or 3.00 in the last 60 hours of undergraduate course work.

Requirement:

- Essay (waived if GPA is 2.75 or better).

Homeland Security (M.S.)

Prerequisites:

- Hold a bachelor's degree from an accredited college or university;
- 2.75 undergraduate GPA or 3.0 in the last 60 hours of undergraduate course work.

Requirement:

- Essay (waived if GPA is 2.75 or better).

Intelligence and Analysis (M.S.S.)

Prerequisite:

- Hold a bachelor's degree with a GPA of 2.75 or better, including all grades on repeated courses, or hold a bachelor's degree with a GPA of 3.00 or better in the last 60 hours of undergraduate work.

Requirement:

- Essay (waived if GPA is 2.75 or better).

Mental Health and Wellness Counseling (M.A.)

Prerequisites:

- Must hold a bachelor's degree from an accredited college or university;
- 2.75 undergraduate GPA or 2.75 in the last 60 hours of undergraduate course work.

Nursing (M.S.N.)

In addition to the general requirements for admission to the College of Graduate Studies and Research, applicants for regular admission to an M.S.N. program (Family Nurse Practitioner or Nurse Educator) must file a separate departmental application through the Nursing Centralized Application System (NursingCAS) to the Department of Nursing and meet the following criteria:

- Acceptance into the College of Graduate Studies and Research;*
- Be a U.S. citizen or hold permanent residency status in the U.S.;
- Reside in the state of Texas;**
- Baccalaureate degree in nursing from a program accredited by the Commission of Collegiate Nursing Education (CCNE) or the Accreditation Commission for Education in Nursing (ACEN);
- Overall grade point average (GPA) of 3.00 or higher on a 4.00 scale;***
- Undergraduate statistics course (3 SCH) completed with a grade of "C" or higher. (Junior or Senior level statistics within 5 years is recommended but not required);
- Applicant must have one (1) year of recent clinical experience as a Registered Nurse if applying for the Family Nurse Practitioner program;
- Current, unencumbered license to practice as a Registered Nurse in Texas required.;**
- Three references (academic, professional or clinical) addressing your ability to succeed in graduate school;
- Complete a Personal Statement describing (a) why you are choosing to become a Family Nurse Practitioner or Nurse Educator, (b) your plans upon completing the graduate program, (c) how your current work experience will enhance your graduate school experience, and (d) how you plan to manage your time due to the demands of program, work, and/or family life. (Less than 800 words);
- Curriculum Vitae (CV)/resume.

Prior to first clinical course, graduate students must have the following on file in the nursing office:

- Current CPR (professional level) certification;
- Evidence of meeting state-mandated immunization requirements;
- Proof of current health insurance;
- Drug screen and/or background check if required by clinical agency.

* In accordance with College of Graduate Studies and Research admission requirements, applicants from a foreign country whom English is not their first language, must also include official scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) taken within the last two years.

** M.S.N. curriculum requiring practicums are required to be completed in Texas.

*** When an applicant's GPA is below 3.00, but between 2.75 and 2.99, and if the applicant has achieved a 3.00 GPA in the last 60 hours of undergraduate work, the applicant may be granted provisional admission.

Organizational Psychology and Human Resources (M.S.)

Prerequisites:

- Hold a bachelor's degree. Must have an undergraduate cumulative GPA of 3.00, or a 3.25 GPA in psychology coursework, including repeated courses;
- Nine (9) hours of undergraduate psychology or related coursework are strongly recommended.

Requirements:

- Essay;
- Three letters of recommendation and recommendation evaluation form per letter (two must be from academic sources).

Physical Therapy (D.P.T.)

Each cohort is limited to a maximum of 28 students.

Physical Therapy applicants must pass through a two-stage process; 50 hours of volunteer/observation in at least 2 physical therapy settings is required.

Applicants must file an application through the Physical Therapy Centralized Application System (PTCAS).

Prerequisites:

- Hold a bachelor's degree from an accredited college or university;
- A minimum cumulative prerequisite GPA of 3.00 on a 4.00 scale is required. (If courses are repeated, the last grade attained is used.);
- Prerequisite courses:
  - Human Anatomy (with lab);
  - Human Physiology (with lab);
  - Upper division science course (with lab);
  - General Chemistry I and II (with labs);
  - Math [Algebra & Precalculus, or better (i.e., calculus, etc.)];
  - General Physics I and II (with labs);
  - Technical Writing;
  - General Psychology;
  - Developmental Psychology or Abnormal or Physiological Psychology;
  - Statistics;
  - Medical Terminology.

Requirements (submitted through PTCAS):

- Essay;
- Self report transcript;
- Volunteer hours form;
- Three letters of recommendation;
- GRE;
- GRE Formula.

Additional Requirement:

- Supplemental essay (emailed to department).

Professional Accountancy (M.P.Ac.)

Foundation Requirements:

- ACCT 2301 – Principles of Accounting I;
- ACCT 2302 – Principles of Accounting II;
- ACCT 3305 – Accounting Information Systems;
- ACCT 3311 – Financial Accounting and Reporting I;
- ACCT 3312 – Financial Accounting and Reporting II;
- ACCT 3313 – Financial Accounting and Reporting III;
- ACCT 3331 – Cost Accounting;
- ACCT 3361 – Income Tax Accounting;
- ACCT 4303 – Auditing;
- BCIS 1305 – Business Computer Applications.

Prerequisites:

- Hold a bachelor's degree with a GPA of 2.50 or better, including all grades on repeated courses, or hold a bachelor's degree with a GPA of 3.00 or better in the last 60 hours of undergraduate work;
- Have a 2.50 GPA in ACCT 3303 and ACCT 3304, with no grades lower than "C" (courses may be repeated to satisfy this requirement).

Requirements:

- GMAT (waived if GPA is 3.25 or better);
- GMAT Formula.

See the Norris-Vincent College of Business website for additional information.

Professional School Counseling (M.S.)

Prerequisites:

- Must hold a bachelor's degree from an accredited college or university;
- 2.75 undergraduate GPA or 2.75 in the last 60 hours of undergraduate course work;
- Must submit admission screening as required by TEA.

Note: For State of Texas certification, applicants must have two years teaching experience in an accredited public school prior to eligibility for approval to take TExES school counselor exam.

Public Health (M.P.H.)

Prerequisites:

- Bachelor of Science in Health Science Professions (B.S.H.S.P.) with a GPA of 3.30 or higher;
- Non-B.S.H.S.P. degree with a GPA of 3.00 or higher;
- Completion of one semester of college-level introductory human or general biology; college algebra, pre-calculus or statistics.

Requirement:

- Three letters of recommendation (waived if GPA is 3.00 or greater).

Social Work (M.S.W.)

Prerequisites:

Advanced Standing Track

- B.S.W. degree from a CSWE accredited program of Social Work.

Traditional Track

- Non-social work bachelor's degree from a regionally accredited institution.

Requirements:

- Regular admission: GPA of 3.00 or higher of undergraduate coursework;
- Provisional admission: GPA of 2.75 to 2.99 of undergraduate coursework;
- Completed M.S.W. application via InPlace student platform;
- Completed graduate application via ApplyTexas website.

Social Work (D.S.W.)

Prerequisites:

- M.S.W. degree in Social Work from a CSWE accredited program of Social Work;
- Post M.S.W. Practice Experience;
- A license in Social Work is preferred, but not strictly required.

Requirements:

- 3.00 or higher GPA on a 4.00 scale in the M.S.W. degree;
- An admission essay (i.e., statement of purpose), written in the most recent edition of APA style, covering the applicant's goals for the degree and career plans after graduation;
- Completed D.S.W. application and required materials via InPlace student platform;
- Completed graduate application via Apply Texas website.

Student Development and Leadership in Higher Education (M.Ed.)

Prerequisites:

- Must hold a bachelor's degree from an accredited college or university;
- 2.75 undergraduate GPA or 2.75 in the last 60 hours of undergraduate course work.

Certificate and Certification Programs Prerequisites and Requirements

Academic Advising Certificate

Prerequisites:

- Bachelor's degree from an accredited college or university;
- Undergraduate GPA of 2.50 or better.

Athletic Academic Advising Certificate

Prerequisite Post-Master's:

- Master's degree from an accredited college or university.

Requirements Post-Master's:

- Resume;
- One letter of recommendation.

Prerequisite Post-Baccalaureate:

- Bachelor's degree with an overall GPA of at least 2.5, including repeated courses.

Requirements Post-Baccalaureate:

- A three-paragraph writing sample explaining:
  - Why you want to be accepted to the program;
  - What you will bring to the program;
  - What you expect to get out of the program.
- Resume (used to evaluate pre-professional competencies);
- Three letters of recommendation.

Cybercrime Investigation Certificate

Prerequisite:

- Bachelor's degree with an overall GPA of at least 2.75, including repeated courses - or a bachelor's degree with a GPA of at least 3.00 in the last 60 credit hours of undergraduate work.

Requirement:

- Essay (waived if GPA is 2.75 or greater).

Cybersecurity Certificate

Prerequisite:

- Bachelor's degree with an overall GPA of at least 2.75, including repeated courses - or a bachelor's degree with a GPA of at least 3.00 in the last 60 credit hours of undergraduate work.

Requirement:

- Essay (waived if GPA is 2.75 or greater).

Emergency Management Certificate

Prerequisite:

- Bachelor's degree with an overall GPA of at least 2.75, including repeated courses - or a bachelor's degree with a GPA of at least 3.00 in the last 60 credit hours of undergraduate work.

Requirement;

- Essay (waived if GPA is 2.75 or greater).

Family Nurse Practitioner Certificate

In addition to the general requirements for admission to the College of Graduate Studies and Research, applicants for regular admission to the Post Master's certificate program must file a separate departmental application through the Nursing Centralized Application System (Nursing-AS) to the Department of Nursing and meet the following criteria:

- Acceptance into the College of Graduate Studies and Research;*
- Be a U. S. Citizen or hold permanent residency status in the U.S.;
- Reside in the state of Texas;**
- Have a Master's or doctorate degree in nursing from an accredited nursing program;
- Applicant must have one (1) year of recent clinical experience as a Registered Nurse if applying for the Post Master's Family Nurse Practitioner post master's certificate program;
- Overall grade point average (GPA) of 3.00 or higher on a 4.00 scale;
- Meet academic prerequisites:***/****
    - Advanced Pathophysiology;
    - Advanced Pharmacology;
    - Advanced Health Assessment (AHA). The AHA course must include a minimum of 50 clinical hours of direct patient care. The clinical hours must be "hands on" and be completed in a patient care setting (i.e. family practice). Clinical hours may not include standardized patients, on campus workshops/educational offerings, or simulation lab scenarios;
    - Leadership and Roles and may be taken with the Post Master's FNP curriculum;
    - Acceptance of prerequisites will be subject to faculty approval. Potential students may be required to provide course descriptions and syllabi prior to approval.
- Current, unencumbered license to practice as a Registered Nurse in Texas;**
- Three references (academic, professional, or clinical) addressing your ability to succeed in graduate school;
- Complete a personal statement describing (a) why you are choosing the become a Family Nurse Practitioner, (b) your plans upon completing the graduate program, (c) how your current work experience will enhance your graduate school experience, and (d) how you plan to manage your time due to the demands of the program, work, and/or family life. (Less than 800 words);
- Curriculum Vitae (CV)/resume.

* In accordance with College of Graduate Studies and Research admission requirements, applicants from a foreign country whom English is not their first language, must also include official scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) taken within the last two years.

** Post Master's Curriculum requiring practicums are required to be completed in Texas.

***Gap Analysis for Post Graduate Certificate NP Students. A student who is a nationally certified NP seeking partial credit or waiver of course work towards completion of a post master's certificate in another NP practice area must have a thorough analysis completed of previous coursework (NONPF, 2017). The Family Nurse Practitioner Track Coordinator will conduct the analysis and report to the Graduate Program Coordinator. Recommendations to accept course work will be made to the Dean of the College of Graduate Studies & Research for final approval after the student has successfully completed one semester at ASU. NONPF, 2016. Criteria for Evaluation of Nurse Practitioner Programs (5th ed).

****GAP Analysis for Post Graduate Certificate NP Students who are not nationally certified NPs. The Family Nurse Practitioner Track Coordinator will conduct the analysis and report to the Graduate Program Coordinator. Recommendations to accept course work will be made to the Dean of the college of Graduate Studies & Research for final approval after the student has successfully completed one semester at ASU.

Prerequisite:

- You must have completed a Master of Science in Nursing degree program before you are eligible to enroll in this certificate program.

Prerequisite FNP Courses:

- NUR 6318: Pharmacotherapeutics;
- NUR 6324: Advanced Pathophysiology;
- NUR 6331: Advanced Health Assessment;
- NUR 6338: Leadership and Roles in Advanced Nursing.

Healthcare Management Certificate

Prerequisite:

- Bachelor's degree with an overall GPA of at least 2.75, including repeated courses - or a bachelor's degree with a GPA of at least 3.00 in the last 60 credit hours of undergraduate work.

Requirement:

- Resume.

Leadership and Organizational Communication Certificate

Prerequisite:

Bachelor's degree with an overall GPA of at least 2.75, including repeated courses - or a bachelor's degree with a GPA of at least 3.00 in the last 60 credit hours of undergraduate work.

Media and Professional Communication Certificate

Prerequisite:

- Bachelor's degree with an overall GPA of at least 2.75, including repeated courses - or a bachelor's degree with a GPA of at least 3.00 in the last 60 credit hours of undergraduate work.

Mental Health and Wellness Counseling – Online LPC Bridge

Prerequisites:

- Master's degree in counseling or counseling-related field;
- Bachelor's degree; no minimum undergraduate GPA.

Nurse Educator Certificate

In addition to the general requirements for admission to the College of Graduate Studies and Research, applicants for regular admission to the Post Master's certificate program must file a separate departmental application through the Nursing Centralized Application System (Nursing-CAS) to the Department of Nursing and meet the following criteria:

- Acceptance into the College of Graduate Studies and Research;*
- Be a U. S. Citizen or hold permanent residency status in the U.S.;
- Reside in the state of Texas;**
- Have a Master's or doctorate degree in nursing from an accredited nursing program;
- Overall grade point average (GPA) of 3.00 or higher on a 4.00 scale;
- Meet academic prerequisites:***/****
    - Advanced Pathophysiology;
    - Advanced Pharmacology;
    - Advanced Health Assessment (AHA). The AHA course must include a minimum of 50 clinical hours of direct patient care. The clinical hours must be "hands on" and be completed in a patient care setting (i.e. family practice). Clinical hours may not include standardized patients, on campus workshops/educational offerings, or simulation lab scenarios;
    - Leadership and Roles and may be taken with the Post Master's NE curriculum;
    - Acceptance of prerequisites will be subject to faculty approval. Potential students may be required to provide course descriptions and syllabi prior to approval.
- Current, unencumbered license to practice as a Registered Nurse in Texas;**
- Three references (academic, professional, or clinical) addressing your ability to succeed in graduate school;
- Complete a personal statement describing (a) why you are choosing the become a Nurse Educator, (b) your plans upon completing the graduate program, (c) how your current work experience will enhance your graduate school experience, and (d) how you plan to manage your time due to the demands of the program, work, and/or family life. (Less than 800 words);
- Curriculum Vitae (CV)/resume.

Prerequisite:

You must have completed a Master of Science in Nursing degree program before you are eligible to enroll in this certificate program.

Prerequisite Nurse Educator Courses:

- NUR 6318: Pharmacotherapeutics;
- NUR 6324: Advanced Pathophysiology;
- NUR 6331: Advanced Health Assessment;
- NUR 6338: Leadership and Roles in Advanced Nursing.

Professional School Counseling – Online LPC Bridge

Prerequisites:

- Master's degree in counseling or counseling-related field;
- Bachelor's degree; no minimum undergraduate GPA.

Public Health Certificate

Prerequisites:

- Bachelor's degree from an accredited college or university;
- Undergraduate GPA of 3.0 or better.

Ranch Management and Beef Industry Leadership Certificate

Prerequisites:

Hold a Bachelor of Science (B.S.) degree in one of the following disciplines;

- Animal science;
- Agricultural economics/business;
- Natural resource management;
- Range science;
- Closely related field.

Requirements:

- GRE scores (waived if GPA is 3.00 or better);
- Current résumé or CV;
- Essay.

Teaching of Psychology Certificate

Prerequisite:

- Bachelor's degree from an accredited college or university.

Requirement:

- Essay.

Note: You also need to have a basic foundation in all areas of psychology and a strong foundation in the areas of developmental and social psychology, as these are areas in which someone with a master's degree would be likely to teach.

Texas Principal Certification

Prerequisites:

- Master's degree from an accredited university;
- Bachelor's degree from an accredited college or university;
- Overall undergraduate GPA of at least 2.75 - or a 2.75 GPA in the last 60 hours of undergraduate work;
- Hold a valid Texas Standard Teaching Certificate;
- Have two years of documented, creditable teaching experience in a TEA-approved/recognized school as shown in your Texas service record.

Requirement:

- Separate Screening Assessment.

* In accordance with College of Graduate Studies and Research admission requirements, applicants from a foreign country whom English is not their first language, must also include official scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) taken within the last two years.

** Post Master's Curriculum requiring practicums are required to be completed in Texas.

***Gap Analysis for Post Graduate Certificate NP Students. A student who is a nationally certified NP seeking partial credit or waiver of course work towards completion of a post master's certificate in another NP practice area must have a thorough analysis completed of previous coursework (NONPF, 2017). The Family Nurse Practitioner Track Coordinator will conduct the analysis and report to the Graduate Program Coordinator. Recommendations to accept course work will be made to the Dean of the College of Graduate Studies & Research for final approval after the student has successfully completed one semester at ASU. NONPF, 2016. Criteria for Evaluation of Nurse Practitioner Programs (5th ed).

****GAP Analysis for Post Graduate Certificate NP Students who are not nationally certified NPs. The Family Nurse Practitioner Track Coordinator will conduct the analysis and report to the Graduate Program Coordinator. Recommendations to accept course work will be made to the Dean of the college of Graduate Studies & Research for final approval after the student has successfully completed one semester at ASU.

Texas School Counselor Certification

Prerequisites:

- Hold a 48-hour master's degree in counseling from a university that is accredited by an agency recognized by the Texas Higher Education Coordinating Board (THECB). This is per Texas Administrative Code 239.20, and no exceptions can be made;
- Hold a bachelor's degree with a GPA of 2.75 or better, including all grades on repeated courses - or a bachelor's degree with a GPA of 2.75 or better in the last 60 hours of undergraduate work;
- For State of Texas certification, applicants must have two years of teaching experience in an accredited public school prior to eligibility for approval to take the TExES school counselor exam.

Requirement:

- Separate Screening Assessment.

Texas Superintendent Certification

Prerequisites:

- Master's degree from an accredited university;
- Texas School Principal Certification;
- Hold a bachelor's degree with a GPA of 2.75 or better, including all grades on repeated courses - or a bachelor's degree with a GPA of 2.75 or better in the last 60 hours of undergraduate work.

Requirement:

- Separate Screening Assessment.

Texas Teacher Certification

Prerequisites:

- Bachelor's degree from an accredited university;
- Hold a bachelor's degree with a GPA of 2.75 or better, including all grades on repeated courses - or a bachelor's degree with a GPA of 2.75 or better in the last 60 hours of undergraduate work.

Senior-graduate Students

A senior-graduate is an Angelo State University undergraduate student currently pursuing an undergraduate degree and wishing to enroll in graduate coursework. An undergraduate student who has an overall 3.00 or better grade point average, has completed at least 100 semester credit hours of academic work toward a baccalaureate degree and submits an application for admission and a letter of intent may, with the approval of the Dean of the College of Graduate Studies and Research, be granted senior-graduate status. A senior-graduate status will allow a student to register for a maximum of six semester credit hours of graduate-level work during the Fall or Spring semesters provided the maximum semester enrollment does not exceed 18 hours. A student may also enroll for three semester credit hours of graduate level work in a Summer term provided the maximum enrollment does not exceed seven semester credit hours. The total number of graduate semester credit hours taken as a senior-graduate may not exceed 15. No course used on the degree plan toward a baccalaureate degree may be used also on a graduate degree plan. Senior-graduate students are eligible for integrated baccalaureate-master's degree scheduling if their major departments offer such plans. To continue graduate studies, the individual must re-apply for admission and submit all documents required by the program.

Transient Status

Transient status may be granted to applicants who want to take a maximum of nine semester credit hours of work in the College of Graduate Studies and Research and transfer it to another institution where they are pursuing a graduate degree program. A letter from the other institution stating that the student has good standing there must be received by the Dean of the College of Graduate Studies and Research at Angelo State University.

Non-Degree Status

Applicants, other than international ones, who hold baccalaureate degrees and who do not intend to pursue a master's degree at Angelo State University, may apply for non-degree status. Entrance requirements for non-degree applicants are the same as for degree-seeking applicants. Continued registration as a non-degree graduate student is contingent each semester upon satisfactory academic performance.

Graduate credit normally will not be allowed for use on a master's degree plan at Angelo State University unless the student has been granted regular or provisional admission to a degree program in the College of Graduate Studies and Research and is registered therein when the course is taken. Students holding senior-graduate status are excepted from this provision. If a non-degree student subsequently is admitted to a degree program, a **maximum** of 9 semester credit hours (SCH) of graduate-level work taken prior to admission to the degree program may be used in the student's degree program but only with the written approval of the major department's graduate advisor, the chair of the student's major department, and the Dean of the College of Graduate Studies and Research. Teacher certification and other certificate plans are exempt from this policy.

Fresh Start

An applicant for admission to the College of Graduate Studies and Research who is a Texas resident who has completed a baccalaureate degree under Sec 51.931 of the Texas Education Code ("Academic Fresh Start") shall have only the grade point average established by the course work completed as an undergraduate student under the Sec 51.931 statute considered, along with any other criteria used to evaluate applicants for admission into the specific graduate degree program sought. An applicant who chooses to apply under this condition must inform the College of Graduate Studies and Research of this choice at the time of application.

Senior Citizen Status

Individuals 65 years of age or older may audit courses offered by the institution without the payment of tuition or fees if space is available and the chair of the department approves. The individual does not have to apply to the College of Graduate Studies and Research. Information may be obtained through the Registrar's Office. No academic credit will be given for audited courses.

Enrollment in Graduate Courses

A student will not receive graduate credit for any course taken unless he or she has previously been formally admitted to the College of Graduate Studies and Research in one of the above-described categories.

Tuition and Fees

A complete list, including authority and explanations for tuition and fees, is available on the Tuition and Fees web page. Tuition and fee grids are provided on the site to assist students in estimating the cost of attendance based on enrolled semester hours.

The Student Accounts Office is responsible for billing and collection of student accounts. Angelo State University reserves the right, without notice in this or any other publication, to change, amend, add to, or otherwise alter any or all fees, dues, rates, or other charges set forth herein and subject to action by the Texas State Legislature, the Board of Regents of the Texas Tech University System, or other authority.

It is the student's responsibility to ensure payment of tuition and fees based on the number of semester credit hours for which they register is received by the payment due date.

Textbooks

Students have the opportunity to participate in the Follett Access digital textbook program offered for selected sections during each semester. Those who opt in will have the digital textbook fee added to their student bill. For additional information regarding the digital textbook program, visit the Bookstore website or call 325-942-2335.

Payment Procedures

Student billing statements and payment due dates may be viewed electronically via RamPort located on the Financial Aid and Billing page. Class schedules are not valid until the ASU Student Accounts Office has received payment of the current amount due including financial aid credit. Payment must reach the Student Accounts Office, or payment arrangements must be made, prior to the close of business on the due date. Failure to make payments by the due date will result in cancellation of the student's registration after the close of business on the due date. Students who are cancelled prior to the first class day for nonpayment must re-register for classes, and the original schedule is not guaranteed.

Reinstatement Fee: A reinstatement fee of $350.00 will be required in addition to the statutorily required amount of mandatory tuition and fees for a student who is requesting reinstatement of their class schedule after final cancellation. Upon making payment in full, the Registrar will reinstate the class schedule.

Students who incur incidental fees during the semester or who choose the payment option must pay the current due amount by the established due dates or they may be prohibited from registering for future terms until full payment is made. A student who is not 100 percent paid prior to the end of the term may 1) be dismissed from the university, 2) be withheld from future registration privileges, 3) not be issued an official certified transcript, and 4) not be conferred their degree. The possibility of future financial aid will not hold the class schedule. Questions concerning the financial aid process may be directed to the Financial Aid Office at 325-942-2246 or 800-933-6299.

Students with an account balance of $100 or more by the end of the semester in which it is due will have their account sent to a collection agency for collection. The student will be responsible for all additional fees associated with the collection of the amount due. These collection fees will be in addition to any late fee assessed to the account.

Payment Options

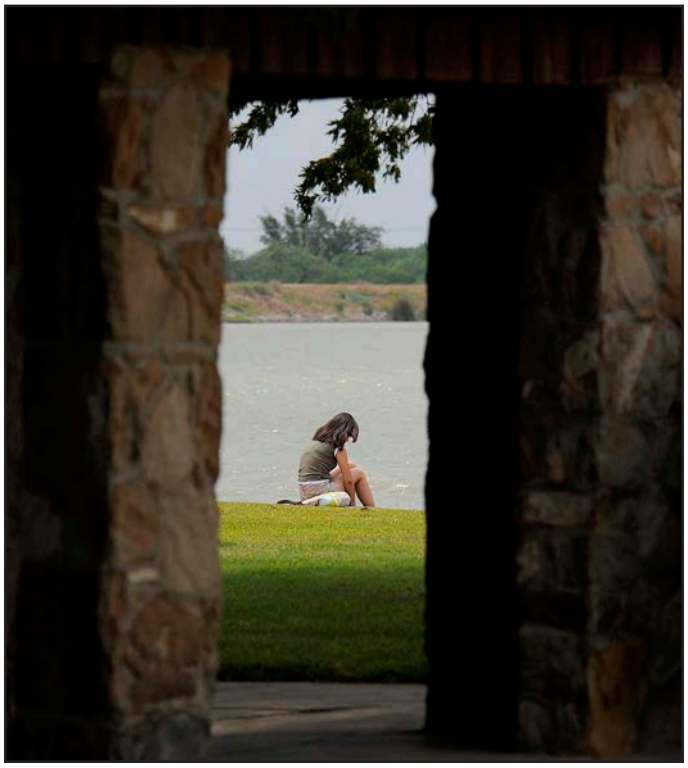
A student may pay for tuition and mandatory fees for the fall and spring semesters by one of two methods: payment in full or payment in four installments. A student selecting the four payment installment plan that has made a payment or received a credit to their account may not be removed from the plan. However, the full amount due plus the applicable fee may be paid in full at any time. All available financial aid awarded to a student will be applied toward the full amount due to the university before the installment payments are scheduled. The installment option is not available for the summer semesters.

The installment plan consists of four payments of 25% of the tuition, fees, and room and board charges, if applicable. A fee for enrolling in the plan will be charged. Initial installments may also be due depending on the time of enrollment in the plan. Students making an installment payment after the due date will be assessed a late fee.

During the add/drop period, students adding courses on the installment program will be required to pay 25% of the full cost for the additional courses at the time the courses are added. Students dropping hours will pay installments on the basis of semester credit hours for which they are currently enrolled. Any refund will be applied toward the installment payments still due. Students officially withdrawing from the university must pay all tuition and fees owed at the time of withdrawal.

Short Term Loans

Emergency loans in varying amounts are available to students on a limited basis with a minimal service charge assessed. A separate application is required for each term and the plan does not include balances due for housing, incidental fees or other institutional charges. Additional information regarding short term loans is available on the website.



General Payment Information

Payment can be made as follows:

- **In person:** Students can pay in cash at the Student Accounts Office located in the Administration Building, Room 100 between 8am and 5pm Monday through Friday, or by personal check, money order, VISA, MasterCard, American Express or Discover Card. Checks should be made payable to Angelo State University. All payments other than cash are subject to final acceptance for payment.
- **By mail:** Cash should not be sent through the mail and Angelo State University accepts no responsibility for cash sent by mail. Payments may be mailed to ASU Student Accounts Office, ASU Station #11046, and San Angelo, TX 76909.
- **By web – students:** Pay online using RamPort. VISA, MasterCard, American Express, Discover Card and e-check accepted.
- **By web – parents:** When a student adds a parent as a web pay authorized user, the parent will receive a confirmation email. Once the parent has been added, the parent will receive notification emails when payments are due for the student's bill. The email contains a link that allows a payment to be made.

Return Check Charge: A fee will be assessed for each check or e-check returned from the bank unpaid. A return check or e-check for the initial payment of tuition and fees may result in cancellation of enrollment. Responsibility rests with the students regardless of the maker of the check.

Refund Policy

Change in class schedule. Any refund as a result of a class change will be processed and distributed within 40 days after the drop period has ended for the semester or term. The class change refund amount will be in accordance with the following schedule:

Fall or Spring Semester

1st class day through 12th class day	100%
After the 12th class day	None

Summer terms

1st class day through 4th class day	100%
After the 4th class day	None

Withdrawal from the university. Withdrawal from the university is defined as leaving the university for the remainder of the semester and being officially removed from all classes. This includes students withdrawing from the university at their request or those who have been withdrawn due to university action. Students must contact the Office of the Registrar to complete the withdrawal process. Students who do not complete the withdrawal process by the appropriate deadline will be assigned a grade in each of their classes. Students officially withdrawing from the university may be eligible for a refund of tuition and fees according to the following schedule. (Class days indicated below is defined by the official university calendar, not the individual students' calendar.)

Fall, Spring, or Summer term of 10 weeks or longer

Prior to the first class day	100%
During the 1st through 5th class days	80%
During the 6th through 10th class days	70%
During the 11th through 15th class days	50%
During the 16th through 20th class days	25%
After the 20th class day	None

Term or session of five weeks but less than 10 weeks

Prior to the first class day	100%
During the 1st through 3rd class days	80%
During the 4th through 6th class days	50%
After the 6th class day	None

Term or session of five weeks or less

Prior to the 1st class day	100%
During the 1st class day	80%
During the 2nd class day	50%
After the 2nd class day	None

Financial aid recipients who officially withdraw from the university and those who are determined to have unofficially withdrawn due to receiving "Fs" in all courses in which he/she was enrolled for the semester or term will be subject to the Federal Return of Title IV refund calculation. This calculation will determine the amount of awarded aid the student earned and the amount of awarded aid the student did not earn and must be returned to the aid program(s).

Exemptions and Waivers

All exemptions and waivers have been authorized by statute in the Texas Education Code or through action of the Board of Regents of the Texas Tech University System. Angelo State University reserves the right, without notice in this or any other publication, to change, amend, add to, or alter any or all exemptions and waivers subject to and in accordance with actions of the Texas State Legislature and/or the Board of Regents.

A complete list of waivers and exemptions offered by Angelo State University can be found at the Current Students website. For additional information, contact the Student Accounts Office at 325-942-2008 or 877- 942-2008.

Statement on Refunds

Angelo State University has adopted and published in the Student Handbook "Grievance and Appeal Procedures for Students at Angelo State University." In cases where students or parents feel that individual circumstances warrant exceptions from published policy regarding charges or refunds at Angelo State University and where such matters are not satisfactorily resolved, the matter may be appealed by completing a tuition appeal form. The appeal must be submitted to the University no later than 90 days after the end of the term in which the occurrence happened.

Rules and Regulations for Determining Residence Status for Tuition Purposes General Rules

Residency for Tuition

The determination of residency classification for tuition purposes is governed by statutes enacted by the Texas Legislature and rules and regulations promulgated by the Texas Higher Education Coordinating Board. A student is classified either as a resident of Texas or a non-resident of Texas, for tuition purposes. Residency classification, for tuition purposes, is based on the residency information an applicant provides on their application for admission. If an applicant or student is classified as a non-resident and wishes to be considered for reclassification as a resident, it is necessary to submit the Residency Reclassification Questionnaire available from the Office of Admissions or online on the Residency website. Documentation may be requested by the institution in order to resolve issues raised by the information provided in response to the Core Residency Questions.

The Texas Higher Education Coordinating Board rules include the following provisions covering some of the more common residency situations. The following information is neither exhaustive nor complete and should not be interpreted as such. Full regulations are available at the Office of the Secretary of State - Texas Administrative Code website and also on the College for All Texans website.

Determination of Residence Status

I. The following persons shall be classified as Texas residents and entitled to pay resident tuition:

A. person who graduated from a public or accredited private high school in this state or received the equivalent of a high school diploma in this state, and maintained a residence continuously in this state for the thirty-six months immediately preceding the date of graduation or receipt of the diploma equivalent, as applicable; and the 12 months preceding the census date of the academic semester in which the person enrolls in an institution.

B. a person who established a domicile in this state not less than 12 months before the census date of the academic semester in which the person enrolls in an institution; and maintained a residence continuously in the state for the 12 months immediately preceding the census date of the academic semester in which the person enrolls in an institution.

C. a dependent whose parent established a domicile in this state not less than 12 months prior to the census date of the academic semester in which the person enrolls in an institution; and maintained a residence continuously in the state for the 12 months immediately preceding the census date of the academic semester in which the person enrolls in an institution.

II. The following non-U.S. citizens may establish a domicile in this state for the purposes of subsection (I) (A) or (B) of this section:

A. a Permanent Resident;

B. a person who is eligible for permanent resident status (a person who has filed an I-485 application for permanent residency and has been issued a fee/filing receipt or notice of action by USCIS showing that his or her I-485 has been reviewed and has not been rejected);

C. an eligible nonimmigrant that holds one of the approved types of visas. A complete list is available on the Coordinating Board website.

D. a person classified by the USCIS as a Refugee, Asylee, Parolee, Conditional Permanent Resident, or Temporary Resident;

E. a person holding Temporary Protected Status, and Spouses and Children with approved petitions under the Violence Against Women Act (VAWA), an applicant with an approved USCIS I-360, Special Agricultural Worker, and a person granted deferred action status by USCIS;

F. a person who has filed an application for Cancellation of Removal and Adjustment of Status under Immigration Nationality Act 240A(b) or a Cancellation of Removal and Adjustment of Status under the Nicaraguan and Central American Relief Act (NACARA), Haitian Refugee Immigrant Fairness Act (HRIFA), or the Cuban Adjustment Act, and who has been issued a fee/filing receipt or Notice of Action by USCIS; or

G. a person who has filed for adjustment of status to that of a person admitted as a Permanent Resident under 8 United States Code 1255, or under the "registry" program (8 United States Code 1259), or the Special Immigrant Juvenile Program (8 USC 1101(a)(27)(J)) and has been issued a fee/filing receipt or Notice of Action by USCIS.

III. The domicile of a dependent's parent is presumed to be the domicile of the dependent unless the dependent establishes eligibility for resident tuition under subsection (I)(A) of this section.

IV. A domicile in Texas is presumed if, at least 12 months prior to the census date of the semester in which he or she is to enroll, the person owns real property in Texas, owns a business in Texas, or is married to a person who has established a domicile in Texas. Gainful employment other than work-study and other such student employment can also be a basis for establishing a domicile.

V. The temporary absence of a person or a dependent's parent from the state for the purpose of service in the U.S. Armed Forces, Public Health Service, Department of Defense, U.S. Department of State, as a result of an employment assignment, or for educational purposes, shall not affect a person's ability to continue to claim that he or she is a domiciliary of this state. The person or the dependent's parent shall provide documentation of the reason for the temporary absence.

VI. The temporary presence of a person or a dependent's parent in Texas for the purpose of service in the U.S. Armed Forces, Public Health Service, Department of Defense or service with the U.S. Department of State, or as a result of any other type of employment assignment does not preclude the person or parent from establishing a domicile in Texas.

Source Note: The provisions of this §21.24 adopted to be effective May 21, 2008, 33 TexReg 3939; amended to be effective August 25, 2008, 33 TexReg 6813; amended to be effective February 23, 2011, 36 TexReg 923; amended to be effective September 6, 2011, 36 TexReg 5682; amended to be effective November 23, 2016, 41 TexReg 9133.

Waivers

A person who is classified as a nonresident may qualify to pay resident tuition if:

- The student or student's spouse or parent is a member of the Armed Forces or a commissioned officer of the Public Health Service and is stationed in Texas. (Military and Public Health Service personnel who maintain their official home of record as Texas or who meet the criteria for establishing a domicile in Texas are considered to be Texas residents.)
- The student is employed at least half-time as a teaching or research assistant in a position related to his/her degree program at a Texas public institution of higher education. The spouse and dependent his/her children of the student shall also pay resident tuition.
- The student or student's spouse or parent is employed at least half-time on a regular monthly salaried basis as a teacher or professor at a Texas public institution of higher education.
- The student holds an approved competitive scholarship from Angelo State University of at least $1000 for the academic year or summer awarded by an official Angelo State University scholarship committee.
- The student or student's spouse or parent has located in Texas as an employee of a business or organization that became established in this state as part of the state economic development and diversification program.
- The student is a New Mexico resident who resides in a county bordering Texas. Students must be residing in Texas while enrolled.
- The student is an Oklahoma resident who resides in a county bordering Texas. Students must be residing in Texas while enrolled.

For a complete listing of waiver programs, visit the THECB website or the College for All Texans website.

Procedures for Student Appeal on Matters of Residency for Tuition Purposes

- The original determination concerning the residency of a student shall be made by the Residency Determination Official. The determination in every case shall be based upon the Rules and Regulations for Determining Residence Status as adopted by the Coordinating Board, Texas College and University System.
- Should the student not agree with the determination of his/her residency status, the student may appeal the decision to the Residence Status Appeals committee. This committee will review both sides of the matter in reaching a final decision. The student will be allowed to present the basis of his/her appeal of the decision.
- The decision of the committee shall be final.

Student Financial Assistance

The offices of Student Financial Aid and Scholarship Programs collaboratively provide comprehensive financial assistance to students seeking a higher education. The financial assistance offered at Angelo State includes scholarships, grants, employment, and loans. Assistance is awarded to students on the basis of financial need, merit, and other specific program eligibility requirements. Need is defined as the difference between the cost of attending Angelo State, the family's contribution as determined by the Free Application for Federal Student Aid (FAFSA), and the amount of money reasonably available to the student from all sources.

The philosophy of Angelo State University is based on the premise that deserving and capable students who wish to attend the University should not be deprived of this opportunity due to financial need. No student or prospective student shall be excluded from participating in or be denied the benefits of any financial aid program at Angelo State on the grounds of race, color, national origin, religion, or sex. Although qualifications required for each financial aid program may differ, the general requirements for financial assistance at Angelo State are that the student must be admitted and enrolled for at least one-half the normal academic load, be in good academic standing with the university, and demonstrate need as determined by the FAFSA. Visit the FAFSA website for more information.

Graduate Scholarships and Assistantships

Carr Graduate Scholarships

Scholarships are awarded to qualified graduate students who enroll as degree-seeking students in any graduate program of the University. A student may be funded for only one master's degree at Angelo State University. Scholarships are disbursed to both full and part-time students, with the amount of the award dependent upon the number of semester credit hours taken. Please refer to the Angelo State University website for current Carr Graduate Scholarship funding levels.

Carr Graduate Scholarships eligibility is determined at the time of admissions, those that qualify will be notified by email of their award.

Carr Scholarships in excess of $1,000 for the academic year awarded to out-of-state and international students will normally qualify such students for the tuition and fees required of Texas residents.

Teaching, Research, and Graduate Assistantships

Angelo State University offers three types of appointments for graduate students: (1) fixed term appointments for a semester or summer session for teaching assistants who have responsibility for lecture classes, individual instruction, and/or laboratory sections for which academic credit is awarded, (2) student employment appointments without fixed term as graduate assistants who have responsibility for a wide range of duties designed to support the undergraduate instructional/co-curricular program, and (3) student employment appointments without fixed term as graduate research assistants employed to support the research mission. All graduate students who are awarded teaching assistantships, graduate assistantships, or graduate research assistantships must be regular graduate degree or graduate certification students and must be enrolled in graduate course work during the term of appointment.

The teaching assistant may have the responsibility for lecture classes, physical activity classes, individual instruction, or laboratory sections. In addition to pursuing full-time graduate studies, the teaching assistant will normally have responsibility equivalent to one-half or one-quarter of a full-time teaching load. The graduate assistant's responsibilities include a wide range of duties designed to support the undergraduate instructional program, including grading, clerical functions, store keeping, preparation of class or laboratory material, or other subordinate functions under a supervising faculty member. Graduate research assistants have the major function of assisting faculty with scholarly activities and research projects. The graduate or graduate research assistant's work load will be on an hourly basis, and the number of hours which the graduate or graduate research assistant works each week must be approved by the department chair and reported on the monthly time record. The average work load assigned by the department chair shall not exceed 17.5 hours of work per week during any monthly pay period.

The teaching, graduate, or research assistant is required to enroll for six semester credit hours each long semester. With the approval of the supervising faculty or staff member and department chair, the teaching, graduate, or graduate research assistant may enroll in more than six credit hours each long semester. The teaching, graduate, or graduate research assistant holding an appointment in the summer is required to enroll for a minimum of three semester credit hours in either summer term.

Inquiries regarding Teaching Assistantships, Graduate Assistantships, or Research Assistantships including questions concerning application procedures, eligibility, or assignments, should be directed to the office of the Dean of the College of Graduate Studies and Research, Room 107 of the Sol Mayer Administration Building, telephone number 325-942-2169.

Types of Financial Assistance

Scholarships

Scholarships do not have to be repaid, and you can have more than one at a time. Generally, scholarships are awarded to students who meet special qualifications, often determined by academic or athletic success or artistic talent. Scholarships are also given to students who are part of an under-represented group, while others are offered based on students' academic area of study. Visit the Scholarship Programs website.

Grants

Grants are awarded based on need and do not have to be repaid. Federal, state, and institutional grants are available. Visit the Grants website.

U.S. Department of Veterans Affairs (VA) Educational Benefits

New or transferring veteran, active duty or reserve service members, or eligible dependent students should apply for VA educational benefits through the Veteran Affairs website, va.gov. The VA will return a Certificate of Eligibility letter to the student. New and transfer students must send their Joint Service Transcript (JST) or Community College of the Air Force (CCAF) transcript to the ASU Transfer Services office, and provide a copy of the Certificate of Eligibility letter. Guest students will need to provide a parent letter from their educational institution's School Certifying Official.

If a student needs assistance applying for VA Educational Benefits, please visit the Angelo State University Veterans Education and Transitional Service (VETS) Center located on the north side of the Houston Harte University Center. Please visit our VETS Center website.

Points of Contact. Telephone: 325-486-8387 / FAX: 325-942-2080
Email: VETS@angelo.edu

Employment

Federal and state work-study jobs are awarded to students with documented financial need. On-campus employment options are also available for students who are not eligible for work-study. Visit the Employment website.

Many student jobs can be found at the Career Development website.

Loans

The long-term loans available include student loans, such as the Federal Direct Stafford loan, parent loans, such as Federal PLUS loans, and private student loans, also known as alternative educational loans. Emergency short-term loans are also available. Visit the Loans website.

Applying for Financial Assistance

Information, instructions, and forms may be obtained by contacting the Financial Aid Office or by visiting the financial aid section of the ASU website. Approval for admission or readmission to the university must be secured as a regular student and the evaluation of any transfer hours from the Admissions Office or the College of Graduate Studies and Research to complete the application process.

Students are strongly encouraged to review the terms and conditions of financial aid and to direct questions to the Financial Aid Office concerning eligibility criteria, terms, rights, privileges, cost of attendance, refund policy for aid recipients, method of financial aid payment. Information handbooks are available upon request.

Satisfactory Academic Progress (SAP) Policy

The Higher Education Act of 1965, as amended, mandates institutions of higher education to establish policies to monitor the academic progress of students who apply for and/or receive federal financial aid. Angelo State University (ASU) makes its minimum standards applicable to all federal, state, and institutional financial aid programs for the purpose of maintaining a consistent policy for all financial aid applicants.

Students requesting financial aid must have their eligibility determined each year. Aid can be awarded to students who continue to demonstrate a financial need for assistance and who remain in good standing and are making satisfactory progress in accordance with the Angelo State University Satisfactory Academic Progress Policy. Visit the SAP Policy website for more information.

Though this policy establishes the minimum standards for all financial aid programs at ASU, individual aid programs may have unique qualitative and/or quantitative standards specific to the program as mandated by law or the program's governing entity. Such programs include, but are not limited to, the Carr scholarship program, the TEXAS Grant Program and the Texas B-On-Time Loan Program. Information concerning the minimum standards of such programs is available in the Financial Aid Office. More information may be found at the Carr Scholarship Requirements website and the College for All Texans website.

Academic Guidelines and Graduate Studies and Research Policies

The Graduate Degree Plan

All graduate students working toward master's degrees must complete degree plans prior to their second registration.

For any degree plan, the student must confer with and receive approval from the program advisor of the major department. Senior graduate students developing an integrated plan for majoring in one department for the bachelor's degree and another for the master's must receive approval from the chairs of both departments and the Dean of the College of Graduate Studies and Research. After a student has had the degree plan approved, any changes must be approved by the relevant departmental graduate program advisor. Such approvals must be obtained before the student enrolls in any course for which a modification is sought.

After a student has had the degree plan approved, any changes must be approved by the relevant departmental graduate program advisor. Such approvals must be obtained before the student enrolls in any course for which a modification is sought.

General Information

Semester Credit Hour. The semester credit hour (SCH) is the basic unit of credit. As a rule, one semester credit hour of academic credit is given for each lecture class hour per week for a fifteen week semester. In laboratory or studio situations, one semester credit hour normally is given for two to five contact hours per week for a fifteen week semester. During eight-week terms and summer sessions, the student earns semester credit hours for class contact hours which are essentially equivalent in number to those provided in the long semesters. Where semester hour is used in this Catalog, it is synonymous with semester credit hour (SCH).

Academic Status

I. Good Standing

A graduate student with regular status is academically in good standing if his or her grade point average for all graduate work completed at Angelo State University is at least 3.00.

II. Probation

When a regular status graduate student's grade point average drops below a 3.00, the student is placed on academic probation. A graduate student who is granted provisional admission is considered to be on academic probation until the provisions under which the student was admitted are satisfied. A thesis student who receives an "NP" grade is placed on probation.

III. Dismissal

A regular status student whose grade point average is 2.00 or lower may be dismissed from the College of Graduate Studies and Research. A student on probation, as defined above, may be dismissed from the College of Graduate Studies and Research if the student's grade point average is below a 3.00 during the probationary period, drops below a 3.00 in any subsequent semester, or if a second "NP" grade is received. A graduate student whose performance is unsatisfactory on the first and second administration of the comprehensive examination may be dismissed from that graduate program if recommended by the appropriate department committee.

Source Note: Angelo State University Operating Policy 42.04. . Approved June 29, 2021.

Academic Honesty

The University expects all students to engage in all academic pursuits in a manner that is beyond reproach. Students will be expected to maintain complete honesty and integrity in their experiences in the classroom. Any student found guilty of any form of dishonesty in academic work is subject to disciplinary action.

Procedures for discipline due to academic dishonesty have been adopted by the Board of Regents and are published under the Section on Student Services and Activities in the University's Student Handbook.

College of Graduate Studies and Research Enrollment Policy

I. Maximum Course Loads

A. Graduate students, except those in the Doctor of Physical Therapy program, may enroll for a maximum of 12 semester credit hours of graduate-level work in any long semester. Graduate students who are not on probation and who have at least a 3.50 grade point average on all graduate work they have attempted at Angelo State University may, with the written permission of the dean of the College of Graduate Studies and Research, register for a maximum of 15 semester credit hours of graduate-level work in the semester in which they are graduating.

B. Graduate students may enroll for up to seven semester credit hours of graduate work each summer term, with the exception of Physical Therapy. The total load for the entire summer session shall not exceed 14 semester credit hours of graduate work except that 15 semester credit hours may, with the prior written approval of the dean of the College of Graduate Studies and Research, be allowed for the student who is graduating.

C. A graduate, teaching, or research assistant who works one-half time or less for the University may, with the approval of the supervising faculty member and department chair, register for more than six semester credit hours of graduate work per semester. An assistant who works one-quarter time or less may, with the approval of the supervising faculty member and department chair, enroll for a maximum of 12 semester credit hours of graduate courses. Assistants who work half-time are required to enroll for a minimum of six semester credit hours per semester except in their last semester prior to graduation, and those who work one-quarter time are required to enroll for a minimum of nine semester credit hours per semester except in their last semester prior to graduation. Both summer sessions are considered one semester.

D. Penalty for Excessive Course Load. Any student who registers for more semester credit hours than are allowed by this policy during any semester or summer term shall be required to drop the excess course load at such time as the student course loads are audited by the University.

II. Full-Time Student *

A. A graduate student shall be considered on full-time status if:

- the student is enrolled for a minimum of nine semester credit hours of graduate course work in a long semester or a minimum of six semester credit hours distributed in any way across the two summer terms; or

* Students receiving financial aid may be required to enroll in a specific number of hours, as defined by the financial aid agreement.

- the student has a graduate, research, or teaching assistantship and is enrolled for a minimum of six semester credit hours of graduate course work in a long semester or a minimum of three semester credit hours distributed in any way across the two summer terms; or
- the student is working full time on a thesis and is enrolled in either 6099, 6399 or 6699.

Source Note: Angelo State University Operating Policy 42.02. . Approved May 25, 2022.

Dropping a Course

Registration for a course makes the student responsible for attending that course until the course is completed or until the student officially withdraws from the course. To drop a course, the student must complete and submit a Course Drop Request Form found in the student's RamPort. The student will receive an email that the request is being processed and should continue to monitor their email for possible further communications to include the completed status.. The student who fails to officially drop a course will receive a grade of "F" in the course.

Transfer Credit

Students must adhere to the transfer credit policies of the graduate program to which they are admitted. Official transcripts showing the successful completion of the courses petitioned to be transferred must be on file in the Graduate Office. At least one-third of credits toward a graduate degree must be earned at Angelo State University. No graduate work for which the student received a grade lower than "B" will be accepted for transfer credit. All transferred course work must have been completed no more than six years prior to the awarding of the master's degree at Angelo State University.

The Office of Admissions, in conjunction with the Department of Security Studies and Criminal Justice, will make an exception to standard policy with regard to graduates of the Air Force Intelligence Officer's Course (14N) by allowing 12 graduate-level semester credit hours toward the Master's degree in Intelligence and Analysis (M.S.S. INA) and the Master's degree in Global Security Studies (M.S. GSS). These credits will transfer upon completion of the first successful term or semester of enrollment in the M.S.S. INA, M.S. Homeland Security, and the M.S. GSS programs.

It is the student's responsibility to:

1. check with the Graduate Office that the official transcript of the course(s) requested for transfer is on file,
2. submit an Application for Approval of Graduate Transfer Credit to the graduate advisor with a copy of each course syllabus attached and,
3. request approval from the Graduate Dean.

Credit for Experience or for Correspondence and Extension Courses

Angelo State University does not allow the transfer or use of graduate credit earned by experience or by correspondence or extension courses to apply toward a master's degree.

Name Change

Only a valid social security card will substantiate a legal name change for a student. A name change form and social security card must be submitted to the Office of the Registrar prior to the student's next registration. Registration under a name different from that used in the student's last enrollment cannot be accomplished without the above certification, which becomes a part of the student's permanent file. All grade reports and transcripts are issued under the student's legal name as recorded in the Office of the Registrar.

Numbering of Courses

Graduate courses are numbered 5000-7999. The graduate student enrolled in a 5000-level course that meets concurrently with a senior level undergraduate course will be expected to complete additional requirements beyond those expected of undergraduates in the same course. A graduate student may take no more than two 5000-level courses to satisfy degree requirements.

Time Limit

All work (including thesis if required or elected and any transfer credits) must be completed within a period of six years from the date of the earliest credit to be counted on the degree. Under certain circumstances, a time extension of up to four years may be granted on a course by course basis.

If a time extension for one or more courses is desired, a written application must be presented to the Dean of the College of Graduate Studies and Research. It must explain (1) why the degree was not completed in a timely manner, (2) a schedule for completing the program, and (3) information indicating that the student's knowledge of the subject matter in each course for which an extension is requested remains current.

Time extensions are not routine. Courses taken more than 10 years before graduation are almost never allowed to be used toward the master's degree. Additional courses are frequently assigned to the student who has not completed the degree within the six-year time limit.

Advisory Committee

Students who write a thesis or students whose programs require an oral comprehensive examination must have an Advisory Committee appointed. The Advisory Committee for thesis students should be constituted no later than the first semester in which the student registers for thesis credit.

The Advisory Committee for students who do not write a thesis but have a required oral exam must be constituted no later than the semester in which the oral exam is to be administered. The Advisory Committee will consist of at least four members; at least two members from the department in which the student is majoring; one member of the department, if there is one, in which the student is taking supporting electives; and one College of Graduate Studies and Research representative appointed by the Dean of the College of Graduate Studies and Research. A minimum of three members of the Advisory Committee must be members of the graduate faculty.

The Thesis

Each student enrolling in a thesis course for the first time may download from the College of Graduate Studies and Research website a copy of the "Thesis Manual", which sets forth the general requirements of style and form of the thesis. Students must register for the thesis under the number 6099, 6399, or 6699 in the department in which the research is being conducted.

However, in the semester in which the student graduates, the student must register for thesis under the 6699 number or under the 6099 number for 6 hours; or, if the student is registered under 6399 or under 6099 for less than 6 hours, then the student must have registered in some previous semester for 6399 or 6099 such that the total number of thesis hours add up to six.

Students must be enrolled in graduate course work during every regular semester from the beginning of the first thesis registration until graduation.

If the student utilizes any University personnel or facilities in working on the thesis during the summer session(s), he or she must also be registered at those times.

A grade of "PR" (satisfactory progress) or "NP" (unsatisfactory progress) will be given during each term in which the student is enrolled in thesis but does not complete the project. A student who receives an "NP" grade will be placed on probation and will not be eligible for financial aid. A final grade of "B" or better is required on the completed thesis; a lower grade indicates that the thesis is not acceptable. Credit for the thesis course work is limited to six semester hours regardless of repeated registrations.

When a Candidate and the Chairman of the Advisory Committee have agreed upon a subject of investigation, the student will prepare a thesis proposal which will specify the topic, state the purpose of the investigation, describe the method of investigation, and relate the study to relevant research.

After the Advisory Committee has approved the proposal, the candidate must submit it for final approval to the Dean of the College of Graduate Studies and Research. The thesis proposal must be submitted no later than one year after the first enrollment in thesis or in the 12th credit hour of enrollment in thesis, whichever occurs first, or a grade of "NP" will be assigned in the thesis course. Data collection should not be started until the thesis proposal has received final approval. Any subsequent changes in the research project must be approved in writing by the Advisory Committee and the Dean of the College of Graduate Studies and Research.

The thesis in final form, successfully defended and signed by each member of the Advisory Committee, must be submitted for approval to the Dean of the College of Graduate Studies and Research no later than four weeks before the end of the semester of degree completion.

System of Grading

At the end of each semester and summer term, final grades are available to all students via the RamPort Web system.

The following grades are used with the grade point value per semester credit hour.

Grade Marks	Quality Grade Meaning	Grade Points
A	Excellent	4
B	Good	3
C	Average	2
D	Poor	1
F	Failure	0
I	Incomplete	not counted
P	Pass	not counted
W	Withdrew	not counted
QW	Withdrew - TEC 51.907	not counted
AU	Audit	not counted
CR	Credit	not counted
NC	No Credit	not counted
NP	No Progress on Thesis	not counted
PR	Progress on Thesis	not counted

a. The grade "I" is given when the student is unable to complete the course because of illness or personal misfortune. An "I" that is not removed before the end of the next long semester automatically becomes an "F". A graduate student will be allowed one year to remove a grade of "I" before it automatically becomes an "F". To graduate from ASU, a student must complete all "I"'s.

b. The grade "PR" is given only to a student registered in Thesis 6099, 6399 or 6699 who, during the semester, makes satisfactory progress, but does not complete the thesis project.

c. The grade "NP" is given only to a student registered in Thesis 6099, 6399 or 6699 who, during the semester, does not make satisfactory progress on the thesis.

d. To determine the grade point average, the total number of quality hours is divided into the total number of quality points received.

e. Quality hours are defined as hours for which a student registers and receives a grade of either "A", "B", "C", "D", or "F".

f. A course may be repeated without accumulating additional quality hours. For example, a student who receives a grade of "F" or "D" in a course and then repeats the course and receives a grade of "C" will have three quality hours with six quality points awarded. However, a course may not be repeated which is part of a degree that has already been conferred.

g. The grade of "CR" is assigned only for credit earned by examination for a course in which the student does not actually enroll.

h. The grade of "P" is assigned only to courses designated in the Catalog as Pass/Fail courses.

i. The grade of "D" is not given in graduate courses.

A student earns quality (grade) points on the basis of the last grade (except for "AU", "CR"," I", "NC", "NP", "P", "W", or "PR") received in a course at ASU. Additional credit for a repeated course may not be awarded except as provided specifically in the course description.

NOTE: The student should be advised that professional schools and Texas graduate schools may compute the cumulative grade point average by including all courses taken, including those with repeated grades.

Dropping Courses. Courses may be dropped during the registration period and no grade will be assigned. Such courses will not be listed on the student's permanent record. A student withdrawing from a course after the registration period, but prior to the deadline published in the university's calendar will receive a "W" or "QW" grade in the course. Ceasing to attend class does not constitute a formal course drop, and failure to drop a course properly will result in a failing grade in the course.

Source Note: Angelo State University Operating Policy 10.11. . Approved May 31, 2022.

Graduate Program

A grade point average of 3.00 or better on all graduate work completed on this campus is required for graduation. No course with a grade below "C" may be applied toward a master's degree. Graduate students should note that a grade of "I" not removed within one year automatically becomes an "F".

Angelo State University's grade grievance policy is governed by Operating Policy 10.03 and may be found on the Operating Policy and Procedures website.

Grade Grievance

I. Grade Grievances

The assignment of a grade in a course is the responsibility of the faculty member and is based on the professional judgment of the faculty member. Except for issues of computation, discrimination, equal treatment, or reasonable accommodation when a documented student need is present in accordance with the Americans with Disabilities Act of 1990 (ADA) guidelines, the faculty member's grade determination is final.

II. Initiating a Grievance with the Faculty Member

Students having a grievance concerning a grade in a course of study should make every attempt to resolve the issue with the faculty member who has assigned the grade. Faculty members should listen to the concerns of the student, discuss and, if appropriate, negotiate resolution of the grade assigned to the student.

III. Appeal to the Department Chair or High School Principal (Off-Site Dual Credit)

A. Should a student be unable to resolve the grievance with the faculty member (either because no resolution was reached with the faculty member or because the faculty member is on leave or not returning to the university), the student may file a written appeal to the department chair. Off-site dual credit students may file a written appeal to their high school principal.

B. If the faculty member in question is the department chair or high school principal, the student should request that the dean of the college appoint a faculty committee to review the grievance.

C. If the faculty member in question is the dean of the college, the department chair or high school principal will still be the second level of appeal. If the dean is also the department chair, the student may request the provost and vice president for academic affairs to appoint a faculty committee to review the grievance.

D. The student must present a written statement and provide compelling evidence (examinations, papers, etc.) that demonstrate why the grade should be changed. If evidence is not available, the student should explain that in the written statement.

E. This written grievance must be presented no later than 30 days from the beginning of the next semester following the semester or term when the grade was assigned as long as the faculty member assigning the grade is on campus that semester or summer term.

F. If the faculty member assigning the grade is not on campus that following semester or term, but will be teaching on campus within the next three months, the complaint may wait until 30 days into the first semester the faculty member returns to campus.

G. The department chair (or a committee appointed by the department chair or dean) or high school principal will review the grievance and present a written decision to the student and the faculty member within 45 days of the beginning of the semester.

H. Either the faculty member or the student may appeal the decision rendered at this level.

I. The department chair shall forward a written record of all grade grievances inclusive of the outcome, resolution and the resolution date to the provost and vice president for academic affairs to be reviewed annually.

IV. Appeal to the College

A. If the student or the faculty member wishes to pursue the grievance further, the student (or faculty member) must present the written request to the dean of the college in which the course is taught within 30 days of the departmental decision. This procedure is to be followed even if the dean of the college is the faculty member in question.

B. The dean will appoint an ad hoc grievance committee from the college to review the case. If the dean of the college is the faculty member in question, one of the deans from the other colleges of the university will appoint a faculty committee (consisting of tenured faculty) from the college in which the course is taught to serve as the ad hoc committee. One member of the ad hoc committee will be from the department where the disputed grade originated.

C. The committee will be provided the student's written statement and evidence as well as the written report of the department chair and faculty member.

D. The committee may conduct a hearing where the student and the faculty member may present information about the grievance.

E. The committee will issue a written decision on the grievance to the dean of the college with copies to the student and faculty member.

F. The decision of the committee is final, and there is no further appeal through university channels.

G. The college dean shall forward a written record of all grade grievances within the college inclusive of the outcome, resolution and the resolution date to the provost and vice president for academic affairs to be reviewed annually.

Source Note: Angelo State University Operating Policy 10.03. . Approved March 16, 2022.

Academic Regulations Concerning Student Performance

I. Minimum Academic Performance

Certain principles have been utilized in developing the regulations governing eligibility to reregister, suspension by the academic dean, and reinstatement following suspension. These principles include:

A. The university's belief that, as long as its resources permit, each student, once admitted, should be given opportunity to demonstrate the ability to perform acceptable work;

B. The belief that the early assumption of responsibility for one's own actions is part of the educational process;

C. The belief that the university has particular obligations to the able student;

D. The recognition that discouragement and mistakes are more likely to occur during the early stages of one's college career than in later semesters; and

E. The belief that academic suspension is not designed as punishment, but is based on the principle that a student should remain eligible for academic work on campus as long as satisfactory progress is being made, within reasonable time, toward the completion of an academic program. When such progress is unsatisfactory, the student is given time to reconsider goals and career plans outside the academic setting.

II. Minimum Academic Requirements

An overall 3.00 grade point average (B average) on all college-level work and a 3.00 grade point average (B average) for studies at this institution are required for graduation from Angelo State University. All degree programs require an overall 3.00 grade point average in the student's major field and a 3.00 grade point average in the major field in residence. All degree programs leading to teacher certification have requirements beyond the minimum identified above. Official grade point averages are not rounded up. A student who meets minimum academic requirements is in good academic standing and eligible for all extracurricular activities, as governed by the rules of the specific activity. Some academic and extracurricular programs have requirements over and above the respective minimum requirements by major.

III. Student's Academic Responsibility

All students are responsible for knowing their academic status and eligibility to re-enroll in the university. If it is determined that an ineligible student has enrolled, the student will be dropped immediately. For official verification of academic status, a student should consult the academic dean.

IV. Class Attendance

Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is expected, and the university reserves the right to deal at any time with individual cases of non-attendance. An accurate record of attendance for each student must be maintained by the instructor.

The instructor determines the effect of absences on grades consistent with university policy for excused and unexcused absences. When absences jeopardize a student's standing in a class, it is the responsibility of the instructor to report that fact to the students dean. Excessive absences constitute cause for dropping a student from class. The drop may be initiated by the instructor but must be formally executed by the academic dean and follow university procedures and dates for withdrawing from a course.

Department chairpersons, directors, or others responsible for a student representing the university on officially approved trips must notify the student's instructors of the departure and return schedules. The instructor so notified must not penalize the student, although the student is responsible for material missed. Any student absent because of university business must be allowed to make up missed work within 2-4 days of returning from the university sponsored trip or have alternate grades substituted for work due to an excused absence. Students absent because of university business must be given the same privileges as other students; e.g., if other students are given the choice of dropping one of four tests, then students with excused absences must be given the same privilege.

If a dispute arises between an instructor and a student over absences which cannot be resolved, the student should discuss the problem with the instructor. If the issue cannot be satisfactorily resolved, the student may appeal to the instructor's department chair, academic dean, provost and vice president for academic affairs, and ultimately to the president of the university.

V. Additional Regulations

Individual colleges may have regulations in addition to those described in this policy. Students should check with their respective deans for information and requirements for specific colleges.

Source Note: Angelo State University Operating Policy 10.04. . Approved November 17, 2020.

Schedule Changes

Adding Courses. Prior to the beginning of the semester and during the first four days of a Fall or Spring semester (or the first two days of a Summer session), students may add classes using the online self-service registration system, RAMS (web). Students who need assistance with this process may come to the Office of the Registrar.

Dropping Courses. Prior to the beginning of the semester and during the first four days of a Fall or Spring semester (or the first two days of a Summer session), students may drop classes using the online self-service registration system, RAMS (web). Students who need assistance with this process may come to the Office of the Registrar. Courses dropped during the registration period will not appear on the student's permanent record, will not receive a grade.

A student dropping a course after the registration period, but prior to the deadline published in the University calendar, will receive a "W" or "QW" grade in the course. Ceasing to attend class does not constitute a formal course drop, and failure to drop a course properly will result in a failing grade in the course. Refer to the current Class Schedule and Registration Instruction information on the web for a complete description of the process.

Course Drop Definition

A course drop, which will be recorded on the transcript, is defined as an affected credit course not completed by an undergraduate student who: is enrolled in the course at the official date of record (see note below), and will receive a non-punitive grade of "W" or "QW".

NOTE: Date of Record varies according to the length of the course. The most common course lengths are listed below. For the date of record for all other course lengths, please contact the Office of the Registrar.

Course Length	Date of Record
3 week course	2nd class day
5 or 6 week course	4th class day
8 week course	6th class day
16 week course	12th class day

Withdrawal Definition

Withdrawal from the university is defined as leaving the university for the remainder of the semester and being officially removed from all classes.

Withdrawal from the University

Students must submit the Student Withdrawal Form to complete the withdrawal process found in the student's RamPort. The student will receive an email that the request is being processed and should continue to monitor their email for possible further communications to include the completed status. The student who fails to withdraw officially will receive a grade of "F" in all courses in progress. Refer to the University calendar to determine the last day on which a student may withdraw from the University. See the University Calendar website.

Separation from the University

All students separated from the University after the official census date for disciplinary reasons will be awarded a grade of "W" for each class in which they are enrolled at the time the disciplinary action is taken.

Comprehensive Examination

Candidates for all master's degrees must successfully complete a comprehensive experience covering work within the candidate's program. The type of experience varies by program, but may take the form of required course work, portfolios, written and/or oral exams. The candidate's Advisory Committee will administer any oral examination. Any written examination, written portion of the examination, or electronic portfolio will be administered by the major department which may request questions from any department(s) in which the candidate has taken supporting electives.

The policies and procedures for the comprehensive examination are available in the office of the department chair of the student's major field of study. Students should review the requirements for the exam early in their degree program.

The major department may, at its discretion, decide before or after evaluating the student's answers on the written portion to administer a follow-up oral portion of the examination during the same semester as the written examination. In this case, the written and oral portions will both be administered by the major department and will be deemed to be one examination.

The type of comprehensive experience must be predetermined and the candidate so notified. An oral examination will be open to members of the graduate faculty, but it will be conducted by the candidate's advisory committee. All course work for the degree except those courses in progress in the semester when the degree is to be awarded must normally be completed prior to the comprehensive examination. All courses with a grade of "I" must normally be completed before the comprehensive examination is scheduled.

The oral or written comprehensive examination must be scheduled no later than four weeks before the candidate's degree is to be conferred and passed no later than three weeks prior to that date. A student will not be permitted to take the comprehensive examination unless he or she is in good academic standing. A candidate who fails the comprehensive examination may, upon petition to the advisory committee in the case of an oral examination or to the departmental faculty in the case of a written examination, be allowed to take another examination no sooner than the next semester or summer session. (The two summer terms comprise one summer session.)

All of the above regulations also apply to the second examination. A graduate student whose performance is unsatisfactory on the first and second administration of the comprehensive examination may be dismissed from that graduate program if recommended by the appropriate department committee.

Application for Graduation

In the term in which the student expects to complete all degree requirements, the student should apply for graduation during the registration process for that term. If the student is not enrolling for course work during the term he or she expects to graduate, the graduation application form can be obtained online. Students anticipating graduation in a given term should apply for graduation prior to a published date which is early in that semester. If the student is not able to complete degree requirements at the end of that period, the application form must be resubmitted in the term in which graduation is again anticipated. No degree will be conferred unless the Application for Graduation has been filed.

Graduation Exercises

Angelo State University has graduation exercises at the end of the fall semester (in December) and at the end of the spring semester (in May).

Each candidate for graduation must be present at the graduation ceremony unless the Office of the Registrar has approved the candidate's written application for permission to be graduated in absentia. Information about commencement may be found on the website.

Graduation Under a Particular Catalog

The University reserves the right to modify the curricula or withdraw any courses when it appears wise to do so. The policies and procedures in this Catalog are currently in effect; however, the University reserves the right to make changes or modifications for good cause.

To receive a degree from Angelo State University, a student must fulfill all requirements for the degree as set forth in a particular University Catalog as amended. Several choices are allowed: (1) Graduation may be under the requirements of the current University Catalog. (2) Graduation may be under the Catalog of the year in force when the student first registered at Angelo State University or when the student registered at an accredited Texas community college prior to transferring to Angelo State University. (3) Graduation may be under the requirements of the Catalog for any subsequent year in which the student was registered at Angelo State University or when the student was registered at another Texas public institution of higher education prior to transferring to Angelo State University. Each of these provisions is subject to the limitation that all requirements for a degree from Angelo State University must be completed within six years from the date of the Catalog selected. For example, a student who chooses to graduate under the requirements of the 2018-2019 University Catalog must complete all requirements for the degree under that Catalog prior to August 2023. Otherwise, a later Catalog must be selected.

Students may be able to graduate under a specific Catalog and degree plan but may not be able to meet certification requirements that have been mandated by the State Board for Educator Certification. Students should consult with Department Chairs and the College of Education to determine the latest certification requirements.

Second Master's Degree

A student who has earned one master's degree from Angelo State University or from another accredited university may receive a second master's degree:

The second degree must be different from the first degree and/or the second major field of study must be different from the first major field of study.

Departments will review all courses completed for the first graduate degree and, at the discretion of the department, courses may be applied to the second degree. There is no guarantee that courses from the first graduate degree will apply to the second graduate degree.

General Requirements for Completion of a Master's Degree

In partial fulfillment of the requirements for all master's degrees, the graduate student must complete the following general requirements.

I. The student must complete 30 to 60 semester credit hours of graduate work depending upon the degree being sought. In each degree program, the student must earn a 3.00, or better, grade point average overall and in the major field and in all course work taken at Angelo State University. In programs requiring course work outside the major field, the student must earn a 3.00, or better, grade point average in each of these areas. Grades lower than "C" will not apply toward any degree. The student may apply toward the degree:

   A. A maximum of two 5000-level courses totaling no more than eight semester credit hours may be taken for graduate credit by graduate students and applied to the graduate degree plan.*
   B. Students must adhere to the transfer policies of the graduate program to which they are admitted. Official transcripts showing the successful completion of the course petitioned to be transferred must be on file in the Graduate Office. At least one-third of credits toward a graduate degree must be earned at Angelo State University. No graduate work for which the student received a grade lower than "B" will be accepted for transfer credit. All transferred course work must have been completed no more than six years prior to the awarding of the master's degree at Angelo State University.
   C. No courses taken by correspondence or extension.
   D. No more than nine semester credit hours taken while in non-degree status.

II. Candidates for all degrees must successfully complete a comprehensive experience covering work within the candidate's program. The type of experience varies by program, but may take the form of required course work, portfolios, and written and/or oral exams.

III. Angelo State University does not award graduate credit for non-academic experiences nor allow the use of experiential training toward a master's degree. An exception to this standard policy is limited to graduates of the Air Force Intelligence Officer's Course (14N) by allowing 12 graduate-level semester credits towards specific degrees.

In addition to the general degree requirements, the graduate student must complete additional requirements for the designated degree program.

Source Note: Angelo State University Operating Policy 10.09. . Approved August 5, 2022.

General Requirements for Completion of a Doctor of Physical Therapy Degree

In partial fulfillment of the requirements for the doctor's degree, the graduate student must complete the following general requirements:

I. The student must complete a minimum of 100 semester credit hours (7000-level work) for the Doctor of Physical Therapy degree. The student must earn a 3.00, or better, grade point average overall and meet mastery in all course work.
   - no courses taken by correspondence or extension;
   - a minimum of 100 semester credit hours.

II. Candidates for the Doctor of Physical Therapy degree must successfully complete a comprehensive experience covering work within the candidate's program. The type of experience varies by program, but may take the form of required course work, portfolios, and written and/or oral exams.

III. Angelo State University does not award graduate credit for non-academic experiences nor allow the use of experiential training toward the Doctor of Physical Therapy degree.

In addition to the general degree requirements, the graduate student must complete additional requirements for the designated degree program.

Source Note: Angelo State University Operating Policy 10.09. . Approved August 5, 2022.

General Requirements for Completion of a Doctor of Psychology in Counseling Psychology Degree

In partial fulfillment of the requirements for the doctor's degree, the graduate student must complete the following general requirements:

I. The student must complete a minimum of 105 semester credit hours for the Doctor of Psychology in Counseling Psychology degree. The student must earn a 3.00, or better, grade point average overall and meet mastery in all course work.
   - no more than 24 credit hours can be transfer coursework.

II. Candidates for the Doctor of Psychology in Counseling Psychology degree must successfully complete counseling psychology professional benchmark exam and complete a clinical jury.

III. Candidates must also successfully complete a dissertation as their final comprehensive oral exam.

In addition to the general degree requirements, the graduate student must complete additional requirements for the designated degree program.

Source Note: Angelo State University Operating Policy 10.09. . Approved August 5, 2022.

General Requirements for Completion of a Doctor of Social Work Degree

In partial fulfillment of the requirements for the doctor's degree, the graduate student must complete the following general requirements:

I. The student must complete a minimum of 53 semester credit hours (7000-level work) for the Doctor of Social Work in Clinical Social Work degree. The student must earn a 3.00, or better, grade point average overall and meet mastery in all course work.
   - no more than 17 credit hours can be transfer coursework.

II. Candidates for the Doctor of Social Work in Clinical Social Work degree must successfully complete a written qualifying examination and oral defense of that examination.

III. Candidates must also successfully complete a capstone project and oral defense of that project.

In addition to the general degree requirements, the graduate student must complete additional requirements for the designated degree program.

Source Note: Angelo State University Operating Policy 10.09. . Approved August 5, 2022.

* Students are permitted a maximum of 12 semester credit hours of 5000-level supporting electives if they are taken in chemistry.

College of Education:

Texas Educator Certifications

Professor and Dean, College of Education, and Certification Officer: Scarlet M. Clouse
Director of Educational Support Services: Wendy Sklenarik
Field Experience Advisor: Sandra Conoly
Certification Advisor: Amanda Gibson
Undergraduate Academic Advisor: Tonya Drost
Graduate Programs Advisor: Daniel Martinez
Academic Advisor: Paula Vazquez

Office: Carr Education-Fine Arts Building, Room 287
Telephone: 325-942-2209, **Fax:** 325-942-2039

Requirements for Advanced Certifications in Texas

To earn a Non-Teacher Certification the candidate must meet the following requirements:

Principal

- Must hold a master's degree from a university that is accredited by an accrediting agency recognized by the Texas Higher Education Coordinating Board.
- Hold a valid classroom teaching certificate.
- Have two years of creditable teaching experience as a classroom teacher.
- Successfully complete all coursework listed on Angelo State's Principal Degree/Certification Plan with an overall 3.00 GPA.
- Complete a Practicum or an Internship in a TEA accredited public or private school.
- Successfully complete the required exams.
- Apply and pay for Principal certification through the Texas Education Agency.
- Completion of an Educator Preparation Program.

School Counselor

- Must hold a 48-hour master's degree in counseling from a university that is accredited by an accrediting agency recognized by the Texas Higher Education Coordinating Board.
- Have two years of classroom teaching experience in a public or accredited private school.
- Successfully complete all coursework listed on Angelo State's School Counselor Degree/Certification Plan with an overall 3.00 GPA.
- Complete a Practicum or an Internship in a TEA accredited public or private school.
- Successfully complete the required exam.
- Apply and pay for School Counselor certification through the Texas Education Agency.
- Completion of an Educator Preparation Program.

Superintendent

- Must hold a master's degree from a university that is accredited by an accrediting agency recognized by the Texas Higher Education Coordinating Board.
- Hold a Principal certificate or the equivalent issued by the TEA (if no principal certification, applicant must submit application for TEA to verify credentials. Please contact the Certification Advisor for more information.)
- Successfully complete all coursework listed on Angelo State's Superintendent Certification Plan with an overall 3.00 GPA.
- Complete a Practicum.
- Successfully complete the required exam.
- Apply and pay for Superintendent certification through the Texas Education Agency.
- Completion of an Educator Preparation Program.

Requirements for Initial Teacher Certification in Texas

To earn teacher certification, the candidate must meet the following requirements:

- Pass the TX Pre-Admission Content Test (TXPACT) for the content/subject area in which you are seeking teaching certification. The teacher certification candidate must pass this test prior to admission into the program. Typically, a candidate should take a TXPACT based on their completed coursework experience.
- Pass the Content TExES as well as the Pedagogy and Professional Responsibilities TExES (PPR) exam, and any additional exam(s) required by the certificate sought.
- Complete Clinical Teaching (one semester) or an Internship (two semesters).
- Submit a Field Experience Log documenting a minimum of 30 clock-hours of observations in the content field in which you plan to teach.
- Complete all certification coursework listed on Angelo State's Initial Teacher Certifiication Plan
- Complete the TEA fingerprinting process.
- Apply and pay for Texas Teacher certification through the Texas Education Agency.
- Completion of an Educator Preparation Program.

Procedures for Admission to the Student/Clinical Teaching Program

Candidates applying for the Student/Clinical Teaching Program must:

- Attend a student/clinical teaching application meeting in the long semester prior to student/clinical teaching. Dates and times will be announced and posted in Blackboard. Also, an email will be sent to all those in the TEP. For more information, please contact the EPI Center.
- Submit an application for student/clinical teaching. Application forms are available on the College of Education website.
- A degree plan or post-baccalaureate certification plan must be on file in the College of Education office prior to applying to student/clinical teaching.

At the time of application, all applicants must have completed:

- All of the criteria for admission to the Teacher Education Program,
- A minimum of 95 SCH with a cumulative grade point average of 2.75, and
- All applicable requirements listed below.

All applicants must possess sound physical health, sound mental health, and acceptable moral character. The Admission, Retention, and Dismissal Committee may require the candidate to undergo physical and/or psychiatric evaluation.

Student/Clinical Teaching Eligibility Requirements

Note: Candidates should consult their degree plans for reference to required courses. Any deficiencies or requirement listed below must be corrected:

- By the end of the second summer term for fall student/clinical teaching, or
- By the end of the fall semester for spring student/clinical teaching.

TExES Eligibility And Registration Procedures

All candidates must pass a minimum of two certification examinations—one in the content area and one in pedagogy and professional responsibilities. In order for candidates at Angelo State University to be approved to take the Texas Examinations of Educator Standards (TExES) they must have completed the certification program requirements for each examination.

TExES Approval Procedure

- The College of Education Certification Advisor must receive approval from the candidate's major department before he or she will be allowed to register for a content area examination.
- Candidates must have met the requirements and been admitted to the Teacher Education Program.
- Candidates will be approved to take the Pedagogy and Professional Responsibilities examination during the student/clinical teaching semester.

TExES Registration Procedure

Registration for the TExES examination is online. Instructions for the online registration process are located on the College of Education website. Candidates needing special testing arrangements should notify the Certification Advisor for registration assistance.

Recommendation For Initial Certification

In order for Angelo State University to recommend a candidate for Texas teacher certification, the candidate must have earned a 2.75 overall grade point average, must have completed all required courses in the teacher certification areas with a grade point average of 2.75. In addition, the candidate must have earned a 2.75 grade point average in all advanced Education and Reading courses. All other university requirements must be completed and the candidate must possess a degree. All required state certification tests must be passed. The candidate must also continue to demonstrate sound physical health, sound mental health, and acceptable moral character.

It is the candidate's responsibility to inform the College of Education that all certification requirements have been completed, and to ensure that all appropriate forms and fees have been submitted. Individuals must apply for certifications online at the State Board for Educator Certification's website.

Recommendation For Advanced Certification

In order for Angelo State University to recommend a candidate for advanced certification, the candidate must have earned a 3.00 overall grade point average, must have completed all required courses on the certification/degree plan with a grade point average of 3.00 and with no grade lower than a "C". All other university requirements must be completed and the candidate must have completed degree or certification plan requirements. All required state certification tests must be passed. The candidate must also continue to demonstrate sound physical and mental health and abide by the educator's dispositions.

It is the candidate's responsibility to inform the College of Education that all certification requirements have been completed, and to ensure that all appropriate forms and fees have been submitted. Individuals must apply for certification online at the State Board for Educator Certification's website.

Certification Exam Eligibility and Registration Procedures for Advanced Certification

- Candidates must pass the certification exam(s) required for the Texas certification program in which they are admitted.
- The candidate's Program Coordinator will notify the College of Education's Certification Advisor when they are ready to test.
- Candidates must have met the requirements and been admitted to the Teacher Education Program.
- Candidates will be emailed once they have been given approval to test along with instructions on how to register for their required certification exam(s).

Teacher Certification Content Areas

Elementary Certifications - Early Childhood - Grade 6

- EC-6 Generalist
- EC-6 Generalist with EC-12 Special Education

Middle School Certifications - Grades 4 - 8

- 4-8 English Language Arts and Reading *
- 4-8 Generalist
- 4-8 Mathematics *
- 4-8 Mathematics-Science *
- 4-8 Science *
- 4-8 Social Studies *

Secondary Certifications

- 6-12 Agriculture, Food and Natural Resources
- 7-12 Chemistry *
- 8-12 Computer Science *
- 7-12 English Language Arts and Reading
- 7-12 History
- 7-12 Journalism (Mass Media)
- 7-12 Life Science (Biology)
- 7-12 Mathematics
- 7-12 Mathematics-Physics *
- 6-12 Physical Science *
- 7-12 Social Studies
- 7-12 Speech (Communication)
- EC-12 Technology Applications *

Texas Advanced Certification Content Areas - Grades EC-12

- Principal as Instructional Leader
- Professional School Counselor
- Superintendent

All-Level Teacher Certifications - Grades EC-12

- Art *
- French *
- German *
- Music
- Physical Education *
- Spanish
- Theatre

Supplemental Certifications

- English as a Second Language *
- Special Education Supplemental Certification

* These certification areas are no longer offered in a degree format. Students interested in obtaining certification in these areas may do so in a post-baccalaureate program. You may contact the Educator Preparation Information Center (325-942-2209) for information and assistance.

University Facilities and Services

Information Technology

Angelo State University is committed to providing students access to technology and electronic resources needed to enhance the teaching and learning environment. Students have access to many services such as registering for classes, checking grades, and paying tuition via the web or the ASU mobile app. The online learning management system enables students to submit assignments, take tests, check grades, and interact with fellow classmates and their faculty member anytime, anywhere. The campus-wide mobile friendly network allows you to connect your laptop, tablet or smartphone to access technology services including specialized coursework software. Students can tour the campus, meet the President, review the University calendar and current course offerings, submit applications, read the RAM Page (school newspaper), browse the library's holdings and access full text documents and articles from any location in the world using Angelo State University's portal and web services.

Angelo State University utilizes a robust network infrastructure to provide electronic access to information for the ASU Community. For on-campus residents, all of the residence halls have wireless connectivity throughout the buildings as well as in the resident's room. Wireless connectivity is also available in all buildings on campus and many outdoor areas. As part of the university's ongoing commitment to leveraging technology within the learning environment, the majority of the classrooms and other learning areas are equipped with technology to complement teaching within the specialized academic disciplines. The Library Learning Commons provides 24-hour access to a technology rich and mobile friendly environment which includes large flat panel displays to which students can connect laptops and other devices; digital senders to scan and send documents to students' e-mail accounts; laptop computers for checkout; enhanced wireless connectivity; and traditional personal computers and scanners. Electrical outlets are conveniently located throughout the Library Learning Commons for students to utilize and recharge digital devices. If you have a problem or question about technology services, a 24-hour technology service center is available to all students (on-campus and off-campus) to assist with technology questions and requests.

Porter Henderson Library

The Porter Henderson Library provides an array of resources in support of all degree programs offered at ASU. The Library's holdings compare favorably with the national average among peer institutions and include both physical and digital resources such as books, journals and periodicals, government documents, audio-visual material, and archival collections. Electronic databases and online services create reliable access to all of ASU's modalities for teaching and learning.

Library facilities contain nearly 100,000 square feet where students browse resources, collaborate in group study rooms, and enjoy quiet study areas. The Learning Commons on the building's first floor features a variety of collaborative spaces in a technology-rich environment. Through Interlibrary Loan and cooperative agreements with other libraries, ASU's students and faculty members may request additional resources for research and classroom assignments. Library staff contribute one-on-one guidance as well as scheduled class sessions for all patrons to improve their research with information literacy skills.

The Library shares the building's third floor with the Freshman College, the Communication and Mass Media (CMM) Department, Advising Center, Tutoring Center, Writing Center, and the Honors Program. This floor also has classrooms, offices, a television studio, and climate-controlled storage space for rare, archival and historical resources. The Library's local history and special collections department, the West Texas Collection, is located on the first floor of the ASU Mayer Museum.

Testing Center

The mission of the Testing Center is to meet the needs of the ASU community and the Greater Concho Valley by providing national standardized testing, both paper-based and online.

A variety of college entrance (undergraduate and graduate), vocational, guidance, state-mandated, distance learning, and/or placement exams are available at Angelo State University. The Testing Center is an open testing facility (testing ASU students as well as the general public), has limited seating, and reservations are made on a first come-first served basis. For available tests, testing policies, fees and/or scheduling an exam, visit the Testing Center website.

The Testing Center is located in the Vincent Building, Room 291 (2333 Vanderventer Avenue). Contact the Testing Center at 325-942-2624, or e-mail testingcenter@angelo.edu.

Student Affairs

As a learning community, ASU is committed to providing a setting that encourages scholarship, intellectual growth and personal development. Students are expected to meet academic challenges, prepare for future endeavors and become productive members of the larger community.

Student Affairs focuses on a developmental co-curricular program for students that provides opportunities for engaged participation and learning to broaden their skills and perspectives. Students use support services for personal development and academic growth so that they can maximize their potential leadership experience and enhance their community development and personal values. Residential and physical environments are used to contribute to the students' education, health and safety.

These collaborative learning opportunities reinforce the intention that all individuals have the opportunity to develop their personal identity and have the potential to become contributing citizens in the global community.

Student Life

Our philosophy within the Office of Student Life is "Student Success—that's what it's all about!" and that's why we work hard to develop programming toward enhancing your opportunities as a student to participate fully in the University experience. Student Life exists to connect, engage, and develop our students in a supportive environment through positive leadership and community-building opportunities while serving as a bridge to their future accomplishments. We do this by providing you with information, services, programs, and involvement opportunities that facilitate responsible life choices and promote awareness of yourself and your community. Each of the program areas within the Office of Student Life has a specific mission, but one common goal, which is to provide programs, services, and co-curricular experiences that enhance student success. Student Life offers programs and services related to the following areas:

- Angelettes
- Center for Student Involvement (CSI)
- Cheerleading
- Community Service
- Greek Life
- Homecoming
- Mascots
- Multicultural Center
- Multicultural and Heritage Programs
- Ram Pantry
- Registered Student Organizations (RSO)
- Student Government Association (SGA)
- University Center Program Council (UCPC)

Student Life has many areas of interest for your participation—areas that are yours to choose, join, and build upon toward your success! Involvement in Student Life is a great way to gain experience in a variety of different fields and to meet new friends in the process. Visit the Life on Campus website.

Dining Services

Dining Services are provided on campus by Chartwells, a division of Compass Group. The primary "all you care to eat" dining location is The CAF. In addition, there are a number of name brand venues, including Einstein Bros. Bagels, Chick-fil-A, Subway, and Starbucks. There are even RAMcarts along the Mall to allow students to get something on the go. For more information about Chartwells, please contact Richard Gonzalez, Director of Dining Services, at 325-944-1888, or visit the Dine On Campus website.

Student Health Services

The University Health Clinic is available to all students who are currently enrolled in the University and have paid the Medical Services Fee for that semester in which semester credit hours are awarded. Distance learners may also pay the Medical Services Fee for access to Health Services. Without payment of the Medical Services Fee, distance learners do not have access to the services of the university clinic. The Clinic provides non-emergency, outpatient care Monday through Sunday throughout the year, 7:00 a.m. to 7:00 p.m., and is closed on some university observed holidays (when campus business offices are closed). However, medical care is still provided at nearby medical clinics; for locations and hours, visit the Health Clinic website. Clinic services include medical care by Board Certified Advanced Practice Registered Nurses (APRN), nursing care, and health education. The Clinic provides many diagnostic services and treatments appropriate on an episodic, outpatient basis. It is not intended to substitute for the health maintenance care provided by the student's primary care provider. However, it can provide invaluable service for the student who can't see their private physician because of time restraints or distance.

Once the Medical Services Fee is paid, there is no charge for examination, diagnosis, or consultation services provided by the Clinic staff. However, there may be charges for injections, labs, and x-rays. Students referred by Clinic staff for health care services to an off-campus health care provider will be responsible for all related costs. The writing of prescriptions is free but actual prescription costs are the student's responsibility.

Currently enrolled students requiring emergency medical services should contact University Police or their Housing/Residential Programs Area Coordinator. Students needing emergency medical services will be responsible for all costs.

All registered, domestic, graduate students enrolled in: four (4) or more credit hours during the long semester, three (3) or more credit hours during the summer are eligible to purchase the student health insurance plan which supplements the University Health Clinic Services in major surgical, medical, and prescription drug benefits during both the school term and vacation periods.

All registered international students on non-immigrant visas enrolled in one (1) or more credit hours are required to purchase the Student Health Insurance Plan and are automatically enrolled in the Plan. Students must contact the Center for International Studies to fulfill this requirement. All Health Professional Students enrolled in one (1) or more credit hours must be enrolled in the Plan, unless proof of comparable coverage is furnished to the Nursing Department.

Students who do not carry other comprehensive health insurance are strongly urged to enroll in a health care insurance plan, as the Clinic cannot provide hospitalization or comprehensive health care coverage. Insurance information is available on the Health Clinic website. Payment of the Medical Services Fee does not satisfy the requirements of the Affordable Care Act.

For more information, please visit the Health Clinic website or call 325-942-2171 or email asuhealthclinic@angelo.edu.

Counseling

ASU Counseling Services provides free and confidential short-term individual, family, group, and couples counseling to current students as part of their medical services fee. Students are encouraged to utilize Counseling Services to overcome personal and academic challenges. Common reasons college students seek therapeutic services include: depression, anxiety, adjustment to college, relationship issue, stress, suicidal thoughts, trauma, and academic struggles. Counseling Services clinicians are licensed professionals in the state of Texas or masters-level practicum students from ASU's Social Work and Counseling programs.

Counseling Services educates the campus community about issues surrounding mental health to promote health and wellness. Counselors collaborate with faculty and staff to provide trainings, outreach, education, and presentations upon request. Counseling Service staff provide consultation services for all members of the ASU community and parents if there is concern about someone else. To schedule an appointment, call 325-942-2371 or visit us in the Counseling Services Building between 9:00 am and 3:00 pm Monday through Friday. If you are experiencing a mental health emergency call the 24/7 crisis support line at 325-486-6345. Counseling Services also has a Rams Relaxation Room and Creativity Center that students can use free of charge, 9:00 am to 4:00 pm, Monday through Friday.

For more information please call us at 325-942-2371 or visit our website or email counselingservices@angelo.edu.

Students with Disabilities

Angelo State University is committed to the principle that no qualified individual with a disability, shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation. All programs, services, and activities on the campus of Angelo State University are accessible to students with disabilities.

The Office of Dean of Students is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student's responsibility to initiate such a request by contacting the Office of Dean of Students, University Center, Room 112, at 325-942-2047 or 325-942-2211 (TDD/FAX) or by e-mail at ADA@angelo.edu to begin the process. To the extent practical, the Office of Dean of Students, working in collaboration with the appropriate academic and/or administrative department, will authorize reasonable accommodations to assist qualified individuals with disabilities to have full and equal access to the programs and services of the university, and a full and equal opportunity to meet the academic requirements of their courses and/or their degree requirements, consistent with published academic requirements and the applicable provisions of federal and state legislation. More information on Student Disability Services is provided on our website.

Career Development

The Career Development office offers a variety of career-related services and resources to ASU students and alumni. These have been grouped into the following broad categories.

Career Exploration. If you become uncertain of your academic and/or career goals, Career Development provides several services to assist you, including: career counseling, the administration and interpretation of various career assessments, and occupational information.

Internships and Jobs. Gaining relevant experience is an important component of your total education because it makes you more marketable upon graduation. A variety of internships as well as part-time and full-time jobs can be accessed through the Career Development website on the Handshake platform.

Job Search. Career Development offers assistance with the various components of a successful job search, including resume writing, interviewing skills, networking, dining etiquette, salary negotiation, and more. Many helpful resources can be accessed through the Career Development website.

For more information or to schedule an appointment, contact Career Development at 325-942-2255 or come by the office located in the Houston Harte University Center, Room 107. Visit the Career Development website.

Houston Harte University Center

The facilities, services, and programs of the Houston Harte University Center provide for a wide variety of out-of-class student activities on an individual or organized basis. In addition to recreational and dining facilities, the University Center contains several lounges, offices for the University Center Program Council, offices for student government, the Business Services Offices (where building management, campus reservations, and vending services reside) and the Campus Information Desk. The Office of the Dean of Students is located there along with Student Life, the Center for Student Involvement, the Multicultural Center, Career Development, the Veterans Educational and Transitional Services Center (VETS), Ram Central Station (ASU bookstore), the campus post office, meeting rooms, and a spacious conference center. For more information about the Houston Harte University Center, call 325-942-2021 or email reservations@angelo.edu. To submit an on-campus reservation request please go to Reservations.

VETS Center

Veterans Educational and Transitional Services (VETS) Center. The VETS Center, located on the north side of Houston Harte University Center, was created to assist military veterans, active duty, guard and reserve service members, and their dependents in their pursuit of higher education. To that end, the university works in cooperation with the U.S. Department of Defense (DoD), U.S. Department of Veterans Affairs (VA) and other off-campus resources (including the Texas Veterans Commission [TVC] Hazlewood Exemption) to help our customers achieve their academic goals. The VETS Center provides assistance on how to apply for DoD, VA, and TVC education benefits. We also provide a computer lab, a recreational lounge area, and a quiet study environment for our learning community.

Tuition Assistance (T/A) Scholarship. Angelo State University offers a T/A scholarship for service members who use their Tuition Assistance while attending the university. The scholarship covers the cost difference between what T/A and any other gift aid (such as grants and scholarships) covers and the actual cost of tuition and fees for those courses authorized on the TA form. This allows service members using T/A to attend the university at no cost to the student.

Points of Contact. Telephone: 325.486.8387; Fax: 325.942.2080;
Email: VETS@angelo.edu

Student Government Association (SGA)

Angelo State University's Student Government Association (SGA) is a student organization that makes decisions which have an impact on the ASU campus as a whole. SGA projects and initiatives tackle everything from studies to strategy and planning of the university's master plan. The SGA also gets the real-world experience of working with administration, faculty, and staff on committees that shape our campus from all areas including parking, facilities, housing, food, finance, health services, academic programs, and much more. Approximately 30 students serve on campus committees and give their input about new ASU projects and initiatives.

Senators serve one-year terms with elections in the spring. The SGA meets bimonthly and includes positions for freshmen looking to get involved. The possibilities of student life improvement are endless. The SGA works to ensure the best quality of education and college life that Angelo State University can offer. The SGA office is located in the Center for Student Involvement in the lower level of the Houston Harte University Center. More information on the Student Government Association is provided on our website.

Student Records

Notification of Rights under Federal Family Educational Rights and Privacy Act (FERPA) for Postsecondary Institutions

The Family Educational Rights and Privacy Act of 1974 (20 U.S.C.A. Section 1232g) protects certain rights of students who are enrolled in a postsecondary institution relative to their educational records. The Act grants students:

1. The right to inspect and review their education records within 45 days of the day Angelo State University receives a request for access. Students should submit to the registrar, dean, chair of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask Angelo State University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If Angelo State University decides not to amend the record as requested by the student, Angelo State University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Angelo State University to comply with the requirements of FERPA.

Prior to disclosure of any personally identifiable information other than directory information, except as allowed by the regulations, the University must obtain the written consent of the student and then must maintain a record of the disclosure. The categories included as directory information at Angelo State University which routinely will be made public upon request or published in appropriate University publications are:

> The student's name, local and permanent mailing address, photograph, major and minor fields of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, team photographs, dates of attendance, classification, enrollment status, degree candidate, degrees, awards and honors received, and type of award/honor, previous educational agency or institutions, and hometown.

Students who desire that their directory information not be released must submit a written request to the Registrar's Office. Forms for submitting the written request to withhold directory information are available in the Registrar's Office.

Access to Student Records

The Family Educational Rights and Privacy Act of 1974 provides that students be apprised of the location of their educational records and the administrator responsible for their maintenance. Student records are filed in a variety of offices as listed in the Student Handbook. The administrative officers are responsible for the records under their control and for the appropriate release of information contained in these records. Angelo State University forwards educational records to other educational institutions in which a student seeks or intends to enroll without providing any further notice to the individual regarding the transfer of the records.

Alcohol and Controlled Substance Violations: Parental Notification Policy (FERPA)

The Dean of Students is responsible for determining if and by what means parents or legal guardians will be notified when students under the age of 21 are found to have committed serious or repeated violations of federal, state, or local law, or University policies related to the possession, use, or distribution of alcohol or a controlled substance.

Notification of parents or legal guardians for a violation of federal, state, or local law or institutional policy regarding alcohol or a controlled substance is indicated in any of the following circumstances:

- The violation involved harm or threat of harm to self, other persons, or property.
- The violation involved an arrest in which the student was taken into custody.
- The violation suggests a pattern of alcohol or controlled substance abuse.
- The student who committed the violation required medical intervention or transport as a result of consumption of alcohol or a controlled substance.
- The violation resulted in or could result in the student being disciplined by the University including but not limited to: housing contract cancellation, disciplinary probation, deferred suspension, suspension, or expulsion.

The University supports students assuming personal responsibility and accountability for their actions as they learn to establish their own independence. The University also recognizes that the process of establishing personal independence requires support and, at times, assistance or intervention from others. In the appropriate circumstances, notification of parents or legal guardians can be a means of support in that transition for students. Consistent with this approach, the Dean of Students or his/her designee—whenever possible—will involve the student in a discussion about the decision to notify his/her parents or legal guardian and will inform the student that notification will take place.

Nothing in these guidelines shall prevent University officials from notifying parents or legal guardians of health or safety emergencies, regardless of the judicial status of the student.

Student Affairs Regulations and Policies

General Statement Concerning Student Life

Attendance at a tax-supported educational institution of higher learning is optional and voluntary. By such voluntary entrance into the academic community of Angelo State University, students voluntarily assume the obligations of performance and behavior imposed by the University relevant to its lawful missions, processes, and functions. These obligations are in addition to those imposed on all citizens by the civil and criminal law.

When students enter Angelo State University, it is assumed they have serious purpose and a sincere interest in their own social and intellectual development. They are expected to learn to cope with problems with intelligence, reasonableness, and consideration for the rights of others; to obey laws and ordinances of the nation, the State of Texas, and community of which they, as well as their University, are a part; and to conduct themselves peaceably in espousing changes they may consider necessary. As they prize rights and freedoms for themselves, they are expected to respect the rights and freedoms of others.

Students are subject to federal, state, and local laws as well as University regulations and policies. A student is not entitled to greater immunities or privileges before a law than those enjoyed by other citizens generally. Students are subject to such reasonable disciplinary action as the administration of the University may consider appropriate, including suspension, dismissal, and expulsion in appropriate cases, for breach of federal, state, or local laws, or University regulations or policies. This principle extends to conduct off campus which is likely to have adverse effect on the University or on the educational process.

University Policies, Rules, and Regulations

University policies, rules, and regulations relating to Angelo State University students are made with the view of protecting the best interests of the individual, the general welfare of the entire student body, and the educational objectives of the University. Specific University policies, rules, and regulations governing student conduct adopted by the Board of Regents and the Administration of Angelo State University are provided in the Code of Student Conduct published in the Student Handbook. It is the responsibility of each student to become informed regarding these policies, rules, and regulations and to abide by them at all times.

Student Organizations

College is a time of learning: learning about oneself, learning about the ideas of others, learning about career opportunities, learning technical skills, learning to relate with others, learning to make responsible decisions, learning to function effectively in a new environment, learning to ask significant questions, and learning to seek significant answers. All of these are part of the college experience.

Coupled with the need for those skills, however, is the need to develop other skills which may not be taught directly in the classroom, such as budgeting, interpersonal relations, delegation, motivation, hands-on problem-solving techniques, long-rang planning, program evaluation, personal evaluation, etc. The effective development of these other skill areas can be just as important to your eventual career success as the skills you learn in the classroom.

With over 100 student organizations ranging from academic and honors to spiritual life and club sports, ASU Student Organizations has something for everyone. Visit the Student Organizations website.

Athletics

Intercollegiate athletics is an integral part of student life at Angelo State. Intercollegiate teams for men include football, basketball, baseball, outdoor track and field, cross country, and indoor track and field. Intercollegiate teams for women include volleyball, soccer, basketball, softball, outdoor track and field, cross country, indoor track and field, tennis, and golf.

Angelo State is a member of the National Collegiate Athletic Association (NCAA) Division II and the Lone Star Conference. The Lone Star Conference is composed of teams from Texas, Oklahoma, and New Mexico.

Intercollegiate Athletic Offices are located in the Junell Center as are team locker rooms, two weight rooms, and sports medicine facilities. The Norris Baseball Clubhouse is home to the Rams baseball locker room. The football team plays on campus at the LeGrand Stadium at 1st Community Credit Union Field directly south of the Junell Center. Both men's and women's basketball and volleyball compete in the Junell Center Stephens Arena which seats 5,500. The LeGrand Stadium at 1st Community Credit Union Field features a 400 meter, all-weather track and has hosted the NCAA Division II Outdoor Track and Field National Championships five times, most recently in spring 2009. The Rambelle softball team plays at Mayer Softball Field, a 750 seat facility that has hosted several NCAA South Central Regional and Super Regional Championships. The baseball team plays at Foster Field at 1st Community Credit Union Stadium, a 4,200 seat facility located on the ASU campus across from the Junell Center.

University Recreation and Intramurals

University Recreation (UREC) engages the campus community by stimulating growth and development of healthy lifestyles through participation opportunities and educational experiences in the areas of aquatics, fitness, instruction, intramural sports, open recreation, outdoor adventures, wellness, and youth programs. Activities range from popular team and individual/dual sports, fitness classes, outdoor trips and workshops, and educational classes such as lifeguarding, water safety, and first aid/CPR training.

The Ben Kelly Center for Human Performance Building is a 100,000 square foot facility, which includes a 40' climbing tower and bouldering area, weight room of 60 cardio pieces with free weight and pin select strength training equipment, three lane indoor track, 25-meter natatorium, four court gymnasium, multipurpose room, dance studio, locker rooms, and four racquetball courts.

The University maintains a large, attractive lakehouse and recreational facilities at nearby Lake Nasworthy. These facilities provide students with excellent opportunities for social events and for recreational activities such as swimming, boating, kayaking, sand volleyball, picnicking, outdoor basketball, and water skiing. Additional recreation facilities include a five acre, turfed intramural complex, six lighted tennis courts, two sand volleyball courts, and a pavilion. Visit the UREC website for the most up-to-date hours of operation and programming

Travel Management Policy and Procedures

As per SB 263 of the 77th Texas Legislature, Angelo State University maintains a policy that regulates student travel.

Angelo State University Student/Group Travel Management Policy and Procedures

1. General

These procedures apply to anyone who engages in transporting students on any university business or related travel activities. On a case-by-case basis, the vice president for finance and administration or designated representative may authorize exceptions to these procedures.

The following procedures are minimum standards; departments may mandate additional procedures. These procedures pertain to students who travel more than 25 miles from campus to an activity or event that is organized and sponsored by the institution and that is (a) funded by the institution and the travel occurs using a vehicle owned or leased by the institution, or (b) required by a student organization officially registered at the institution. These procedures also apply to commercial transportation and privately owned vehicles.

State appropriated funds cannot be used to pay for student travel.

2. Board Authorization

The university president is authorized by the Board of Regents of The Texas Tech University System to establish and administer regulations and procedures for the efficient management of the university. The enabling legislation of this policy is SB 263 of the 77th Texas Legislature. (Refer to *Texas Education Code, Chapter 51, Section 51.950*.) Said legislation and the university president represent the controlling authority of this policy and procedures.

3. Travel Requirements and Planning

A. Student Travel Requirements

(1) Student Travel (departmental or organization)

A benefits eligible employee (faculty, staff, or applicable teaching assistant) **must** be accountable for out-of-town trips involving departmental student groups or sponsored student organizations and ensure that all travel documents are completed prior to travel. An accountable employee must accompany the students unless prior approval to travel without accompaniment is granted by the vice president of student affairs on the Student/Group Travel Form.

(2) Students Traveling to Present Research Papers

Students traveling to professional conferences to present their research are not required to have an employee accompany them. The steps outlined in 3.B. below are applicable, and a benefits eligible employee (faculty member or academic administrator) must be accountable for the student's travel.

B. The accountable employee must complete the following steps:

(1) Submit a Pre-Approval under the name of the employee accountable for the trip, including the name(s) of the student(s). (For Cash Advance Requests, see section 4.)

a. Any University paid expenses (airfare, hotel, rental car) should be indicated on the Pre-Approval.

(2) Complete Student/Group Travel Form.

(3) Complete the "Student/Group Travel List."

(4) Have each trip participant complete a "Student Activity Release Form" and/or "Student Activity Release Form Private Vehicle" and return it to the department administrator who is responsible for retaining the releases. For official sports clubs, athletics and other team travel, blanket releases may be completed and submitted at the beginning of each year.

(5) Have each trip participant sign and date the "Travel Allowance Form" if students are provided the allowed city rate for meals. Attach the Travel Allowance Form to the expense report. Meal receipts are not required if this form is used.

(6) Send a duplicate copy of the Student/Group Travel Form and Student/Group Travel List to the University Police Department ten (10) days prior to the trip.

C. Departments authorizing students to use a privately owned vehicle to travel more than 25 miles from the campus to an event that is sponsored or organized by the institution and is funded by the institution, must comply with the following:

(1) Students shall not be compelled to use their personal vehicle.

(2) Students shall not be directed to transport other students or employees.

(3) Students must complete the Student Driver Acknowledgement Statement.

(4) Departments will maintain the statements with the applicable student travel forms.

4. Student Travel Advances

A. Travel Advances

(1) Cash advances will be given only to the employee accountable for the student travel and expenses. An approved Expense Report requesting an advance must be received by the Travel Office at least five (5) working days prior to the trip.

B. After the trip, the accountable employee must submit an Expense Report within fifteen (15) days after the trip and attach all required documentation. Only the expenses for the employee accountable for the trip can be included with the students' expenses on the expense report; however, employees can include their travel on the student expense report if the student travel is for the following:

(1) Coaches or directors for band, choir, or athletics.

(2) Faculty or other full-time employees accompanying student group travel for academic conferences, competitions, or presentations of papers.

Any other employees who accompany the students must complete an individual Pre-Approval and Expense Report with accompanying documents.

The only time faculty or staff meals are reimbursable for non-overnight travel is when a faculty or staff member travels as pat of a student group

C. Any unused funds should be returned to the Student Accounts Office with the Expense Report. If the Expense Report exceeds the amount of the advance, a reimbursement check will be issued to the accountable employee for the difference.

D. The accountable employee who fails to submit the Expense Report and unused funds within the allotted time for two trips will be denied any future advances. Exceptions to this policy will be handled on an individual basis. The employee must contact the Travel Office and explain the need for an extension.

In addition to following these procedures, employees and students are required to comply with all operating policies for university travel.

5. **Reserving Vehicles through State-Contracted Rental Companies**
   A. Reservations for rental vehicles must be made by an accountable employee in the department. Students and temporary/casual employees cannot reserve rental vehicles.
   B. Employees can use a state corporate travel card, a personal credit card, or request to use direct billing through Enterprise. The rental company cannot accept purchase orders to reserve vehicles.
   C. Personal Accident Insurance (PAI) must be purchased through the rental company for students traveling in rental vehicles.
6. **Driver Eligibility and Vehicle Safety Requirements**
   For information on driver eligibility and vehicle safety requirements, please refer to Operating Policy 36.03. In the event of a vehicle accident or breakdown, the employee or sponsor accompanying the students should contact his/her department and provide an update on the travel itinerary.
7. **Commercial Transportation**
   Students traveling by commercial transportation must comply with all federal laws regulating travel and the rules of the specific carrier, including laws and rules regarding carry-on baggage and baggage weight restrictions.
8. **Trip Insurance**
   Angelo State University does not provide trip accident insurance for individuals not employed by the university. Contact the Office of Environmental Health, Safety and Risk Management regarding optional trip insurance which is available at a reasonable cost.

Source Note: Angelo State University Operating Policy 70.09. . Approved September 3, 2019.

Inventory of Academic Programs

General Programs

I. Doctoral/Professional Programs

Education	Ed.D.
Transformative Leadership	
Physical Therapy	D.P.T.
Psychology	Psy.D.
Counseling Psychology	
Social Work	
Clinical Social Work	D.S.W.

II. Graduate Master's Programs

Administrative Leadership	M.A.
Agriculture	M.Ag.
Animal Science	M.S.
Athletic Training	M.A.T.
Biology	M.S.
Biology Science Education Option	M.S.
Business Administration	M.B.A.
Business Data Science and Analytics	M.S.
Coaching, Sport, Recreation, and Fitness Administration	M.Ed.
Communication	M.A.
Computer Science	M.S.
Criminal Justice	M.S.
Curriculum and Instruction	M.A.
Educational Leadership	M.S.
English	M.A.
Global Security Studies	M.S.
Homeland Security	M.S.
Hospital and Health Care Facilities Administration	M.S.
Intelligence and Analysis	M.S.S.
Mental Health and Wellness Counseling	M.A.
Nursing	M.S.N.
Family Nurse Practitioner	
Nurse Educator	
Professional Accountancy	M.P.Ac.
Professional School Counseling	M.S.
Public Health	M.P.H.
Psychology	M.S.
Applied Psychology	
Counseling Psychology	
Organizational Psychology and Human Resources	
Social Work	
Advanced Generalist	M.S.W.
Clinical Social Work	M.S.W.
Student Development and Leadership in Higher Education	M.Ed.

III. Dual Degree Programs (Integrated)

Accounting and Professional Accountancy	B.B.A./M.P.Ac.
Agribusiness and Business Administration	B.S./M.B.A.
English	B.A./M.A.
Finance and Business Administration	B.B.A./M.B.A.
Health Science Professions and Athletic Training	B.S.H.S.P./M.A.T.
International Business and Business Administration	B.B.A./M.B.A.
Management and Business Administration	B.B.A./M.B.A.
Management Information Systems and Business Administration	B.B.A./M.B.A.
Marketing and Business Administration	B.B.A./M.B.A.

IV. Non-Degree Programs

Curriculum and Instruction - Teacher Certification only
Texas Licensed Professional Counselor (Online Bridge Program)

V. Graduate Certificates

Academic Advising (page 92)
Athletic Academic Advising (page 52)
Cybercrime Investigation (page 81)
Cybersecurity (page 83)
Emergency Management (page 83)
Family Nurse Practitioner
Post Master's Certificate Program (page 58)
Healthcare Management (page 110)
Leadership and Organizational Communication (page 78)
Media and Professional Communication (page 78)
Nurse Educator Post Master's Certificate Program (page 58)
Public Health (page 50)
Ranch Management and Beef Industry Leadership (page 95)
Teaching of Psychology (page 65)

VI. Post-Master's Texas Certification

Principal
School Counselor
Superintendent

VII. Post-Baccalaureate

Graduates with a Bachelor's degree may obtain a teaching certificate in content areas. Consult with the Certification Advisor in the Educator Preparation Information Center located in Carr-EFA 287 or call 325-942-2209.

Academic Organization

Archer College of Health and Human Services

Department of Health Science Professions

Department of Kinesiology

Department of Nursing

Department of Physical Therapy

Department of Psychology

Department of Social Work and Sociology

College of Arts and Humanities

Department of Communication and Mass Media

Natalie Zan Ryan Department of English and Modern Languages
(including French, German, Spanish, Russian, and Linguistics)

Arnoldo De León Department of History
(including Geography)

Department of Political Science and Philosophy

Department of Security Studies and Criminal Justice

Department of Visual and Performing Arts
(including Art, Music, and Theatre)

College of Education

Department of Curriculum and Instruction

Department of Teacher Education

College of Science and Engineering

Department of Agriculture

Department of Biology

Department of Chemistry and Biochemistry

Department of Computer Science

David L. Hirschfeld Department of Engineering

Department of Mathematics

Department of Physics and Geosciences
(including Astronomy and Physical Science)

Norris-Vincent College of Business

Department of Accounting, Economics and Finance

Department of Aerospace Studies

Department of Management and Marketing

Archer College of Health and Human Services

Dean: Dr. Leslie M. Mayrand
Office: Health and Human Services Building, Room 202
Telephone: 325-486-6258, **Fax:** 325-942-2236
E-Mail: CNAH@angelo.edu

The Archer College of Health and Human Services offers professional education in the health and human service disciplines. The College consists of the following group of departments and professional programs: Department of Health Science Professions, Department of Kinesiology; Department of Nursing; Department of Physical Therapy; Department of Psychology, and Department of Social Work and Sociology.

Through the integration of research, education, and evidenced-based practice, the Archer College of Health and Human Services assists students in developing competence in professional practice as well as becoming leaders in their professions, organizations, and communities. The College values a sound general education that enables students to develop analytical, creative thinking and to make well-founded ethical decisions. We offer a variety of undergraduate and graduate degrees and certificate programs. Our graduates pursue advanced degrees, or enter a variety of practice, research, and administrative roles in the health and human services fields to preserve and promote the well-being of individuals, groups, and communities.

For more information about our outstanding programs, please stop by the dean's office in the Health and Human Services building or call 325-486-6258.

Departments and Programs

Students in the Archer College of Health and Human Services may pursue studies in the following departments.

Department of Health Science Professions

Program of Study in Athletic Training
- M.A.T. Athletic Training

Program of Study in Health Science Professions
- B.S.H.S.P. Health Science Professions with Specialization Areas
  - Healthcare Administration
  - Physical Therapy and Allied Health Professions
  - Public Health
- B.S.H.S.P./M.A.T.
  - Integrated Health Science Professions in Physical Therapy/Allied Health Professions/Athletic Training
- M.P.H. Public Health

Department of Kinesiology

Programs of Study in Kinesiology
- B.S. Exercise Science
- B.S. Kinesiology
- M.Ed. Coaching, Sport, Recreation, and Fitness Administration

Department of Nursing

Programs of Study in Nursing
- B.S.N. Nursing
  - Generic Option
  - Second Degree Option
- M.S.N. Family Nurse Practitioner
- M.S.N. Nurse Educator

Department of Physical Therapy

Program of Study in Physical Therapy
- D.P.T. Physical Therapy

Department of Psychology

Programs of Study in Psychology
- B.A. Psychology
- B.S. Psychology
- M.S. Applied Psychology
- M.S. Counseling Psychology
- M.S. Organizational Psychology and Human Resources
- Psy.D. Psychology
  - Counseling Psychology

Department of Social Work and Sociology

Program of Study in Social Work
- B.S.W. Social Work
- M.S.W. Social Work
  - Advanced Generalist
  - Clinical Social Work
- D.S.W. Social Work
  - Clinical Social Work

Programs of Study in Sociology
- B.S. Sociology with Specialization Areas
  - Criminology, Delinquency, and Deviant Behavior
  - Medical Sociology

Archer College of Health and Human Services:

Department of Health Science Professions

Department Chair: Kristi M. White

Faculty: Chen, Cummings, Johnson-Smith, Procter-Willman, White, Whitney.

Contact Information: Health and Human Services Building, Room 222
E-mail: bshsp@angelo.edu
Telephone: 325-942-2126, Fax: 325-942-2129
https://www.angelo.edu/dept/health-science-professions/

Master of Athletic Training (M.A.T.)

The Angelo State University Master of Athletic Training (MAT) program was approved by the Texas Higher Education Coordinating Board in June 2019. The first class of graduate students began June 2020. The program will be seeking national accreditation by the Commission on Accreditation of Athletic Training Education (CAATE). Upon approved accreditation, graduates are eligible for the Board of Certification (BOC) examination and an athletic training license in Texas.

The Master of Athletic Training (MAT) program prepares athletic training graduates proficient in the entry-level competencies identified by the National Athletic Trainers' Association (NATA) Professional Education Council (PEC). Students in the program use evidence-based principles to provide patient-centered care in collaboration with other allied health professionals. Through this program students develop communication, decision-making, social, analytical thinking, and personal development skills necessary for professional practice.

Athletic training is an allied health care profession specializing in the clinical diagnosis, immediate management, treatment, and rehabilitation of musculoskeletal injuries and general medical conditions. While athletic trainers are best known for providing health care services to high school, collegiate, and professional athletes, athletic trainers can also be found in orthopedic clinics, industrial settings, the military, hospitals, and in physician practices. Each of these diverse settings maximizes the knowledge and skills provided by a certified and licensed athletic trainer.

Angelo State University's academic program uses the health care model for developing student competence. Professional coursework provides students with the knowledge, skill, and understanding required for professional practice. Clinical education provides an exciting part of the learning experience, as students have the opportunity to apply didactic information. Working with clinical preceptors, students provide health care services to Angelo State University student-athletes, local high school athletes, and a general population of patients in local clinics and hospitals.

Students that successfully complete a CAATE accredited athletic training program will have knowledge and skills in the following areas: Evidence-Based Practice, Prevention and Health Promotion, Clinical Examination and Diagnosis, Acute Care of Injuries and Illnesses, Therapeutic Interventions, Psychosocial Strategies and Referral, Healthcare Administration, Professional Development and Responsibility, and Clinical Integration.

M.A.T. Admission Requirements

The program offers two methods for admission. The first is a 2-year post-baccalaureate graduate school entry. Candidates will have completed a bachelor's degree that includes a number of prerequisites. These candidates must complete an Angelo State University graduate school application, required paperwork, and interview process for admittance into the MAT degree program. The second option for admission is a 5-year (3 + 2) option for students completing their undergraduate degree at Angelo State University in Health Science Professions with the Physical Therapy and Allied Health specialization. Upon the completion of 84 credit hours in the Physical Therapy and Allied Health Specialization, students may apply for entrance into the MAT program. For these students with a 3.30 GPA, they will be guaranteed admittance into the ASU Athletic Training Entry-Level Masters graduate program pending completion of the application, required paperwork, and interview process. Students, enrolled in the Health Science Professions degree program in the Physical Therapy and Allied Health specialization, who do not meet the 3.30 GPA must complete an Angelo State University graduate school application, required paperwork, and interview process for admittance into the MAT degree program.

Admission Process

Stage I

- Complete your application to the College of Graduate Studies and Research through Apply Texas - ASU Graduate Application and pay the application fee.
- An ASU Campus ID Number will be issued and is required to begin the application with the Athletic Training Centralized Application Service (ATCAS).
- Initiate application through ATCAS. Create an account and complete the required fields in order to start your application. Input your ASU Campus ID number into the "Custom Fields" section.
- In the "References" section of ATCAS, input the information of three individuals who can provide a professional letter of recommendation on your behalf. This will allow your reference writers to submit a recommendation electronically on your behalf via ATCAS.
- In the "Documents" section of ATCAS, submit an essay of no more than 500 words (typed 12-point type with one-inch margins) that describes your educational plans, career objectives, commitment to your particular field of study, any research experience, your view of research and possible research interest, and personal goals. The essay may also address any of the following factors, which are qualities that will be acknowledged in the admission process:
    - Socio-economic history
    - Family background (including the level of educational attainment)
    - Personal talents, leadership capabilities, community service

- All official transcripts must be mailed (or submitted electronically, see below) from each issuing institution's registrar's office directly to ATCAS. In order to expedite the processing be sure to include the Transcript Request Form. ATCAS cannot process transcripts stamped with "Issued to Student". Request transcripts to be sent as soon as possible. Mailing Address: ATCAS Transcript Processing Center, PO Box 9132, Watertown, MA 024 71

  Sending Transcripts Electronically
  - Please note that electronic transcripts are not the same as emailed transcripts. We cannot accept transcripts sent via email.
  - ATCAS only accepts electronic transcripts from Credentials Solutions, Parchment, and National Student Clearinghouse. If your school does not offer any of these services, your transcript must be sent by mail.
  - If your school requires that you use a service other than Credentials Solutions, Parchment, or National Student Clearinghouse, you should ask that service to mail the transcripts instead of sending them electronically. Since you cannot include the Transcript ID Form, you should include your full ATCAS ID number when entering the ATCAS mailing address.
  - When using any of these services, select ATCAS as the recipient. If you can't select ATCAS and instead are asked for an email address, your transcript must be sent by mail. Do not send your transcript to the ATCAS customer service email.
- Submit volunteer hours: Applicants must complete at least 50 credit hours that include two different areas of clinical practice. Applicants are allowed to use their facility's hour verification form as long as it has both the signature and license number of the supervising athletic trainer.
- Submit the ATCAS fee prior to electronic submission. If ASU is the first graduate level program you are applying to via ATCAS you will be charged $70 and if it's an additional program you are applying to via ATCAS then you will be charged $40.

Note: All applicants are required to complete the "Academic History" section of ATCAS. Be sure to have a copy of your transcript(s) in hand in order to complete this section. All college level course work (including in-progress course work) must be entered into the application in this section. Review transcript entry instructions for further guidance. This will be the most time consuming aspect of the application process. The data entered into this section is used to calculate ATCAS GPAs in order to make admissions decisions.

If you would rather have ATCAS staff enter in your coursework data on your behalf then you have the option of paying an additional fee to use the Coursework Entry Service.

Monitor the Status of Your Application:
The "My Messages" section of the ATCAS application will include any messages that ATCAS or a school has sent to you. Please check your "My Messages" to see if you have received any vital information about your application. Messages will be sent to the "My Messages" inbox and your personal email address that you created your account with.

Use the "Quick Status Menu" options to check to see your Transcript(s), Reference(s), or Payment(s) have been received after you submit them. To check to see which Designations you have selected (in other words, programs you have applied to) by clicking on the Designations option under the Quick Status menu. The GPA Calculations option under the Quick Status menu will display any GPA calculations ATCAS has generated for you based on the coursework data you entered. Your application has been "verified" once your GPA Calculations are complete.

Stage II
When your application is complete on ATCAS, candidates will receive notification from the M.A.T. program. Top candidates will be contacted to complete either an on-site or virtual interview to complete the application process.

Up to 26 individuals will be recommended to the dean of the College of Graduate Studies and Research for admission into the M.A.T. program. Only written notice from the dean of the College of Graduate Studies and Research constitutes approval of admission.

Application Deadlines

Other Application Deadlines: Summer: April 1

Master of Athletic Training (M.A.T.)
Athletic Training

(52 semester hours)

Required Core Courses	Hours
AT 6175 Athletic Training Research Project I	1
AT 6176 Athletic Training Research Project II	1
AT 6205 Athletic Training Clinical Experience I	2
AT 6210 Athletic Training Clinical Experience II	2
AT 6215 Athletic Training Clinical Experience III	2
AT 6220 Athletic Training Clinical Experience IV	2
AT 6300 Introduction to Clinical Education	3
AT 6310 Emergency Management Strategies in Athletic Training	3
AT 6312 Research Methods and Evidence Based Practice in Athletic Training	3
AT 6315 Therapeutic Modalities	3
AT 6318 Pharmacological Aspects in Athletic Training	3
AT 6320 General Medical Conditions and Advanced Patient Care	3
AT 6325 Rehabilitation of Musculoskeletal Injuries	3
AT 6330 Administrative Topics in Athletic Training	3
AT 6333 Clinical Decision Making in Athletic Training	3
AT 6335 Professional Preparation and Current Topics in Athletic Training	3
AT 6400 Human Anatomy and Diagnostic Imaging	4
AT 6405 Physical Examination, Diagnosis, and Management of Injuries I	4
AT 6410 Physical Examination, Diagnosis, and Management of Injuries II	4

Elective Course

AT 6150 Athletic Training Instructional Experience	1

Integrated Program

Bachelor of Science Health Science Professions (B.S.H.S.P.)
Master of Athletic Training (M.A.T.)
Integrated Health Science Professions in Physical Therapy and Allied Health Professions/Athletic Training

(Five-year (3+2) Option 172 semester hours)

Upon the completion of 84 credit hours in the Physical Therapy and Allied Health Specialization, students may apply for entrance into the M.A.T. program. For these students with a 3.30 GPA, they will be guaranteed admittance into the ASU Athletic Training Entry-Level Masters graduate program pending completion of the application, required paperwork, and interview process. Students, enrolled in the Health Science Professions degree program in the Physical Therapy and Allied Health specialization, who do not meet the 3.30 GPA must complete an Angelo State University graduate school application, required paperwork, and interview process for admittance into the M.A.T. degree program.

Year I

Fall Semester - 17 Semester Credit Hours

Biology 1306/1106 or 1307/1107	4
English 1301	3
History 1301	3
General Studies 1181	1
Mathematics 1314	3
Health Science Professions 2320	3

Spring Semester - 18 Semester Credit Hours

Communication 1315	3
English 1302 or 2311	3
History 1302	3
Health Science Professions 2325	3
Psychology 2301	3
Creative Arts	3

Year II

Fall Semester - 17 Semester Credit Hours

Chemistry 1311/1111	4
English 2321, 2322, 2323, 2326, 2329, 2331, 2341	3
Biology 2323/2123 or Health Science Professions 2301/2101	4
Political Science 2305	3
Psychology 2304	3

Spring Semester - 17 Semester Credit Hours

Chemistry 1312/1112	4
Biology 2324/2124 or Health Science Professions 2302/2102	4
Health Science Professions 4320	3
Health Science Professions 4337 or Mathematics 3321	3
Political Science 2306	3

Year I or II

Summer Semester - 15-16 Semester Credit Hours

Health Science Professions 4315	3
Health Science Professions 4335	3
Health Science Professions 4340	3
Health Science Professions 4345	3
Advanced Elective *	3-4

Year III

Fall Semester - 17-18 Semester Credit Hours

English 3351	3
Health Science Professions 3420	4
Health Science Professions 4325	3
Physics 1301/1101	4
Advanced Elective *	3-4

Spring Semester - 16-18 Semester Credit Hours

Health Science Professions 4330	3
Health Science Professions 4350	3
Physics 1302/1102	4
Advanced Elective *	3-4
Advanced Elective *	3-4

Summer Semester - 10 Semester Credit Hours

Athletic Training 6300	3
Athletic Training 6310	3
Athletic Training 6400	4

Year IV

Fall Semester - 9 Semester Credit Hours

Athletic Training 6205	3
Athletic Training 6312	3
Athletic Training 6405	3

Spring Semester - 12 Semester Credit Hours

Athletic Training 6210	3
Athletic Training 6315	3
Athletic Training 6318	3
Athletic Training 6410	3

Year V

Fall Semester - 12 Semester Credit Hours

Athletic Training 6175	1
Athletic Training 6215	2
Athletic Training 6320	3
Athletic Training 6325	3
Athletic Training 6330	3

Spring Semester - 9 Semester Credit Hours

Athletic Training 6176	1
Athletic Training 6220	2
Athletic Training 6333	3
Athletic Training 6335	3

* Students must complete 15 credit hours of advanced electives (3000- or 4000-level courses).

Master of Public Health (M.P.H.)

The 100% online Master of Public Health (MPH) program prepares public health graduates to be proficient in the entry-level competencies necessary to become public health practitioners, researchers and teachers, who are competent to carry out public health functions at the local, state, national and international settings. Students in the program use evidence-based principles to develop skilled and ethical decision-making regarding public health action. Through this program, students will develop communication, decision-making, analytical thinking, and social and personal development skills necessary for professional practice.

Based on your career goals, you can choose from two degree specializations:

- Behavioral Sciences and Health Education
- Epidemiology and Biostatistics

Earning your M.P.H. prepares you for multiple career options, including epidemiologist, statistician, community health worker, program manager, health promotion/health education specialist, environmental scientist, survey researcher, medical records technician, medical and health services manager, nutritionist and health educator.

Upon graduation, you will also be eligible to sit for the Certified Health Education Specialist (CHES) exam and the Certified Public Health (CPH) exam.

Program Faculty

Our diverse faculty have professional experience in many different areas of public health, health sciences and healthcare administration. Plus, our small class sizes mean you get the individual attention you deserve.

Students may start the program in the fall or spring semester.

Master of Public Health (M.P.H.)
Public Health

(42 semester hours)

Year I

Fall Semester - 9 Semester Credit Hours

Required Core Courses

PH 6300 Principles of Public Health 3
PH 6305 Biostatistics for Public Health Professionals 3
PH 6310 Principles of Behavioral Health Science 3

Spring Semester - 9 Semester Credit Hours

Required Core Courses

PH 6315 Environmental and Occupational Health 3
PH 6320 Principles of Health Policy and Management 3
PH 6325 Fundamentals of Epidemiology 3

Summer Semester - 9 Semester Credit Hours

Required Core Courses

PH 6330 Public Health Topics 3
PH 6340 Public Health Research Methods 3
PH 6335 Public Health Ethics for Health Professionals 3

Year II

Fall Semester - 9 Semester Credit Hours

Behavioral Health/Health Education Track

PH 6345 Understanding Individual Health Behavior 3
PH 6355 Health Inequities in American Populations 3
PH 6390 Capstone I Project 3

Fall Semester - 9 Semester Credit Hours

Epidemiology and Biostatistics Track

PH 6360 Infectious Disease Epidemiology 3
PH 6365 Chronic Disease Epidemiology 3
PH 6390 Capstone I Project 3

Spring Semester - 6 Semester Credit Hours

Behavioral Health/Health Education Track

PH 6350 Principles of Global Health 3
PH 6395 Capstone II Presentation 3

Spring Semester - 6 Semester Credit Hours

Epidemiology and Biostatistics Track

PH 6370 Advanced Methods in Epidemiology 3
PH 6395 Capstone II Presentation 3

Graduate Certificate Available

All graduate certificate programs require an overall 3.00 grade point average and a grade of at least a “B” in each required class.

Certificate - Public Health
(15 SCH required)

Select 15 SCH from the following:

PH 6300 Principles of Public Health 3
PH 6305 Biostatistics for Public Health Professionals 3
PH 6310 Principles of Behavioral Health Science 3
PH 6315 Environmental and Occupational Health 3
PH 6320 Principles of Health Policy and Management 3
PH 6325 Fundamentals of Epidemiology 3
PH 6335 Public Health Ethics for Health Professionals 3

Archer College of Health and Human Services:

Department of Kinesiology

Department Chair: James A. Eldridge

Graduate Faculty: Carter, Daniel, Eldridge, Keith, McCabe, Parker, Simpson, Snow.

Contact Information: Ben Kelly Center for Human Performance Building, Room 201
Telephone: 325-942-2173
http://www.angelo.edu/dept/kinesiology/

Graduate Program Advisor:
Warren K. Simpson
E-mail: warren.simpson@angelo.edu
Office: Ben Kelly Center for Human Performance Building, Room 105A

Coaching, Sport, Recreation, and Fitness Administration

The Master of Education degree in Coaching, Sport, Recreation, and Fitness Administration in the Department of Kinesiology is designed to fill the needs of a wide variety of students. These students may potentially come from across the array of undergraduate majors who choose to seek entry into coaching, sport, recreation, and fitness administration career fields. The program is designed to:

- Increase the knowledge and competencies of each graduate student in his/her chosen area of specialization.
- Foster a spirit of inquiry by encouraging original and independent thought.
- Acquaint each graduate student with techniques of reading, understanding, and performing research.
- Foster intellectual, professional, and personal development through a wide range of applied courses, activities, opportunities, and experiences.
- Provide developmental experiences in program design, program implementation, program promotion, and organizational communication.
- Develop professional oral and written communication skills.
- Encourage graduate students to become actively involved in their communities and professional fields.

This is a 36 semester credit hour program. Students are required to take:

- Required core course (CSRF 6392), 3 semester credit hours,
- Choose Option 1 or Option 2, required minimum 12 semester credit hours,
- Choose from all remaining CSRF courses for a total of 36 credit hours.

Instructional Delivery

The M.Ed. in Coaching, Sport, Recreation, and Fitness Administration degree program is offered on-line, in a classroom based format, and a blended hybrid format. Many courses utilize Blackboard as the course management platform, thus requiring students to connect to the Internet to access assignments. Some of the online courses are synchronous while others asynchronous. However, most classes are via face-to-face instructional sessions at the Angelo State University campus in San Angelo.

Admission Criteria

All applicants for the Master of Education degree must hold a bachelor's degree from a regionally accredited college or university. All potential graduate students are evaluated on an individual basis. All potential graduate students must submit all related materials requested in the evaluation criteria. The evaluation criteria include the following:

- undergraduate academic record (transcripts of all undergraduate course work);
- a writing sample (which should include three paragraphs explaining (a) why you want to be accepted into the program, (b) what you will bring to the program, and (c) what you expect to get out of the program;
- three letters of recommendation (addressing character, abilities, and potential);
- a personal resume (used to evaluate pre-professional competencies); and
- a personal interview.

Background Preparation Admission Formula *

While interdisciplinary in nature, and accepting candidates with a variety of undergraduate academic degrees, the Master of Education program in Coaching, Sport, Recreation, and Fitness Administration is highly applied. Thus, entering graduate students need strong foundations in several competency areas. Students lacking all or part of these recommended prerequisite competencies may still enroll in the program under provisional admission status. Students will then master these competencies, within the program curriculum by completing appropriate course work in all deficient content areas. Admission requires adequate preparation in a minimum of 60% of the areas listed below. These prerequisites may be met in a number of ways such as: through academic coursework, listed experiences on a resume, and/or statements in letters of recommendation. They include:

- Fitness or Wellness related Certifications
- Human Anatomy
- Human Resources
- Communication Skills
- Management, Marketing and/or Business
- Technology and/or Design (art, photography, computer utilization)
- Leadership
- Programming
- Research and Evaluations
- Human Performance/Athletics

* NOTE: The Graduate Record Examination (GRE) is not required for admission to the Coaching, Sport, Recreation, and Fitness Administration master's degree.

Master of Education (M.Ed.) Coaching, Sport, Recreation, and Fitness Administration

(36 semester hours)

Required Core Courses **Hours**

CSRF 6392 Professional Communications 3

Graduate students will take a minimum of 12 semester credit hours related to their chosen program concentration, Option 1: Coaching/Sport Administration or Option 2: Recreation/Fitness Administration. The remaining credit hours needed may be chosen from any CSRF classes.

Option 1: Coaching/Sport Administration (Choose 4 courses)

CSRF 6304 Coaching Psychology 3
CSRF 6307 Athletic Administration 3
CSRF 6325 Philosophy and Ethics in Sport, Fitness, and Recreation 3
CSRF 6326 Coaching Administration 3
CSRF 6329 Athletic Academic Advising/Counseling 3
CSRF 6341 Athletic Academic Performance Practicum 3
CSRF 6346 Human Kinetics 3
CSRF 6361 Administration of Athletic Academic Units 3
CSRF 6365 Coaching Science in Strength and Conditioning 3
CSRF 6367 Prevention and Care of Athletic Injuries 3
CSRF 6377 Sport Publications and Graphic Design 3
CSRF 6388 Internships in Sport and Recreation 3

Option 2: Recreation/Fitness Administration (Choose 4 courses)

CSRF 6316 Recreation and Parks Administration 3
CSRF 6317 Programing in Recreation and Leisure 3
CSRF 6318 Student Life Programing 3
CSRF 6319 Outdoor Education and Summer Camp Administration 3
CSRF 6324 Specialized Program Settings in Recreation 3
CSRF 6333 Disabled and Therapeutic Sport 3
CSRF 6334 Introduction to Therapeutic Recreation 3
CSRF 6357 Campus Health and Wellness Programming 3
CSRF 6366 Exercise Assessment and Program Design 3
CSRF 6377 Sport Publications and Graphic Design 3

Open elective courses for either option *

CSRF 6301 Instructional Strategies and Techniques 3
CSRF 6310 Sociology for Sport, Fitness, and Recreation 3
CSRF 6322 Administration of Special Events 3
CSRF 6331 Risk Management in Sport, Fitness, and Recreation 3
CSRF 6335 Leadership Applications 3
CSRF 6343 Sport, Health and Fitness Facility Administration 3
CSRF 6344 Facilities Design and Operations 3
CSRF 6351 Application Research and Data Presentation 3
CSRF 6355 Entrepreneurship in Sport, Recreation and Fitness 3
CSRF 6356 Nutrition for Sport and Fitness 3
CSRF 6371 Turf and Outdoor Resource Management 3
CSRF 6373 Study of Sport and Recreation Outreach Programs 3
CSRF 6375 Sport and Recreation Law 3
CSRF 6381 Special Topics 3
CSRF 6393 Independent Research and Reading 3
CSRF 6394 Applied Research/Professional Project 3
CSRF 6395 Applied Research/Professional Project Renewal 3

Graduate Certificate Available

All graduate certificate programs require an overall 3.00 grade point average and a grade of at least a “B” in each required class.

Certificate - Athletic Academic Advising **
(15 SCH required)

CSRF 6329 Athletic Academic Advising/Counseling 3
CSRF 6341 Athletic Academic Performance Practicum 3
CSRF 6361 Administration of Athletic Academic Units 3
EDG 6324 Career and Occupational Counseling 3
EDG 6367 Foundations of Academic Advising 3

* Open electives may also include classes in each block not previously taken.

** CSRF 6329 and 6361 must be taken before CSRF 6341.

Departmental Endorsement

Requirements for the evaluation of all prospective students for admission into the Master of Education in Coaching, Sport, Recreation, and Fitness Administration includes: (a) submission of a resume, (b) three letters of recommendation, from professional sources qualified to evaluate the individual's abilities and potential, (c) a written statement of purpose and goals, and (d) a personal interview with the program director, or designated program representative or committee. Subsequent to the personal interview and a review of previously completed academic work, prospective students may be recommended for admission. Positive recommendation by the program director or departmental graduate faculty committee is required for admission. Official notification of admission (or denial of admission) will be communicated by the College of Graduate Studies and Research.

Retention and Graduation

All Coaching, Sport, Recreation, and Fitness Administration graduate students will have their academic progress reviewed by a departmental faculty committee upon completion of each block of 6 semester hours of graduate coursework. At this time any student found to be lacking in communication skills, oral or written, or other basic professionally related competencies can be assisted by faculty to improve their limitations and achieve their career goals. This can include the addition of required specific coursework above the 36 hour degree plan requirement. Additionally, all graduate students are encouraged to join and maintain membership, and participate, in an approved professional association during their tenure as a departmental graduate student along with participating in department approved student professional development club and volunteer programs/activities. This will set a foundation for their total involvement in pre-professional development toward career goals by seeing professionals in action.

Comprehensive Exam

Task Analysis (TA) written exams are developed and administered through the CSRF program director. All faculty are involved in the evaluation of each student's TA's. The student must complete the TA's before the third week preceding the end of the desired semester of graduation. Any deficiencies identified through the TA written exam must be removed before the student will be recommended for graduation.

Course Information

Applied Research can only be taken by second year graduate students, in their second fall semester of attendance, so their work may have the opportunity to be incorporated into the campus student research presentation program held yearly.

The Independent Research and Readings class may be offered in any semester when an opportunity or need arises for students to participate in an outside educational experience.

The Professional Project Renewal class can be offered any semester needed for students to complete their Applied Research project.

An appropriate Special Topics course may be designed and added in any semester.

Archer College of Health and Human Services:

Department of Nursing

Department Chair: Jennifer M. Braziel

Graduate Faculty: Braziel, Brown, Goddard, Greenwald, Mayrand, McDowell, Michael, Stafford.
Specialist Graduate Faculty: Goddard, Greenwald, Johnson-Smith, Rich.

Contact Information: Health and Human Services Building, Room 318
Program Director: Jennifer M. Braziel
Telephone: 325-942-2224, Fax: 325-942-2236
E-mail: jennifer.braziel@angelo.edu
https://www.angelo.edu/dept/nursing/

Graduate Program Coordinator:
Tammy K. Stafford
E-mail: tammy.stafford@angelo.edu

Graduate Program Advisor, Family Nurse Practitioner Track:
D. Denise Goddard
E-mail: dorothy.goddard@angelo.edu

Undergraduate Program Coordinator:
Jennifer M. Braziel
E-mail: jennifer.braziel@angelo.edu

Master of Science in Nursing (M.S.N.)

The Department of Nursing offers a program leading to the Master of Science in Nursing (M.S.N.) degree with two options: Nurse Educator or Family Nurse Practitioner.

The baccalaureate degree program in nursing/master's degree program in nursing, and the postgraduate A.P.R.N. certificate program at Angelo State University are accredited by the Commission on Collegiate Nursing Education, 655 K. Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

In addition, all nursing programs have full approval status by the Texas Board of Nursing.

Texas Board of Nursing
1801 Congress Avenue, Suite 10-200
Austin, TX 78701
Telephone: 512-305-7400
Fax: 512-305-7401
http://www.bon.state.tx.us/

The Department of Nursing strictly adheres to the Texas Board of Nursing Rules and Regulations Relating to Professional Nurse Education, Licensure and Practice. Because of the dynamic nature of the profession of nursing, and consequently nursing education, the Texas Board of Nursing may make changes to these rules and regulations as the need arises. In order to remain in compliance with these rules and regulations, the Department of Nursing reserves the right to make changes to information presented in the current Catalog as necessary, and communicate these changes on the departmental website. Currently enrolled and prospective students are responsible for checking the website for the most current information. In addition, all students enrolled in nursing courses must have a valid university e-mail address on file in the nursing office. Notification of changes to the catalog will be communicated via e-mail, and will only be communicated to a student's university-issued e-mail address.

Graduate nursing students must also be in compliance with the M.S.N. Student Handbook. The most current Nursing Student Handbook is available online and may be downloaded from the departmental website. This handbook is reviewed and updated annually. However, the Department of Nursing reserves the right to make (upload) changes to this web document as necessary. Students will be notified of any changes via students university issued e-mail address.

A student who meets university graduation requirements, successfully completes the prescribed graduate nursing curriculum, and satisfies comprehensive exit exam requirements, will receive the Master of Science in Nursing degree.

M.S.N. Admission Requirements

In addition to the general requirements for admission to the College of Graduate Studies and Research, applicants for regular admission to the M.S.N. program must file a separate departmental application through the Nursing Centralized Application System (NursingCAS) to the Department of Nursing and meet the following criteria:

- Acceptance into the College of Graduate Studies and Research. *
- Be a U.S. citizen or hold permanent residency status in the U.S.
- Reside in the state of Texas. **
- Baccalaureate degree in nursing from a program accredited by the Commission of Collegiate Nursing Education (CCNE) or the Accreditation Commission for Education in Nursing (ACEN).
- Overall grade point average (GPA) of 3.00 or higher on a 4.00 scale.***
- Undergraduate statistics course (3 SCH) completed with a grade of "C" or higher. (Junior or Senior level statistics within 5 years is recommended but not required).
- Applicant must have one (1) year of recent clinical experience as a Registered Nurse if applying for the Family Nurse Practitioner program.

* In accordance with College of Graduate Studies and Research admission requirements, applicants from a foreign country whom English is not their first language, must also include official scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) taken within the last two years.

** M.S.N. curriculum requiring practicums are required to be completed in Texas.

*** When an applicant's GPA is below 3.00, but between 2.75 and 2.99, and if the applicant has achieved a 3.00 GPA in the last 60 hours of undergraduate work, the applicant may be granted provisional admission.

- Current, unencumbered license to practice as a Registered Nurse in Texas required. *
- Three references (academic, professional or clinical) addressing your ability to succeed in graduate school.
- Complete a Personal Statement describing (a) why you are choosing to become a Family Nurse Practitioner or Nurse Educator, (b) your plans upon completing the graduate program, (c) how your current work experience will enhance your graduate school experience, and (d) how you plan to manage your time due to the demands of program, work, and/or family life. (Less than 800 words).
- Curriculum Vitae (CV)/resume.

Prior to first clinical course, graduate students must have the following on file in the nursing office:

- Current American Heart Association CPR (professional level) certification.
- Evidence of meeting state-mandated immunization requirements.
- Proof of current health insurance.
- Drug screen if required by clinical agency.
- Background check.

Physical/Mental Performance/Admission/Progression Policy

In order to accomplish the objectives of the program, students must be able to meet and maintain the following performance requirements:

- Visual acuity with corrective lenses to identify cyanosis, absence of respiratory movement in patients, and to read small print on medication containers, physician's orders, monitors, and equipment calibrations.
- Hearing ability with auditory aids to understand the normal speaking voice without viewing the speaker's face and to hear monitor alarms, emergency signals, call bells from patients, and stethoscope sounds originating from a patient's blood vessels, heart, lungs, and abdomen.
- Physical ability to stand for prolonged periods of time, perform cardiopulmonary resuscitation, lift patients, and move from room to room or maneuver in limited spaces.
- Ability to communicate effectively in verbal and written form. Ability to speak clearly and succinctly when explaining treatment procedures, describing patient conditions, and implementing health teaching. Ability to write legibly and correctly in patient's chart for legal documentation.
- Ability to use computer based technology at a reasonable level of proficiency for safe patient care.
- Manual dexterity to use sterile techniques and insert catheters. Prepare and administer medications such as IVs, POs, and IMs.
- Ability to function safely under stressful conditions, adapting to ever-changing clinical situations involving patient care.

Selection Process

- A student planning to earn the M.S.N. degree at Angelo State University, must be accepted into the M.S.N. program before enrolling in required nursing course work. A number of factors, including regulatory agencies' requirements and university resources, may dictate the number of candidates who can be accepted into the M.S.N. program. As a result, meeting pre-admission requirements does not guarantee admission to the M.S.N. program. In the event that applications for admission for a specific semester outnumber available openings, the most qualified candidates [based on an evaluation of factors including overall grade point average (GPA), and last 60 hours (GPA)] will be admitted.
- Students who have been accepted to the College of Graduate Studies and Research, and meet admission criteria for the M.S.N. program, but have a non-degree seeking status, may be given permission to enroll in graduate nursing courses on a "space available" basis.
- Application materials for the M.S.N. program are available on the departmental website, and in the Nursing Department office.
- Applications are not considered complete until all admission requirements have been met. Only completed applications will be evaluated for admission to the program.
- There will be an initial review of all complete applications for admission to a specific semester. Depending on the number of available seats and number of complete applications, a candidate could be admitted, or their application could be deferred to the final evaluation round for a particular semester. Candidates are highly encouraged to submit applications by the initial review deadline. Deadlines for final review of completed applications for all program and certification tracks are as follows:
    - July 31 for Fall admission.
    - December 1 for Spring admission.

Standards for Progression in the M.S.N. Program

The following standards must be maintained by each student in order to progress in the M.S.N. program to graduation:

- Compliance with all rules and regulations outlined in the M.S.N. Student Handbook and the current Angelo State University Catalog.
- A minimum 3.00 overall grade point average (GPA) at the completion of each semester in order to register for the next nursing course. Students with a cumulative or semester GPA below 3.00 will be placed on academic probation.
- Each student must have a minimum 3.00 overall grade point average in order to graduate.
- Successful completion of each nursing course with a grade of "C" or above. **
- Students receiving less than a "C" in a graduate nursing course are eligible to repeat that course one time only pursuant to recommendation of course faculty.
- Demonstration of safe performance in the clinical laboratory at all times.
- Adherence to the rules and regulations as defined in the current Nurse Practice Act for the State of Texas, and the Code of Ethics of the American Nurses Association while in the performance of duties in the M.S.N. program.
- Proof of current health insurance.
- Current American Heart Association CPR certification.
- Validation of Texas Department of Health immunization requirements for students enrolled in health related courses.
- Compliance with all requirements of the clinical facility while engaged in student clinical experiences. These include, but are not limited to, criminal background checks and drug screenings. The student is responsible for all costs associated with these requirements.
- Compliance with the Angelo State University Honor Code.

* M.S.N. curriculum requiring practicums are required to be completed in Texas.

** Any student earning an "F" in a graduate nursing course, who maintains a graduate GPA of 3.00 or more, may re-take the failed course one time pursuant to faculty recommendation.

Policies

Department Website

Students should access the departmental website for updates, information on courses, books, course schedules, preceptor/clinical facilities, degree plan applications, and other important items.

Dismissal from the M.S.N. Program will result from the following circumstances:

- Students earning an "F" in two or more graduate courses in one semester.
- Students earning an "F" in the same nursing course twice.

Failing to meet expected standards in any nursing program may result in dismissal at any time.

Precepted Clinical Experiences.

A number of M.S.N. courses include clinical practicums in traditional and community-based settings. These clinical experiences can usually be completed in the student's city of residence, under the supervision of a qualified preceptor. The student, with faculty guidance, will identify a qualified preceptor, provide the preceptor with the departmental Preceptor–Student Orientation Handbook, and return the signed Preceptor Agreement Form, Preceptor Profile, and current CV/resume to the Department before beginning clinical experiences. In addition, the student is responsible for determining if an agency agreement with the preceptor's clinical facility is on file in the department office. M.S.N. core curriculum and advanced practice practicums are required to be completed in Texas. Refer to the Graduate Nursing Student Handbook for complete information.

Online Learning

While M.S.N. courses are offered in an online format, there may be instances when the student will be required to come to campus (e.g., orientation, skills lab, comprehensive exams).

Online Learning is an educational process that takes place when student and instructor are not physically in the same place. Using a computer and an Internet Service Provider (ISP) a student can work on course work where it is most convenient. Even though the online class may be more accommodating of a student's schedule, the content and workload are the same in the online class as in a face-to-face course.

In an online class the instructor provides instruction and facilitates the learning environment. Students can review course materials online; interact with other students and the instructor via e-mail, chat rooms and threaded discussions; and participate in virtual classroom meetings. In the online classroom, students initiate their own learning, so they need to possess a high degree of self-motivation.

Online courses are similar in structure to classroom courses. The courses have a syllabus, weekly assignments, projects, papers, and tests. The student will do exercises and solve problems either alone or in small groups. Students will interact with classmates and instructors through online communication tools instead of face-to-face interaction.

For online course work, students must have a personal computer and possess basic computer skills. They should be able to: send and receive e-mail; attach, send and open documents from e-mail or internet sites; participate in online chats; research topics using the Web resources; and use Internet library databases.

The educational technology tool used is the Course Management System (CMS) called Blackboard. A CMS is a web-based "frame" through which instructors can communicate with students, distribute information, and facilitate the exchange of ideas, information, and resources. A CMS offers students easy and immediate access to discussion forums and chats, course materials, assignments and resources, announcements and course calendar.

Most online courses are asynchronous, or designed so that students can conveniently complete their work anywhere via Internet access.

Technical Requirements

Current recommendations for technical support in online education can be found on the Online Learning web page.

Current requirements can be found on the Computer Requirements web page.

Information Technology Services (IT)

Assistance with problems associated with Blackboard course management system may be obtained by calling the ASU IT Help Desk at 325-942-2911 or helpdesk@angelo.edu.

Orientation to Online Learning

Orientation to Online Learning: It is mandatory that M.S.N. students complete an online M.S.N. orientation held prior to the fall semester.

Family Nurse Practitioner (FNP)

Angelo State University Department of Nursing offers the Advanced Practice Registered Nurse option: Family Nurse Practitioner (FNP). Graduates of the FNP track will apply to the Texas State Board of Nurse Examiners or the student's respective state board of nursing for advanced practice status after the successful completion of FNP specialty national certification exam through the American Academy of Nurse Practitioners Certification Board or the American Nurses Credentialing Center. It is the responsibility of the individual student to apply for the certification exam and advanced practice status.

Required Core Courses	Hours
NUR 6312 Evidence-Based Practice and Theory for Advanced Nursing	3
NUR 6316 Informatics and Health Care Technology for Advanced Nursing	3
NUR 6317 Health Policy and Ethics	3
NUR 6318 Pharmacotherapeutics	3
NUR 6323 Research Foundations for Advanced Nursing	3
NUR 6324 Advanced Pathophysiology	3
NUR 6331 Advanced Health Assessment	3
NUR 6338 Leadership and Roles in Advanced Nursing	3
NUR 6339 Population Health and Epidemiology for Advanced Nursing	3
Clinical Specialization	
NUR 6201 Advanced Skills for Advanced Practice Nurses	2
NUR 6325 Family Primary Care I	3
NUR 6326 Family Primary Care II	3
NUR 6327 Family Primary Care I Practicum	3
NUR 6336 Family Primary Care II Practicum	3
NUR 6351 Mental Health Concepts for Advanced Practice Nurses	3
NUR 6537 Integrated Clinical Practice: FNP	5
Total Semester Credit Hours Required	49

Students must also pass comprehensive program exams in order to complete the degree.

Nurse Educator

Required Core Courses	Hours
NUR 6312 Evidence-Based Practice and Theory for Advanced Nursing	3
NUR 6316 Informatics and Health Care Technology for Advanced Nursing	3
NUR 6317 Health Policy and Ethics	3
NUR 6318 Pharmacotherapeutics	3
NUR 6323 Research Foundations for Advanced Nursing	3
NUR 6324 Advanced Pathophysiology	3
NUR 6331 Advanced Health Assessment	3
NUR 6338 Leadership and Roles in Advanced Nursing	3
Nurse Educator Specialization	
NUR 6319 Curriculum in Nursing Education	3
NUR 6340 Teaching Strategies and Evaluation in Nursing Education	3
NUR 6347 Roles and Financial Management in Nursing Education	3
NUR 6348 Advanced Nursing Clinical Practice for Nurse Educators	3
NUR 6349 Capstone Practicum in Nursing Education	3
Total Semester Credit Hours Required	39

Students must also pass comprehensive program exams in order to complete the degree.

Certificates Available in Nursing

In addition to the general requirements for admission to the College of Graduate Studies and Research, applicants for regular admission to the M.S.N. program must file a separate departmental application through the Nursing Centralized Application System (NursingCAS) to the Department of Nursing and meet the criteria listed below:

Graduate certificate programs offered for academic credit require a 3.00 cumulative grade point average with no grade lower than a "B". 25% of all courses must be in residence.

Admission Criteria

Certificate Program Admission and Progression Requirements

- Acceptance into the College of Graduate Studies and Research. *
- Be a U.S. citizen or hold permanent residency status in the U.S.
- Reside in the state of Texas. **
- Have a Master's degree in nursing from a program accredited by the Commission of Collegiate Nursing Education (CCNE) or the Accreditation Commission for Education in Nursing (ACEN).
- Applicant must have one (1) year of recent clinical experience as a Registered Nurse if applying for the Family Nurse Practitioner Post Master's Certificate program.
- Overall grade point average (GPA) of 3.00 or higher on a 4.00 scale.
- Meet academic prerequisites ***, ****.
    - Advanced Pathophysiology
    - Advanced Pharmacology
    - Advanced Health Assessment (AHA). The AHA course must include a minimum of 50 precepted clinical hours of direct patient care. The clinical hours must be "hands on" and be completed in a patient-care setting (i.e. family practice). Clinical hours may not include standardized patients, on campus workshops/educational offerings, or simulation lab scenarios.
    - Leadership and Roles may be taken with the Post Master's FNP curriculum.
    - Acceptance of prerequisites will be subject to faculty approval. Potential students may be required to provide course descriptions and syllabi prior to approval.
- Current, unencumbered license to practice as a Registered Nurse in Texas required. **
- Three references (academic, professional or clinical) addressing your ability to succeed in graduate school.
- Complete a Personal Statement describing (a) why you are choosing to become a Family Nurse Practitioner or Nurse Educator, (b) your plans upon completing the graduate program, (c) how your current work experience will enhance your graduate school experience, and (d) how you plan to manage your time due to the demands of program, work, and/or family life. (Less than 800 words).
- Curriculum Vitae (CV)/resume.

Certificate - Family Nurse Practitioner (FNP) Post Master's Certificate Program

The Family Nurse Practitioner (FNP) Certificate is available to master's or doctorally prepared nurses as a post-master's certificate program. To enter the program and be eligible for national certification, individuals must hold a master's degree with a major in nursing.

Prerequisites: Nursing 6318, 6324, 6331 and 6338.

FNP Certificate Courses:	Hours
NUR 6201 Advanced Skills for Advanced Practice Nurses	2
NUR 6325 Family Primary Care I	3
NUR 6326 Family Primary Care II	3
NUR 6327 Family Primary Care I Practicum	3
NUR 6336 Family Primary Care II Practicum	3
NUR 6339 Population Health and Epidemiology for Advanced Nursing	3
NUR 6351 Mental Health Concepts for Advanced Practice Nurses	3
NUR 6537 Integrated Clinical Practice: FNP	5
Total semester credit hours required	25

Certificate - Nurse Educator Post Master's Certificate Program

The Department of Nursing offers a four course (12 SCH) Education Certificate Program designed to develop expertise in the teaching of nursing students enrolled in a variety of educational programs. All courses in the Education Certificate Program are offered in a convenient online format. The program will benefit M.S.N. graduates wanting to develop expertise in curriculum development, teaching strategies including online strategies, and evaluation. Students enrolled in the certificate program will also have the opportunity to partner with a faculty member in a variety of practical experiences, including clinical and lab instruction as well as didactic instruction. To enter the program, individuals must hold a master's degree with a major in nursing.

Prerequisites: Nursing 6318, 6324, 6331, 6338, and 50 clinical hours in advanced nursing role.

Nursing Educator Certificate Program Courses	Hours
NUR 6319 Curriculum in Nursing Education	3
NUR 6340 Teaching Strategies and Evaluation in Nursing Education	3
NUR 6347 Roles and Financial Management in Nursing Education	3
NUR 6349 Capstone Practicum in Nursing Education	3
Total semester credit hours required	12

* In accordance with College of Graduate Studies and Research admission requirements, applicants from a foreign country whom English is not their first language, must also include official scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) taken within the last two years.

** M.S.N. curriculum requiring practicums are required to be completed in Texas.

***GAP Analysis for Post Graduate Certificate NP Students: A student who is a nationally certified NP seeking partial credit or waiver of course work towards completion of a post master's certificate in another NP practice area must have a thorough analysis completed of previous coursework (NONPF, 2017). The Family Nurse Practitioner Track Coordinator will conduct the analysis and report to the Graduate Program Coordinator. Recommendations to accept course work will be made to the Dean of the College of Graduate Studies and Research for final approval after the student has successfully completed one semester at ASU. Reference: NONPF, 2016. *Criteria for Evaluation of Nurse Practitioner Programs* (5th ed.).

****GAP Analysis for Post Graduate Certificate NP Students who are not nationally certified NPs: The Family Nurse Practitioner Track Coordinator will conduct the analysis and report to the Graduate Program Coordinator. Recommendations to accept course work will be made to the Dean of the College of Graduate Studies and Research for final approval after the student has successfully completed one semester at ASU.

Archer College of Health and Human Services:

Department of Physical Therapy

Department Chair: Kendra L. Nicks

Graduate Faculty: Braden, Hung, Nicks, Weise.
Clinical Graduate Faculty: Huckaby, Moore, Villers.
Clinical Faculty: Burtch, Moyer.

Contact Information: Health and Human Services Building, Room 224
Telephone: 325-942-2545, Fax: 325-942-2548
http://www.angelo.edu/dept/physical_therapy/

Program Director:
Kendra L. Nicks
E-mail: kendra.nicks@angelo.edu

Director of Clinical Education:
Jacob C. Burtch
E-mail: jacob.burtch@angelo.edu

Doctor of Physical Therapy (D.P.T.)

The Department of Physical Therapy offers a 36-month entry-level, graduate professional program leading to the Doctor of Physical Therapy degree. Students begin their lock-step, sequenced professional course of study first summer term, with a total combination of nine (9) terms to complete the full-time curricular course of study. Clinical science courses cannot be taken out of sequence. No part-time options are available. Each cohort is limited to a maximum of 28 students.

This program offers several exceptional opportunities rarely found elsewhere in other Texas physical therapy programs. Students are provided opportunities during each clinical management course to spend time in the clinic setting. The unparalleled Carr Graduate DPT Scholarship program offers a unique scholarship opportunity to highly qualified students to earn the Doctor of Physical Therapy degree with a significant portion of tuition paid.

Our commitment is to develop the ability of student physical therapists to think independently through facilitated learning, small group activities, tutorials, and evidence-based practice; to weigh values; to understand fundamental physical therapy theory; and to develop skills for clinical practice through multiple exposures to clinical experiences in a variety of unique in- and out-of-state settings. ASU's distinctive high faculty-to-student ratio provides greater opportunities for interactive learning in our problem-oriented, competency-based, contemporary curriculum based on primary body systems (cardiopulmonary, integumentary, musculoskeletal and neurosensory). The Department of Physical Therapy houses state-of-the-science facilities. This includes six skills laboratories available for manual therapy, orthopedic and wound care instruction, electrotherapy, gait analysis and neuroscience. Three dedicated faculty/student research labs, a fine motor motion analysis lab, a gross motor motion analysis lab, a cardiopulmonary lab, and a gait and balance lab are designed to support student experiences and faculty/student research. Two multi-purpose classrooms and a human anatomy lab have also been dedicated to our program.

Vision

The physical therapy department at Angelo State University will be a leader in evidence-based, research-focused, practice oriented preparation of physical therapists.

Program Mission

The mission of the physical therapy program at Angelo State University is to prepare competent practitioners, contribute to the knowledge of the field, and provide valuable service to meet the needs of the community.

Program Philosophy

The profession of physical therapy is an integral and essential part of the healthcare delivery system. The primary purpose of physical therapy is to promote, restore and maintain optimal human function by providing high quality care to society members of all ages and backgrounds in a variety of practice environments.

The physical therapy program at Angelo State University recognizes its responsibilities as part of a research, teaching, and service institution. The challenge of discovering new knowledge complements the opportunity of faculty to prepare students who will provide compassionate, efficacious and defensible examinations, interventions and referrals to the residents of the community. The faculty will make contributions to the scholarship, teaching and service roles required by professional education at the graduate level.

Admission Requirements

Admission into the physical therapy degree program will be limited to 28 students per year. Applicants interested in pursuing the degree must successfully pass through a two-stage process.

Admission Requirements:

- Bachelor's degree with a minimum GPA of 3.00 on 4.00 scale.
- Score at least 58.45 points using the formula: (Prerequisite GPA x .4) + (Overall GPA x .3) + (GRE Verbal + Quantitative x .2) +(Analytical writing GRE x .1).
- Minimum overall grade point average (GPA) of 3.00 on a 4.00 scale on prerequisites below. Your last grade attained will be used for repeat prerequisite courses to calculate the prerequisite GPA.
- Minimum of 50 volunteer/employment observation hours (at least two different settings). The 50 hour total may be completed at the SAME clinical site, if a variety of patient/client mix is available. Documentation of hours, days, time and type of clients observed must be provided and signed by a licensed physical therapist (include physical therapist's license number in the documentation). This documentation will be submitted to PTCAS.
- Three recommendation forms (two physical therapy/health-related and an academic or supervisor) and submit electronically through PTCAS.
- Essay (500 words or less).
- Report all prerequisite courses to PTCAS.
- Minimum GRE of 280 (verbal and quantitative).

Admission Stage I: Submission of Application Materials to PTCAS.

1. **Complete PTCAS application (online).**
2. **Compose essay. (PTCAS essay and supplemental DPT essay).** Complete the PTCAS essay. Then write a supplemental essay of no more than 500 words (typed in 12-point type with one inch margins) that describes your educational plans, career objectives, commitment to your particular field of study, any research experience, your view of research and possible research interests, and personal goals. The essay may also address any of the following factors which are qualities that will be acknowledged in the admission process:
   - Socioeconomic history
   - Family background (including level of educational attainment)
   - Personal talents, leadership capabilities, community service.

   You may submit the supplemental essay to physical.therapy@angelo.edu.
3. **Pay application fee** (submission available online)**.** You will pay a separate fee to PTCAS for use of their system. You will need to pay an additional supplemental application fee of $40 online or with check payable to "Angelo State University" and may be mailed to: The College of Graduate Studies and Research, ASU Station #11025, San Angelo, TX 76909-1025. International student's application fee is $50 and should be paid by international postal money orders only.
4. **Order academic transcripts.** Have one official transcript from each college/university attended sent directly from each college/university to PTCAS. Please be aware that the GPA is calculated using all grades, even those on repeated courses.
5. **Request that an official copy of your General GRE Test Scores be sent directly to PTCAS from the Educational Testing Service.** GRE scores cannot be more than five years old.

   GRE information:
   Educational Testing Service
   Princeton, NJ 08540
   800-473-2255
   website: http://www.ets.org/gre *
   ASU Institution Code: 6644
   ASU PTCAS Code: 7163
6. **Submit your prerequisite courses for ASU through PTCAS.**
7. **Complete section on volunteer hours through PTCAS.** Applicants must complete at least 50 hours that includes 2 different areas of clinical practice and must be verified by a PT.
8. **Must have three recommendation letters.** Two PT/healthcare professional and an academic or supervisor. Submit these electronically to PTCAS.

International Applicants must submit official TOEFL or IELTS Scores. TOEFL or IELTS scores cannot be more than two years old.

TOEFL information:
Educational Testing Service
Princeton, NJ 08540
800-468-6335
website: www.toefl.org/ *
ASU Institution Code: 6644

Criteria for Stage II:
The Physical Therapy Program Admission Committee will review the applicant's file for possible offer of interview. If the applicant accepts the interview offer, they will need to pay a $30 Physical Therapy processing fee. Up to 28 individuals will be recommended to the Dean of the College of Graduate Studies and Research for admission into the DPT program. Only written notice from the Dean of the College of Graduate Studies and Research constitutes approval of admission.

Applicants who meet the stated criteria for program admission and were placed on the alternate list because of class size limitations will be reconsidered should a vacancy occur.

Prior to program admission, the student must provide documentation of the following:

- Health insurance,
- Physical examination and up-to-date shot record,
- Criminal background check,
- Meningitis vaccination for any new student to ASU.

* International students should visit the College of Graduate Studies and Research website for more information requirements.

PREREQUISITE COURSES

Discipline	Credit Hours	General Course	ASU Course Number
Anatomy	4 semester hours	Human Anatomy Human Anatomy and Physiology I	BIOL 2323/2123 (includes lab) HSP 2301/2101 (includes lab)
Physiology	4 semester hours	Human Physiology Human Anatomy and Physiology II	BIOL 2324/2124 (includes lab) HSP 2302/2102 (includes lab)
Upper Level Science course (with lab) *	4 semester hours	General Physiology or Microbiology or Pathogenic Microbiology or Immunology or Histology or Developmental Biology	BIOL 4423 or BIOL 3411 or BIOL 3412 or BIOL 3413 or BIOL 3421 or BIOL 4421
Chemistry	8 semester hours	General Chemistry	CHEM 1311/1111 and CHEM 1312/1112 (includes labs)
Math	3-6 semester hours	Algebra or better	MATH 1314 (or 2313) (ie, calculus, etc)
Physics	8 semester hours	General Physics	PHYS 1301/1101 and PHYS 1302/1102 (includes labs)
Technical Writing **	2-3 semester hours	Advanced Technical Writing	ENGL 3351
Psychology	6 semester hours	General Psychology and Developmental Psychology or Abnormal or Physiological Psychology	PSY 2301 and PSY 2304 or PSY 4305 or PSY 4313
Statistics	3-4 semester hours	Statistics or Introduction to Biometry or Statistical Techniques for Health Science Professionals Measurement and Evaluation in Exercise and Sport Intermediate Statistics and Research Methods	MATH 3321 or BIOL 4480 or HSP 4337 or KIN 3351 or PSY 3321
Medical Terminology	1-3 semester hours	Medical Terminology	BIOL 2320, or HSP 2320, or universalclass.com, or other online courses accepted

Students may prepare for admission to the ASU Physical Therapy program by completing a U.S. baccalaureate degree (or equivalent) from any undergraduate degree plan and include the prerequisite courses listed above. Majors in all fields are given equal consideration.

* 8 total hours in anatomy and physiology required and 4 hour upper level science; prefer General Physiology, but other ASU courses listed accepted.

** Or evidence of intensive writing course or a score of 4.5 or better on the GRE Analytical Writing. Freshman and sophomore level composition courses are not accepted as substitute.

Criminal Background Check

Students will be required to submit to a criminal background check through an agency selected by the Physical Therapy department. The criminal background check will be conducted upon acceptance and matriculation into the program and within the calendar year of admission. The student is responsible for completing the background check and all fees involved with this process. If the results of the background check are deemed unacceptable to any of the clinical agencies with which the university has contracts, the student would not be able to complete the clinical requirements of the program necessary for progression and graduation, and therefore would not qualify for acceptance into the physical therapy program. The student is responsible for all costs associated with such screenings. The following histories will disqualify an individual from consideration for clinical rotations:

- felony convictions,
- misdemeanor convictions or felony deferred adjudications involving crimes against persons (personal or sexual),
- felony deferred adjudications for the sale, possession, distribution, or transfer of narcotics or controlled substances,
- registered sex offenders.

Students must also submit to any additional screenings that may be requested by the clinical agency in which they are participating in clinical experiences, (e.g. drug screens).

Transfer Policy

Students from another physical therapy professional education program desiring to pursue a DPT degree from Angelo State University (as a transfer student) will be advised to follow the ASU DPT standard admissions process. Advanced placement or transfer credits may be considered in this lock-step program, and will be evaluated on a case-by-case basis per the discretion of the Department Chair and the Admissions Committee. All courses must be assessed by the Angelo State University Registrar's Office to be sure that the identified courses will transfer.

Standards for Continuation in the Physical Therapy Program

- Successful completion at mastery level of each physical therapy course.
- An overall grade point average of 3.00 or better on the 4.00 scale must be maintained.
- Students may not progress to any of the full-time clinical rotations without successful completion at mastery level of each previously sequenced foundational and clinical science course.
- Each student physical therapist must demonstrate safe performance in the classroom, laboratory, and clinical setting at all times.
- Student physical therapists must accept responsibility for demonstrating physical and emotional health, adhere to the Code of Ethics and Standards of Practice of the American Physical Therapy Association, and adhere to the rules and regulations as defined in the current Physical Therapy Practice Act of the State of Texas.
- Progress to and maintain levels established by the program prior to progressing to each full-time clinical internship.

Should a student physical therapist be dismissed from the program for failure to maintain any of these standards, the student may appeal dismissal to the Dean of the Archer College of Health and Human Services through the Chair of the Department of Physical Therapy.

Unsafe Clinical Practice

The nature of clinical physical therapist courses is such that student physical therapists are involved in the direct delivery of patient care services. The primary purpose of any course is to provide education for students. However, when direct patient care is involved in the learning experience, the safety and well-being of patients and clients are also of paramount concern. Physical therapist supervised clinical experiences are structured so that as students progress through the program, they are expected to demonstrate increasing independence and competence in providing physical therapist care.

Students are expected to demonstrate achievement of clinical objectives by the end of each full time clinical course. If, in the Academic Coordinator of Clinical Education or Clinical Instructor's professional judgment, a student is unable to provide competent care to patients and clients as delineated in the Clinical Education Handbook and the APTA Standards of Practice (current edition) and if this deficit is such that the faculty agree it cannot be remedied in the given clinical time within the limits of available faculty supervision, the student will be removed from the clinical setting and will be referred to the PT Program Academic Committee.

The student may be dismissed from the DPT program at any time upon recommendation of the PT Program Academic Committee to the Chair of the Physical Therapy Department. A student removed from a clinical course under these provisions may be given a failing grade at the time the decision is made.

Students will be allowed due process as established by University policy and procedures following course failure or program dismissal. Pending a final determination of the case, the status of the student may be restricted both didactically and clinically for reasons of the safety or well-being of persons or property.

Policies

Each student physical therapist is required to purchase applicable attire per the clinical setting, accessories, supplies, and submit proof of health insurance, health exam, required immunizations, and criminal background checks prior to program matriculation. In addition, students must maintain current CPR certification and submit a tuberculosis reading annually. The Angelo State University name tag must be worn for clinical experiences, field experiences and for activities associated with the Physical Therapy Program.

Disciplinary Action

Any student who demonstrates behavior inconsistent with established physical therapy standards (APTA Code of Ethics, Guide to Professional Conduct, Standards of Practice) and/or the Texas Physical Therapy Practice Act (Rule 322.4, Practicing in a Manner Detrimental to the Public Health and Welfare) and/or personal good cause including, but not limited to medical, physical, or mental incapacity (outside of previous reasonable ADA accommodations), and/or commits a criminal offense (Texas Penal Code 42.10, Abuse of a corpse), and/or violates the Texas State Administrative Code (Title 25 Part 4, Anatomical Board of the State of Texas) constitutes grounds for course failure and immediate removal from the classroom, lab, or clinical experience. In addition, the student who breaches these policies, rules, regulations, laws and/or codes is subject to immediate dismissal from the physical therapy department.

Facilities

Students in the Doctor of Physical Therapy department are provided with state of the art science clinical equipment and laboratory facilities reflective of contemporary physical therapist practice. In addition, student physical therapists rely heavily on the University library, as well as regional medical and non-traditional health care facilities for study and research. A variety of clinical facilities and services are available nationally for full-time clinical internships. Student physical therapists will be offered exposure in such diverse settings as the military, sports care, rural health care, head trauma, research facilities, state and national professional organizations such as the American Physical Therapy Association and the Texas Physical Therapy Association, pediatrics, geriatrics, and alternative medicine settings, depending on the educational needs of the student, the available sites and type of clinical internship, research, and management project path(s) the student chooses to take.

Housed in the Health and Human Services building, Center for Human Performance building, Cavness building and Science III building, the Physical Therapy Program has state of the art equipment and laboratories for examination and intervention learning as well as a cardiopulmonary testing lab and a Gross Motor Motion Analysis lab and Fine Motor Motion Analysis lab. The Health and Human Services building houses an outstanding simulation lab.

Doctor of Physical Therapy (D.P.T.)

Program of Study

(100 semester credit hours)

Year I

1st Term Summer - 10 Semester Credit Hours

PT 7710 (4-9-0) Clinical Anatomy 7
PT 7311 (2-2-0) Clinical Exercise Physiology..... 3

2nd Term Fall - 16 Semester Credit Hours

PT 7320 (3-0-0) Foundation in Clinical Pathology 3
PT 7550 (4-3-0) Fundamentals of Physical Therapist Examination 5
PT 7330 (3-1-0) Biomechanical Relationships 3
PT 7331 (3-1-0) Motor Control and Clinical Application 3
PT 7240 (2-0-0) Evidence Based Practice in PT..... 2

3rd Term Spring - 17 Semester Credit Hours

PT 7651 (3-9-0) Acute Care Management 6
PT 7221 (2-0-0) Cardiopulmonary Pathology..... 2
PT 7232 (2-0-0) Foundation for Systems Review..... 2
PT 7241 (2-0-0) Clinical Research for Physical Therapy 2
PT 7212 (1-3-0) Introduction to Neuroscience Concepts..... 2
PT 7322 (3-0-0) Musculoskeletal Pathology..... 3

Year II

4th Term Summer - 6 Semester Credit Hours

PT 7260 (2-0-0) Introduction to Clinical Education and Professionalism..... 2
PT 7234 (2-0-0) Education and Communication for Physical Therapy 2
PT 7252 (1-3-0) Introduction to Therapeutic Exercise 2
PT 7220 (2-0-0) Advanced Topics in Physical Therapy (elective)

5th Term Fall - 9 Semester Credit Hours
1st 8 weeks

PT 7261 (0-0-6) Acute Care Practicum..... 2

Last 7 weeks

PT 7242 (2-0-0) Evidence Based Practice Seminar I 2
PT 7353 (1-6-0) Musculoskeletal Examination and Management I 3
PT 7224 (2-0-0) Neuropathology I 2

6th Term Spring - 13 Semester Credit Hours

PT 7336 (3-0-0) Management of Physical Therapy 3
PT 7235 (2-0-0) Disability Studies 2
PT 7325 (3-0-0) Neuropathology II 3
PT 7556 (3-6-0) Musculoskeletal Examination and Management II 5

Year III

7th Term Summer - 6 Semester Credit Hours

PT 7462 (0-0-12) Musculoskeletal Practicum 4
PT 7233 (2-0-0) Health Care Issues for PTs..... 2
PT 7220 (2-0-0) Advanced Topics in Physical Therapy (elective)

8th Term Fall - 14 Semester Credit Hours

PT 7354 (2-3-0) Essentials of Rehabilitation Practice..... 3
PT 7655 (4-6-0) Neuromuscular Examination and Management..... 6
PT 7243 (2-0-0) Evidence Based Practice Seminar II 2
PT 7337 (3-0-0) Operational Management of Physical Therapy 3

9th Term Spring - 9 Semester Credit Hours
1st 12 weeks

PT 7663 (0-0-18) Neuromuscular Practicum 6

Last 4 weeks

PT 7344 (3-0-0) Evidence Based Practice Seminar III 3

Archer College of Health and Human Services:

Department of Psychology

Department Chair: James N. Forbes

Graduate Faculty: Araiza, Brewer, Curtis, Forbes, Hack, Kelley, Kreitler, Livingston, Lozano, Moore, Schell, Singg, Stenmark, Trubenstein, van Ittersum.
Specialist Graduate Faculty: Burkhalter.

Contact Information: Academic Building, Room 204
Telephone: 325-942-2068
https://www.angelo.edu/departments/psychology/

Graduate Program Directors:
Drew A. Curtis
E-mail: drew.curtis@angelo.edu

Kristi L. Moore
E-mail: kristi.moore@angelo.edu

Cheryl K. Stenmark
E-mail: cheryl.stenmark@angelo.edu

Master of Science (M.S.) Psychology

The Department of Psychology offers graduate course work leading to the Master of Science degree in psychology with programs in applied psychology, counseling psychology, or organizational psychology. A thesis or non-thesis option is available in all programs with the exception of the M.S. in Organizational Psychology and Human Resources.

The programs in psychology must be initiated under the direction of a departmental graduate advisor and approved by the Chair of the Department and the Dean of the College of Graduate Studies and Research.

The graduate programs in psychology are designed to meet the needs of:

- Students preparing for professional careers in applied psychology, counseling psychology, or organizational psychology.
- Students preparing for careers in professional counseling as licensed professional counselors or as licensed psychological associates.
- Students preparing for advanced graduate studies in psychology.
- Students preparing for a teaching career in higher education.

The Master of Science degree is offered in three program areas.

I. Master of Science in Applied Psychology

Thesis or Non-Thesis Option (36 SCH): The student must complete a minimum of 30 SCH of graduate-level work in psychology and six additional SCH of graduate-level work in psychology or supporting electives. The psychology courses must include 6314; 9 hours from 6303, 6311, 6332, 6341, 6342, 6347, 6357; and for Thesis students 6699 (Thesis) or 6399 (Thesis) twice. Courses for the remaining 18 (Thesis) or 24 (Non-Thesis) hours in psychology or supporting electives are unspecified but must be approved by the student's graduate advisor.

II. Master of Science in Counseling Psychology

A. Thesis Option (60 SCH): The student must complete a minimum of 60 SCHs of graduate-level work in psychology and courses must include 6306, 6307, 6309, 6314, 6315, 6322, 6323, 6324, 6325, 6326, 6328, 6329, 6344, 6347, 6351, 6371 twice or 6671, 6399 (Thesis) twice or 6699 (Thesis), and three credit hours of electives approved by the program director.

B. Non-Thesis Option (60 SCH): The student must complete a minimum of 60 SCHs of graduate-level work in psychology and courses must include 6306, 6307, 6309, 6314, 6315, 6322, 6323, 6324, 6325, 6326, 6328, 6329, 6344, 6347, 6351, 6371 twice or 6671, and nine credit hours of electives (six of which must be in psychology) approved by the program director.

Completion of the degree requirements satisfies the academic requirements for the Texas State Board of Examiners of Licensed Professional Counselors (LPC) and the Texas State Board of Examiners of Psychologists for Licensed Psychological Associate (LPA). However, those seeking the LPA should complete nine credit hours of practicum rather than the required six credit hours. For additional information about other requirements for LPC or LPA licensure, students should contact the state boards.

III. Master of Science in Organizational Psychology and Human Resources

Non-Thesis (33 SCH): The student must complete 33 SCH of graduate level work. Courses must include Psychology 6313, 6339, 6350, 6352, 6356, 6360, 6362, 6366, 6377, Management 6330, and three credit hours of electives approved by the program director. Students may begin the program in the Fall A term only. The following table reflects the suggested course progression for completion of the degree in one year.

Schedule of Courses

Fall A – 8 weeks – 6 Semester Credit Hours
- PSY 6313 Introduction to Statistical Analysis
- PSY 6352 Personnel Selection

Fall B – 8 weeks – 6 Semester Credit Hours
- PSY 6350 Organizational Psychology
- PSY 6366 Multivariate Design and Analysis

Spring A – 8 weeks – 6 Semester Credit Hours
- PSY 6362 Basic Experimental Methodology
- PSY 6356 Performance Evaluation

Spring B – 8 weeks – 6 Semester Credit Hours
- PSY 6360 Leadership
- PSY 6377 Training and Development

Summer - 8 weeks – 9 Semester Credit Hours
- MGMT 6330 Human Resources Management
- PSY 6339 Applications of Psychological Research
- Elective

Facilities

The Department of Psychology offers the opportunity for students to earn the Master of Science degree in psychology with emphasis in applied psychology, counseling psychology, and organizational psychology and human resources. Angelo State University and the surrounding San Angelo community provide a range of facilities that make graduate study in psychology a significant experience. Graduate programs in psychology are supported by an expanding collection of library books and research journals, and modern computer facilities and individual or classroom research projects.

The Department makes a variety of specialized measurement and research instruments available for independent study and for students who choose to do thesis research.

Practicum experience is required for students in the counseling psychology program. A variety of agencies in the community of San Angelo provide excellent opportunities for students to fulfill this requirement in a professionally rewarding way.

Certificate Available in Psychology

All graduate certificate programs require an overall 3.00 grade point average and a grade of at least a "B" in each required class. 25% of all course work for certificates must be taken in residence.

Certificate - Teaching of Psychology
(18 SCH required)

PSY 6302	Core Concepts in Psychological Science	3
PSY 6303	Social Psychology	3
PSY 6314	Research Methods	3
PSY 6338	Educational Psychology	3
PSY 6347	Developmental Psychology	3
PSY 6361	Teaching of Psychology	3

This certificate is designed for students who want to teach psychology at the college level. Completion of this certificate does not satisfy requirements to obtain teacher certification at the secondary level.

Doctor of Psychology (Psy.D.) Counseling Psychology

The Department of Psychology offers graduate course work leading to the Doctor of Psychology degree in Counseling Psychology. The doctoral program in counseling psychology must be initiated under the direction of the program director and approved by the chair of the Department and the dean of the College of Graduate Studies and Research.

Program Mission

The mission of the Psy.D. in Counseling Psychology is to prepare competent and ethical professional psychologists within a practitioner-scientist model. The Psy.D. Counseling Psychology program will provide the educational requirements for licensure as a licensed psychologist in Texas. (Note: Completion of the degree does not guarantee eligibility for licensure. Requirements include successful passing of a licensing exam and for the LP include additional post-degree supervised experience. In addition, licensure requirements vary across states.)

Aims

The Psy.D. Counseling Psychology program has three aims.

- Prepare graduates with the discipline-specific knowledge of psychology and knowledge in counseling psychology theory, research, and practice.
- Prepare competent practitioners of psychology.
- Prepare graduates with the basic knowledge, skills, and attitudes to be skilled consumers of research and to engage in evidence-based practices of psychology.

Admission Requirements

The Psy.D. Counseling Psychology program will admit students once a year, for the fall. Application deadlines will be January 15th. The program will accept full-time students. Admission requirements are listed below.

- The Graduate Application for Admission Form must be completed and submitted.
- A minimum undergraduate grade point average (GPA) of 3.50 for psychology coursework and an overall GPA of 3.00. If graduate work has been completed, a minimum GPA of 3.50 is required.
- A minimum of 18 credit hours of psychology are required.
- Official transcripts from all college and universities attended must be submitted.
- A satisfactory score on the Graduate Record Exam (General) that has been taken within the last five years must be submitted.
- Three professional letters of recommendation must be submitted (two must be from academic sources).
- An essay of no more than five pages must be submitted that speaks to the applicant's background in psychology and personal and professional goals related to doctoral studies.
- On-campus interview is required.
- TOEFL score (if applicable).

Doctor of Psychology (Psy.D.)
Counseling Psychology

Program of Study
(105 semester credit hours)

Year I

Fall - 9 Semester Credit Hours
PSY 6306 Advanced Abnormal Psychology....3
PSY 6319 History and Systems of Psychology....3
PSY 6329 Professional Orientation to Counseling Psychology....3

Spring - 9 Semester Credit Hours
PSY 6322 Psychological Assessment....3
PSY 6326 Multicultural Counseling and Psychology....3
PSY 6347 Developmental Psychology....3

Summer - 3 Semester Credit Hours
PSY 6314 Research Methods....3

Year II

Fall - 9 Semester Credit Hours
PSY 6303 Social Psychology....3
PSY 6323 Theories of Counseling and Psychotherapy....3
PSY 6342 Neuroscience I....3

Spring - 9 Semester Credit Hours
PSY 6307 Psychopathology....3
PSY 6310 Cognition and Emotion....3
PSY 6366 Multivariate Design and Analysis....3

Summer - 3 Semester Credit Hours
PSY 6324 Group Psychotherapy....3

Year III

Fall - 9 Semester Credit Hours
PSY 6309 Cognitive-Behavioral Therapy....3
PSY 6325 Counseling and Psychotherapy Methods and Techniques....3
PSY 6328 Ethics and Law in Counseling Psychology....3

Spring - 9 Semester Credit Hours
PSY 6321 Assessment of Intelligence and Achievement....3
PSY 6344 Addictions Counseling....3
PSY 6351 A Survey of Vocational Psychology....3

Year IV

Fall - 9 Semester Credit Hours
PSY 6345 Assessment of Personality and Psychopathology....3
PSY 7302 Supervised Practicum in Counseling Psychology....3
Elective....3

Spring - 9 Semester Credit Hours
PSY 6315 Marriage and Family Psychotherapy....3
PSY 6336 Psychopharmacology....3
PSY 7302 Supervised Practicum in Counseling Psychology....3

Summer - 3 Semester Credit Hours
PSY 7303 Dissertation....3

Year V

Fall - 9 Semester Credit Hours
PSY 7302 Supervised Practicum in Counseling Psychology....3
PSY 7303 Dissertation....3
Elective....3

Spring - 9 Semester Credit Hours
PSY 7301 Supervision, Consultation, and Interprofessional Communication in Psychology....3
PSY 7302 Supervised Practicum in Counseling Psychology....3
PSY 7303 Dissertation....3

Summer - 3 Semester Credit Hours
PSY 7303 Dissertation....3

Year VI

Fall - 1 Semester Credit Hours
PSY 7104 Internship in Professional Psychology....1

Spring - 1 Semester Credit Hours
PSY 7104 Internship in Professional Psychology....1

Summer - 1 Semester Credit Hours
PSY 7104 Internship in Professional Psychology....1

Archer College of Health and Human Services:

Department of Social Work and Sociology

Department Chair: Thomas W. Starkey, Jr.

Social Work Graduate Faculty: Carr, Gallander, Kading, Russo, Scaggs, Shar, Starkey.

Sociology Graduate Faculty: Carr.

Contact Information: Health and Human Services Building, Room 122
http://www.angelo.edu/dept/social-work/index.php

Master of Social Work Program Director:
Christopher M. Shar
E-mail: christopher.shar@angelo.edu
Telephone: 325-486-6426

Doctor of Social Work Program Director:
Joel L. Carr
E-mail: joel.carr@angelo.edu
Telephone: 325-486-6881

Field Education Director:
Samuel C. Gallander
E-mail: samuel.gallander@angelo.edu
Telephone: 325-486-1235,

Master of Social Work (M.S.W.)

The Master's Degree in Social Work at Angelo State University prepares students for advanced social work practice. Those who receive this advanced social work degree may work in the medical, mental health, and educational fields, providing support as therapists, healthcare social workers, school social workers, and clinical social workers. This degree is offered on-campus and online and typically takes one to two years to complete.

The required comprehensive exam is a "Pass/Fail" grade. Students must pass the comprehensive exam with a score of 70 or higher in order to satisfy the requirements of the M.S.W. degree and to graduate. Students will have three (3) attempts to successfully "Pass" the comprehensive exam.

If a student is unable to pass the comprehensive exam after three (3) attempts, the student has the option of retaking the advanced courses related to the domains in which they failed. If the student chooses not to retake the comprehensive exam, the student will be removed from the M.S.W. program and not graduate with an M.S.W. degree. There are four domains that are evaluated in the comprehensive exam: 1) Human Development, Diversity, and Behavior in the Environment; (2) Assessment in Social Work Practice; (3) Direct and Indirect Practice; and (4) Professional Relationships, Values, and Ethics. Upon retaking the specified courses in a plan of development, the student may have another three (3) attempts to successfully pass the comprehensive exam. If the student is unsuccessful after completing the plan of development, the student is removed from the M.S.W. program. This process mirrors the Texas Behavioral Health Executive Council, which licenses social workers in the State of Texas.

- M.S.W. students will be limited to repeating any one course a single time in which the student earns a "C" or less.
- M.S.W. students will be limited to a maximum of three (3) course repeats in the M.S.W. program.
- M.S.W. students may have no more than two grades of "C" on their transcript in the M.S.W. program.

Advanced Generalist Practice

- 33 Semester credit hour degree program for the Advanced Standing Track
- 66 Semester credit hour degree program for the Traditional Track
- On-Campus Track and Online Track
  - Specific track will be selected once you have been admitted into the M.S.W. program
  - Students must maintain a 3.00 GPA

Admission Requirements

Advanced Standing Track Admission Requirements

The advanced standing track of the M.S.W. program is intended for students who earned an undergraduate social work degree (i.e., B.S.W., B.A.S.W., or B.S.S.W.) from a CSWE-accredited program and whose undergraduate GPA was a 3.00 (on a 4.00 scale) for the final 60 hours of coursework. Acceptance is contingent upon the program's amount of available space.

- B.S.W., B.A.S.W., or B.S.S.W. degree from a CSWE-accredited program within the past five years.
- 3.00 (on a 4.00 scale) or higher GPA for the final 60 hours of undergraduate coursework
- Completed applications for the Graduate School and the M.S.W. program
- ALL OFFICIAL TRANSCRIPTS sent to the Angelo State University Graduate School
- No GRE, letters of reference, or additional information is required

Traditional Track Admission Requirements

The traditional track of the M.S.W. program is intended for students who have earned an undergraduate degree from a regionally-accredited institution, but in an area other than social work. The traditional track also caters to those who may have earned an undergraduate degree in social work, but who did so more than five years prior to attending the M.S.W. program or whose GPA in the final 60 hours of undergraduate coursework was between 2.50 and 2.99.

- An undergraduate degree from a regionally accredited institution OR a B.S.W., B.A.S.W., or B.S.S.W. degree from a CSWE-accredited program five or more years prior

- 2.50 (on a 4.00 scale) or higher GPA for the final 60 hours of undergraduate coursework
- Completed applications for the Graduate School and the M.S.W. program
- ALL OFFICIAL TRANSCRIPTS sent to the Angelo State University Graduate School
- No GRE, letters of reference, or additional information is required

Requirements for Admission to the Online Cohort

Applicants who earned a 2.75 (on a 4.00 scale) or higher GPA during their final 60 hours of undergraduate coursework may select the online cohort, which allows students to take 100% of their coursework online. Students with a GPA of 2.50 to 2. 74 must attend classes on-campus for face-to-face instruction.

Requirements for Admission to the On-Campus Cohort

Any applicant may select the on-campus cohort, regardless of undergraduate degree or GPA earned during their final 60 hours of undergraduate coursework. However, those students with a GPA of 2.50 to 2.74 (on a 4.00 scale) are required to select the on-campus cohort and receive face-to-face instruction because of the more intensive and interactive nature of such instruction.

M.S.W. Field Education Requirements

Advanced Standing Track Field Education Requirements

- All Advanced Standing students will be required to complete 500 hours of Field Education taking place over the spring and summer semesters during your one-year degree plan.
- All Advanced Standing students must attend the Field Education Orientation on campus at ASU, even if you are in the online curriculum track. Failure to attend the Field Education will result in you not being admitted into Field Education.
- No students will be allowed to graduate from the program if the Field Education hours are not completed satisfactorily.

Traditional Track Field Education Requirements

- All Traditional Track students will be required to complete 900 hours of Field Education. Traditional Track students will complete 400 hours during the spring and summer semester of the first year. Traditional Track students will complete 500 hours of Field Education during your last year in the program, taking place over the spring and summer semesters.
- All Traditional Track students must attend the Field Education Orientation on campus at ASU, even if you are in the online curriculum track. Failure to attend the Field Education will result in you not being admitted into Field Education.
- No students will be allowed to graduate from the program if the Field Education hours are not completed satisfactorily.
- Students must make a “B” or better in SWK 6374 Social Work Advanced Field Seminar and Practicum II.

Master of Social Work (M.S.W.) Advanced Generalist

Advanced Standing Track

Full-time Program of Study

Complete 36 semester credit hours in one year.

Fall - 12 Semester Credit Hours

SWK 6361 Advanced Social Work Practice I 3
SWK 6363 Advanced Diversity and Multicultural Practice 3
SWK 6365 Advanced Social Work Administration and Management 3
SWK 6383 Advanced Practice with Children and Families or
SWK 6396 Advanced Clinical Gerontology 3

Spring - 12 Semester Credit Hours

SWK 6367 Advanced Research - Program and Practice Evaluation 3
SWK 6369 Advanced Social Work Practice II 3
SWK 6373 Social Work Advanced Field Seminar and Practicum I (250 hours) 3
SWK 6384 Social Work and Corrections or
SWK 6385 Advanced Practice in Mental Health 3

Summer - 12 Semester Credit Hours

SWK 6370 Advanced Policy Analysis and Advocacy 3
SWK 6374 Social Work Advanced Field Seminar and Practicum II (250 hours) 3
SWK 6375 Advanced Integrative Seminar 3
SWK 6382 Spirituality and Religion in Social Work Practice or
SWK 6387 Addictions and Treatment in Social Work Practice 3

Complete 500 hours of field education taking place over the spring and summer semesters during your one-year degree plan.

Master of Social Work (M.S.W.)
Advanced Generalist

Advanced Standing Track

Part-time Program of Study

Complete 36 semester credit hours in two years.

Year I

Fall - 6 Semester Credit Hours

SWK 6363 Advanced Diversity and Multicultural Practice 3
SWK 6383 Advanced Practice with Children and Families or
SWK 6396 Advanced Clinical Gerontology 3

Spring - 6 Semester Credit Hours

SWK 6367 Advanced Research - Program and Practice Evaluation 3
SWK 6369 Advanced Social Work Practice II 3

Summer - 6 Semester Credit Hours

SWK 6370 Advanced Policy Analysis and Advocacy 3
SWK 6382 Spirituality and Religion in Social Work Practice or
SWK 6387 Addictions and Treatment in Social Work Practice 3

Year II

Fall - 6 Semester Credit Hours

SWK 6361 Advanced Social Work Practice I 3
SWK 6365 Advanced Social Work Administration and Management 3

Spring - 6 Semester Credit Hours

SWK 6373 Social Work Advanced Field Seminar and Practicum I (250 hours) 3
SWK 6384 Social Work and Corrections or
SWK 6385 Advanced Practice in Mental Health 3

Summer - 6 Semester Credit Hours

SWK 6374 Social Work Advanced Field Seminar and Practicum II (250 hours) 3
SWK 6375 Advanced Integrative Seminar 3

Complete 500 hours of field education taking place over the spring and summer semesters in the last year of the program.

Master of Social Work (M.S.W.)
Advanced Generalist

Traditional Track

Full-time Program of Study

Complete 66 semester credit hours in two years.

Year I

Fall - 12 Semester Credit Hours

SWK 6301 Social Work Practice I with Individuals and Families 3
SWK 6303 Social Work Practice II with Communities and Organizations 3
SWK 6311 Human Behavior in the Social Environment I 3
SWK 6321 Social Work History and Social Welfare Policy 3

Spring - 9 Semester Credit Hours

SWK 6313 Human Behavior in the Social Environment II 3
SWK 6335 Social Work Research for Practice 3
SWK 6337 Social Work Foundation Field Seminar and Practicum I (200 hours) 3

Summer - 9 Semester Credit Hours

SWK 6305 Social Work Practice III with Groups 3
SWK 6323 Social Work Policy Practice and Advocacy 3
SWK 6339 Social Work Foundation Field Seminar and Practicum II (200 hours) 3

Year II

Fall - 12 Semester Credit Hours

SWK 6361 Advanced Social Work Practice I 3
SWK 6363 Advanced Diversity and Multicultural Practice 3
SWK 6365 Advanced Social Work Administration and Management 3
SWK 6383 Advanced Practice with Children and Families or
SWK 6396 Advanced Clinical Gerontology 3

Spring - 12 Semester Credit Hours

SWK 6367 Advanced Research - Program and Practice Evaluation 3
SWK 6369 Advanced Social Work Practice II 3
SWK 6373 Social Work Advanced Field Seminar and Practicum I (250 hours) 3
SWK 6384 Social Work and Corrections or
SWK 6385 Advanced Practice in Mental Health 3

Summer - 12 Semester Credit Hours

SWK 6370 Advanced Policy Analysis and Advocacy 3
SWK 6374 Social Work Advanced Field Seminar and Practicum II (250 hours) 3
SWK 6375 Advanced Integrative Seminar 3
SWK 6382 Spirituality and Religion in Social Work Practice or
SWK 6387 Addictions and Treatment in Social Work Practice 3

Complete 900 hours of field education. 400 hours will be completed in the spring and summer semesters of the first year. 500 hours will be completed in the last year of the program.

Master of Social Work (M.S.W.)
Advanced Generalist

Traditional Track

Part-time Program of Study

Complete 66 semester credit hours in four years.

Year I

Fall - 6 Semester Credit Hours
SWK 6311 Human Behavior in the Social Environment I 3
SWK 6321 Social Work History and Social Welfare Policy 3

Spring - 6 Semester Credit Hours
SWK 6313 Human Behavior in the Social Environment II 3
SWK 6335 Social Work Research for Practice 3

Summer - 6 Semester Credit Hours
SWK 6305 Social Work Practice III with Groups 3
SWK 6323 Social Work Policy Practice and Advocacy 3

Year II

Fall - 6 Semester Credit Hours
SWK 6301 Social Work Practice I with Individuals and Families 3
SWK 6303 Social Work Practice II with Communities and Organizations 3

Spring - 3 Semester Credit Hours
SWK 6337 Social Work Foundation Field Seminar and Practicum I (200 hours) 3

Summer - 3 Semester Credit Hours
SWK 6339 Social Work Foundation Field Seminar and Practicum II (200 hours) 3

Year III

Fall - 6 Semester Credit Hours
SWK 6363 Advanced Diversity and Multicultural Practice 3
SWK 6383 Advanced Practice with Children and Families or
SWK 6396 Advanced Clinical Gerontology 3

Spring - 6 Semester Credit Hours
SWK 6367 Advanced Research - Program and Practice Evaluation 3
SWK 6369 Advanced Social Work Practice II 3

Summer - 6 Semester Credit Hours
SWK 6370 Advanced Policy Analysis and Advocacy 3
SWK 6382 Spirituality and Religion in Social Work Practice or
SWK 6387 Addictions and Treatment in Social Work Practice 3

Year IV

Fall - 6 Semester Credit Hours
SWK 6361 Advanced Social Work Practice I 3
SWK 6365 Advanced Social Work Administration and Management 3

Spring - 6 Semester Credit Hours
SWK 6373 Social Work Advanced Field Seminar and Practicum I (250 hours) 3
SWK 6384 Social Work and Corrections or
SWK 6385 Advanced Practice in Mental Health 3

Summer - 6 Semester Credit Hours
SWK 6374 Social Work Advanced Field Seminar and Practicum II (250 hours) 3
SWK 6375 Advanced Integrative Seminar 3

Complete 900 hours of field education. 400 hours will be completed in the spring and summer semesters of the second year. 500 hours will be completed in the last year of the program

Master of Social Work (M.S.W.)
Clinical

Advanced Standing Track

Full-time Program of Study

Complete 36 semester credit hours in one year.

Fall - 12 Semester Credit Hours

SWK 6362 Introduction to Clinical Social Work Practice 3
SWK 6364 Clinical Social Work Theory for Direct Practice 3
SWK 6383 Advanced Practice with Children and Families or
SWK 6396 Advanced Clinical Gerontology 3
SWK 6386 Social Work and Psychopathology..... 3

Spring - 12 Semester Credit Hours

SWK 6365 Advanced Social Work Administration
and Management 3
SWK 6367 Advanced Research - Program and
Practice Evaluation..... 3
SWK 6373 Social Work Advanced Field Seminar
and Practicum I (250 hours) 3
SWK 6384 Social Work and Corrections or
SWK 6385 Advanced Practice in Mental Health..... 3

Summer - 12 Semester Credit Hours

SWK 6372 Advanced Clinical Health Policy 3
SWK 6374 Social Work Advanced Field Seminar
and Practicum II (250 hours) 3
SWK 6375 Advanced Integrative Seminar..... 3
SWK 6382 Spirituality and Religion in Social Work Practice or
SWK 6387 Addictions and Treatment in
Social Work Practice 3

Complete 500 hours of field education taking place over the spring and summer semesters during your one-year degree plan.

Master of Social Work (M.S.W.)
Clinical

Advanced Standing Track

Part-time Program of Study

Complete 36 semester credit hours in two years.

Year I

Fall - 6 Semester Credit Hours

SWK 6362 Introduction to Clinical Social Work Practice 3
SWK 6383 Advanced Practice with Children and Families or
SWK 6396 Advanced Clinical Gerontology 3

Spring - 6 Semester Credit Hours

SWK 6365 Advanced Social Work Administration
and Management 3
SWK 6367 Advanced Research - Program and
Practice Evaluation..... 3

Summer - 6 Semester Credit Hours

SWK 6372 Advanced Clinical Health Policy 3
SWK 6382 Spirituality and Religion in Social Work Practice or
SWK 6387 Addictions and Treatment in
Social Work Practice 3

Year II

Fall - 6 Semester Credit Hours

SWK 6364 Clinical Social Work Theory for Direct Practice 3
SWK 6386 Social Work and Psychopathology..... 3

Spring - 6 Semester Credit Hours

SWK 6373 Social Work Advanced Field Seminar
and Practicum I (250 hours) 3
SWK 6384 Social Work and Corrections or
SWK 6385 Advanced Practice in Mental Health..... 3

Summer - 6 Semester Credit Hours

SWK 6374 Social Work Advanced Field Seminar
and Practicum II (250 hours) 3
SWK 6375 Advanced Integrative Seminar..... 3

Complete 500 hours of field education taking place over the spring and summer semesters in the last year of the program.

Master of Social Work (M.S.W.)
Clinical

Traditional Track

Full-time Program of Study

Complete 66 semester credit hours in two years.

Year I

Fall - 12 Semester Credit Hours

SWK 6301 Social Work Practice I with Individuals and Families 3
SWK 6303 Social Work Practice II with Communities and Organizations 3
SWK 6311 Human Behavior in the Social Environment I 3
SWK 6321 Social Work History and Social Welfare Policy 3

Spring - 9 Semester Credit Hours

SWK 6313 Human Behavior in the Social Environment II 3
SWK 6335 Social Work Research for Practice 3
SWK 6337 Social Work Foundation Field Seminar and Practicum I (200 hours) 3

Summer - 9 Semester Credit Hours

SWK 6305 Social Work Practice III with Groups 3
SWK 6323 Social Work Policy Practice and Advocacy 3
SWK 6339 Social Work Foundation Field Seminar and Practicum II (200 hours) 3

Year II

Fall - 12 Semester Credit Hours

SWK 6362 Introduction to Clinical Social Work Practice 3
SWK 6364 Clinical Social Work Theory for Direct Practice 3
SWK 6383 Advanced Practice with Children and Families or
SWK 6396 Advanced Clinical Gerontology 3
SWK 6386 Social Work and Psychopathology 3

Spring - 12 Semester Credit Hours

SWK 6365 Advanced Social Work Administration and Management 3
SWK 6367 Advanced Research - Program and Practice Evaluation 3
SWK 6373 Social Work Advanced Field Seminar and Practicum I (250 hours) 3
SWK 6384 Social Work and Corrections or
SWK 6385 Advanced Practice in Mental Health 3

Summer - 12 Semester Credit Hours

SWK 6372 Advanced Clinical Health Policy 3
SWK 6374 Social Work Advanced Field Seminar and Practicum II (250 hours) 3
SWK 6375 Advanced Integrative Seminar 3
SWK 6382 Spirituality and Religion in Social Work Practice or
SWK 6387 Addictions and Treatment in Social Work Practice 3

Complete 900 hours of field education. 400 hours will be completed in the spring and summer semesters of the first year. 500 hours will be completed in the last year of the program.

Master of Social Work (M.S.W.)
Clinical

Traditional Track

Part-time Program of Study

Complete 66 semester credit hours in four years.

Year I

Fall - 6 Semester Credit Hours

SWK 6311 Human Behavior in the Social Environment I 3
SWK 6321 Social Work History and Social Welfare Policy 3

Spring - 6 Semester Credit Hours

SWK 6313 Human Behavior in the Social Environment II 3
SWK 6335 Social Work Research for Practice 3

Summer - 6 Semester Credit Hours

SWK 6305 Social Work Practice III with Groups 3
SWK 6323 Social Work Policy Practice and Advocacy 3

Year II

Fall - 6 Semester Credit Hours

SWK 6301 Social Work Practice I with Individuals and Families 3
SWK 6303 Social Work Practice II with Communities and Organizations 3

Spring - 3 Semester Credit Hours

SWK 6337 Social Work Foundation Field Seminar and Practicum I (200 hours) 3

Summer - 3 Semester Credit Hours

SWK 6339 Social Work Foundation Field Seminar and Practicum II (200 hours) 3

Year III

Fall - 6 Semester Credit Hours

SWK 6362 Introduction to Clinical Social Work Practice 3
SWK 6383 Advanced Practice with Children and Families or
SWK 6396 Advanced Clinical Gerontology 3

Spring - 6 Semester Credit Hours

SWK 6365 Advanced Social Work Administration and Management 3
SWK 6367 Advanced Research - Program and Practice Evaluation 3

Summer - 6 Semester Credit Hours

SWK 6372 Advanced Clinical Health Policy 3
SWK 6382 Spirituality and Religion in Social Work Practice or
SWK 6387 Addictions and Treatment in Social Work Practice 3

Year IV

Fall - 6 Semester Credit Hours

SWK 6364 Clinical Social Work Theory for Direct Practice 3
SWK 6386 Social Work and Psychopathology 3

Spring - 6 Semester Credit Hours

SWK 6373 Social Work Advanced Field Seminar and Practicum I (250 hours) 3
SWK 6384 Social Work and Corrections or
SWK 6385 Advanced Practice in Mental Health 3

Summer - 6 Semester Credit Hours

SWK 6374 Social Work Advanced Field Seminar and Practicum II (250 hours) 3
SWK 6375 Advanced Integrative Seminar 3

Complete 900 hours of field education. 400 hours will be completed in the spring and summer semesters of the second year. 500 hours will be completed in the last year of the program

Doctor of Social Work (D.S.W.)

Program Director: Joel Carr (joel.carr@angelo.edu)

The Department of Social Work and Sociology offers course work leading to the Doctor of Social Work degree in Clinical Social Work.

- 53 Semester Credit Hours;
- On-Campus, Face-to-Face Track and Online Track (selected by the student upon application);
- Full-Time Track and Part-Time Track (selected by the student upon application);
- Students must maintain a 3.00 GPA, with no grade less than a "B", or they will be dismissed from the D.S.W. degree program.

Program Mission

The mission of the D.S.W. is to prepare graduates for advanced clinical social work practice, work in higher education, and for leadership opportunities in health and human services.

Program Objectives

The objectives of the D.S.W. in Clinical Social Work program at Angelo State University are:

- Engage in systematic inquiry that adheres to scholarly conventions;
- Use and evaluate research-informed practice critically and at an advanced level;
- Develop and disseminate practice-relevant knowledge through a variety of channels, such as administration, consultation, scholarly activity, supervision, and teaching;
- Demonstrate leadership in social work practice and education;
- Develop and maintain substantive expertise in clinical social work.

Admission Requirements

The D.S.W. in Clinical Social Work program will admit students once a year, for the fall. Application deadlines will be July 31st. The program will accept full-time and part-time students, face-to-face or online. Admission requirements are listed below.

- A competed application to the ASU College of Graduate Studies and Research must be completed and submitted through ApplyTexas;
- An application to the Department of Social Work and Sociology must be competed and submitted through InPlace;
- A M.S.W. from a CSWE accredited program (or one in candidacy status with the CSWE);
- A 3.00 or higher-grade point average (GPA) on a 4.00 scale in their M.S.W. program;
- Official transcripts from all college and universities attended must be submitted;
- An Admission Essay (i.e., statement of purpose) at least four pages in length NOT including title page and any references, written in the most current edition of the American Psychological Association's Publication Manual, covering the applicant's goals for their D.S.W. degree and career plans after graduation with their D.S.W. degree; this will also serve as a writing sample;
- Appropriate Post M.S.W. Practice Experience;
- TOEFL score (if applicable).

Doctor of Social Work (D.S.W.) Clinical Social Work

Program of Study

Full-Time Track

Complete 53 semester credit hours.

Year I

Fall - 9 Semester Credit Hours

SWK 7310 History and Philosophy of Clinical Social Work 3
SWK 7320 Theoretical Frameworks for Clinical Social Work 3
SWK 7330 Clinical Social Work Assessment 3

Spring - 9 Semester Credit Hours

SWK 7322 Administration and Leadership in Clinical Social Work 3
SWK 7332 Psychopathology: Etiology and Differential Diagnosis 3
SWK 7340 Research Methods for Clinical Social Work 3

Summer - 9 Semester Credit Hours

SWK 7326 Policy for Clinical Social Work Practice 3
SWK 7334 Planning and Intervention in Clinical Social Work 3
SWK 7342 Data Analysis for Clinical Social Work 3

Year II

Fall - 10 Semester Credit Hours

SWK 7336 Supervision in Clinical Social Work 3
SWK 7383 Research in Clinical Social Work 3
SWK 7424 Social Work in Higher Education 4

Spring - 9 Semester Credit Hours

SWK 7370 Advanced Treatment of Mental Disorders 3
SWK 7372 Advanced Treatment of Couples and Families 3
SWK 7390 Doctoral Capstone I 3

Summer - 7 Semester Credit Hours

SWK 7392 Doctoral Capstone II 3
SWK 7480 Doctoral Internship 4

Doctor of Social Work (D.S.W.)
Clinical Social Work

Program of Study

Part-Time Track

Complete 53 semester credit hours.

Year I

Fall - 6 Semester Credit Hours
SWK 7310 History and Philosophy of Clinical Social Work 3
SWK 7320 Theoretical Frameworks for Clinical Social Work 3

Spring - 6 Semester Credit Hours
SWK 7322 Administration and Leadership in Clinical Social Work 3
SWK 7340 Research Methods for Clinical Social Work 3

Summer - 6 Semester Credit Hours
SWK 7326 Policy for Clinical Social Work Practice 3
SWK 7342 Data Analysis for Clinical Social Work 3

Year II

Fall - 3 Semester Credit Hours
SWK 7330 Clinical Social Work Assessment 3

Spring - 3 Semester Credit Hours
SWK 7332 Psychopathology: Etiology and Differential Diagnosis 3

Summer - 3 Semester Credit Hours
SWK 7334 Planning and Intervention in Clinical Social Work 3

Year III

Fall - 7 Semester Credit Hours
SWK 7336 Supervision in Clinical Social Work 3
SWK 7424 Social Work in Higher Education 4

Spring - 6 Semester Credit Hours
SWK 7370 Advanced Treatment of Mental Disorders 3
SWK 7372 Advanced Treatment of Couples and Families 3

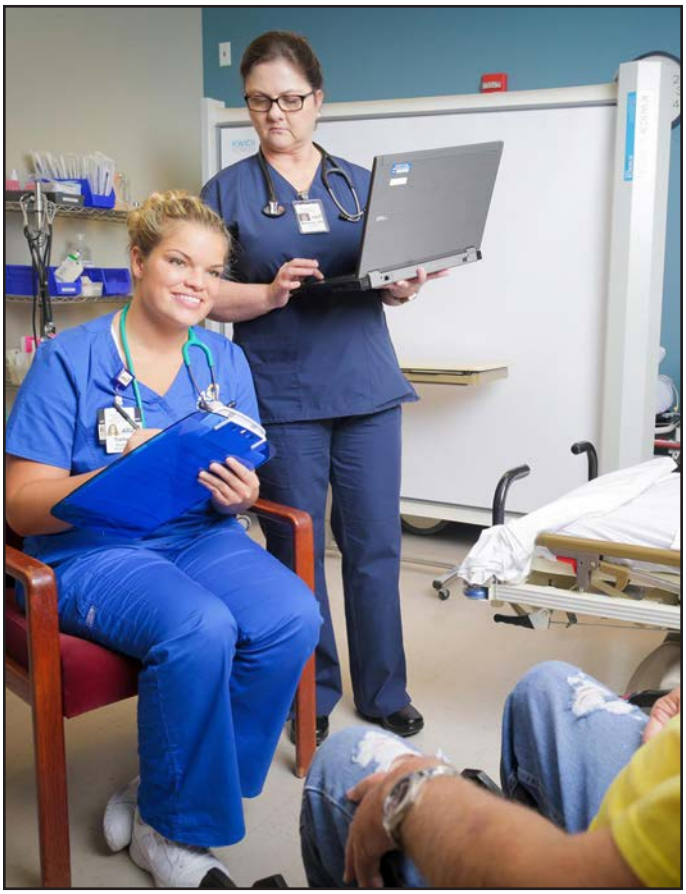
Summer - 4 Semester Credit Hours
SWK 7480 Doctoral Internship 4

Year IV

Fall - 3 Semester Credit Hours
SWK 7383 Research in Clinical Social Work 3

Spring - 3 Semester Credit Hours
SWK 7390 Doctoral Capstone I 3

Summer - 3 Semester Credit Hours
SWK 7392 Doctoral Capstone II 3



College of Arts and Humanities

Dean: Dr. John E. Klingemann
Office: Carr Education-Fine Arts Building, Room 146
Telephone: 325-942-2162, **Fax:** 325-942-2340
E-Mail: CAH@angelo.edu

The College of Arts and Humanities offers a range of degree programs and courses in fine arts and liberal arts. The distinctive, learning-centered environment in the college places students in a community of scholars, where teaching, research, and creative endeavor combine to create a rich educational experience. In this spirit, although the college faculty demonstrate significant achievement in the areas of scholarship, creative endeavor, community engagement, and professional service, teaching is their highest calling.

The courses and programs in the college provide students with the knowledge, skills, and habits of mind to become responsible and productive citizens and leaders. They also provide a solid basis from which students may enter professional fields such as law and medicine.

Departments and Programs

Students in the College of Arts and Humanities may pursue studies in the following departments.

Department of Communication and Mass Media

Programs of Study in Communication

B.A.	Communication with Specialization Areas
	Advertising/Public Relations
	Film and New Media
B.A.	Communication with Secondary teacher certification
M.A.	Communication

Programs of Study in Mass Media

B.A.	Mass Media with Specialization Areas
	Advertising/Public Relations
	Electronic Media
	Journalism
B.A.	Mass Media with Secondary teacher certification

Natalie Zan Ryan Department of English and Modern Languages

Programs of Study in English

B.A.	English with Specialization Areas
	Creative Writing
	Technical and Business Writing
B.A.	English with Secondary teacher certification
B.A./M.A.	Integrated English
M.A.	English

Programs of Study in Spanish

B.A.	Spanish
B.A.	Spanish with All-level teacher certification

Arnoldo De León Department of History

Programs of Study in History

B.A.	History
B.A.	History with Secondary teacher certification
B.A.	History with Secondary Social Studies Composite teacher certification

Department of Political Science and Philosophy

Program of Study in Political Science

B.A.	Political Science

Program of Study in Philosophy

B.A.	Philosophy

Department of Security Studies and Criminal Justice

Programs of Study in Security Studies

- B.B.S. Border Security
- B.I.A. Intelligence and Analysis
- B.S.S. Border and Homeland Security
- B.S.S. Intelligence and Analysis
- M.S. Global Security Studies with Specialization Areas
  - National Security
  - Regional Security
- M.S. Homeland Security
- M.S.S. Intelligence and Analysis

Programs of Study in Criminal Justice

- B.A. Criminal Justice
- B.S. Criminal Justice
- M.S. Criminal Justice

Department of Visual and Performing Arts

Programs of Study in Art

- B.F.A. Studio Art with Specialization Areas
  - Art Generalist
  - Ceramics
  - Graphic Design
  - Painting/Drawing
  - Printmaking
  - Sculpture

Programs of Study in Music

- B.A. Music
- B.M. Music with Specialization Areas
  - Applied Performance - Instrumental
  - Applied Performance - Voice
  - Teacher Certification - Instrumental/Piano
  - Teacher Certification - Voice

Programs of Study in Theatre

- B.A. Theatre with Specialization Areas
  - Design and Technology
  - Generalist
  - Performance
- B.A. Theatre with All-level teacher certification

Additional programs

Program of Study in Applied Arts and Sciences

- B.A.A.S. Applied Arts and Sciences with Specialization Areas
  - Adult Education
  - Computer Science
  - Criminal Justice
  - Homeland Security
  - Spanish

Program of Study in Interdisciplinary Studies

- B.I.S. Interdisciplinary Studies

College of Arts and Humanities:

Department of Communication and Mass Media

Department Chair: Leslie Rodriguez

Graduate Faculty: Bailey, Brojakowski, Gamreklidze, Lee, Lukacovic, Madero, Rodriguez.
Distinguished Professor Emeritus: Eli.

Contact Information: Library Building, Third Floor, Room 306R
Telephone: 325-942-2031, Fax: 325-942-2551
http://www.angelo.edu/dept/communication-mass-media/index.php

Master of Arts (M.A.) Communication

The Master of Arts in Communication degree prepares students for various communication positions within organizations including media industries, careers in higher education, or continued study toward the Ph.D. degree. The department also offers courses which may be used as electives in other graduate programs.

General Degree Requirements

All students enter the program with non-thesis degree plans. After completing 9 semester credit hours of communication graduate coursework, students who wish to do so may petition the communication graduate faculty through the graduate advisor to change to a thesis degree plan.

The total number of hours required for the program leading to the Master of Arts in Communication is 36 for the thesis option and 36 for the non-thesis option. Students in the Master of Arts in Communication program may take only 6000-level course work for their degree plan.

All non-thesis degree candidates are required to pass a comprehensive examination. The comprehensive examination will include all the communication core courses required on the student's degree plan (Communication 6302, 6303, 6312, and 6313) in addition to any graduate communication electives completed prior to the semester in which the comprehensive examination is administered. The comprehensive examination should be administered when the student is in the last semester of his/her program.

Thesis option students shall complete an oral thesis defense which may include questions regarding their course work.

All degree candidates must take a prescribed core requirement of 12 graduate hours in Communication consisting of:

- Communication 6302 Quantitative Research Methods or Communication 6310 Survey Research
- Communication 6303 Communication Theory
- Communication 6312 Qualitative Research Methods
- Communication 6313 Rhetorical Analysis

Thesis students: 6 hours of thesis (Communication 6399 Thesis twice or Communication 6699 Thesis).

Thesis Option
The student must complete a minimum of 36 semester credit hours of graduate work, including:

- the 12 hour communication core,
- 12 additional graduate hours in communication,
- 6 graduate elective hours taken from communication or approved electives,
- 6 hours of thesis (Communication 6399 Thesis twice or Communication 6699 Thesis).

Non-Thesis Option
The student must complete a minimum of 36 semester credit hours of graduate work, including:

- the 12 hour communication core,
- 18 additional graduate hours in communication,
- 6 graduate elective hours taken from communication or approved electives.

Electives. Students may take up to six hours of electives outside the department in consultation with the Communication Graduate Advisor.

Transfer Credits. Transfer students will be admitted to the program, but no more than six hours of 6000-level graduate credit work toward the graduate degree may be transferred from another institution. All transferred work must be equivalent to either the communication graduate classes or approved elective classes for this program. Students may apply for transfer credit through the program advisor and Graduate Dean.

Certificates Available in Communication

All graduate certificate programs require an overall 3.00 grade point average and a grade of at least a "B" in each required class. 25% of all course work for certificates must be taken in residence.

Certificate - Leadership and Organizational Communication (12 SCH required)

COMM 6305	Organizational Communication	3
COMM 6323	Communication in Leadership	3
COMM 6324	Communication in Diversity and Inclusion	3
COMM 6329	Seminar on Problems in Organization	3

Certificate - Media and Professional Communication (12 SCH required)

COMM 6317	Crisis Communication	3
COMM 6318	Communication in Professional Life	3
COMM 6321	Communication Technology	3
COMM 6326	Seminar and Practice in New Media	3

College of Arts and Humanities:

Natalie Zan Ryan Department of English and Modern Languages

Department Chair: Erin L. Ashworth-King

Graduate Faculty: Ashworth-King, Bernard, Cody, Dushane, Garrison, Hama, Huffman, Jackson, Kornasky, Muelsch, Musgrove, Serrano, St. Germaine, Wegner.
Distinguished Professor Emerita: Allen, Hartje.
Distinguished Professor Emeritus: Dalrymple.
Professor Emerita: Duarte.
Professor Emeritus: Reeves.

Contact Information: Academic Building, Room 010
Telephone: 325-942-2273, Fax: 325-942-2208
http://www.angelo.edu/dept/english_modern_languages/

Master of Arts (M.A.)
English

The graduate program in English offers competence in the analysis of literature and language to prepare students for a variety of professions. This program in English should be initiated under the direction of the departmental graduate advisor and approved by the Dean of the College of Graduate Studies and Research. See admission requirements for graduate students in the Graduate Studies and Research section of the catalog.

The Master of Arts program in English is designed to enhance skills in literature, language, research, and critical thinking.

Applicants for the degree must complete 36 semester credit hours of course work beyond the bachelor's degree. Thirty six hours of English are required including English 6391: Introduction to Graduate Study; 6 SCH of American literature; 6 SCH of British literature; and 3 SCH of composition and language studies (available options: ENGL 6345, 6346, 6361, and 6363).

Degree Requirements

Required Courses:	Hours
ENGL 6391 Introduction to Graduate Study	3
ENGL 6301, 6306, 6307, 6308, 6339	6
ENGL 6331, 6333, 6335, 6336, 6341	6
ENGL 6345, 6346, 6361, 6363	3
English Electives	18

A portfolio is required of all students who have completed 24 semester credit hours of course work.

The department operates a Writing Center that provides experience for graduate assistants in teaching writing and reading skills. Within a comfortable working environment, tutors provide one-to-one tutorials, computer-based instruction, and group writing workshops to undergraduate and graduate students. The department also offers students the opportunity to serve as Teaching Assistants. Interested students should see the Program Advisor for more information.

Integrated Program

Bachelor of Arts (B.A.)
Master of Arts (M.A.)
Integrated English

(150 semester hours)

B.A. Requirements (120 SCH)

Academic Major	Hours
English 1301, 1302 or 2311	6
English 2321, 2322, 2323, 2326, 2329, 2331, 2341	3
English 3317, 3318, 3319	3
English 3301, 3309, 3311, 3312, 3313, 3315	6
English 3330	3
English 3351, 3353, 3355, 3356	3
English 6391	3
English Electives (12 hours must be advanced and 3 hours at the graduate level))	15

Major Support Courses

General Studies 1181	1
Humanities: Cultural Competence 2323, English 2321, 2322, 2323, 2326, 2329, 2331, 2341, History 2311, 2312, 2322, Honors 2305, Philosophy 1301, 2305, 2306	3
Modern Language 1301, 1302, 2311, 2312 in a single modern language	12

Core Curriculum

See the Undergraduate Catalog, page 174, for a listing of core curriculum 42
Students should be aware that some majors specify particular courses to meet core-curriculum requirements when options are available.

Minor

Minor (6 hours must be advanced) 18

Electives

Electives 8-14

M.A. Requirements (30 SCH)

English 6301, 6306, 6307, 6308, 6339	6
English 6331, 6333, 6335, 6336, 6341	6
English 6345, 6346, 6361, 6363	3
English Electives	15

Specialization Areas

Students may choose a specialization area in Creative Writing or Technical and Business Writing.

Creative Writing
Students majoring in English with a specialization in creative writing must complete all the requirements of the English B.A. (including advanced hour requirements) plus the requirements below:

English 3355, 3356 6
English 4376, 4377 3

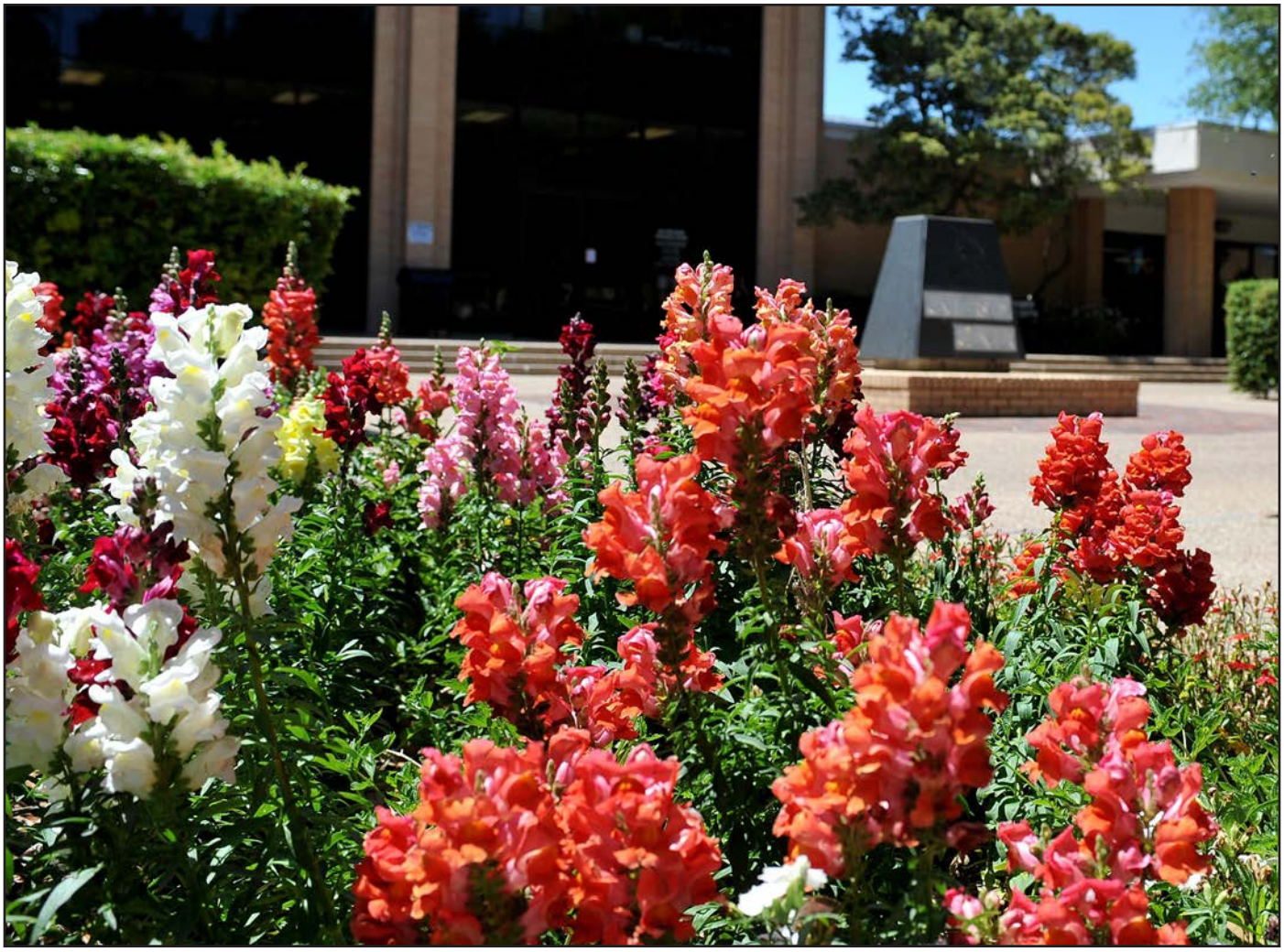
Technical and Business Writing
Students majoring in English with a specialization in technical and business writing must complete all the requirements of the English B.A. (including advanced hour requirements) plus the requirements below:

English 3351..... 3
English 3352, 3353, 3354, 4360, 4365, 4367, 4373 9

Students interested in the Integrated B.A./M.A. in English will be required to complete a minimum of 150 semester credit hours of degree credit. Of this total, 120 semester credit hours will be at the undergraduate level and 30 semester credit hours will be at the graduate level. The undergraduate course requirements are identical to those for the non-integrated B.A. except for the substitution of two 5000-level undergraduate courses that will introduce students to graduate study.

Candidates for this program must meet the current admission requirements for the M.A. program and be unconditionally admitted before taking any graduate level courses. The student must achieve a cumulative GPA of 3.00 or better in all undergraduate courses and a cumulative GPA of 3.00 or better in all graduate courses.

A unique feature of the integrated program is that the student will begin taking graduate course work in his/her senior year. Upon successful completion of all 150 semester credit hours of this five-year program, the student will be awarded both the B.A. and M.A. degree at the same time; the student will not receive the B.A. in English after completing the 120 semester credit hours at the undergraduate level. Should a student decide not to complete the M.A. portion of the integrated program, the student would have to complete any remaining degree requirements for the B.A. in English in order to be awarded that degree. All of the undergraduate courses already completed as part of the integrated five-year program would count towards completion of the B.A. in English.



College of Arts and Humanities:

Department of Security Studies and Criminal Justice

Interim Department Chair: William A. Taylor

Criminal Justice Graduate Faculty: Lee, Wu.
Criminal Justice Distinguished Professor Emeritus: Jones.

Security Studies Graduate Faculty: Bechtol, Celso, Dailey, Jarmon, La Flamme, Martinez, Pullin, Taylor.
Security Studies Distinguished Professor Emeritus: Jones.

Contact Information: Vincent Building, Room 164
Telephone: 325-486-6682, Fax: 325-942-2544
E-mail: css@angelo.edu
http://www.angelo.edu/dept/security_studies_criminal_justice/css/

Master of Science (M.S.) Criminal Justice

The Department of Security Studies and Criminal Justice offers graduate course work leading to the Master of Science degree in Criminal Justice. The M.S. program is designed for persons interested in pursuing deeper knowledge of U.S. Criminal Justice policies and practices beyond the baccalaureate level. The M.S. in Criminal Justice degree is open to all those with Bachelor's degrees and is especially appropriate for practitioners pursuing promotional opportunities. Anyone preparing for federal, state, and local agency employment, or currently working in the field, should find this program accommodating to their schedules as, initially, the program will be completely online. The Master of Science in Criminal Justice program is supported by a comprehensive collection of journals, books, and government documents relating to the numerous facets of criminal justice policy, leadership, and research.

Admission Requirements

All applicants for the Master of Science degree in Criminal Justice program must hold a bachelor's degree from an accredited college or university. All potential graduate students are evaluated on an individual basis. All applicants must submit the following materials and meet the admission criteria as indicated:

- Undergraduate academic record (transcripts of all undergraduate course work);
- 2.75 undergraduate overall GPA or 3.00 in the last 60 hours of undergraduate course work;
- An essay of no more than 750 words regarding your opinion of the single most important challenge to 21st Century Criminal Justice written in endnote or footnote format. Outside sources may be used.

Degree Requirements

Students must confer with the graduate advisor before registering for any courses. The 36-semester-hour curriculum include the following two categories:

Required Core Courses:		**Hours**
CRIJ 6330	Critical Analysis of Justice Administration	3
CRIJ 6332	Criminal Justice Theory	3
CRIJ 6334	Research Methods and Statistics in Security Studies	3
CRIJ 6339	Police in Society	3
CRIJ 6372	Seminar in Corrections	3
CRIJ 6387	Seminar in Criminal Justice Agency Ethics	3
CRIJ 6389	Capstone Seminar in Criminal Justice	3
CRIJ 6393	Legal Aspects of the Criminal Justice System	3

Electives:
Twelve semester credit hours (four courses) of Criminal Justice electives. 12

Certificates Available in Criminal Justice

All graduate certificate programs require an overall 3.00 grade point average and a grade of at least a "B" in each required class. All course work for certificates must be taken in residence.

Certificate - Cybercrime Investigation
(12 SCH required)

CRIJ 6318	Cybercrime	3
CRIJ 6322	Digital Forensic Investigation	3
CRIJ 6328	Mobile Forensic Investigation	3
CRIJ 6348	Network Forensic Investigation	3

Master of Science (M.S.)
Global Security Studies

The Master of Science degree is designed to increase students knowledge of important issues critical for an understanding of today's complex international environment in which state and non-state actors interact. The courses will increase the students' critical thinking and analytic skills in political culture and comparative security policy. The degree is offered solely online.

Admission Requirements

All applicants for the M.S. program must hold a bachelor's degree from an accredited college or university. All potential graduate students are evaluated on an individual basis. All potential graduate students must submit all related materials requested in the evaluation criteria. The evaluation criteria include the following:

- Undergraduate academic record (transcripts of all undergraduate course work);
- 2.75 undergraduate GPA or 3.00 in the last 60 hours of undergraduate course work;
- An essay of no more than 750 words regarding your opinion of the single most important challenge to U.S. national security written in endnote or footnote format. Outside sources may be used.

Degree Requirements

(36 semester hours)

Required Courses **Hours**

SEC 6302 Introduction to Security Studies 3
SEC 6309 Grand Strategy and National Security 3
SEC 6312 Globalization and International Security 3

Specialization Area

Prescribed Electives 9
Students must choose nine semester credit hours from the national security or the regional security specialization area.

Electives *

Electives 18
Elective hours may be taken from the national security or regional security specialization area, or in some combination of each.

*** Thesis Option**

Students wishing to take the thesis option will be required to take the 9 hours of required courses, 9 hours of prescribed electives, a course for writing the thesis (SEC 6699), and an additional 12 semester credit hours of electives. The additional 12 semester credit hours must be taken in either the national security or regional security specialization area or in some combination of each.

*** Non-Thesis Option**

Students wishing to take the non-thesis option will be required to take the 9 hours of required courses, 9 hours of prescribed electives, and an additional 18 semester credit hours of electives. The additional 18 semester credit hours must be taken in either the national security or regional security specialization area or in some combination of each.

*** Non-Thesis Option Comprehensive Exam**

The comprehensive exam will be issued to students who have applied for graduation either in May (for Spring semester) or in December (for Fall semester). Students will be required to take and pass the exam during a window that will be April 1st to April 15th (for Spring graduation) or November 1st to November 15th (for Fall graduation). Students will be required to pick four questions from a list of questions provided by the Comprehensive Exam Coordinator and answer each question with a 750 word essay. Students will receive a grade of Pass or Fail on each essay. The student must pass at least three of the four questions in order to pass the comprehensive exam. Any student who does not pass the exam will be allowed to retake the exam the following semester. If the student fails the second examination, that student will be dismissed from the program unless a waiver is granted by the department chair and appropriate faculty. Exams during the summer will be by permission of the department chair and based on exceptional circumstances.

Specialization Areas

National Security

SEC 6310 Civil-Military Relations 3
SEC 6313 Intelligence and National Security 3
SEC 6314 Terrorism and National Security 3
SEC 6315 Rogue Nations and National Security 3
SEC 6316 Peacekeeping and Stability Operations 3
SEC 6317 Weapons of Mass Destruction, Proliferation, and National Security 3
SEC 6318 Weak and Failing States and National Security 3
SEC 6320 Human Rights and National Security 3
SEC 6321 Energy Security Studies 3
SEC 6322 Transnational Issues and National Security 3
SEC 6324 Cold War Studies 3

Regional Security

SEC 6323 Security Issues in Europe I 3
SEC 6325 Security Issues in Europe II 3
SEC 6327 Security Issues in Asia I 3
SEC 6328 Security Issues in North Korea 3
SEC 6329 Security Issues in Asia II 3
SEC 6331 Security Issues in Latin America I 3
SEC 6333 Security Issues in Latin America II 3
SEC 6335 Security Issues in The Middle East I 3
SEC 6337 Security Issues in The Middle East II 3
SEC 6341 Security Issues in Africa I 3
SEC 6343 Security Issues in Africa II 3

Master of Science (M.S.)
Homeland Security

The Master of Science in Homeland Security is a distinctive online degree addressing the growing needs of Homeland Security and Law Enforcement personnel who face an ever changing world of transnational crime and terrorism. It incorporates theoretical and practical studies of the key fields of critical infrastructure, intelligence, terrorism, counter-terrorism, law, and associated constitutional issues and emergency management as they are applicable to the field of Homeland Security and specifically those concerns associated with border issues. The Master of Science in Homeland Security degree is open to all those with Bachelor's degrees, and is especially appropriate to those holding degrees in related subjects, such as criminal justice, law enforcement, emergency management, criminology, and related fields. The program consists of 15 semester hours of core courses, 18 hours of electives, and a 3 semester hour capstone course to tie together all aspects of a student's program.

Admission Requirements

All applicants for the Master of Science in Homeland Security program must hold a bachelor's degree from an accredited college or university. All potential graduate students are evaluated on an individual basis. All potential graduate students must submit all related materials requested in the evaluation criteria. The evaluation criteria include the following:

- Undergraduate academic record (transcripts of all undergraduate course work);
- 2.75 undergraduate GPA or 3.00 in the last 60 hours of undergraduate course work;
- An essay of no more than 750 words regarding your opinion of the single most important challenge to U.S. homeland security written in endnote or footnote format. Outside sources may be used.

Degree Requirements

(36 semester hours)

Required Courses:		**Hours**
BOR 6301	Seminar in Homeland Security	3
BOR 6302	Introduction to Geographic Information Systems	3
BOR 6334	Research Methods and Statistics in Security Studies	3
BOR 6355	National Security Policy	3
BOR 6387	Seminar in Criminal Justice Agency Ethics	3
BOR 6389	Capstone Seminar in Homeland Security	3

Electives:	**Hours**
Border Security Electives	18

Certificates Available in Homeland Security

All graduate certificate programs require an overall 3.00 grade point average and a grade of at least a "B" in each required class. 25% of all course work for certificates must be taken in residence.

Certificate - Cybersecurity
(12 SCH required)

The following 9 SCH are required.

BOR 6303	Cryptology	3
BOR 6335	Data Mining	3
BOR 6342	Cybersecurity and Constitutional Issues	3

Select 3 SCH from the following:

BOR 6350	Cyber Vulnerability	3
BOR 6351	Emerging Technologies in Homeland Security	3

Certificate - Emergency Management
(12 SCH required)

The following 9 SCH are required.

BOR 6322	Studies in Weapons of Mass Destruction Hazards and Responses	3
BOR 6330	Studies in Disaster Preparedness	3
BOR 6331	Seminar in Emergency Planning	3

Select 3 SCH from the following:

BOR 6301	Seminar in Homeland Security	3
BOR 6302	Introduction to Geographic Information Systems	3

Master of Security Studies (M.S.S.) Intelligence and Analysis

The Master of Security Studies (M.S.S.) in Intelligence and Analysis is a distinctive degree addressing the growing need for graduate-level study of the intelligence discipline and its relationships to national security issues such as policy making; military strategy, planning, and operations; and Constitutional issues and the rule of law in a democracy. The degree is ideal for those with bachelor's degrees in security issues or related fields who want to improve their cognitive, analytical, decision-making, advising, and leadership skills within the intelligence profession. To increase flexibility, the program has both a thesis and non-thesis option.

Admission Requirements

- Undergraduate academic record (transcripts of all undergraduate course work);
- 2.75 undergraduate GPA or 3.00 in the last 60 hours of undergraduate course work;
- An essay of no more than 750 words regarding your opinion of the single most important challenge to U.S. homeland security written in endnote or footnote format. Outside sources may be used.

Degree Requirements

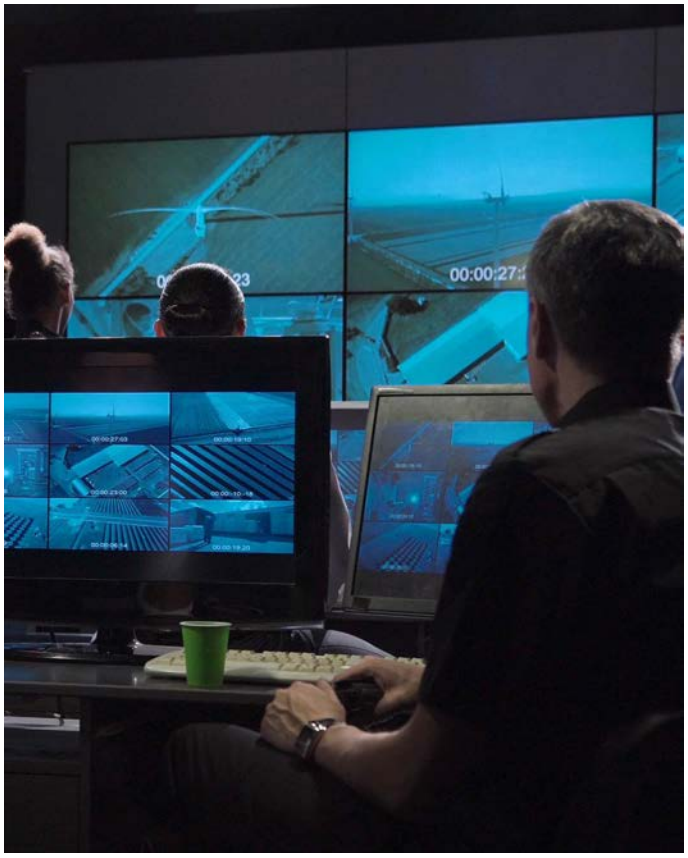
(36 semester hours)

Required Courses	Hours
ISSA 6300 Intelligence and National Security	3
ISSA 6301 Grand Strategy, Intelligence Analysis, and Rationality	3
ISSA 6302 The Transformational Imperative: Reorganizing in a Multi-polar World	3
ISSA 6303 Advanced Intelligence Analysis: Operating in Complex Environments	3
ISSA 6304 The Practice of U.S. Intelligence and National Security	3
ISSA 6305 Research Methods and Statistics in Security Studies or comparable graduate-level research methods or statistics course from any university department (with advisor approval)	3
Electives ‡	
Electives *	18

‡ **Thesis Option**
Students wishing to take the thesis option will be required to take the 18 hours of required ISSA courses, 6 hours of prescribed electives (ISSA 6399 or 6699), and an additional 12 semester credit hours of electives.

‡ **Non-Thesis Option**
Students wishing to take the non-thesis option will be required to take the 18 hours of required ISSA courses and an additional 18 semester credit hours of electives, including ISSA 6380.

* Graduate INA students may take BOR, CRIJ, or SECR graduate courses as advanced electives with the Department Chair's permission.



College of Education

Dean: Dr. Scarlet M. Clouse
Office: Carr Education-Fine Arts Building, Room 285
Telephone: 325-942-2212, **Fax:** 325-942-2039
E-Mail: college.education@angelo.edu

The College of Education houses two dynamic departments: the Department of Curriculum and Instruction, and the Department of Teacher Education. Taught by some of the finest teachers at Angelo State University, our programs are diverse and varied. The college offers courses online and the traditional Monday through Friday schedule. Faculty in the college are engaged in exemplary research and a variety of special grant programs.

The Departments of Teacher Education and Curriculum and Instruction offer programs leading to teacher certification at the elementary, middle-school, and high school levels. Professional programs at the Master's Degree level help prepare school personnel for professional teaching and non-teaching positions in traditional educational settings and non-traditional settings such as non-profit organizations, government agencies, and corporations. Although students are assigned an academic advisor, all of the faculty advise students and are willing to work with students all the time.

The College of Education has a center for teacher preparation information. The Educator Preparation Information (EPI) Center is located in Carr-EFA 287. The center staff advises all students who seek information about becoming a professional educator. Dedicated professionals can answer questions about becoming a teacher or other school professionals, routes to certification, how to obtain a certificate, how to test, field experience and clinical teaching (student teaching) placements, degree plans, and graduation requirements. Contact the center with questions about becoming a teacher or other school professional.

The faculty in the College of Education are dedicated professionals who prepare individuals for leadership positions in public school, college and university, and public sector positions.

Departments and Programs

Students in the College of Education may pursue studies in the following departments.

Department of Curriculum and Instruction

Programs of Study

M.A.	Administrative Leadership
M.A.	Curriculum and Instruction
M.S.	Educational Leadership
M.A.	Mental Health and Wellness Counseling
M.S.	Professional School Counseling
M.Ed.	Student Development and Leadership in Higher Education
Ed.D.	Transformative Leadership

Department of Teacher Education

Programs of Study

B.S. Interdisciplinary Studies with teacher certification options in:

- Early Childhood to Grade 6 - Generalist
- Early Childhood to Grade 6 - Generalist with all-level Special Education
- Generalist, Grades 4 to 8

Additional programs

Program of Study in Applied Arts and Sciences

B.A.A.S. Applied Arts and Sciences with Specialization Area Adult Education

College of Education:

Department of Curriculum and Instruction

Department Chair: Kimberly K. Livengood

Graduate Faculty: Clouse, B. Dickison, Hansen, Heron, Livengood, Lyons, Murphy, Shipley, Tasker.
Faculty: Atwood, Carlisle, Engle, Kelly, Schoen, Stribling, Tisdale.
Distinguished Professor Emeritus: Miazga.

Contact Information: Carr Education-Fine Arts Building, Room 126
Telephone: 325-942-2209, Fax: 325-942-2039
http://www.angelo.edu/dept/ci/

Academic Advisor:
Daniel Martinez
E-mail: daniel.martinez@angelo.edu

M.A. Curriculum and Instruction Professional Education Option Coordinator:
Daniel Martinez
E-mail: daniel.martinez@angelo.edu

M.A. Curriculum and Instruction Advanced Instructor Option Coordinator:
Twyla Tasker
E-mail: twyla.tasker@angelo.edu

M.A. Curriculum and Instruction Teacher Studies Option Coordinator:
Kimberly Livengood
E-mail: kimberly.livengood@angelo.edu

M.A. Curriculum and Instruction Texas Teacher Certification Only (Non-degree Program) Coordinator:
Kimberly Livengood
E-mail: kimberly.livengood@angelo.edu

M.A. Administrative Leadership Program Coordinator:
Kinsey Hansen
E-mail: kinsey.hansen@angelo.edu

M.S. Educational Leadership Program Interim Coordinator:
Jennifer Engle
E-mail: jennifer.engle@angelo.edu

M.Ed. Mental Health and Wellness Counseling Program Coordinator:
Kristen Lyons
E-mail: kristen.lyons@angelo.edu

M.S. Professional School Counseling Program Coordinator:
Audrey Heron
E-mail: audrey.heron@angelo.edu

M.Ed. Student Development and Leadership in Higher Education Program Coordinator:
Gina Shipley
E-mail: gina.shipley@angelo.edu

Ed.D. Transformative Leadership Program Coordinator
Amy Murphy
E-mail: amy.murphy@angelo.edu

Curriculum and Instruction *

The graduate faculty in the Department of Curriculum and Instruction are actively involved in research, development of education models, and in-service education programs throughout the region served by Angelo State University.

The Master of Arts in Curriculum and Instruction offers three options: Professional Education (30 SCH), Advanced Instructor (30 SCH) or Teacher Studies with Texas Teacher Certification (42 SCH). These programs provide the student with critical knowledge to connect scholarship, research and professional practice to teach a diverse student population. To be eligible for the Teacher Certification option, a student with a non-teaching bachelor's degree must have met current state requirements and been admitted to the Educator Preparation Program; which requires that the TExES certification examination has been passed.

TExES Eligibility and Registration Procedures

All certification candidates must pass the appropriate certification exam(s) for the certification sought.

Certification Exam Approval Procedure

- Candidates must have met current state requirements and
- Once the candidate has met the appropriate program requirements, their program coordinator will notify the certification advisor for test approval.

TExES Registration Procedures

Registration for certification examinations are online. Instructions for the online registration process are located on the College of Education website. Candidates needing special testing arrangements should notify the certification advisor in the College of Education for registration assistance.

Recommendation For Advanced Certification

In order for Angelo State University to recommend a candidate for advanced certification, the candidate must have earned a 3.00 overall grade point average, must have completed all required courses on the certification/degree plan with a grade point average of 3.00 and with no grade lower than a "B". All other university requirements must be completed and the candidate must have completed degree or certification plan requirements. All required state certification tests must be passed. The candidate must also continue to demonstrate sound physical and mental health and abide by the educator's dispositions.

* All candidates seeking Texas Educator Certification must be admitted to the Educator Preparation Program.

It is the candidate's responsibility to inform the College of Education that all certification requirements have been completed, and to ensure that all appropriate forms and fees have been submitted. Individuals must apply for certification online at the State Board for Educator Certification's website.

Required Fingerprinting of Applicants for Certification

Applicants for educator credentials must submit fingerprints to the Texas Education Agency (TEA) so the FBI can conduct a national criminal background check. The Department of Public Safety (DPS) has a contract with a private vendor (L-1 Identity Solutions) to provide a digital fingerprinting service to those individuals that require fingerprinting for state licensing purposes in Texas. This includes applicants for educator credentials. The program is known as Fingerprint Applicant Services of Texas (FAST).

- SBEC cannot require that applicants use the digital fingerprinting vendor, but strongly encourages them to do so.
- Applicants will be required to pay their SBEC fingerprint fees (online) prior to being able to use the vendor's digital services.
- Applicants will receive an e-mail from SBEC that will contain a document (FAST pass) that will allow them to use the vendor's digital services.
- Applicants will be required to make an appointment with the vendor and present the document (FAST pass) at their fingerprint appointment.
- Applicants will be required to pay the vendor a fee for the fingerprinting service.

Master of Arts (M.A.)
Curriculum and Instruction
Degree Requirements

Professional Education Option (30 SCH)
Program Advisor: Daniel Martinez (daniel.martinez@angelo.edu)

The M.A. in Curriculum and Instruction, Professional Education, allows certified teachers to earn a Master's degree and combine the necessary content hours required to teach High School Dual-Credit courses. This degree also prepares individuals to teach courses at the two-year or community college level.

Required Courses	Hours
EDG 6302 Data Collection, Analysis, and Application	3
EDG 6304 Research	3

Prescribed Electives (6 SCH)
Choose two (2) of the following courses

EDG 6300 Curriculum Development	3
EDG 6306 Curriculum and Methodology Trends	3
EDG 6312 Learning Theories	3
EDG 6315 Content Area Instruction	3
EDG 6316 Instructional Strategies: Theory and Practice	3
EDG 6369 Assessment of Student Outcomes	3

Content Area with advisor approval (18 SCH)

Content Area	18

Advanced Instructor Option (30 SCH)
Program Coordinator: Twyla Tasker (twyla.tasker@angelo.edu)

The M.A. in Curriculum and Instruction - Advanced Instructor program at Angelo State University prepares graduate students for professional training/instructor positions at traditional educational institutions as well as other corporate and community organizations providing training or educational programs and services.

Required Courses	Hours
EDG 6300 Curriculum Development	3
EDG 6302 Data Collection, Analysis, and Application	3
EDG 6304 Research	3
EDG 6305 Legal and Ethical Principles	3
EDG 6312 Learning Theories	3
EDG 6316 Instructional Strategies: Theory and Practice	3
EDG 6369 Assessment of Student Outcomes	3
EDG 6395 Capstone in Curriculum and Instruction	3
EDCI 6301 Instructional Coaching	3
EDCI 6302 Curriculum Evaluation	3

Teacher Studies Option (33 SCH) *
Program Coordinator: Kimberly Livengood
(kimberly.livengood@angelo.edu)

Required Courses	Hours
EDG 6302 Data Collection, Analysis, and Application	3
EDG 6304 Research	3
EDG 6310 Behavior and Classroom Management	3
EDG 6313 Foundations of School Systems	3
EDG 6314 Effective Instruction and Assessment	3
EDG 6317 Teaching Diverse Populations	3
EDG 6318 Role of the Teacher	3
EDG 6326 Education of Exceptional Children	3
EDG 6395 Capstone in Curriculum and Instruction	3
EDG 5660 Clinical Teaching or	
EDG 5361 Internship in School Counseling (twice)	6

EDG 5361 must be taken twice for credit. To be eligible to take EDG 5361, the student must have a passing score on the appropriate TExES subject area test and 30 hours of classroom observation.

As a summative requirement for the degree, the candidate must successfully complete a comprehensive program review (CPR) with a committee of Graduate Faculty.

Courses in this program are offered through an online format.

* Candidates must be admitted to the Educator Preparation Program.

Texas Teacher Certification Only (Non-degree Program) *

Program Coordinator: Kimberly Livengood
(kimberly.livengood@angelo.edu)

Candidates desiring a teaching certificate only (24 graduate semester credit hours) must meet the requirements of the Teacher Education Program and have a bachelor's degree and meet current state requirements. Students must have earned no grade lower than a "B" in the 12 SCH cohort courses.

Texas Teacher Certification (Non-degree Program) (24 SCH)	Hours
EDG 6310 Behavior and Classroom Management	3
EDG 6313 Foundations of School Systems	3
EDG 6314 Effective Instruction and Assessment	3
EDG 6317 Teaching Diverse Populations	3
EDG 6318 Role of the Teacher	3
EDG 6326 Education of Exceptional Children	3
EDG 5361 Internship in School Counseling (twice) or EDG 5660 Clinical Teaching	6

All state requirements must be met to be recommended for Texas Teacher Certification.

Prior to admittance, the student must pass the TExES certification examination in the content area in which they wish to teach.

Prior to Clinical Teaching or Internship, you must complete 30 clock hours of observation in the field you are teaching.

Master of Arts (M.A.)
Administrative Leadership

Program Coordinator: Kinsey Hansen (kinsey.hansen@angelo.edu)

The graduate faculty in the Department of Curriculum and Instruction are actively involved in research, development of education models, and in-service education programs.

The M.A. in Administrative Leadership program is designed for candidates pursuing administrative or leadership roles in institutions, organizations, and industries providing education and/or training in diverse environments.

As a summative requirement for the degree, the candidate must successfully complete a comprehensive program review with a committee of Graduate Faculty.

Degree Requirements

EDG 6301 Social and Cultural Influences	3
EDG 6302 Data Collection, Analysis, and Application	3
EDG 6305 Legal and Ethical Principles	3
EDG 6311 Organizational Supervision	3
EDG 6340 Structure and Organization	3
EDG 6342 Strategic Planning and Fiscal Management	3
EDG 6343 Organizational Relationships	3
EDG 6397 Capstone in Administrative Leadership	3
EDEA 6301 Reframing Administration	3
EDEA 6302 Leadership Theories	3
Total Semester Credit Hours for Master of Arts in Administrative Leadership	30

Courses in this program are offered through an online format.

Master of Science (M.S.)
Educational Leadership

Interim Program Coordinator: Jennifer Engle (jennifer.engle@angelo.edu)

The graduate faculty in the Department of Curriculum and Instruction are actively involved in the research and development of instructional and leadership models, and professional learning programs.

The M.S. in Educational Leadership with Principal Certification program is designed for candidates interested in careers as Texas school principals.

Candidates may qualify upon completion of the degree to take the required certification exams for the Principal as Instructional Leader EC-12. Candidates must complete a minimum of 30 semester credit hours of graduate work.

Degree Requirements *

EDG 6302 Data Collection, Analysis, and Application	3
EDG 6304 Research	3
EDG 6305 Legal and Ethical Principles	3
EDG 6341 Role of the Principal	3
EDCT 6301 School Culture for Principals	3
EDCT 6302 Instructional Leadership for Principals	3
EDCT 6303 Human Resources Management for Principals	3
EDCT 6304 Executive Supervision for Principals	3
EDCT 6305 Capstone in Educational Leadership	3
EDCT 6349 Practicum for Principal Certification	3
Total Semester Credit Hours for Master of Science in Educational Leadership (Principal)	30

Courses in this program are offered through an online format.

The principal certification program prepares the candidate to apply for the Texas State Board for Educator Certification (SBEC) for certification as a school principal. It is the responsibility of the student to apply for that certificate. As part of the certification requirements, applicants must hold a valid teaching certificate or its equivalent and have completed two years teaching experience in an accredited public school. A copy of the public school teacher's service record serves as documentation. Candidates must submit two admission screenings as required by TEA.

All work must be completed within a period of six years from the earliest credit to be counted on the degree plan. Under certain circumstances, a time extension of up to four years may be granted on a course by course basis.

If a time extension for one or more courses is desired, a written application must be presented to the program advisor appropriate to the degree plan. It must explain (1) why the degree plan was not completed in a timely manner, (2) a schedule for completing the degree plan, and (3) information indicating that the student's knowledge of the subject matter in each course for which an extension is requested remains current.

Time extensions are not routine. Courses taken more than 10 years before the completion of the degree plan are never allowed to be used toward the plan. Additional courses are frequently assigned to the candidate who has not completed the degree plan requirements within the six-year limit.

* Candidates must be admitted to the Educator Preparation Program.

Texas Principal Certification (Non-degree Program) *

Interim Program Coordinator: Jennifer Engle (jennifer.engle@angelo.edu)

In addition to the College of Graduate Studies and Research entrance requirements, an individual seeking admission to the Principal Certification Program must hold a master's degree from a university that is accredited by an accreditation agency recognized by the Texas Higher Education Coordinating Board (THECB) and hold a valid classroom teaching certificate. Candidates must submit two admission screenings as required by TEA. All work on this certification must be done in residence, i.e. no transfer work is accepted. Admission to the program is based upon available space. This is an online program. After completing the required course work listed below, candidates must receive passing scores on the Principal as Instructional Leader EC-12 TExES exam and the Performance Assessment for School Leaders (PASL). Approval to take the TExES and PASL must be obtained from the program coordinator. Candidates will need to provide evidence of meeting the identified minimum score on an assigned practice exam for approval to take the 268 certification exam.

Texas Principal Certification (Non-degree Program) Required Courses (18 SCH)	Hours
EDCT 6301 School Culture for Principals	3
EDCT 6302 Instructional Leadership for Principals	3
EDCT 6303 Human Resources Management for Principals	3
EDCT 6304 Executive Supervision for Principals	3
EDCT 6349 Practicum for Principal Certification or EDCT 6399 Internship for Principals	3
EDG 6341 Role of the Principal	3

Superintendent Certification Program *

Program Coordinator: Kim Livengood (kimberly.livengood@angelo.edu)

In addition to the College of Graduate Studies and Research entrance requirements, an individual seeking admission to the Texas Superintendent Certification Program must hold a valid Texas Principal's Certificate or its equivalent. Candidates must submit two admission screenings as required by TEA. All work on this certificate must be done in residence, i.e. no transfer work is accepted. Admission to the program is based upon available space. This is an online program. After completing the required course work listed below, candidates must receive a passing score on the Superintendent TExES. Approval to take the TExES must be obtained from the program coordinator.

Specialization Courses	Hours
EDCT 6307 Leadership of the Educational Community for Superintendents	3
EDCT 6308 Instructional Leadership for Superintendents	3
EDCT 6309 Administrative Leadership for Superintendents	3
EDCT 6310 Strategic Organizational Management for Superintendents	3
EDCT 6312 Superintendent Practicum in Education or EDCT 6313 Superintendent Internship	3
Total semester credit hours for Superintendent Certification	15

* Candidates must be admitted to the Educator Preparation Program.

Master of Arts (M.A.)
Mental Health and Wellness Counseling

(30 semester hours)

Program Coordinator: Kristen Lyons (kristen.lyons@angelo.edu)

The graduate faculty in the Department of Curriculum and Instruction are actively involved in research, development of education models, and in-service education programs.

The M.A. in Mental Health and Wellness Counseling program is designed for candidates interested in careers as college and university counselors, career counselors, military counselors, and other positions in non-clinical counseling.

Degree Requirements

Required Courses		Hours
EDG 6301	Social and Cultural Influences	3
EDG 6304	Research	3
EDG 6320	Individual Counseling	3
EDG 6321	Group Counseling	3
EDG 6322	Introduction to School and Community Counseling	3
EDG 6323	Theories of Counseling	3
EDG 6328	Professional Orientation	3
EDG 6332	Introduction to Crisis, Trauma, and Mental Health Concerns	3
EDG 6396	Capstone in Mental Health and Wellness Counseling	3
EDSC 6303	Human Growth and Development	3

Courses in this program are offered through an online format.

All work must be completed within a period of six years from the earliest credit to be counted on the degree plan. Under certain circumstances, a time extension of up to four years may be granted on a course by course basis.

If a time extension for one or more courses is desired, a written application must be presented to the program advisor appropriate to the degree plan. It must explain (1) why the degree plan was not completed in a timely manner, (2) a schedule for completing the degree plan, and (3) information indicating that the student's knowledge of the subject matter in each course for which an extension is requested remains current.

Time extensions are not routine. Courses taken more than 10 years before the completion of the degree plan are never allowed to be used toward the plan. Additional courses are frequently assigned to the student who has not completed the degree plan requirements within the six-year time limit.

Texas Licensed Professional Counselor (Online Bridge Program/Non-Degree Program)

Program Coordinator: Kristen Lyons (kristen.lyons@angelo.edu)

The combination of the M.A. Mental Health and Wellness Counseling (30 SCH) degree program and the online LPC bridge (30 SCH) meet the academic requirements for Licensed Professional Counselor (LPC) as outlined in Title 22 Texas Administrative Code §681.83, allowing students to apply for a license through the Texas Behavioral Health Executive Council (BHEC). Additional coursework may be required on a case-by-case basis. After completion of required coursework, candidates must obtain approval for examinations and complete additional internship requirements, which can be found on the BHEC website, to obtain full licensure.

Required Courses (30 SCH)		Hours
EDG 6324	Career and Occupational Counseling	3
EDG 6327	Dysfunctional Behavior	3
EDG 6333	Assessment Techniques	3
EDG 6334	Addictions Counseling	3
EDG 6335	Counseling Ethics	3
EDG 6336	Marriage and Family Counseling	3
EDG 6337	Psychopathology and Psychopharmacology	3
EDG 6338	Counseling Methods	3
EDG 6350	Counseling Practicum 1	3
EDG 6351	Counseling Practicum 2	3

Master of Science (M.S.)
Professional School Counseling *

Program Coordinator: Audrey Heron (audrey.heron@angelo.edu)

The graduate faculty in the Department of Curriculum and Instruction are actively involved in research, development of education models, and in-service education programs.

The M.S. in Professional School Counseling program is designed for candidates interest in careers as Texas school counselors.

Candidates may qualify upon completion of the degree to take the Texas Examination of Educator Standards (TExES) for the Professional Certificate for School Counselors. Candidates must complete a minimum of 48 semester credit hours of graduate work, including all academic requirements for the Professional Certificate for School Counselors.

Degree Requirements

Required Courses	Hours
EDG 6301 Social and Cultural Influences	3
EDG 6302 Data Collection, Analysis, and Application	3
EDG 6304 Research	3
EDG 6305 Legal and Ethical Principles	3
EDG 6307 Professional Writing for Educators	3
EDG 6320 Individual Counseling	3
EDG 6321 Group Counseling	3
EDG 6323 Theories of Counseling	3
EDG 6324 Career and Occupational Counseling	3
EDG 6325 Practicum in School Counseling or EDG 5361 Internship in School Counseling	3
EDG 6327 Dysfunctional Behavior	3
EDG 6331 Role of the School Counselor	3
EDSC 6300 Capstone in School Counseling	3
EDSC 6301 Comprehensive School Counseling Programs	3
EDSC 6303 Human Growth and Development	3
Select 3 SCH from the following:	
EDG 6328 Professional Orientation	3
EDG 6333 Assessment Techniques	3
EDG 6334 Addictions Counseling	3
EDG 6335 Counseling Ethics	3
EDG 6336 Marriage and Family Counseling	3
EDG 6337 Psychopathology and Psychopharmacology	3
Total semester credit hours for Master of Science in Professional School Counseling	48

Courses in this program are offered through an online format.

The school counselor certification program prepares the student to apply for the Texas State Board for Educator Certification (SBEC) for certification as a school counselor. It is the responsibility for the student to apply for that certificate. As part of the certification requirements, applicants must hold a valid teaching certificate or its equivalent and have completed two years teaching experience in a TEA-accredited public school. A copy of the public school teacher's service record serves as documentation. Candidates must submit an admission screening as required by TEA.

All work must be completed within a period of six years from the earliest credit to be counted on the degree plan. Under certain circumstances, a time extension of up to four years may be granted on a course-by-course basis.

If a time extension for one or more courses is desired, a written application must be presented to the program advisor appropriate to the degree plan. It must explain (1) why the degree plan was not completed in a timely manner, (2) a schedule for completing the degree plan, and (3) information indicating that the student's knowledge of the subject matter in each course for which an extension is requested remains current.

Time extensions are not routine. Courses taken more than 10 years before the completion of the degree plan are never allowed to be used toward the plan. Additional courses are frequently assigned to the student who has not completed the degree plan requirements within the six-year time limit.

Texas Licensed Professional Counselor (Online Bridge Program/Non-Degree Program)

The combination of the M.S. in Professional School Counseling (48 SCH) degree program and the (18 SCH) bridge program meet the academic requirements for Licensed Professional Counselor (LPC) as outlined in Title 22 Texas Administrative Code §681.83, allowing students to apply for a license through the Texas Behavioral Health Executive Council. Additional coursework may be required on a case-by-case basis. This is an online program. After completion of required coursework, candidates must obtain approval for examinations and complete additional internship requirements to obtain full licensure

Required Courses (18 SCH)	Hours
EDG 6333 Assessment Techniques	3
EDG 6334 Addictions Counseling	3
EDG 6335 Counseling Ethics	3
EDG 6336 Marriage and Family Counseling	3
EDG 6337 Psychopathology and Psychopharmacology	3
EDG 6328 Professional Orientation	3

Texas School Counselor Certification (Non-degree Program) *

Program Coordinator: Audrey Heron (audrey.heron@angelo.edu)

In addition to the College of Graduate Studies and Research entrance requirements, an individual seeking admission to the Texas School Counselor Certification Program must hold a 48-hour master's degree in counseling from a university that is accredited by an accreditation agency recognized by the Texas Higher Education Coordinating Board (THECB). This is per Texas Administrative Code 239.20, and no exceptions can be made. Candidates must also submit an admission screening as required by TEA. Additional leveling coursework prior to program entry may be required on a case-by-case basis. This is an online program. After completing the required coursework listed below, candidates must receive a passing score on the School Counselor TExES exam. Approval to take the TExES must be obtained from the program coordinator.

Texas School Counselor Certification (Non-degree Program)

Required Courses (18 SCH)	Hours
EDG 6320 Individual Counseling	3
EDG 6321 Group Counseling	3
EDG 6324 Career and Occupational Counseling	3
EDG 6325 Practicum in School Counseling or EDG 5361 Internship in School Counseling	3
EDG 6331 Role of the School Counselor	3
EDSC 6301 Comprehensive School Counseling Programs	3

* Candidates must be admitted to the Educator Preparation Program.

Master of Education (M.Ed.) Student Development and Leadership in Higher Education

Program Coordinator: Gina Shipley (gina.shipley@angelo.edu)

The graduate faculty in the Department of Curriculum and Instruction are actively involved in research, development of education models, and in-service education programs.

The M.Ed. in Student Development and Leadership in Higher Education program prepares graduate candidates for work as college, university, and other postsecondary staff and administrators including positions in academic and career advising, admissions, athletics, student activities, programs for underrepresented students, residence life and other areas of student service administration. Graduates also support student development in military organizations, community organizations, and in K-12 educational institutions. Graduates are employed as adjunct faculty and full-time instructors in higher education institutions and are prepared to pursue advanced degrees in higher education.

Candidates will gain knowledge of college student populations and the skills and attitudes to build effective programs and services to meet the needs of a diverse educational system.

As a summative requirement for the degree, the candidate must successfully complete a comprehensive program review with a committee of Graduate Faculty.

Degree Requirements

Required Courses		Hours
EDG 6301	Social and Cultural Influences	3
EDG 6302	Data Collection, Analysis, and Application	3
EDG 6304	Research	3
EDG 6305	Legal and Ethical Principles	3
EDG 6307	Professional Writing for Educators	3
EDG 6361	American Higher Education	3
EDG 6362	College Student Development	3
EDG 6364	Issues in Higher Education	3
EDG 6366	Student Affairs and Administrative Services	3
EDG 6398	Capstone in Student Development	3
EDSD 6304	Program Administration and Assessment	3
EDSD 6305	Leadership in Higher Education	3
	Total semester credit hours for Master of Education in Student Development and Leadership in Higher Education	36

Courses in this program are offered through an online format.

Academic Advising Certificate

The Academic Advising Certificate program is designed for graduate students and first year or experienced academic advisors in both two-year and four-year institutions. This program is also designed for individuals whose desire is to seek more advising knowledge beyond their disciplines and for individuals who anticipate academic advising roles. The program plan will list the courses students need to complete the certificate process. The Advising Certificate Program uses an online format. Students will receive the certificate after successfully completing coursework. With regular admission to the graduate program, some courses can be applied to the Master of Education in Student Development and Leadership in Higher Education degree. All certificate courses must be completed with a grade of "B" or better and 25% of coursework must be taken in residence. For more information contact the program coordinator.

Certificate Requirements

Certificate - Academic Advising

Specialization Courses		Hours
EDG 6301	Social and Cultural Influences	3
EDG 6324	Career and Occupational Counseling	3
EDG 6362	College Student Development	3
EDG 6367	Foundations of Academic Advising	3
EDSD 6302	Advising for College Transitions	3

Doctor of Education (Ed.D.)
Transformative Leadership

(60 semester hours)

Program Coordinator: Amy Murphy (amy.murphy@angelo.edu)

The Ed.D. in Transformative Leadership is unique in its design for candidates pursuing leadership roles in a variety of different settings that include public, private, non-profit, and government entities. Graduates are prepared to become inquiry- and data-driven leaders within their respective fields. The program uses both synchronous and asynchronous delivery of online (remote) instruction for rigorous, evidence-based coursework and a dissertation under the guidance of a designated committee. All courses are offered on an eight-week schedule.

Program Mission

The mission of the Ed.D. in Transformative Leadership program is to provide leaders with the skills and abilities to lead within , and beyond , an organization .

Goals

The Doctor of Education in Transformative Leadership program has three goals:

1. To prepare leaders within institutions and organizations, from local to global, through a relevant and progressive curriculum.
2. To provide students a strong research foundation in order to contribute to the field of educational research and promote responsible interpretation of research.
3. To provide organizations with tactical, strategic leaders who are flexible, adaptive, problem solvers prepared to implement transformative practices for lasting change in cross cultural environments.

Admission Requirements

Admission to the Ed.D. in Transformative Leadership is based on a cohort model. Applicants should consult with the program coordinator for specific application time lines.

- Minimum overall grade point average (GPA) of 3 .5 on the last degree earned from a regionally accredited institution, *
- Two letters of recommendation (see program coordinator for full instructions),
- Writing sample,
- Resume/CV,
- Applicant interview,
- Official transcripts from all colleges and/or universities attended,
- GRE is not required.

Candidacy, Comprehensive Portfolio Evaluation, and Dissertation

Admission to candidacy indicates the faculty's judgement of the student's potential to successfully complete the requirements of the degree program. Students are expected to apply for candidacy no later than the end of their second year in the program, or 45 SCH of coursework, with a minimum GPA of 3.00 and fulfillment of the residency requirement. The residency requirement includes interactive sessions with fellow scholars, both on- and off-campus, during the first two summers.

Application to begin the dissertation phase of the program will be made to the Department of Curriculum and Instruction. Upon approval, the student will be assigned a Dissertation Chairperson to coordinate the Comprehensive Portfolio Evaluation presentation process. Satisfactory performance in coursework does not guarantee successful performance on the Comprehensive Portfolio Evaluation presentation.

Once the Comprehensive Portfolio Evaluation presentation has been successfully presented, the doctoral candidate is eligible to present a formal proposal for dissertation research to the Doctoral Advisory Committee. Candidates will then continue to register for dissertation courses until the dissertation is successfully defended. The end of the dissertation phase will be marked by a successful Oral Defense of research project.

Degree Requirements

Required Courses	Hours
Research Courses (9 SCH)	
EDTL 7300 Research Methods and Statistics	3
EDTL 7301 Theory and Practice in Qualitative Data	3
EDTL 7302 Quantitative Analysis	3
Profession-Specific Courses (42 SCH)	
EDTL 7320 Leadership for Transformative Change	3
EDTL 7321 Leadership for Human Resource Development	3
EDTL 7322 Ethical Frameworks	3
EDTL 7323 Team Dynamics	3
EDTL 7324 Culturally Competent Leadership	3
EDTL 7325 Emerging Trends and Issues in Resource Management	3
EDTL 7328 Crisis Leadership	3
EDTL 7329 Violence Prevention and Environmental Safety	3
EDTL 7330 Leading Community Partnerships	3
EDTL 7331 Program Evaluation	3
EDTL 7334 Exploration of Big Data	3
EDTL 7335 Design Thinking: Creativity, Innovation, and Impact	3
Electives (approved by advisor)	6
Dissertation Courses (9 SCH)	
EDTL 7310 Dissertation Proposal	3
EDTL 7311 Dissertation Research	3
EDTL 7312 Dissertation Defense	3

* Probationary admission may be considered if applicant has not completed a graduate degree.

College of Science and Engineering

Dean: Dr. Paul K. Swets
Office: Vincent Building, Room 175
Telephone: 325-942-2470
E-Mail: CSE@angelo.edu

The College of Science and Engineering offers a range of degree programs and courses in mathematics, computer science, agriculture, and natural sciences. The distinctive, learning-centered environment in the college places students in a community of scholars, where teaching, research, and creative endeavor combine to create a rich educational experience. In this spirit, although the college faculty demonstrate significant achievement in the areas of scholarship, creative endeavor, community engagement, and professional service, teaching is their highest calling.

The courses and programs in the college provide students with the knowledge, skills, and habits of mind to become responsible and productive citizens and leaders. They also provide a solid basis from which students may enter professional fields such as law and medicine.

Departments and Programs

Students in the College of Science and Engineering may pursue studies in the following departments.

David L. Hirschfeld Department of Engineering

Program of Study in Civil Engineering

- B.S.C.E. Civil Engineering
- B.S.M.E. Mechanical Engineering

Department of Agriculture

Programs of Study in Agriculture

- B.S. Agribusiness
- B.S. Agricultural Science and Leadership
- B.S. Agricultural Science and Leadership, Teacher Certification
- B.S. Animal Science
- B.S. Food Animal Science and Marketing
- B.S. Natural Resource Management
- M.Ag. Agriculture
- M.S. Animal Science
- B.S./M.B.A. Integrated Agribusiness/Business Administration *

Department of Biology

Programs of Study in Biology

- B.S. Biology
- B.S. Life Science with Secondary teacher certification
- M.S. Biology
- M.S. Biology with emphasis in Science Education

Department of Chemistry and Biochemistry

Program of Study in Chemistry

- B.S. Chemistry
- B.S. Chemistry with Specialization Area Biochemistry Emphasis

Department of Computer Science

Program of Study in Computer Science

- B.S. Computer Science
- B.S. Cybersecurity
- M.S. Computer Science

Department of Mathematics

Programs of Study in Mathematics

- B.A. Mathematics
- B.A. Mathematics with Secondary teacher certification
- B.S. Mathematics
- B.S. Mathematics with Secondary teacher certification
- B.I.S. Interdisciplinary Studies Mathematics with Secondary Teacher Certification

Department of Physics and Geosciences

Programs of Study in Physics

- B.S. Geoscience
- B.S. Physics
- B.S. Physics with Specialization Area Applied Physics

Additional programs

Program of Study in Applied Arts and Sciences

- B.A.A.S. Applied Arts and Sciences with Specialization Area Computer Science

* Recipients receive both an undergraduate and graduate degree simultaneously.

College of Science and Engineering:

Department of Agriculture

Interim Department Chair: Chase A. Runyan

Graduate Faculty: Branham, Cope, Dickison, Kellermeier, Meyer, Owens, Runyan, Salisbury, Scott.
Distinguished Professor Emeritus: Engdahl.
Professors Emeritus: Holland, Shelby.

Contact Information: Vincent Building, Room 212
Telephone: 325-942-2027, Fax: 325-942-2183
http://www.angelo.edu/dept/agriculture/

Master of Agriculture (M.Ag.)
Agriculture

(36 semester hours)

General Requirements **Hours**

AG 6181 Seminar (to be repeated once) 2
AG 6321 Research Methods 3
AG 6400 Experiential Learning in Agriculture Industries 4

Prescribed Electives in Concentration Areas

Animal Science
Select 3 SCH from the following courses 3
- ASCI 6339 Advanced Reproductive Physiology
- ASCI 6341 Advanced Animal Nutrition
- ASCI 6344 Physiology of Farm Animals
- ASCI 6347 Advanced Livestock Breeding and Genetics

Agricultural Economics
Select 3 SCH from the following courses 3
- AGEC 5351 Land and Natural Resource Economics
- AGEC 6331 Farm Business Management
- AGEC 6332 Financial Management in Agriculture

Agricultural Science and Leadership
Select 3 SCH from the following courses 3
- AGSC 6300 Technology Transfer and Leadership Methods in Agriculture Industries

Food Science
Select 3 SCH from the following courses 3
- FSCI 5300 Food Regulations and HACCP
- FSCI 5345 Food Microbiology
- FSCI 6329 Advanced Food Science
- FSCI 6346 Advanced Meat Science and Muscle Biology

Range and Wildlife Management
Select 3 SCH from the following courses 3
- RWM 6338 Range Animal Nutrition
- RWM 6339 Grazing Management
- RWM 6340 Range and Livestock Management

Prescribed Electives from:
AGSC, AGEC, ASCI, FSCI, and RWM courses, or
AGEC 6317 and 6335 3-12

Prescribed Electives from outside
Agriculture Department offerings 0-9

Master of Science (M.S.)
Animal Science

The Master of Science degree with the thesis option is designed for persons intending to continue graduate work at the doctoral level. The specialized curricula are designed to give the student a thorough knowledge of the application of scientific principles to the production, processing, and marketing of livestock and livestock products. The Master of Science degree, thesis option, requires a minimum of 30 semester credit hours of graduate work, including 21-30 semester credit hours in agriculture department courses (including six semester credit hours for thesis) and 0-9 semester credit hours in supporting electives.

General Departmental Degree Requirements

The student's Master of Science program must be initiated under the direction of a major professor and approved by the Chair of the Department of Agriculture and the Dean of the College of Graduate Studies and Research. The specific courses required for Animal Science majors will be determined by the student's advisory committee. The thesis project must be approved by the advisory committee and Graduate Dean. All graduate students are expected to successfully pass a comprehensive oral exam at the end of their graduate work. Graduate students completing a thesis option also must successfully defend their thesis.

Certificate Available in Agriculture

All graduate certificate programs require an overall 3.00 grade point average and a grade of at least a "B" in each required class. 25% of all course work for certificates must be taken in residence. The Ranch Management and Beef Industry Leadership certificate may be completed independently or as part of a Master of Agriculture or Master of Science in Animal Science program.

Certificate - Ranch Management and Beef Industry Leadership (15 SCH required)

The following 9 SCH are required.

RWM 6338 Range Animal Nutrition 3
RWM 6340 Ranch and Livestock Management 3
AGEC 6331 Farm Business Management 3
ASCI 6345 Advanced Beef Cattle Production 3

Select 3 SCH from the following:

RWM 6339 Grazing Management 3
ASCI 6341 Advanced Animal Nutrition 3

Bachelor of Science (B.S.)
Master of Business Administration (M.B.A.)
Integrated Agribusiness/Business Administration

(150 semester hours)

Academic Major	Hours
Accounting 6301	3
Agricultural Economics 3330, 3331, 4317, 4335	12
Agricultural Economics 4305, 4306, or 4351 (choose two)	6
Agricultural Economics 4342 or Management 2331	3
Animal Science 1319	3
Animal Science 3320, 4181	4
Animal Science 3443, 3449, 4344 (choose two)	7-8
Animal Science 4342, 4343, 4345	3
Business 6302	3
Economics 6311	3
Finance 3361, 6301	6
Management 6301, 6303, 6311, 6312, 6313	15
Marketing 6301	3
Major Support Courses	
Agricultural Economics 2317	3
Animal Science 1309 or Business Computer Information Systems 1305	3
Food Science 1329	3
General Studies 1181	1
Mathematics 1314, 1324, 1342	3
Range and Wildlife Management 3331	3
Core Curriculum	
See the Undergraduate Catalog for a listing of core curriculum	42
Students should be aware that some majors specify particular courses to meet core-curriculum requirements when options are available.	
Minor (Business Administration)	
Accounting 2301, 2302	6
Business 3301	3
Economics 2301	3
Management 3301	3
Marketing 3321	3
Electives	
Electives	11-12

Students interested in the Integrated B.S. in Agribusiness/M.B.A. in Business Administration will be required to complete a minimum of 150 semester credit hours of degree credit. Of this total, 120 semester credit hours will be at the undergraduate level and 30 semester credit hours will be at the graduate level. A unique feature of the five-year program is that students will begin taking graduate course work in their senior year. All candidates for this program are required to take the GMAT and be admitted to the Graduate Program before taking any graduate credit hours. The student must maintain a cumulative 3.00 in all undergraduate courses and a cumulative 3.00 in all graduate courses. Another unique feature of this program will be the awarding of the B.S. in Agribusiness and M.B.A in Business Administration degrees simultaneously at the completion of the program. Therefore, a student will not be awarded the B.S. in Agribusiness after completing 120 semester credit hours at the undergraduate level until the completion of the 30 semester credit hours at the graduate level in the M.B.A. in Business Administration. Should a student decide not to finish the M.B.A. portion of the program, then this student would be required to complete all of the course requirements to finish the B.S. in Agribusiness as a separate degree.

Minors

All students who major in Agribusiness will minor in Business Administration. The Business Administration minor is built into the requirements for a B.S. in Agribusiness and is earned by taking the following courses: Accounting 2301, 2302, Business 3301, Economics 2301, Management 3301, and Marketing 3321.

Facilities

The Animal Sciences program at Angelo State University is supported by a wide range of physical facilities which provide students with unique opportunities to gain experience in every facet of management, instruction, and research related to careers in the field of animal science.

Angelo State University operates a comprehensive Management, Instruction, and Research (MIR) Center in conjunction with 6,000 acres of land at O.C. Fisher Lake near San Angelo which the University utilizes as a multiple purpose agricultural production and wildlife management area under a 25-year lease from the U.S. Corps of Engineers, Department of the Army.

A multi-million dollar complex at the Center includes instructional and research laboratories for animal science, animal anatomy and physiology, animal reproduction, animal nutrition, wildlife management, wool and mohair technology, plant and range sciences, and meat and food science.

ASU's Food Safety and Product Development (FSPD) Laboratory is about 8,000 square feet and is adjacent to the Management, Instruction and Research (MIR) Center, about six miles north of San Angelo. The facility maintains several laboratories for research and teaching. The FSPD Lab is able to fully process meat and food products from beginning to end with equipment capable of harvesting, processing, cooking/smoking and packaging.

An 80' X 120' multi-use arena provides facilities for livestock exhibitions and demonstrations, seminars, judging contests, and other activities. A maintenance complex includes shops for maintenance and repair of trucks, tractors, and other farm and ranch machinery, and for the construction of various types of equipment needed in animal, wildlife, and crop research.

The facilities of the Texas A&M University AgriLife Research and Extension Center at San Angelo are available for specialized instructional needs of Angelo State University students majoring in Animal Science. This Center, established adjacent to the University's Management, Instruction, and Research Center with the support and assistance of Angelo State University, is a joint partner with Angelo State University in striving to meet the agricultural needs of the Edwards Plateau.

College of Science and Engineering:

Department of Biology

Department Chair: Nicholas J. Negovetich

Graduate Faculty: Ammerman, Crabill, Dixon, Fohn, Heimann, Krukonis, Negovetich, Skipper, Strenth, Wilke.
Distinguished Professor Emeritus: Maxwell.
Professor Emeritus: Dowler

Contact Information: Cavness Science Building, Room 102R
Telephone: 325-942-2189
http://www.angelo.edu/dept/biology/

Master of Science (M.S.) in Biology

Admission Requirements

The requirements for admission to the College of Graduate Studies and Research and the Master of Science in Biology are listed beginning on page 12 of this Catalog.

Degree Requirements

To enroll in the Master of Science program, students must receive research guidance from a professor in the department and be approved by the chair of the Biology Department and the dean of the College of Graduate Studies and Research. The thesis option is offered for those students preparing for further graduate work in biology. For thesis admission, a student must select a research topic and be approved by the biology graduate faculty member who represents this discipline. The non-thesis option is offered for those students desiring to improve their positions and skills as secondary school or junior college teachers, laboratory technicians, consultants, or government employees.

I. Master of Science in Biology

A. Thesis Option: Typically, students who plan to pursue a doctoral degree choose the thesis option. Thesis students must complete a minimum of 30 semester credit hours of graduate work, including:

1. 18-24 semester credit hours in biology graduate courses, including Biology 6301, 6302, and two hours of 6181;
2. up to 6 credit hours in supporting graduate (non-biology) electives. (Must have advisor approval. If these hours are not used for electives, they must be made up in Biology courses.);
3. a thesis in biology (6 semester credit hours in biology will be awarded for successful completion of the thesis.).

Thesis research is available in:

- Developmental Biology
- Ecology
- Microbiology
- Molecular Biology
- Organismal Biology
- Parasitology
- Physiology
- Science Education
- Systematics
- Virology

Those interested in admission as a thesis student to the biology graduate program should first contact a biology graduate faculty member conducting research in an area of interest to the student.

B. Non-Thesis Option: A non-thesis biology graduate student (a student who either has chosen the non-thesis option or has not yet been accepted into a graduate faculty member's research program) is required to complete 36 semester credit hours of biology graduate work, including:

1. 24-30 semester credit hours in biology graduate courses, including Biology 5480 or 6301, and 2 hours of 6181;
2. Biology 6302;
3. 3 semester credit hours in independent research (6391);
4. up to 6 semester credit hours in supporting graduate (non-biology) electives. (Must have advisor approval. If these hours are not used for electives, they must be made up in Biology courses.).

The independent research includes a thorough review of the literature on a topic acceptable to both the student and the supervising graduate faculty member. Any non-thesis student interested in conducting additional research may seek approval from a member of the biology graduate faculty and the chair of the Biology Department. The student can then conduct additional laboratory or field-based study after the three-hour research requirement has been successfully completed.

II. Master of Science in Biology with Emphasis in Science Education

To enroll in this biology master's program, a student must have a mentorship agreement with a biology professor and must be approved by the chair of the Biology Department and the dean of the College of Graduate Studies and Research. This program is designed for students seeking careers as two- or four-year college or university educators. Students will broaden their basic knowledge of the biological sciences, gain experience in investigative research methodology (particularly as it relates to the study of how science is taught), and develop an understanding of science pedagogy, curriculum development and assessment as it relates to learning in institutions of higher education.

The thesis option is offered for those preparing to teach and conduct research at the two- or four-year college level or for those preparing for further graduate work in science education at the doctoral level. For thesis admission, a student must select a research topic and be approved by the biology graduate faculty member who represents that discipline. The non-thesis option is offered for those who want to improve their positions and skills as secondary school or junior college teachers.

NOTE: This program does NOT lead to teacher certification. However, secondary biology teachers seeking to expand their background knowledge in the biological sciences and/or enhance their science education research skills are eligible to apply. Leveling work is determined case-by-case.

A. Thesis Option: Thesis students must complete a minimum of 30 semester credit hours of graduate work, including:

1. 4 semester credit hours of core pedagogical courses (Biology 6304 and Biology 6171);
2. up to 6 semester credit hours of graduate (non-biology) elective courses. (Must have advisor approval. If these hours are not used for electives, they must be made up in Biology courses);
3. 14-20 semester credit hours in biology graduate courses, including Biology 6301, 6302, and 1 hour of 6181;
4. students will be awarded 6 hours of credit (either 6399 twice or 6699) upon successful completion of the thesis.

Admission into the biology graduate program as a thesis student requires acceptance into a research program of one of the biology graduate faculty. Those interested in admission as a thesis student should first contact a biology graduate faculty member conducting research in an area of interest to the student.

B. Non-Thesis Option: A non-thesis student (a student who either has chosen the non-thesis option or has not yet been accepted into a graduate faculty member's research program) is required to complete a minimum of 36 semester credit hours, including:

1. 4 semester credit hours of core pedagogical courses (Biology 6304 and 6171);
2. up to 6 semester credit hours of graduate (non-biology) elective courses. (Must have advisor approval. If these hours are not used for electives, they must be made up in Biology courses);
3. 23 semester credit hours in biology graduate courses, including Biology 5480 or 6301, 6302, and 1 hour of 6181;
4. a research report in science education (Biology 6391). Results of the research report must be presented orally to the Biology department faculty during the last semester prior to graduation.

Comprehensive Examination

Each candidate for the Master of Science degree in Biology is required to successfully complete advanced biology (Biology 6302). This course covers a broad range of general topics in biology and serves as the comprehensive examination in the Department of Biology graduate program.

Leveling courses

All leveling courses must be completed with a grade of "C" or higher.

Facilities

The Department of Biology offers a graduate program that covers a broad range of subject areas. Modern laboratory facilities, a state-of-the-art greenhouse, and research and teaching collections of plants and animals are located on the campus. Opportunities for field-oriented graduate research are enhanced by the location of San Angelo in an ecotone between several biotic provinces.

The Biology faculty are engaged in research that includes behavioral and evolutionary ecology, developmental biology, microbial ecology, molecular genetics, neurophysiology, and ecology and systematics of plants and animals.

College of Science and Engineering:

Department of Computer Science

Department Chair: Erdoğan Doğdu

Faculty: Choupani, Doğdu, LeGrand, Motl, Niehues, Wilde.

Contact Information: Mathematics-Computer Science Building, Room 205; Telephone: 325-942-2101, Fax: 325-942-2213
http://www.angelo.edu/dept/computer_science/

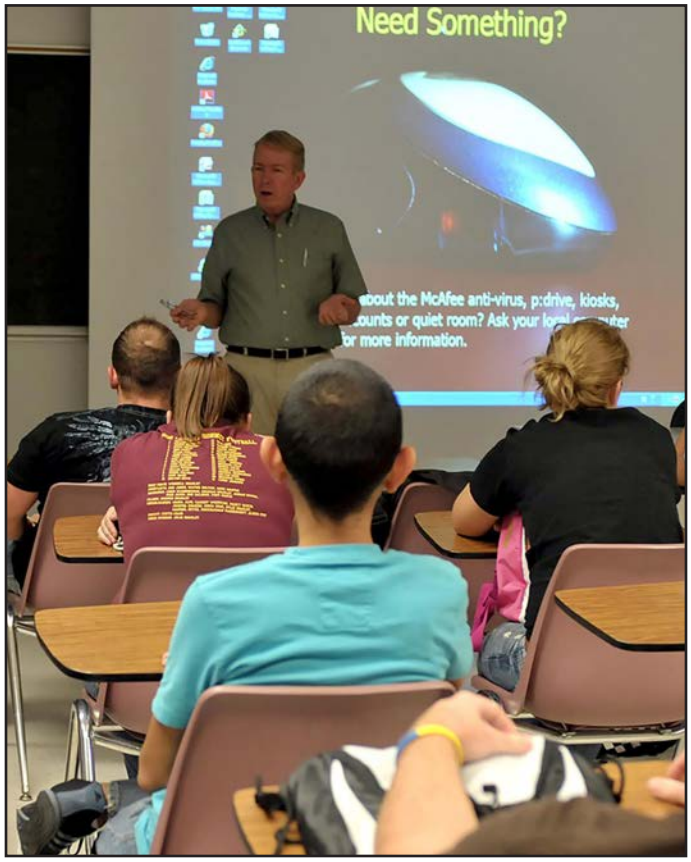
Master of Science (M.S.) Computer Science

Admission Requirements

The requirements for admission to the College of Graduate Studies and Research and the Master of Science in Computer Science are listed beginning on page 12 of this Catalog.

Degree Requirements

To enroll in the Master of Science program, students must receive research guidance from a professor in the department and be approved by the chair of the Computer Science Department and the dean of the College of Graduate Studies and Research. The thesis option is offered for those students preparing for further graduate work in computer science. For thesis admission, a student must select a research topic and be approved by the computer science graduate faculty member who represents the discipline. The non-thesis option is offered for those students desiring to advance their knowledge and skills in computer science or enter the field of computer science from engineering, science and related fields.



I. Master of Science in Computer Science

A. Thesis Option: Typically, students who plan to pursue a doctoral degree choose the thesis option. Thesis students must complete a minimum of 30 semester credit hours of graduate work, including:

1. At least 3 semester credit hours in core graduate courses, including Computer Science 6302, 6314, and 6352;
2. Up to 18 semester credit hours in elective graduate courses, at least 15 hours in Computer Science and at most 3 hours can be in one of non-Computer Science electives (must have advisor approval); A thesis in computer science (1-9 semester credit hours in Computer Science 6099 will be awarded for successful completion of the thesis).
3. Thesis research is available in:
   Artificial Intelligence
   Cybersecurity
   Data Engineering
   Software Engineering

Those interested in admission as a thesis student to the computer science graduate program should first contact a computer science graduate faculty member conducting research in an area of interest to the student.

B. Non-Thesis Option: A non-thesis computer science graduate student is required to complete 30 semester credit hours of graduate work, including:

1. At least 3 semester credit hours in core graduate courses, including Computer Science 6302, 6314, and 6352;
2. Up to 24 credit semester hours in elective graduate courses, at least 15 semester credit hours in Computer Science and up to 9 semester credit hours can be in non-Computer Science electives (must have advisor approval);
3. A project in computer science (3 semester credit hours in Computer Science 6399 will be awarded for successful completion of the project).

Master of Science (M.S.)
Computer Science
(30 semester hours)

M.S. Core Requirements

CS 6099 Thesis: Credit 1 to 9
CS 6302 Advanced Operating Systems
CS 6314 Computer Networks
CS 6352 Analysis of Algorithms
CS 6399 Project (Non-Thesis)

Prescribed Electives in Concentration Areas

Artificial Intelligence
- CS 6318 Artificial Intelligence
- CS 6319 Machine Learning
- CS 6320 Data Mining
- CS 6321 Deep Learning
- CS 6322 Image Processing
- CS 6323 Multimedia Systems
- CS 6325 Robotics

Cybersecurity
- CS 6308 Ethical Issues in Computing
- CS 6315 Computer and Network Security
- CS 6316 Data Security
- CS 6317 Software Security

Data Engineering
- CS 6311 Advanced Database Systems
- CS 6330 Data Science
- CS 6335 Big Data
- CS 6337 Semantic Web
- CS 6338 Knowledge Engineering

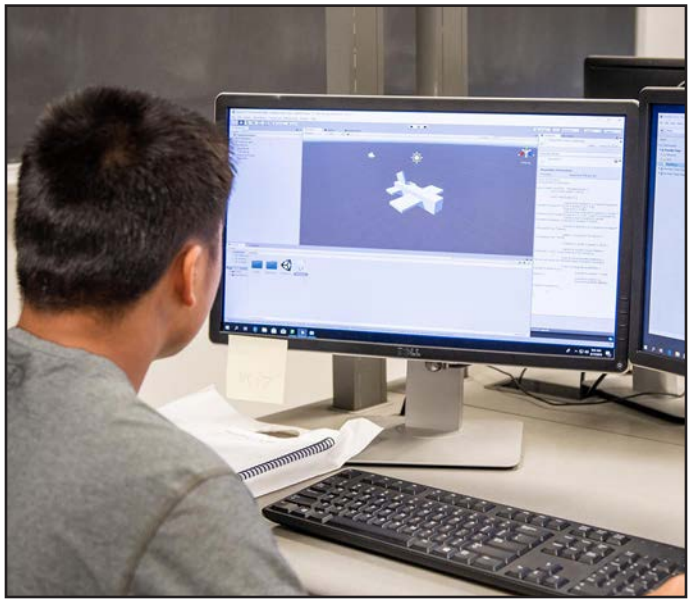
Software Engineering
- CS 6306 Software Engineering
- CS 6312 Advanced Web Technologies
- CS 6370 Computer Game Development
- CS 6371 Internship
- CS 6372 Advanced Computer Game Development
- CS 6391 Research

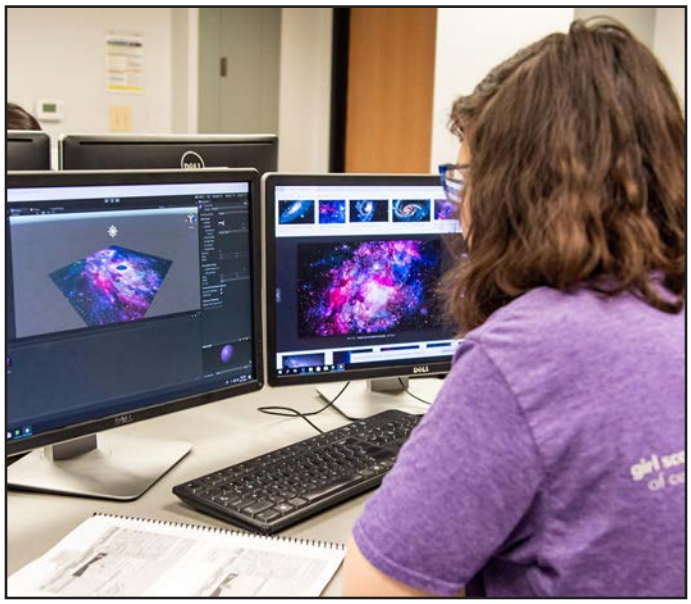
Non-Computer Science Electives

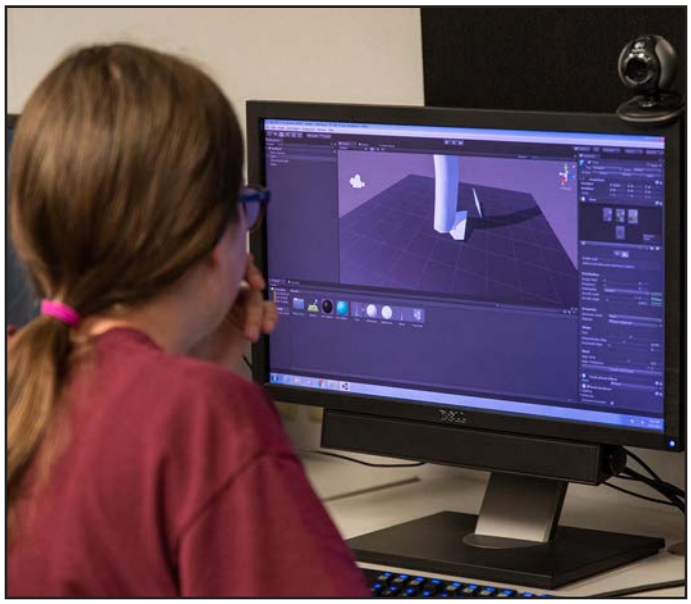
- ISSA 6307 Cryptology
- ISSA 6351 Emerging Technologies in Homeland Security
- MGMT 6301 Management of Information Systems
- MGMT 6303 Advanced Data Analytics
- MATH 6314 Number Theory for Educators
- MATH 6317 Probability for Educators
- MATH 6327 Graph Theory for Educators
- MATH 6333 Statistics for Educators I

Program Faculty

Our faculty are computer science professionals who stay up to date with the latest advances in technology. You can collaborate with them on research projects, and our small class sizes mean you get the individual attention you deserve - whether it's on campus or online.







Norris-Vincent College of Business

Dean: Dr. Andrew A. Tiger
Office: Rassman 262
Telephone: 325-942-2337, **Fax:** 325-942-2285
E-Mail: college.business@angelo.edu

The Norris-Vincent College of Business is comprised of three academic departments—the Department of Accounting, Economics and Finance, the Department of Aerospace Studies, and the Department of Management and Marketing—as well as the ASU Small Business Development Center (SBDC). The Department of Accounting, Economics and Finance and the Department of Management and Marketing offer an extensive array of business degree programs at both the undergraduate and master's levels. All business degree programs are accredited by AACSB (the Association to Advance Collegiate Schools of Business) and ACBSP (the Accreditation Council for Business Schools and Programs). The Department of Aerospace Studies houses Detachment 847 of the Air Force Reserve Officer Training Corps (ROTC), providing superb leadership training and a path to a commission as a second lieutenant in the US Air Force upon graduation. The ASU SBDC fosters the success and growth of small businesses in their 10 county service area surrounding San Angelo.

Major Field Test/MFT for M.B.A.

All students pursuing the B.B.A. degree must complete the undergraduate Major Field Test (MFT) as a graduation requirement, which is typically administered within Management 4303. All students pursuing an M.B.A. or one of the integrated B.B.A./M.B.A. programs must complete the MFT for M.B.A. as a graduation requirement, which is typically administered within Management 6313.

Departments and Programs

Students in the Norris-Vincent College of Business may pursue studies in the following departments:

Department of Accounting, Economics and Finance

Programs of Study in Accounting
- B.B.A. Accounting
- B.B.A./M.P.Ac Integrated Professional Accountancy *
- M.P.Ac. Professional Accountancy

Programs of Study in Economics
- B.B.A. Economics

Programs of Study in Finance
- B.B.A. Finance
- B.B.A./M.B.A. Integrated Finance/Business Administration *

Department of Management and Marketing

Programs of Study
- B.B.A. International Business
- B.B.A./M.B.A. Integrated International Business/Business Administration *
- B.B.A. Management
- B.B.A./M.B.A. Integrated Management/Business Administration *
- B.B.A. Management Information Systems
- B.B.A./M.B.A. Integrated Management Information Systems/ Business Administration *
- B.B.A. Marketing
- B.B.A./M.B.A. Integrated Marketing/Business Administration *
- B.C.A. Commercial Aviation

Norris-Vincent College of Business
- M.B.A. Business Administration
- M.B.A. Business Administration with Specialization Area Healthcare Management
- M.S. Business Data Science and Analytics
- M.S. Hospital and Health Care Facilities Administration

* Recipients receive both an undergraduate and graduate degree simultaneously.

Norris-Vincent College of Business:

Department of Accounting, Economics and Finance

Department Chair: Jeremy P. St. John

Graduate Faculty: Calk, Conklin, Cutsinger, Davis, Escalante, Golden, B. Huang, Husein, Kara, Mangano, Pier.

Contact Information: Rassman Building, Room 258
Telephone: 325-942-2046, Fax: 325-942-2285
E-Mail: MPAC@angelo.edu
http://www.angelo.edu/dept/aef/

Master of Professional Accountancy (M.P.Ac.)

The Master of Professional Accountancy (M.P.Ac.) is accredited by the Association to Advance Collegiate Schools of Business (AACSB) and consists of 30 credit hours of graduate study designed to satisfy Texas Certified Public Accountant (CPA) licensing requirements for those students entering the program with an undergraduate degree in accounting.

The M.P.Ac. is a specialized degree that focuses on accounting. Graduates of the M.P.Ac. program who hold an undergraduate degree in business or accounting should meet the Texas State Board of Public Accountancy (TSBPA) requirements to take the CPA Examination. Students enrolling in the program without an undergraduate degree in business will be required to take additional general business courses to meet the requirements of the TSBPA to sit for the CPA Examination. A CPA license is a respected credential and viewed favorably during hiring decisions, even in businesses and not-for-profit organizations where the credential is not required.

Admission Requirements

Graduate Management Admission Test (GMAT)
To be admitted to the M.P.Ac. program, students may be required to take the Graduate Management Admission Test (GMAT). To make arrangements for taking the test, go to the GMAT website: www.mba.com. If required, a minimum GMAT score of 430 is required for admission.

To be granted regular admission to the M.P.Ac. program, you must:

- Hold a bachelor's degree with an overall GPA of 2.5 or better, including all grades on repeated courses, or hold a bachelor's degree with an overall GPA of 3.00 or better in the last 60 hours of undergraduate work
- Have an average 2.5 GPA in ACCT 3311, ACCT 3312, and ACCT 3313, with no grade lower than C (courses may be repeated to satisfy this requirement)
- Students with an undergraduate GPA less than a 3.25 must have a formula score of at least 1050 = [(GPA x 200) + GMAT] and a GMAT score no lower than 430
- Students with a GPA of 3.25 or above are exempt from taking the GMAT.

For admission to graduate status as an undergraduate senior in the integrated B.B.A./M.P.Ac. program, you must:

- Complete a minimum of 90 hours of undergraduate credit with an overall GPA of 3.00 or better, including all grades on repeated courses
- Maintain an overall 3.0 GPA at both the undergraduate and graduate levels

M.P.Ac. Learning Goals and Curriculum

Upon successful completion of the M.P.Ac. degree program, our graduates should be able to:

- Apply advanced knowledge skills and values to develop integrative solutions to accounting problems
- Demonstrate skills in the use of current information resources to research advanced accounting problems
- Demonstrate effective written and oral communication skills appropriate to accounting
- Demonstrate ethical reasoning and awareness appropriate to accounting decision-making and social responsibility
- Lead others and work effectively in a team setting

To achieve these learning goals, students must complete 10 graduate courses for a total of 30 semester credit hours. The M.P.Ac. curriculum and course prerequisites are listed below (all courses are 3 credit hours). Students may be allowed to enroll concurrently in undergraduate courses and graduate courses as long as the prerequisites for the enrolled graduate courses are met.

ACCT 6303 Applied Auditing
(Prerequisite: ACCT 4303 Auditing)

ACCT 6309 Advanced Accounting
(Prerequisite: ACCT 3304 Intermediate Accounting II)

ACCT 6317 Accounting Theory
(Prerequisites: ACCT 3304 Intermediate Accounting II and ACCT 3331 Cost Accounting)

ACCT 6325 Financial Statement Analysis
(Prerequisites: ACCT 3304 Intermediate Accounting II)

ACCT 6332 Ethics in Accounting

ACCT 6361 Advanced Tax Accounting
(Prerequisite: ACCT 3361 Income Tax Accounting)

ACCT 6363 Taxation of Flow-through Entities

MGMT 6303 Advanced Data Analytics

Six graduate hours of electives approved by the M.P.Ac. graduate advisor from ACCT, BUSI, ECON, FINC, MGMT and MKTG

Foundation Requirements

Applicants who hold an undergraduate degree in accounting typically will not need any additional coursework before beginning the graduate coursework in accounting specified above. Applicants who do not hold an undergraduate degree in accounting may be required to complete some or all of the following undergraduate prerequisites for the M.P.Ac. program:

ACCT 2301 – Principles of Accounting I
ACCT 2302 – Principles of Accounting II
ACCT 3305 – Accounting Information Systems
ACCT 3311 – Financial Accounting and Reporting I
ACCT 3312 – Financial Accounting and Reporting II
ACCT 3313 – Financial Accounting and Reporting III
ACCT 3331 – Cost Accounting
ACCT 3361 – Income Tax Accounting
ACCT 4303 – Auditing
BCIS 1305 – Business Computer Applications

Transfer Credit

Up to nine semester credit hours of graduate credit completed prior to the date of first admission to the M.P.Ac. program at Angelo State University may be transferred into the program, subject to the approval of the M.P.Ac. graduate advisor. After the date of first admission to the M.P.Ac. program, no more than six semester credit hours of graduate credit may be transferred into the program, and these may only be used to fulfill graduate elective requirements.

Integrated Programs

Bachelor of Business Administration (B.B.A.)
Master of Professional Accountancy (M.P.Ac.)
Integrated Professional Accountancy

(150 semester hours)

B.B.A. Core Requirements	Hours
Accounting 2301, 2302, 3305	9
Business 1301, 3301	6
Business Computer Information Systems 1305	3
Communication 3352	3
Economics 2301, 2302	6
Economics 4307, Finance 4367, Management 3311, 3312, Marketing 4321	3
Finance 3361	3
Management 2331, 3301, 3305, 4303	12
Marketing 3321	3

Accounting Major Requirements

Accounting 3311, 3312, 3313, 3331, 3361, 4303	18
Business Computer Information Systems 4366	3
Business 3347	3

Major Support Courses

Communication 1315	3
English 1301, 2311	6
General Studies 1181	1
Mathematics 1314, 1324, 1342	3

Core Curriculum

See the Undergraduate Catalog for a listing of core curriculum	42

Students should be aware that some majors specify particular courses to meet core-curriculum requirements when options are available.

Electives

Electives (undergraduate)	11

M.P.Ac Requirements

Accounting 6303, 6309, 6317, 6325, 6332, 6361, 6363	21
Management 6303	3
Graduate Electives from Accounting, Business, Economics, Finance, Management, or Marketing	6

Students interested in the Integrated B.B.A./M.P.Ac. in Professional Accountancy will be required to complete a minimum of 150 semester credit hours of degree credit. Of this total, 120 semester credit hours will be at the undergraduate level and 30 semester credit hours will be at the graduate level. The undergraduate course requirements are identical to those for the non-integrated B.B.A. in Accounting, and the graduate course requirements are identical to those for the M.P.Ac. Therefore, this five-year integrated B.B.A./M.P.Ac. program has a true 4+1 modular structure.

Candidates for this program must meet the current admission requirements for the M.P.Ac. program and be unconditionally admitted before taking any graduate M.P.Ac. courses. The student must achieve a cumulative GPA of 3.00 or better in all undergraduate courses and a cumulative GPA of 3.00 or better in all graduate courses.

A unique feature of the integrated program is that the student may begin taking graduate course work in his/her senior year. Upon successful completion of all 150 semester credit hours of this five-year program, the student will be awarded both the B.B.A. in Accounting and the M.P.Ac. degree at the same time; the student will not receive the B.B.A. in Accounting after completing 120 semester credit hours at the undergraduate level.

Should a student decide not to complete the M.P.Ac. portion of the integrated program, then this student would simply have to complete any remaining degree requirements for the B.B.A. in Accounting in order to be awarded that degree. Because of the 4+1 structure of the integrated program, all of the undergraduate courses already completed as part of the integrated five-year program would count towards completion of the B.B.A. in Accounting.

Bachelor of Business Administration (B.B.A.)
Master of Business Administration (M.B.A.)
Integrated Finance/Business Administration

(150 semester hours)

B.B.A. Core Requirements	Hours
Accounting 2301, 2302	6
Business 1301, 3301	6
Business Computer Information Systems 1305	3
Communication 3352	3
Economics 2301, 2302	6
Finance 3361, 4367	6
Management 2331, 3301, 3305, 3343, 4303	15
Marketing 3321	3

Finance Major Requirements	
Accounting 3311	3
Business 3000-4000 level Elective	3
Business Computer Information Systems 4366	3
Finance 3360, 3365, 4361, 4363, 4364	15

Major Support Courses	
Communication 1315	3
English 1301, 2311	6
General Studies 1181	1
Mathematics 1314, 1324, 1342	3

Core Curriculum

See the Undergraduate Catalog for a listing of core curriculum..... 42

Students should be aware that some majors specify particular courses to meet core-curriculum requirements when options are available.

Electives

Electives 11

M.B.A. Requirements	
Accounting 6301	3
Business 6302	3
Economics 6311	3
Finance 6301	3
Management 6301, 6303, 6311, 6312, 6313	15
Marketing 6301	3

Students interested in the Integrated B.B.A./M.B.A. in Finance will be required to complete a minimum of 150 semester credit hours of degree credit. Of this total, 120 semester credit hours will be at the undergraduate level and 30 semester credit hours will be at the graduate level. The undergraduate course requirements are identical to those for the non-integrated B.B.A. in Finance, and the graduate course requirements are identical to those for the M.B.A. Therefore, this five-year integrated B.B.A./M.B.A. program has a true 4+1 modular structure.

Candidates for this program must meet the current admission requirements for the M.B.A. program and be unconditionally admitted before taking any graduate M.B.A. courses. The student must achieve a cumulative GPA of 3.00 or better in all undergraduate courses and a cumulative GPA of 3.00 or better in all graduate courses.

A unique feature of the integrated program is that the student may begin taking graduate course work in his/her senior year. Upon successful completion of all 150 semester credit hours of this five-year program, the student will be awarded both the B.B.A. in Finance and the M.B.A. degree at the same time; the student will not receive the B.B.A. in Finance after completing 120 semester credit hours at the undergraduate level.

Should a student decide not to complete the M.B.A. portion of the integrated program, then this student would have to complete any remaining degree requirements for the B.B.A. in Finance in order to be awarded that degree. Because of the 4+1 structure of the integrated program, all of the undergraduate courses already completed as part of the integrated five-year program would count towards completion of the B.B.A. in Finance.

Norris-Vincent College of Business:

Department of Management and Marketing

Department Chair: Rex T. Moody

Graduate Faculty: Hettick, J. Huang, Kamalapur, Moody, Shi, Singh.

Contact Information: Rassman Building, Room 212
Telephone: 325-942-2383, Fax: 325-942-2384
http://www.angelo.edu/dept/management_marketing/

Bachelor of Business Administration (B.B.A.)
Master of Business Administration (M.B.A.)
Integrated International Business/Business Administration

(150 semester hours)

B.B.A. Core Requirements	Hours
Accounting 2301, 2302	6
Business 1301, 3301	6
Business Computer Information Systems 1305	3
Communication 3352	3
Economics 2301, 2302	6
Finance 3361	3
Management 2331, 3301, 3305, 3311, 3343, 4303	18
Marketing 3321	3
International Business Major Requirements	
Business 3000-4000 level elective	3
Cultural Competence 2323	3
Economics 3320, 3360, 4307, Finance 4367, Management 3312, 3313, 3381, 4091, 4331, 4371, 4381	9
Economics 4307 or Finance 4367	3
Management 3332	3
Marketing 4321	3
Major Support Courses	
Communication 1315	3
English 1301, 2311	6
General Studies 1181	1
Mathematics 1314, 1324, 1342	3
Core Curriculum	
See the Undergraduate Catalog for a listing of core curriculum	42
Students should be aware that some majors specify particular courses to meet core-curriculum requirements when options are available.	
Electives	
Electives	14
M.B.A. Requirements	
Accounting 6301	3
Business 6302	3
Economics 6311	3
Finance 6301	3
Management 6301, 6303, 6311, 6312, 6313	15
Marketing 6301	3

Students interested in the Integrated B.B.A./M.B.A. in International Business will be required to complete a minimum of 150 semester credit hours of degree credit. Of this total, 120 semester credit hours will be at the undergraduate level and 30 semester credit hours will be at the graduate level. The undergraduate course requirements are identical to those for the non-integrated B.B.A. in International Business, and the graduate course requirements are identical to those for the M.B.A. Therefore, this five-year integrated B.B.A./M.B.A. program has a true 4+1 modular structure.

Candidates for this program must meet the current admission requirements for the M.B.A. program and be unconditionally admitted before taking any graduate M.B.A. courses. The student must achieve a cumulative GPA of 3.00 or better in all undergraduate courses and a cumulative GPA of 3.00 or better in all graduate courses.

A unique feature of the integrated program is that the student may begin taking graduate course work in his/her senior year. Upon successful completion of all 150 semester credit hours of this five-year program, the student will be awarded both the B.B.A. in International Business and the M.B.A. degree at the same time; the student will not receive the B.B.A. in International Business after completing 120 semester credit hours at the undergraduate level.

Should a student decide not to complete the M.B.A. portion of the integrated program, then this student would have to complete any remaining degree requirements for the B.B.A. in International Business in order to be awarded that degree. Because of the 4+1 structure of the integrated program, all of the undergraduate courses already completed as part of the integrated five-year program would count towards completion of the B.B.A. in International Business.

Bachelor of Business Administration (B.B.A.)
Master of Business Administration (M.B.A.)
Integrated Management/Business Administration

(150 semester hours)

B.B.A. Core Requirements	Hours
Accounting 2301, 2302	6
Business 1301, 3301	6
Business Computer Information Systems 1305	3
Communication 3352	3
Economics 2301, 2302	6
Economics 4307, Finance 4367, Management 3311, 3312, Marketing 4321	3
Finance 3361	3
Management 2331, 3301, 3305, 3343, 4303	15
Marketing 3321	3
Management Major Requirements	
Management 3332	3
Management 3303, 3304	3
Management 3000-4000 level electives	12
Business 3000-4000 level electives	9
Major Support Courses	
Communication 1315	3
English 1301, 2311	6
General Studies 1181	1
Mathematics 1314, 1324, 1342	3
Core Curriculum	
See the Undergraduate Catalog for a listing of core curriculum	42

Students should be aware that some majors specify particular courses to meet core-curriculum requirements when options are available.

Electives	
Electives	8
M.B.A. Requirements	
Accounting 6301	3
Business 6302	3
Economics 6311	3
Finance 6301	3
Management 6301, 6303, 6311, 6312, 6313	15
Marketing 6301	3

Students interested in the Integrated B.B.A./M.B.A. in Management will be required to complete a minimum of 150 semester credit hours of degree credit. Of this total, 120 semester credit hours will be at the undergraduate level and 30 semester credit hours will be at the graduate level. The undergraduate course requirements are identical to those for the non-integrated B.B.A. in Management, and the graduate course requirements are identical to those for the M.B.A. Therefore, this five-year integrated B.B.A./M.B.A. program has a true 4+1 modular structure.

Candidates for this program must meet the current admission requirements for the M.B.A. program and be unconditionally admitted before taking any graduate M.B.A. courses. The student must achieve a cumulative GPA of 3.00 or better in all undergraduate courses and a cumulative GPA of 3.00 or better in all graduate courses.

A unique feature of the integrated program is that the student may begin taking graduate course work in his/her senior year. Upon successful completion of all 150 semester credit hours of this five-year program, the student will be awarded both the B.B.A. in Management and the M.B.A. degree at the same time; the student will not receive the B.B.A. in Management after completing 120 semester credit hours at the undergraduate level.

Should a student decide not to complete the M.B.A. portion of the integrated program, then this student would have to complete any remaining degree requirements for the B.B.A. in Management in order to be awarded that degree. Because of the 4+1 structure of the integrated program, all of the undergraduate courses already completed as part of the integrated five-year program would count towards completion of the B.B.A. in Management.

Bachelor of Business Administration (B.B.A.)
Master of Business Administration (M.B.A.)
Integrated Management Information Systems/ Business Administration

(150 semester hours)

B.B.A. Core Requirements	Hours
Accounting 2301, 2302	6
Business 1301, 3301	6
Business Computer Information Systems 1305	3
Communication 3352	3
Economics 2301, 2302	6
Economics 4307, Finance 4367, Management 3311, 3312, Marketing 4321	3
Finance 3361	3
Management 2331, 3301, 3305, 3343, 4303	15
Marketing 3321	3

Management Information Systems Major Requirements	
Business 3000-4000 level elective	3
Computer Science 1314 or 1351, 3312	6
Management 3332, 3351 or 3352, 3361, 4336, 4343, 4344	18

Major Support Courses	
Communication 1315	3
English 1301, 2311	6
General Studies 1181	1
Mathematics 1314, 1324, 1342	3

Core Curriculum

See the Undergraduate Catalog for a listing of core curriculum..... 42

Students should be aware that some majors specify particular courses to meet core-curriculum requirements when options are available.

Electives	
Electives	8

M.B.A. Requirements	
Accounting 6301	3
Business 6302	3
Economics 6311	3
Finance 6301	3
Management 6301, 6303, 6311, 6312, 6313	15
Marketing 6301	3

Students interested in the Integrated B.B.A./M.B.A. in Management Information Systems will be required to complete a minimum of 150 semester credit hours of degree credit. Of this total, 120 semester credit hours will be at the undergraduate level and 30 semester credit hours will be at the graduate level. The undergraduate course requirements are identical to those for the non-integrated B.B.A. in Management Information Systems, and the graduate course requirements are identical to those for the M.B.A. Therefore, this five-year integrated B.B.A./M.B.A. program has a true 4+1 modular structure.

Candidates for this program must meet the current admission requirements for the M.B.A. program and be unconditionally admitted before taking any graduate M.B.A. courses. The student must achieve a cumulative GPA of 3.00 or better in all undergraduate courses and a cumulative GPA of 3.00 or better in all graduate courses.

A unique feature of the integrated program is that the student may begin taking graduate course work in his/her senior year. Upon successful completion of all 150 semester credit hours of this five-year program, the student will be awarded both the B.B.A. in Management Information Systems and the M.B.A. degree at the same time; the student will not receive the B.B.A. in Management Information Systems after completing 120 semester credit hours at the undergraduate level.

Should a student decide not to complete the M.B.A. portion of the integrated program, then this student would have to complete any remaining degree requirements for the B.B.A. in Management Information Systems in order to be awarded that degree. Because of the 4+1 structure of the integrated program, all of the undergraduate courses already completed as part of the integrated five-year program would count towards completion of the B.B.A. in Management Information Systems.

Bachelor of Business Administration (B.B.A.)
Master of Business Administration (M.B.A.)
Integrated Marketing/Business Administration

(150 semester hours)

B.B.A. Core Requirements	Hours
Accounting 2301, 2302	6
Business 1301, 3301	6
Business Computer Information Systems 1305	3
Communication 3352	3
Economics 2301, 2302	6
Finance 3361	3
Management 2331, 3301, 3305, 3343, 4303	15
Marketing 3321	3
Marketing 4321	3
Marketing Major Requirements	
Business 3000-4000 level electives	6
Management 3332	3
Marketing 3322, 3323, 4325, and two Marketing 3000-4000 level electives	15
Psychology 2301 or Sociology 1301	3
Major Support Courses	
Communication 1315	3
English 1301, 2311	6
General Studies 1181	1
Mathematics 1314, 1324, 1342	3
Core Curriculum	
See the Undergraduate Catalog for a listing of core curriculum	42
Students should be aware that some majors specify particular courses to meet core-curriculum requirements when options are available.	
Electives	
Electives	8
M.B.A. Requirements	
Accounting 6301	3
Business 6302	3
Economics 6311	3
Finance 6301	3
Management 6301, 6303, 6311, 6312, 6313	15
Marketing 6301	3

Students interested in the Integrated B.B.A./M.B.A. in Marketing will be required to complete a minimum of 150 semester credit hours of degree credit. Of this total, 120 semester credit hours will be at the undergraduate level and 30 semester credit hours will be at the graduate level. The undergraduate course requirements are identical to those for the non-integrated B.B.A. in Marketing, and the graduate course requirements are identical to those for the M.B.A. Therefore, this five-year integrated B.B.A./M.B.A. program has a true 4+1 modular structure.

Candidates for this program must meet the current admission requirements for the M.B.A. program and be unconditionally admitted before taking any graduate M.B.A. courses. The student must achieve a cumulative GPA of 3.00 or better in all undergraduate courses and a cumulative GPA of 3.00 or better in all graduate courses.

A unique feature of the integrated program is that the student may begin taking graduate course work in his/her senior year. Upon successful completion of all 150 semester credit hours of this five-year program, the student will be awarded both the B.B.A. in Marketing and the M.B.A. degree at the same time; the student will not receive the B.B.A. in Marketing after completing 120 semester credit hours at the undergraduate level.

Should a student decide not to complete the M.B.A. portion of the integrated program, then this student would have to complete any remaining degree requirements for the B.B.A. in Marketing in order to be awarded that degree. Because of the 4+1 structure of the integrated program, all of the undergraduate courses already completed as part of the integrated five-year program would count towards completion of the B.B.A. in Marketing.

Norris-Vincent College of Business

Graduate Programs Director: Vacant

Contact Information: Rassman Building, Room 240
Program Assistant: Kim Stephens
E-mail: kim.stephens@angelo.edu
Telephone: 325-486-6550, Fax: 325-942-2718
https://www.angelo.edu/academics/programs/business-administration-mba/

Master of Business Administration (M.B.A.)

The Master of Business Administration (M.B.A.) is accredited by the Association to Advance Collegiate Schools of Business (AACSB) and consists of 30 credit hours of graduate study designed to develop and enhance the business skills and knowledge that are valuable to managers, executives, and administrators in both the profit and non-profit sectors of the economy.

The M.B.A. program is an interdisciplinary business program, with course work in accounting, marketing, management, finance, economics, the legal and social environment of business, data analytics, and management information systems. International business and business ethics are integrated throughout the M.B.A. curriculum.

The educational emphasis of the M.B.A. program is on organizational decision making and leadership. The program is appropriate for those pursuing or seeking a career at the executive level in either public or private organizations.

Admission Requirements

The M.B.A. program is open to all applicants who hold a bachelor's degree from an accredited institution, regardless of their undergraduate field of study, with an overall GPA of 3.00 or better or a GPA of 2.50 or better with at least three years of meaningful business experience.

Applicants must also submit either a GMAT score of 430 or an equivalent score on the GRE General Test. To make arrangements for taking the test, go to the GMAT website. In addition to submitting GMAT/GRE test scores and official transcripts from all colleges and universities attended, applicants must provide a copy of a current professional résumé.

For those applicants who are unable to meet the GPA or test score requirements, provisional admission may be granted in certain cases. For more information, contact the M.B.A. Director.

Waiver of GMAT Requirement

The GMAT score requirement will be waived for those students who have an undergraduate GPA of 3.00 or better overall. The GMAT score requirement will also be waived for those with an undergraduate GPA of 2.50 or better overall with at least three years of meaningful business experience. The GMAT score requirement will also be waived for those students who already hold an advanced degree from an accredited institution.

Foundation Requirements

Those students who hold an undergraduate business degree should be prepared to start the M.B.A. curriculum without any foundation courses. For those who do not hold an undergraduate business degree, one or more of the following foundation requirements may be required:

Business Math and Statistics
Excel for MBA Students

Each of these foundation requirements can be completed by successfully completing the appropriate IVY online modules. The self-paced IVY modules can be found online at the Ivy Software website. Once each module has been completed with a minimum grade of 80, a completion certificate should be submitted to the M.B.A. Director.

Some of these foundation requirements may be waived by the M.B.A. Director for those students who can demonstrate successful prior course work in these areas. The foundation requirements for each student are determined on a case-by-case basis. Students will complete all the necessary foundation requirements before they will be permitted to enroll in an M.B.A. course.

M.B.A. Learning Goals and Curriculum

Upon successful completion of the M.B.A. degree program, our graduates should be able to:

- Apply advanced knowledge skills and values to develop integrative solutions to management problems.
- Demonstrate effective written and oral communication skills appropriate to business.
- Demonstrate knowledge of the global nature of business.
- Demonstrate ethical reasoning and awareness appropriate to business decision making, social responsibility and sustainability.
- Demonstrate an appreciation for the value of diversity in the workplace.
- Lead others and work effectively in a team setting.

To achieve these learning goals, students must complete 10 required courses for a total of 30 semester credit hours. There are no elective courses in the M.B.A. program. The required courses are:

ACCT 6301 Advanced Management Accounting
BUSI 6302 Legal and Social Environment of Business
ECON 6311 Managerial Economics
FINC 6301 Financial Management
MGMT 6301 Management Information Systems
MGMT 6303 Advanced Data Analytics
MGMT 6311 Organizational Behavior and Leadership
MGMT 6312 Operations and Supply Chain Management
MGMT 6313 Strategic Management in a Global Environment (capstone)
MKTG 6301 Marketing Management

All M.B.A. courses are delivered online in five 8-week terms offered throughout the calendar year:1st 8 weeks of fall, 2nd 8 weeks of fall, 1st 8 weeks of spring, 2nd 8 weeks of spring, and a single 8 week summer term. In addition, M.B.A. courses are offered in a face-to-face/hybrid format during each long semester (16 weeks during fall or spring). Contact the M.B.A. Director for more information about delivery options and course rotation schedules for M.B.A. courses.

Students may complete the program at their own pace, and are free to choose either an online or face-to-face/hybrid section at any time. However, due to U.S. student visa restrictions, international students may enroll in only a limited number of online sections, and must obtain prior approval to do so from the M.B.A. Director. Full-time students may take four courses per long semester, and two courses during the summer, thereby completing the program in one year. Students cannot enroll in more than two M.B.A. courses offered during any individual 8-week term (summer included), with a maximum of 12 credit hours per long semester.

Master of Business Administration (M.B.A.) with Specialization in Healthcare Management

The M.B.A. may also be completed with a specialization in Healthcare Management. This specialization is designed to develop and enhance business knowledge and skills that are appropriate for healthcare executives, administrators and managers in either public or private healthcare organizations. In addition to the business knowledge and skills covered in the standard M.B.A. program, this specialization offers additional training in the areas of legal and ethical aspects of healthcare, healthcare financial management, healthcare operations, and communication in the diverse healthcare workplace.

Students wishing to complete the M.B.A. with a specialization in Healthcare Management must complete 10 required courses for a total of 30 semester credit hours. The required courses are:

ACCT 6301 Advanced Management Accounting
ECON 6311 Managerial Economics
FINC 6304 Healthcare Financial Management
MGMT 6301 Management of Information Systems
MGMT 6303 Advanced Data Analytics
MGMT 6311 Organizational Behavior and Leadership
MGMT 6313 Strategic Management in a Global Environment (capstone)
MGMT 6341 Healthcare Operations
MGMT 6343 Legal and Ethical Aspects of Healthcare
MKTG 6341 Healthcare Marketing Management

Foundation Requirements

Those students who hold an undergraduate business degree should be prepared to start the M.B.A. curriculum without any foundation courses. For those who do not hold an undergraduate business degree, one or more of the following foundation requirements may be required:

Business Math and Statistics
Excel for MBA Students

Each of these foundation requirements can be completed by successfully completing the appropriate IVY online modules. The self-paced IVY modules can be found online at the Ivy Software website. Once each module has been completed with a minimum grade of 80, a completion certificate should be submitted to the M.B.A. Director.
Some of these foundation requirements may be waived by the M.B.A. Director for those students who can demonstrate successful prior course work in these areas. The foundation requirements for each student are determined on a case-by-case basis. Students will complete all the necessary foundation requirements before they will be permitted to enroll in an M.B.A. course.

Program Assessment

As part of the College's assessment process, all M.B.A. students must complete and pass the Major Field Test for M.B.A. (MFT-MBA). This test is administered as part of the M.B.A. capstone course, MGMT 6313. In addition, M.B.A. students must complete the M.B.A. program exit survey in order to graduate.

Transfer Credit

Up to nine semester credit hours of graduate credit may be transferred into the M.B.A. program, subject to the approval of the M.B.A. Director.

Integrated B.B.A./M.B.A. Programs

The Norris-Vincent College of Business also offers integrated degree programs which leads to both a B.B.A. in an undergraduate business major and the M.B.A. Integrated B.B.A./M.B.A. degree programs are available in the following undergraduate business majors: Management, Marketing, Management Information Systems, International Business, and Finance (both specializations). This is a modular 4+1 program, with the same undergraduate requirements as the B.B.A., and the same graduate requirements as the M.B.A. Students may choose to pursue either the standard M.B.A. program or the M.B.A. with a specialization in Healthcare Management. A unique feature of the integrated B.B.A./M.B.A. program is that the student will begin taking graduate course work in his/her senior year. Upon successful completion of this five-year program, the student will receive both the B.B.A. in their selected undergraduate major and the M.B.A. degree at the same time.

For admission to graduate status as an undergraduate senior in the integrated B.B.A./M.B.A. program, you must:

- Complete a minimum of 90 hours of undergraduate credit with an overall GPA of 3.00 or better, including all grades on repeated courses.
- Maintain an overall 3.00 GPA at both the undergraduate and graduate levels.

Graduate Certificate Available

Requires a 3.00 GPA or above in all courses. 25% of all coursework for the certificate must be taken in residence.

Certificate - Healthcare Management
(12 SCH required)

FINC 6304 Healthcare Financial Management 3
MGMT 6340 Healthcare Communications in a Diverse Workplace 3
MGMT 6341 Healthcare Operations 3
MGMT 6343 Legal and Ethical Aspects of Healthcare 3

Master of Science (M.S.)
Business Data Science and Analytics

Admission Requirements

The M.S. program is open to all applicants who hold a bachelor's degree from an accredited institution, regardless of their undergraduate field of study, with an overall GPA of 3.00 or better, or a GPA of 2.50 or better with at least three years of meaningful business experience.

Applicants must also submit either a GMAT score of 430 or an equivalent score on the GRE General Test. To make arrangements for taking the test, go to the GMAT website. In addition to submitting GMAT/GRE test scores and official transcripts from all colleges and universities attended, applicants must provide a copy of a current professional resume.

For those applicants who are unable to meet the GPA or test score requirements, provisional admission may be granted in certain cases. For more information contact the MBA Director.

Waiver of GMAT Requirement

The GMAT score requirement will be waived for those students who have an undergraduate GPA of 3.00 or better overall. The GMAT score requirement will also be waived for those with an undergraduate GPA of 2.50 or better overall with at least three years of meaningful business experience. The GMAT score requirement will also be waived for those students who already hold an advanced degree from an accredited institution.

Students must complete 8 required and 2 elective courses for a total of 30 credit hours. The required courses include 4 Graduate Business courses and 4 Graduate Computer Science courses. The remaining 2 elective courses can be chosen from a variety of Graduate Business courses or Graduate Computer Science courses. One elective must come from the Graduate Business program (to meet AACSB 50% standard), and the second elective can be from the Graduate Business or Graduate Computer Science program.

Foundation Requirements

Those students who hold an undergraduate business degree should be prepared to start the M.B.A. curriculum without any foundation courses. For those who do not hold an undergraduate business degree, one or more of the following foundation requirements may be required:

Business Math and Statistics
Excel for MBA Students

Each of these foundation requirements can be completed by successfully completing the appropriate IVY online modules. The self-paced IVY modules can be found online at the Ivy Software website. Once each module has been completed with a minimum grade of 80, a completion certificate should be submitted to the M.B.A. Director.

Some of these foundation requirements may be waived by the M.B.A. Director for those students who can demonstrate successful prior course work in these areas. The foundation requirements for each student are determined on a case-by-case basis. Students will complete all the necessary foundation requirements before they will be permitted to enroll in an M.B.A. course.

Master of Science (M.S.)
Business Data Science and Analytics
Curriculum

Business Required Courses

ACCT 6301 Advanced Management Accounting
FINC 6301 Financial Management
MGMT 6313 Strategic Management in a Global Environment
MKTG 6301 Marketing Management

Computer Science Required Courses

CS 6300 Introduction to Programming for Data Science
CS 6310 Database Systems
CS 6320 Data Mining
CS 6330 Data Science

Electives

Select 3 SCH from the following:

Business elective course options:

BUSI 6302 Legal and Social Environment of Business
ECON 6311 Managerial Economics
MGMT 6301 Management of Information Systems
MGMT 6303 Advanced Data Analytics
MGMT 6311 Organizational Behavior and Leadership
MGMT 6312 Operations and Supply Chain Management

Select 3 SCH from the following:

Business elective course options:

BUSI 6302 Legal and Social Environment of Business
ECON 6311 Managerial Economics
MGMT 6301 Management of Information Systems
MGMT 6303 Advanced Data Analytics
MGMT 6311 Organizational Behavior and Leadership
MGMT 6312 Operations and Supply Chain Management

Computer Science elective course options:

CS 6306 Software Engineering
CS 6308 Ethical Issues in Computing
CS 6311 Advanced Database Systems
CS 6318 Artificial Intelligence
CS 6319 Machine Learning
CS 6321 Deep Learning
CS 6335 Big Data

Master of Science (M.S.)
Hospital and Health Care Facilities Administration

Admission Requirements

Admission into the program will be limited each year. Students interested in the program are subject to a separate selection process:

- Completed Angelo State University graduate application form.
- Students must meet current NVCOB Graduate Admission Requirements.
    - NVCOB graduate programs are open to all applicants who hold a bachelor's degree from an accredited institution, regardless of their undergraduate field of study, with an overall GPA of 3.00 or better, or a GPA of 2.50 or better with at least three years of meaningful business experience.
- Official transcripts, sent directly to ASU, from all colleges and universities previously attended.
- A resume or autobiographical sketch detailing your educational background, volunteer, and employment experience.
- A brief statement of purpose (1-2 pages typed and double-spaced) explaining your reasons for selecting a career in health care administration.
- Two letters of recommendation from individuals who are familiar with your academic, volunteer, and/or employment performance.
- Personal Interview at the invitation of the MS Healthcare Administration Program Board of Directors.
    - Board of Directors to consist of individuals from our Healthcare Organization Partners.

Healthcare Organization Partner Responsibilities

Each Healthcare Organization Partner is committed to providing an employment position for accepted students to be placed within their organization during the program of study. Each student would be required to work a minimum of 20 hours a week over the course of the entire program. Students accepted into the program will be compensated at a competitive market rate for the duration of their studies.

Master of Science (M.S.)
Hospital and Health Care Facilities Administration

Students must complete ten required courses for a total of 30 credit hours. Students will take seven (7) academic classes and three (3) residency classes over the span of one year. The academic classes will be in an 8-week format. The residency classes will be in a 16-week format for the fall and spring semesters. The summer format will be in an 8-week format.

Academic Classes Required

ACCT 6301 Advanced Management Accounting
FINC 6304 Healthcare Financial Management
MGMT 6303 Advanced Data Analytics
MGMT 6311 Organizational Behavior and Leadership
MGMT 6341 Healthcare Operations and Supply Chain Management
MGMT 6343 Legal and Ethical Aspects of Healthcare
MKTG 6341 Healthcare Marketing Management

Residency Classes Required

MGMT 6351 Administrative Residency I
MGMT 6352 Administrative Residency II
MGMT 6353 Administrative Residency III (capstone)

Center for International Studies

Director: David P. Morales
Office: 2419 West Avenue N
Telephone: 325-942-2083, **Fax:** 325-942-2084

Angelo State University (ASU) is committed to providing our students a globalized education in an effort to prepare them for an ever changing world. The Center for International Studies (CIS) provides international and educational opportunities for students and faculty and emphasizes the importance of international connections and partnerships as a catalyst for change. The CIS encompasses three inter-related services: Study Abroad, International Students and Scholars Services, and the English Language Learners Institute. Additionally, the CIS sponsors the Student Scholars program to provide scholarships for students involved in international research and internships, the Summer Institute for visiting programs from exchange institutions and is the campus Peace Corps advocate office. The CIS is an official U.S. passport acceptance agency providing passport services to ASU and the San Angelo community.

International Students and Scholars Services (ISSS)

Angelo State University welcomes students from countries around the world. Our office serves both prospective and current international students. Listed below are the admissions requirements for international students to attend Angelo State University.

International Graduate Student Admissions

Angelo State University is authorized under Federal law to enroll nonimmigrant alien students. International applicants for graduate admissions must meet requirements for graduate programs. A student from a foreign country will be eligible for admission to Angelo State University and a Form I-20, Certificate for Eligibility, will be issued when all admission requirements have been met and the following items are on file in the Office of the Dean of the College of Graduate Studies and Research:

- Official transcripts of previous academic records with English translation, if original transcript is not in English.
- An evaluation of the transcript(s) by an official foreign transcript evaluator.
- Supplemental Information Form for foreign applicants. *
- Statement from parent, guardian, or other sponsor guaranteeing the applicant's financial support while in the United States.

International applicants must have all of these items on file in the College of Graduate Studies and Research no later than June 10 in order to register for the fall semester, November 1 to register for the spring semester, and March 15 to register for the summer session.

Other Provisions and Conditions of Admission. All other provisions and conditions of admission not covered by the above admission requirements shall be established by the President of the University.

Insurance Requirement for International Students

All international students will be automatically billed by ASU for the Group Hospitalization, Medical U.S. Evacuation, and Repatriation Insurance plan provided through the University for each semester enrolled. Further information regarding insurance coverage and cost may be obtained from the University's Center for International Studies.

Study Abroad

Each year the University offers a variety of summer study abroad programs which are developed and directed by ASU faculty. In recent years, students from Angelo State University have spent their summer sessions in locations such as Australia, Bulgaria, China, Colombia, Costa Rica, France, Germany, Italy, Greece, Mexico, New Zealand, South Korea, Spain, and United Kingdom. Additionally, opportunities for international internship and research experiences are provided to ASU students in certain specialized programs. Students typically earn six hours of credit in the summer programs. Courses vary each year.

Angelo State University has also entered into exchange agreements with institutes and universities from Costa Rica, France, Germany, Italy, Mexico, the Netherlands, South Korea, Taiwan, and the United Kingdom, which enable ASU students to study abroad for a semester or an academic year. These agreements also provide opportunities for international students to study at Angelo State University where they contribute to the learning environment for ASU students through their participation in class and extracurricular activities. In addition, the University provides information and advising for the student who is interested in studying independently at an overseas university. Students who are selected to participate in a study abroad experience are eligible to apply for the International Studies scholarships.

English Language Learners' Institute

If you are interested in improving your English language skills, the intensive English program at Angelo State University (ASU) will provide you with the opportunity to study and practice the language in an outstanding academic environment. The English Language Learners' Institute is located in the Center for International Studies on the campus of ASU in San Angelo, Texas.

ELLI is a non-credit program for non-native English speakers who want to learn English for academic and professional purposes. The classes are designed for people who have an interest in studying at universities and colleges in the United States. Additionally, people who would like a short-term American study experience in order to improve their English are also encouraged to attend. Prospective students take a placement test before starting the program and are assigned to the appropriate level. Students who successfully complete the highest level are given a TOEFL waiver for ASU undergraduate and select graduate programs. For further information contact : ELLI@angelo.edu or visit the Center for International Studies.

* These forms are available online on the International Graduate Student Admission website.

Course Descriptions

Accounting (ACCT)

6301 Advanced Management Accounting (3-0). A comprehensive study of the preparation of internal accounting reports for decision making, planning and control; cost determination and evaluation; budgeting and quantitative techniques. May not be taken by accounting majors to satisfy requirements in accounting.

6303 Applied Auditing (3-0). Interrelation of auditing concepts and professional standards and procedures for auditing computerized information systems, legal concerns, ethical dilemmas, and other contemporary issues in auditing practice.

Prerequisite: Accounting 4303.

6306 Forensic and Investigative Accounting (3-0). Covers important topics including money laundering, fraud auditing, evidence retrieval, interview/interrogation, cybercrime and other key forensic topics. The objectives include understanding of the principles and practices used by accountants to examine financial and related information and applying those to a continuing case scenario.

6309 Advanced Accounting (3-0). A study of the accounting and reporting problems associated with Partnerships, consolidated corporations, international corporations, not-for-profit organizations, and governmental entities.

Prerequisites: Admission to the M.P.Ac. Program and Accounting 3304.

6313 Accounting Information Systems (3-0). An advanced casework oriented course in computer-based information system theory and implementation. Topic coverage includes systems analysis, relational database theory, decision support systems, telecommunications, and networking.

Prerequisite: Accounting 3305.

6317 Accounting Theory (3-0). Examination of current accounting literature, such as Pronouncements of the Financial Accounting Standards Board.

Prerequisites: Admission to the M.P.Ac. Program and Accounting 3304 and 3331.

6324 International Accounting (3-0). A study of the impact of international business activity on the profession of accounting. The course will investigate the development of international accounting standards and compare those standards to existing United States standards.

Prerequisites: Admission to the M.P.Ac. Program and Accounting 3304.

6325 Financial Statement Analysis (3-0). Interpretation and analysis of financial statements and schedules for investors and other users.

Prerequisite: Accounting 3304.

6332 Ethics in Accounting (3-0). Introduces students to accounting ethics and professionalism. Independence issues and the Code of Professional Ethics are highlighted.

Prerequisites: Admission to the M.P.Ac. Program.

6361 Advanced Tax Accounting (3-0). Tax regulations applicable to partnerships, corporations, estates, gifts, and trusts.

Prerequisites: Admission to the M.P.Ac. Program and Accounting 3361.

6362 Tax Research Methodology (3-0). Advanced research in federal taxation. Includes historical and current developments, sources of tax law, research methodology, case studies and reports.

Prerequisite: Accounting 3361 or Accounting 6361.

6363 Taxation of Flow-through Entities (3-0). Comprehensive study of federal income taxation of partnerships and S corporations and their owners.

6371 Internship in Accounting. A structured assignment with a firm. A pass or fail grade will be assigned by the instructor based on input on student performance by the employment supervisor using the required weekly journals prepared by students.

Prerequisite: Permission of the instructor.

6381 Special Topics (3-0). A study of selected topics in accounting. May be repeated once for credit when the topic varies.

6391 Research. A specialized course which may be directed reading or research for superior students.

Agriculture (AG)

6181 Seminar (1-0). A survey of current research in various fields of the agriculture sciences. May be repeated once for credit when topic varies.

6320 Research Techniques and Ethics (2-2). Technical and scientific methodology utilized in various animal and food product laboratory techniques will be examined. Additionally, research ethics in the areas of methods, manners, mandates, authorship, and animal research are central to the course.

6321 Research Methods (3-0). Procedures used in agricultural research including experimental design, data collection, preparation, and analysis of results.

6400 Experiential Learning in Agriculture Industries. A supervised course providing practical on-the-job experience within an approved ag sector. Course requires a minimum of 64 documented hours in an internship or shadowing environment. The course provides advanced training for Master's of Agriculture with emphasis on creative and technical abilities. Grading will be either pass or fail.

Prerequisites: Student must have department approval and have completed 9 hours of graduate coursework.

Agricultural Economics (AGEC)

5342 Agribusiness Statistics (2-2). Statistical methods with application in agribusiness and resource management. Course meets concurrently with Agricultural Economics 4342 but requires additional readings, papers, discussions, and/or presentations for graduate students.

Prerequisite: Permission of Graduate Advisor and Graduate Dean.

5351 Land and Natural Resource Economics (3-0). Economic analysis of resource issues, policies and management. Issues may include: land fragmentation, mineral extraction issues, conservation easement and development rights, urbanization, renewable resources, carbon sequestration, property rights and water rights. Course meets concurrently with AGEC 4351 but requires additional readings, papers, discussions, and/or presentations for graduate students.

Prerequisite: Permission of Graduate Advisor and Graduate Dean.

6317 Financial and Commodity Futures and Options (3-0). This course focuses on concepts related to commodity futures and option markets, hedging, and using these markets to successfully manage price risk. Course topics include the mechanics and economic functions of futures and options markets, their use as risk management tools and the relationship between cash and futures markets.

6331 Farm Business Management (3-0). A case study approach will be used to introduce students to the economic, marketing, and management concepts related to the organization and operation of businesses in agricultural and agribusiness industries. Topics include the economics of supply demand, and production; the development of operating and cash flow budgets; and, the strategic planning process.

6332 Financial Management in Agriculture (3-0). An overview of techniques and concepts related to financial management, financial analysis, and investment analysis for farm and ranch businesses. An emphasis is placed on the practices recommended by the Farm Financial Standards Council, and on how to use financial information to build business and marketing plans.

6335 Risk Management (3-0). This course introduces students to the economic, management, and marketing principles related to the strategic management of a firm, and introduces students to the principles and techniques of risk management.

Agricultural Science and Leadership (AGSC)

6300 Technology Transfer and Leadership Methods in Agriculture Industries (3-0). This course will expose students to national, regional, and local agricultural issues that can be positively impacted with the proper application of leadership principles. With focus on techniques used to transfer developed technology and knowledge from the scientific community to the public and industries that they impact.

Animal Science (ASCI)

5343 Beef Cattle Science (2-2). Methods of breeding, feeding, management, and marketing of commercial and purebred beef cattle. Course meets concurrently with Animal Science 4343 but requires additional readings, papers, discussions, and/or presentations for graduate students.

Prerequisites: Animal Science 3342, 3443, 4344. Permission of Graduate Advisor and Graduate Dean.

6191, 6391 Research. Individual research problems. (May be repeated for a total of 6 semester credit hours.)

6335 Issues in Animal Agriculture (3-0). Lecture, discussion and seminar on current societal, economical and environmental issues facing animal agriculture. Emphasis on issues that will continue to impact animal agriculture production and management practices.

6339 Advanced Reproductive Physiology (3-0). Physiological mechanisms of reproductive processes in livestock and research methodology.

Prerequisite: Animal Science 4344 or equivalent.

6340 Advanced Sheep and Goat Production (3-0). The application of current research to sheep and Angora goat production, nutrition, reproduction, and production systems.

6341 Advanced Animal Nutrition (3-0). A study of nutrient requirements of various physiological functions and levels of animal performance; feed standards, comparative feeding studies, determination of digestibility and nutritional balances. Practical application of the above to energy systems for predicting animal performance and defining energy-nutrient relationships.

6344 Physiology of Farm Animals (3-0). Current fundamental concepts of the biomedical, physiological, and endocrinological mechanisms affecting reproduction, metabolism, and growth of farm animals.

6345 Advanced Beef Cattle Production (3-0). The application of current research to beef cattle production, nutrition, reproduction and production systems.

6347 Advanced Livestock Breeding and Genetics (3-0). Study of concepts and applied problem solving related to basic population genetics, and basic to advanced quantitative genetics, as is pertinent and useful in today's livestock breeding industry, and livestock related genetics research.

6381 Special Topics (3-0). Selected topics in advanced animal science, range management, or wildlife management. (May be repeated once for credit when topic varies.)

6399 Thesis. A total of six semester hours are required for thesis credit. Students have the option of enrolling in either ASCI 6399 (twice) or ASCI 6699 once to fulfill the six semester hour thesis requirement. (This course may be repeated once for credit.)

6699 Thesis. A total of six semester hours are required for thesis credit. Students have the option of enrolling in either ASCI 6399 (twice) or ASCI 6699 once to fulfill the six semester hour thesis requirement.

Athletic Training (AT)

6150 Athletic Training Instructional Experience (0-3-0). This course gives athletic training students the opportunity to be a teaching assistant for previously completed athletic training course. Students will assist in content distribution, exam preparation, and in the evaluation of student performance on practical and written examinations. (May be repeated for a total of three semester credit hours.)

Prerequisites: Admitted into the ELM ATEP and with permission of the MAT Director.

Athletic Training (AT) continued

6175 Athletic Training Research Project I (0-3-0). Students enrolled in this course will complete and/or participate in a research project. This course gives students the opportunity to work directly with an Allied Health Professional Mentor through the research process.

Prerequisite: Athletic Training 6312.

6176 Athletic Training Research Project II (0-3-0). Students enrolled in this course will complete their research project started in Athletic Training 6175. Students will present their findings to the MAT students and HSP faculty.

Prerequisite: Athletic Training 6175.

6205 Athletic Training Clinical Experience I (0-4-0). Clinical education is a key component to athletic training education. This course allows athletic training students to practice basic clinical proficiencies and skills related to first aid, emergency management, and the primary assessment of a patient.

Prerequisites: Athletic Training 6300, 6310, 6400.

6210 Athletic Training Clinical Experience II (0-4-0). Clinical education is a key component to athletic training education. This course allows athletic training students to practice intermediate clinical proficiencies and skills related to research methods in athletic training and the diagnosis and management of injuries to the lower extremities, lumbar spine, and abdomen.

Prerequisite: Athletic Training 6205.

6215 Athletic Training Clinical Experience III (0-4-0). Clinical education is a key component to athletic training education. This course allows athletic training students to practice intermediate clinical proficiencies and skills related to therapeutic modalities and the diagnosis and management of injuries to the head, cervical spine, and upper extremities.

Prerequisite: Athletic Training 6210.

6220 Athletic Training Clinical Experience IV (0-4-0). Clinical education is a key component to athletic training education. This course allows athletic training students to practice advanced clinical proficiencies and skills related to therapeutic rehabilitation and general medical conditions.

Prerequisite: Athletic Training 6215.

6300 Introduction to Clinical Education (2-2-0). This course introduces athletic training students to basic skills and tasks used during the clinical experience portion of the ATEP. Students acquire skills in patient interaction, equipment fitting, taping, wrapping, and PPE screening. The course instructs students on program policy and procedures and the methods used to submit electronic paperwork required of all students in the ATEP.

Prerequisite: Admitted into the Entry-Level MAT program.

6310 Emergency Management Strategies in Athletic Training (2-2-0). This course focuses on the skills, knowledge, and preparation needed to handle real sports and fitness emergencies. Topics include emergency planning, interaction with EMS, etiology, signs and symptoms and common medical emergencies.

Prerequisite: Admitted into the Entry-Level MAT program.

6312 Research Methods and Evidence Based Practice in Athletic Training (3-0-0). To become better consumers of research-based information, this course will introduce research topics and the data collection and application of statistical methods used in athletic training and related research. Students also learn the process of designing a research project.

Prerequisites: Athletic Training 6310, 6400.

6315 Therapeutic Modalities (2-2-0). This course presents principles, biophysical effects, indications, and contraindications associated with therapeutic modalities used in the treatment and rehabilitation of orthopedic injuries. Topics include thermal agents, therapeutic ultrasound, electrical stimulation, and mechanical devices.

Prerequisite: Athletic Training 6405.

6318 Pharmacological Aspects in Athletic Training (3-0-0). this course provides basic principles of pharmacology used by athletic trainers in clinical practice.

Prerequisite: Athletic Training 6405.

6320 General Medical Conditions and Advanced Patient Care (3-0-0). This course provides information on the prevention and management of systematic disorders, skin diseases, environmental disorders, and other ailments related to the human body.

Prerequisite: Athletic Training 6315.

6325 Rehabilitation of Musculoskeletal Injuries (2-2-0). This course instructs athletic training students on the theory and practical application of therapeutic exercise and rehabilitation for musculoskeletal injuries of a diverse population. Emphasis is placed on the planning and implementation of these therapeutic rehabilitation protocols.

Prerequisites: Athletic Training 6315, 6410.

6330 Administrative Topics in Athletic Training (3-0-0). This course focuses on athletic training administration topics including leadership and management skills, human resource skills, and strategies for service delivery in high schools, colleges, universities, hospitals, private practice clinics, and corporate and industrial settings.

Prerequisites: Athletic Training 6315, 6410.

6333 Clinical Decision Making in Athletic Training (3-0-0). This course discusses the foundational concepts of evidence-based practice to deliver patient care in an effective way.

Prerequisites: Athletic Training 6320, 6325.

6335 Professional Preparation and Current Topics in Athletic Training (3-0-0). Professional and ethical preparation in the field of athletic training is the focus of this course including BOC examination review. This course will also examine cultural competence issues in healthcare.

Prerequisites: Athletic Training 6320, 6325.

6391 Research. Individual research problems. May be repeated to a total of six semester hours credit. Approval from the Chair of the Department is required prior to enrollment in this course.

6400 Human Anatomy and Diagnostic Imaging (3-2-0). In this course, a regional approach to the appreciation of human anatomy will be augmented with surface, clinical, plastination, and radiographic resources for musculoskeletal diagnosis and rehabilitation.

Prerequisite: Admitted into the Entry-Level MAT program.

6405 Physical Examination, Diagnosis, and Management of Injuries I (3-2-0). Athletic training students learn the process of clinical examination, diagnosis and management of musculoskeletal injuries to the lower extremities, lumbar spine, and abdomen.

Prerequisites: Athletic Training 6310, 6400.

Athletic Training (AT) continued

6410 Physical Examination, Diagnosis, and Management of Injuries II (3-2-0). Athletic training students learn the process of clinical examination, diagnosis and management of musculoskeletal injuries to the head, cervical spine, and upper extremities.

Prerequisite: Athletic Training 6405.

Biology (BIOL)

5301 Conservation Biology (3-0). Theory and practice of conservation biology with emphasis on the maintenance of species diversity, factors affecting extinction, genetic impacts of rarity, and practical management considerations, including design of reserves and captive breeding and release programs. Course meets concurrently with Biology 4301 but requires additional readings, papers, discussion, and/or presentations for graduate students.

Prerequisites: Biology 3301 or equivalent. Permission of Graduate Advisor and Graduate Dean.

5401 Ornithology (3-3). A study of the biology of birds, their anatomy, evolutionary history, diversity, ecology, behavior, and zoogeography. Laboratory exercises will emphasize the identification and natural history of Texas birds. Course meets concurrently with Biology 4401 but requires additional readings, papers, discussions, and/or presentations for graduate students.

Prerequisites: Biology 1413 or equivalent. Permission of Graduate Advisor and Graduate Dean.

5402 Mammalogy (3-3). A study of the biology of mammals, their anatomy, evolutionary history, diversity, ecology, behavior, and zoogeography. Laboratory exercises will emphasize the identification and natural history of Texas mammals. Course meets concurrently with Biology 4402 but requires additional readings, papers, discussions, and/or presentations for graduate students.

Prerequisites: Biology 1413 or equivalent. Permission of Graduate Advisor and Graduate Dean.

5403 Natural History of Bats (3-3). A study of the ecology and evolution of the order Chiroptera with emphasis on unique adaptations related to the life history strategies and echolocation of North American bats. Students will gain hands-on experience with the use of taxonomic keys and field techniques used in sampling and identifying bat species in natural habitats. Course meets concurrently with Biology 4403 but requires additional readings, papers, discussions, and/or presentations for graduate students.

Prerequisites: Biology 1413 or consent of the instructor. Permission of Graduate Advisor and Graduate Dean.

5404 Herpetology (3-3). A study of the biology of amphibians and reptiles, their anatomy, evolutionary history, diversity, ecology, behavior, and zoogeography. Laboratory exercises will emphasize the identification and natural history of Texas amphibians and reptiles. Course meets concurrently with Biology 4404 but requires additional readings, papers, discussions, and/or presentations for graduate students.

Prerequisites: Biology 1413 or equivalent. Permission of Graduate Advisor and Graduate Dean.

5421 Developmental Biology (3-3). A study of the molecular and genetic mechanisms regulating the development of animals. Specific topics include gametogenesis, embryogenesis, and tissue development. Laboratory explores the development of various invertebrate and vertebrate model organisms and emphasizes the application of techniques used with these model systems. Course meets concurrently with Biology 4421 but requires additional readings, papers, discussion, and/or presentations for graduate students.

Prerequisites: Biology 3301, 3403.

5423 General Physiology (3-3). An advanced course in fundamentals of vertebrate physiology emphasizing functions of molecular levels of activity. Laboratory exercises combine animal surgery, biochemical techniques, and electronic instrumentation. Course meets concurrently with Biology 4423 but requires additional readings, papers, discussions, and/or presentations for graduate students.

Prerequisites: Biology 1413, 2423 or consent of instructor. Permission of Graduate Advisor and Graduate Dean.

5425 Bioinformatics (3-3). Introduction to methods for acquiring, analyzing, and employing biological sequence information. Topics will include-Theory and process of PCR, mass spectroscopy, and DNA microarrays. Algorithms for searching and clustering sequences. Applications of bioinformatic data to questions such as the geographical movement of Zika virus, horizontal gene transfer in bacterial viruses, and changes in human gene expression in response to disease and treatment. Students will access remote sequence databases (NCBI, EMBL-EBI) and analyze sequences with open source bioinformatics software running natively, in a Linux virtual machine, and on remote servers. Analyses will include protein structure prediction, phylogenetics using molecular data, and genome annotation. Students will annotate a novel viral genome and submit the completed annotation to NCBI. Course meets concurrently with Biology 4425 but requires additional readings, projects, discussions and/or presentations for graduate students. (Credit may not be earned for this course and Biology 4425.)

5435 Plant Taxonomy (3-3). Laboratory and field studies emphasize the use of a dichotomous key using flowering plants of the Concho Valley as topics of study and recognition of the major families of flowering plants. Lecture emphasis is on current problems in plant taxonomy and systematics. (Credit for both Range Wildlife Management 4435 and Biology 5435 cannot be awarded.) Course meets concurrently with Biology 4435 but requires additional readings, papers, discussions and/or presentations for graduate students.

Prerequisites: Permission of Graduate Advisor and Graduate Dean.

5441 Parasitology (3-3). A study of the anatomy, life cycles, ecology, diseases, diagnosis, and treatment of protozoa, helminths, and arthropods parasitic in man. Course meets concurrently with Biology 4441 but requires additional readings, papers, discussions, and/or presentations for graduate students.

Prerequisites: Credit for two courses in biology for majors, or Biology 2323/2123 and 2324/2124, or Health Science Professions 2301/2101 and 2302/2102. Permission of Graduate Advisor and Graduate Dean.

5442 Arachnology (3-3). A study of the origin of the arachnids and their evolutionary relationships to other early arthropod groups. A survey of the recognized ordinal groups will be presented in both lecture and laboratory with respect to the existing literature on distribution, morphology, ecology, reproductive life cycles, and their relationships to man. Course meets concurrently with Biology 4442, but requires additional readings, papers, discussions, and/or presentations for graduate students.

Prerequisite: Permission of Graduate Advisor and Graduate Dean.

Biology (BIOL) continued

5443 Invertebrate Zoology (3-3). A survey of major invertebrate phyla with emphasis on the classes of Cnidarians, Annelids, Mollusks, Arthropods, and Enchinoderms. Particular attention will be given to phylogenetic relationships and natural history. Course meets concurrently with Biology 4443 but requires additional readings, papers, discussions, and/or presentations for graduate students.

Prerequisites: Biology 1413 or equivalent. Permission of Graduate Advisor and Graduate Dean.

5450 Molecular Biology (3-4). A study of the synthesis, function, and regulation of biologically important macromolecules (DNA, RNA, and proteins). Laboratory exercises are designed to develop skills with standard techniques in molecular biology such as electrophoresis, PCR, recombinant DNA technology, DNA sequencing, and bioinformatics. Course meets concurrently with Biology 4450 but requires additional readings, papers, discussions, and/or presentations for graduate students.

Prerequisites: "C" or better in Biology 3403 or consent of instructor. Permission of Graduate Advisor and Graduate Dean.

5480 Introduction to Biometry (3-2). An introduction to the application of statistics to biological research. This course will include an introduction to probability, sampling theory, and hypothesis testing. Emphasis will be on common statistical techniques for biological research. Course meets concurrently with Biology 4480, but requires additional readings, papers, discussions, and/or presentations for graduate students.

Prerequisites: Mathematics 1314 or equivalent. Mathematics 2312 or 3321 is recommended. Permission of Graduate Advisor and Graduate Dean.

6171 Seminar in Science Teaching (1-0). Weekly seminar will involve discussion of current methods of teaching in the life sciences. Students will also gain practical experience as group facilitators in lecture/lab for 1307/1107 or 1306/1106. Must have permission of instructor to enroll.

6181 Seminar (1-0). A review of the literature and current research in various biological fields. (May be repeated once for credit when topic varies.)

6191, 6291, 6391 Research. Individual research problems. (May be repeated to a total of six semester hours credit.) Approval from the Chair of the Department is required prior to enrollment.

6301 Biometrics and Experimental Design (3-0). An examination of statistical methods used in biological research. Emphasis will be on the application of statistical procedures and the design of experiments. This course will include an overview of more complex statistical procedures including multivariate methods, randomization tests, and resampling techniques.

Prerequisite: Biology 4480 or equivalent.

6302 Advanced Biology (3-0). A study of the basic principles of biology and levels of organization from the molecule to the community.

6304 College Science Teaching (3-0). An interdisciplinary approach to science teaching in higher education. This course introduces students to effective science teaching and is designed to prepare future college educators for their duties. Topics will include the nature of science, how students learn, pedagogy, curriculum development, assessment, and current trends in college science education.

6330 Scientific Writing (3-0). The study and practice of all aspects of scientific writing skills. This will include the preparation and critical review of manuscripts, notes, abstracts, grant applications, reports and research presentations.

6341 Plant and Animal Interactions (3-0). Plant-animal interactions focuses on the major types of interactions that occur between plants and animals. These include herbivory, pollination, frugivory, granivory, their evolutionary and ecological patterns, and conditions that favor adaptation, coadaptation, and coevolution. In addition, the importance of plant-animal interactions to fields of study such as biochemistry, physiology, conservation biology, community ecology, and ecosystem management will be addressed.

Prerequisites: Biology 4303 and 4451 or permission from the instructor.

6342 Advanced Genetics (3-0). The study of recent advances in genetics with an emphasis on modern methods of analysis and applications such as genetic testing, gene therapy, genetic engineering, and forensic genetics.

Prerequisite: Biology 3301 or equivalent.

6351 Evolutionary Ecology (3-0). An examination of theoretical models and empirical studies of life history and foraging strategies, competition, predation, mate choice, parental care, community structure, and other topics in ecology.

6353 Limnology (2-3). An examination of the physical-biological interactions in aquatic ecosystems. Emphasis will be placed upon the composition, variation, and dynamics of fresh water communities.

6381 Special Topics (3-0). Selected topics in advanced biology. (May be repeated once for credit when topic varies.)

6399 Thesis. A total of six semester hours are required for thesis credit. Students have the option of enrolling in either BIOL 6399 (twice) or BIOL 6699 once to fulfill the six semester hour thesis requirement. (This course may be repeated once for credit.)

6431 Principles of Molecular Systematics (3-3). A study of the basic principles of molecular systematics. This course will include the history and concepts of systematics as well as a review of selected current topics in the field. The laboratory will emphasize the understanding of methodologies used to address specific phylogenetic questions with molecular data.

6433 Ecological Applications GIS (3-2). A study of advanced geospatial techniques for modeling the spatial distributions and relationships of organisms. Topics to include home range estimation, environmental niche modeling, spatial pattern analysis, and introductory remote sensing. Laboratories will build proficiency in geospatial analysis techniques through task-oriented learning.

6699 Thesis. A total of six semester hours are required for thesis credit. Students have the option of enrolling in either BIOL 6399 (twice) or BIOL 6699 once to fulfill the six semester hour thesis requirement.

Border Security (BOR)

6191, 6291, 6391 Research. Individual research problems for superior students in homeland security. May be repeated for a total of six semester hours credit.

Prerequisite: Approval from the Chair of the Department is required prior to enrollment.

6301 Seminar in Homeland Security (3-0). In conjunction with an analysis of current Homeland Security topics, students apply theoretical concepts of target identification and risk evaluation to develop risk mitigation plans, which are jointly critiqued by their classmates. Students consider various natural and man-made disasters and potential disasters, from an all-hazards perspective. Practical application of open source intelligence to risk analysis and mitigation is a key component of this course. (Credit may not be earned for this course and Criminal Justice 6301.)

6302 Introduction to Geographic Information Systems (3-0). Geographic Information Systems (GIS) contain a powerful set of tools for data acquisition, management, query, and display. This course provides students with a substantial foundation in the history of cartography and mapmaking. A second major emphasis of this course will merge both theoretical and historical information with hands-on practical training utilizing the basic tools provided with GIS software. Students will become familiar with the importance of metadata, as well as editing and updating metadata and how this is important to the success or failure of the dataset as a whole. (Credit may not be earned for this course and Criminal Justice 6302.)

6303 Cryptology (3-0). The history of ciphers, cryptanalysis, computer security system design, investigation of security system breeches, user access issues, and associated policies are discussed. (Credit may not be earned for this course and Intelligence, Security Studies, and Analysis 6307.)

6304 Advanced Studies in Transnational Crime (3-0). Globalization touches all aspects of an ever more interconnected world - never more so than in criminal organizations. The study of the morphology of transnational criminal organizations of all types is key to understanding the future of organized and international crime and the associated legal and practical efforts to counter future trends. Through differentiation of historical and contemporary patterns, modus operandi, capabilities, and vulnerabilities of transnational criminals and organizations, students develop crime interdiction proposals and critique the proposals of other students, through a Socratic process. (Credit may not be earned for this course and Criminal Justice 6304.)

6305 Advanced Studies in Human Trafficking (3-0). This advanced course looks at the origins and current trends in trafficking of humans for profit. Whether it be to supply workers for the international sex trade, or the delivery of babies for adoption, the trafficking of humans destroys lives, families, and the very social fabric upon which societies are built. This course delves into the theoretical basis of the psychopathology behind human trafficking and the intense process of recovery that victims and their families need to recover from these crimes, help that is often lacking in even the most civilized societies. Students evaluate current events and develop theoretically and legally based responses to these crimes. (Credit may not be earned for this course and Criminal Justice 6305.)

6306 Advanced Studies in International Drug Trafficking (3-0). The international trafficking of illegal narcotics and other pharmaceuticals has been a global problem for over a century. From the Opium Wars of the 1800s to the current battles among drug cartels in Mexico, this course offers an in-depth analysis of the epidemic of drug abuse and its association with crime. Using open source intelligence, students evaluate the impact of current drug interdiction efforts by federal agencies. Students conduct online research, statistical analysis, development of viable programs and policies to reduce the current demand for illegal substances worldwide. They then argue in support of their positions to convince the remainder of the class of their program's viability. (Credit may not be earned for this course and Criminal Justice 6306.)

6310 Seminar in Port Security and Maritime Defense (3-0). Maritime ports of entry and defense of the U.S. coastal waters are the primary focus of this seminar. Students evaluate the vulnerability of maritime ports to disruption and attack. Applying risk management theory, students critically analyze current efforts to identify the vulnerabilities of ports and their associated transportation infrastructure. Efforts to provide security along U.S. coasts are discussed from a historical perspective through the post-9/11 era.

6311 Transportation Security (3-0). This course examines current and future threats to U.S. and international transportation systems and discusses methods and technologies designed to confront these threats. Coverage of relevant security issues relating to transportation by sea, land, pipeline, and air will be included.

6320 Studies in Terrorism (3-0). This course discusses the politics of terrorism and counterterrorism in depth. Theoretical approaches to explain terrorism as a tactic are analyzed. Individual, group, and state terrorism are reviewed from a historical and political context. Students conduct an in-depth analysis of the U.S. response to the terrorist attacks of 9/11, the advent of the USA PATRIOT ACT and its impact on civil liberties, and the development of the Department of Homeland Security as a terrorist mitigation strategy. (Credit may not be earned for this course and Criminal Justice 6320.)

6322 Studies in Weapons of Mass Destruction Hazards and Responses (3-0). This course for the non-scientist is a study of chemical, biological, radiological, and nuclear hazards associated with different forms of weapons of mass destruction as well as the routine manufacturing and transportation of these components to which we are exposed daily. The means by which disaster management specialists prepare for accidents and incidents involving these materials are covered in depth. Potential short and long term impacts of incidents and accidents are evaluated.

6330 Studies in Disaster Preparedness (3-0). Risk management theory, disaster management theory, and FEMA strategies are applied to reconstructions of past natural and man-made disasters. Students are tasked with carrying out intensive reevaluation of past efforts and development of enhancements that would improve future responses.

6331 Seminar in Emergency Planning (3-0). Effective emergency planning is the key to surviving natural and man-made disasters. Topics covered include threat identification and assessment, risk analysis, identification and protection of critical infrastructure, gathering and dissemination of intelligence, evaluation of open source intelligence, and utilization/manipulation of public media to enhance citizen response. A thorough understanding of chemical, biological, radiological, and nuclear hazards is essential for this course. Knowledge of risk management theory, disaster management theory, and a familiarization with FEMA response scenarios are necessary for students taking this course.

Border Security (BOR) continued

6334 Research Methods and Statistics in Security Studies (3-0). Research methods with application to intelligence, homeland security, criminal justice, and other security-related interests. (Credit may not be earned for this course and Intelligence, Security Studies, and Analysis 6305, Security Studies 6305, or Criminal Justice 6334.)

6335 Data Mining (3-0). A course in statistics particularly geared to pattern analysis, information continuity, and data recovery. Inferential and descriptive techniques for decision analysis are included. This course uses a variety of data bases associated with business, census, terrorism, and crime statistics from which students conduct research projects. Personal computers with fundamental software programs such as Excel, SPSS or SAS are necessary for students to complete this course. (Credit may not be earned for this course and Intelligence, Security Studies, and Analysis 6335.)

6340 Constitutional Issues in Homeland Security (3-0). Taking Constitutional Law to the next level, students conduct in-depth analysis of court decisions that respond to ongoing efforts to address legislative efforts to secure the homeland in the face of a continued international terrorist threat. Additionally, students evaluate the legal basis for federal response to natural and man-made disasters and the impact of these responses to local sovereignty. Students taking this course are required to write extensive legal briefs. (Credit may not be earned for this course and Criminal Justice 6340.)

6341 Advanced Studies in International Police Development (3-0). Students use the comparative method to conduct critical analyses of ongoing efforts to develop police in other countries by the U.S., EU, UN, and other agencies. The role of military and non-military forces, coupled with their interaction with NGOs and local agencies, is evaluated. Developing measurement tools to use in conducting success evaluation is a key part of this course. (Credit may not be earned for this course and Criminal Justice 6341.)

6342 Cybersecurity and Constitutional Issues (3-0). This course discusses telecommunications law and policy as it applies to the rapidly evolving technologies and capabilities of the internet, telecommunications, satellite and imagery systems available for commercial and government exploitation. The legal implications of a global internet, recourses available to law enforcement, treaties, etc. are reviewed from an international perspective including processes by which international cooperation is gained to deal with cyber threats. (Credit may not be earned for this course and Intelligence, Security Studies, and Analysis 6342.)

6343 Seminar in International Law (3-0). Students discuss advanced principles and practices of international law and legal regimes. The course examines traditional and emerging topics in the field: human rights, the Law of the Sea, the Law of Armed Conflict, War Crimes Tribunals, and the International Criminal Court.

6344 Seminar in Terrorism and Homeland Security (3-0). This survey course addresses the definition of domestic and international conflict; its modalities (e.g., armed conflict, terrorism, economic coercion, and environmental degradation); types of threats (e.g., nuclear, biological, and chemical); the public law of conflict management; and the U.S. response to external conflict within the confines of domestic and international legal principles recognized by the United States (including constitutional issues). The course has an interdisciplinary character but is ultimately guided by the international and domestic rule of law.

6345 Seminar in Federal Immigration Law (3-0). In this seminar course, the student analyzes Federal Immigration Laws dealing with border security issues, in particular U.S.C Title 8, Title 18, Title 19, Title 21, and Title 31. Students and the professor carry out active discussions of federal court and law enforcement agency implementation of immigration law (or lack thereof) and the associated domestic and international political ramifications of this implementation (or lack thereof). Students taking this course are expected to be able to produce properly formatted legal briefs and apply that knowledge to development of policy briefs concerning federal immigration law.

6350 Cyber Vulnerability (3-0). Students discuss at length the reliability and vulnerability of computer based technologies, biometrics, and security technologies. Included are case analyses of external (hacking) and internal (man-in-the-middle) attacks on government and private communications systems. (Credit may not be earned for this course and Intelligence, Security Studies, and Analysis 6350.)

6351 Emerging Technologies in Homeland Security (3-0). In this course a variety of cutting edge technologies associated with Homeland Security are discussed. The technologies are analyzed and evaluated for functionality, usefulness, cost effectiveness, and reliability. Depending upon the technologies analyzed, students may be required to participate in field research. (Credit may not be earned for this course and Intelligence, Security Studies, and Analysis 6351.)

6355 National Security Policy (3-0). This course presents an overview of security policy issues as fundamental components of foreign policy. The course takes a narrow view of security policy and examines the topic from the direction of securing America's borders. The course combines historical description of security policy development, comparative analysis, and theoretical examination.

6371 Internship. This course is designed to familiarize students with the application of knowledge gained in course work and with operations and problems in the field of border and homeland security. Students must be pursuing a master's degree in Border Security. Approval of instructor is required.

6381 Special Topics (3-0). A seminar in selected homeland and border security topics. May be repeated once for credit when topic varies.

6387 Seminar in Criminal Justice Agency Ethics (3-0). The study of criminal justice without the concurrent study of justice is simply criminal. This course exposes students to the ethics (and lack thereof) of criminal justice agencies. Scenario evaluation, active discussion, and theoretically based argumentation and decision-making are all key components of this seminar. (Credit may not be earned for this course and Criminal Justice 6387.)

6389 Capstone Seminar in Homeland Security (3-0). This course is a research seminar in which students will develop skills in locating, extracting, evaluating, and synthesizing information acquired from their prior courses. Students write a publishable, article-length, paper based on independent research. Students may also be expected to supplement their research with other readings under the direction of the professor.

Business (BUSI)

6302 Legal and Social Environment of Business (3-0). Analysis of the role of business in contemporary society with emphasis on the legal, social, political, and regulatory factors affecting business.

Chemistry (CHEM)

CHEM 6383 Selected Topics in Biochemistry (3-0). Topics are chosen from such areas as intermediary metabolism, proteins, enzymes, physical biochemistry, or vitamins and hormones. (May be repeated once for credit when topic varies.)

Coaching, Sport, Recreation, and Fitness (CSRF)

6301 Instructional Strategies & Techniques (3-0). Pedagogical strategies appropriate for sport, fitness and recreational settings will be emphasized. Variables that influence learner behavior and approaches to optimize instructor effectiveness will be addressed.

6304 Coaching Psychology (3-0). An overview of the principles and foundations of psychological factors related to the coaching profession will be provided. Emphasis will be on the importance for coaches to apply sport psychology concepts in an effort to enhance athletic performance.

6307 Athletic Administration (3-0). This course is designed to help future athletic administrators with a myriad of difficulties, challenges and problems that confront them in the performance of their duties. It is also designed to address problematic and stressful situations.

6310 Sociology for Sport, Fitness, and Recreation (3-0). This course provides a critical analysis of sociological trends related to sport, fitness and recreational programs.

6316 Recreation and Parks Administration (3-0). An overview and analysis of components related to the administration of recreation and parks programs in relation to sports, fitness, and leisure.

6317 Programing in Recreation and Leisure (3-0). Offers practical experience in sports programing and design techniques in educational recreational settings. Emphasis is on developing programing skills in recreation settings such as: College, church, military, outdoor leisure, youth sports, officiating, and gerontology.

6318 Student Life Programing (3-0). Course designed to familiarize students with organizational development purpose and challenges to student life programming and its role in higher education. It utilizes program development and training for residence halls and student union staff.

6319 Outdoor Education and Summer Camp Administration (3-0). The focus of this course will be on acquiring administrative skills related to outdoor education programming. This course will require an off campus practical experience. (Additional lab fees are required.)

6322 Administration of Special Events (3-0). A course that addresses the competencies necessary to successfully plan, market and implement special activities related to sport, fitness, and recreation.

6324 Specialized Program Settings in Recreation (3-0). This course provides an overview and rationale for programming design and skills with special populations/participants in distinct settings. Most specifically this course will enhance and develop attitudinal awareness and knowledge of special populations (youth, senior citizens, military, faith based organizations, and correctional facilities).

6325 Philosophy and Ethics in Sport, Fitness, and Recreation (3-0). A critical examination of philosophical perspectives and ethical issues pertinent to the administration, management, and development of sports, fitness, and recreational programs will be provided.

6326 Coaching Administration (3-0). This course provides an extensive overview of responsibilities, duties, and behaviors within the coaching profession.

6329 Athletic Academic Advising/Counseling (3-0). This course provides an extensive overview of the processes and systems utilized in advising and counseling student athletes in collegiate settings.

6331 Risk Management in Sport, Fitness, and Recreation (3-0). This course addresses the major legal issues, policies, and procedures confronting the fields of sport, fitness, and recreation.

6333 Disabled and Therapeutic Sport (3-0). This course provides an overview and rationale for the inclusion of people who are in general marginalized from recreation and leisure activities based on issues of ability and disability. Most specifically, this course will enhance and develop attitudinal awareness and knowledge of people who have disabilities and their need for satisfying leisure and recreation experiences.

6334 Introduction to Therapeutic Recreation (3-0). This course provides an overview for working in the Human Services field. The course includes information on philosophies, models for treatment, current issues and trends and laws that are pertinent to the Therapeutic Recreation profession.

6335 Leadership Applications (3-0). Emphasis will be placed on venture dynamics programs and activities used to develop leadership and work group cohesion. Course includes an additional 50 hours instructor endorsement training and workshops/lab with additional departmental lab fees.

6341 Athletic Academic Performance Practicum (3-0). This course is designed to prepare athletic - academic advising/counseling students for their roles in the professional field. Focus will be on skills, methods, and strategies used by performance enhancement personnel. This will include supervised intervention laboratories so students may actually practice performance enhancement sessions. Additionally, areas of study will include NCAA athletic-academic guidelines, ethics, record keeping and interdisciplinary teamwork.

Prerequisite: Coaching, Sport, Recreation, and Fitness 6329.

6343 Sport, Health and Fitness Facility Administration (3-0). This course will cover information regarding the marketing, operations, and financial concerns associated with managing various types of health clubs, including fitness centers, city health clubs, campus recreation facilities, and country clubs.

6344 Facilities Design and Operations (3-0). Examination of designing, constructing, and maintaining athletic, fitness, and recreational facilities.

Coaching, Sport, Recreation, and Fitness (CSRF) continued

6346 Human Kinetics (3-0). An overview of kinesiology including: exercise physiology, motor behavior, and biomechanics related to sport preparation and human performance.

6351 Application Research and Data Presentation (3-0). This course serves as an introduction to the design and interpretation of research. Emphasis will be on the construction, administration, and analyses of survey data culminating in the presentation of research findings.

6355 Entrepreneurship in Sport, Recreation, and Fitness (3-0). This course is intended to provide the student with the fundamental instructions that will define entrepreneurship, provide a rationale for the students in the fields of sport, recreation, and fitness to pursue the establishment of a new business venture, and to provide an approach to the development of a business plan.

6356 Nutrition for Sport and Fitness (3-0). This course provides an overview of the essential components of nutrition in relation to health, fitness, and sport performance.

6357 Campus Health and Wellness Programming (3-0). Emphasis will be on planning, developing, and evaluating a comprehensive health and wellness promotion program. Major health issues on campuses in the United States will be discussed.

6361 Administration of Athletic Academic Units (3-0). This course is designed for an in-depth overview of the administrative designs, responsibilities, and policies related to athletic academic services. This includes: eligibility, compliance, staffing, and policy creation. Students will research and compare policies and procedures across a broad spectrum of collegiate entities.

6365 Coaching Science in Strength and Conditioning (3-0). This course is based on the National Strength and Conditioning Association (NSCA) Certified Strength and Conditioning Specialist (CSCS) standards. The course will cover topics and practical experiences that will prepare students to sit for the CSCS certification exam as well as provide insight into the duties and responsibilities of a collegiate strength and conditioning coach.

6366 Exercise Assessment and Program Design (3-0). A course designed to provide graduate students with advance knowledge and skills required to design and implement sage and effective strength and conditioning programs. Emphasis is given to the application of the following: 1) benefits and risks associated with exercise testing, 2) health screening and risk stratification, 3) physical fitness testing and interpretation, 4) exercise prescription, and 5) legal issues. The course will also assist students preparing for various professional certifications related to coaching, sport, recreation, and fitness.

6367 Prevention and Care of Athletic Injuries (3-0). This course presents key concepts pertaining to the field of athletic training to assist future professionals in making correct decisions and taking appropriate actions when dealing with an activity-related injury or illness within their professions.

6371 Turf and Outdoor Resource Management (3-0). This course provides an in-depth study of all components relating to proper turfgrass and outdoor resource management. Topics include: understanding plant parts, soils management, turfgrass selection and establishment, spots filed construction, importance of mowing, cultivation practices, irrigation and nutrient management, turfgrass mathematics, calibrations and applications, budget concerns, park maintenance, tree issues, and pest management (weeds, diseases, and insects). Approximately 50 percent of this course will be at the field lab and other field trip locations for hands-on demonstrations of proper turfgrass and outdoor resource maintenance practices.

6373 Study of Sport and Recreation Outreach Programs (3-0). An overview of the utilization of sport components for local, national, and global outreach programs. Discussion centers on understanding the effects of belief systems on moral, ethical, and spiritual dimensions of sport.

6375 Sport and Recreation Law (3-0). An overview study and analysis of major fundamental legal problems and issues confronting the sports and recreation professions, including issues like ADA, Title IX, and agencies that control athletic competitions and services.

6377 Sport Publications and Graphic Design (3-0). This is a studio course in publication design with an emphasis on production of media/recruiting guides, flyers, and brochures. This course teaches practical computer applications in the development of concept, layout and design as related to graphics and advertising design. Objectives include learning professional graphic design concepts in the development of projects while acquiring computer skills. Utilizing basic computer software as a tool, creatively experiment with different ideas to find exciting and challenging designs. Projects will be applicable to related areas in the sports profession and a final portfolio of projects will show proficiency. Approximately 50% of class will be lab based. Other class times may include contact with professionals in design and photography.

6381 Special Topics (3-0). A study of selected topics in sport, fitness, or recreation will be provided. (May be repeated once for credit when topic varies.)

6388 Internships in Sport and Recreation. Designed to gain practical experiences and perspectives relative to career goals and interests in coaching and administering sports and recreation programming. The internship assignment is specific and requires site supervisor approval for multidimensional experience. Prior approval by graduate director and intern supervisor required.

6392 Professional Communication (3-0). A course that addresses the written, oral, and technology-enhanced forms of communication required for professionals in sport, fitness, and recreational settings.

6393 Independent Research and Readings (3-0). Individual research or directed readings based on graduate students' interests and career goals will be designed. (May be repeated once for credit.)

Prerequisite: Prior approval of instructor and program director required.

6394 Applied Research/Professional Project (3-0). In this course, graduate students will develop an individualized professional project by conducting a research study or developing a policy/procedures manual related to sport, fitness, or recreational professions.

6395 Applied Research/Professional Project Renewal (3-0). All graduate students who, after registering for CSRF 6394, fail to complete their research of professional project by the end of the academic semester must register for this course every succeeding semester until completion of the project.

Communication (COMM)

6301 Teaching Communication in Higher Education (3-0). A course designed to prepare students to teach communication courses in higher education and other professional environments. This course is required for Graduate Teaching Assistants but all students are welcome. It can be taken concurrently with a teaching assignment.

6302 Quantitative Research Methods (3-0). A course to familiarize the student with the types of research and related statistical tools for the communication professional.

6303 Communication Theory (3-0). An overview of interpersonal, organizational, and mass communication theories impacting the design and maintenance of communication systems.

6305 Organizational Communication (3-0). Cultural, organizational, and interpersonal issues in communication.

6308 Small Group Communication (3-0). The concepts, theories, and decision making techniques involved in small group communication.

6310 Survey Research (3-0). This course will teach students the necessary skills to conduct, interpret, and implement survey research. Students will learn about sampling methods, survey design, and data analysis.

6312 Qualitative Research Methods (3-0). An introduction to qualitative research methods. The course will cover historical and critical analysis, discourse and conversation analysis, ethnography, and analysis of narrative and myth.

6313 Rhetorical Analysis (3-0). An introduction to rhetorical analysis. Persuasive texts along with persuasive tools will be covered. Fundamental theories of persuasion, influence, and social movements will be introduced along with implications for communication studies.

6314 Intercultural Communication (3-0). An examination of communication dynamics in diverse societies and between different cultural communities. The interactions among communication, culture, and identity are explored within historical and contemporary perspectives.

6316 Interpersonal Communication (3-0). The study of human dyadic interaction, including topics such as perception processes, verbal/nonverbal communication, theoretical models of communication, conflict, and interpersonal communication in various relationships.

6317 Crisis Communication (3-0). An introduction to crisis communication theory and application from the perspective of academics and practitioners. This course is designed to expose students to a variety of strategies for crisis management planning, emergency communication, image restoration, and organizational learning. The course is divided between pre-crisis planning, crisis response, and post-crisis recovery.

6318 Communication in Professional Life (3-0). This course integrates communication theory, research and practical skills to analyze and solve problems, conduct research, and develop and deliver polished presentations in both academic and professional settings. Using communication literature, students will have the opportunity to engage in self-assessment of communication competence, learn strategies for enhancing communication abilities, and to effectively interact with and lead diverse populations.

6321 Communication Technology (3-0). Exploration of how communication technologies influence the social, political, and organizational practices of everyday life.

6322 Advertising/PR Campaign Development (3-0). The study and practice of campaign research methods, use of persuasion theories, development of strategies for use of traditional and new medias, and message development for ad/pr campaigns.

6323 Communication in Leadership (3-0). Methodology in setting and accomplishing learning objectives for organizational members' new skills with a focus on developing both face-to-face and online training methods.

6324 Communication in Diversity and Inclusion (3-0). Examination of the contemporary multicultural/multiracial organizations setting. This course provides a general definition for workplace diversity, discusses the benefits and challenges of managing diverse workplaces, and presents effective strategies for managing diverse workforces.

6326 Seminar and Practice in New Media (3-0). Explores trends in research and best practices of new media (such as Facebook, Twitter, YouTube), in strategic communication. Issues in new media will be investigated, through the lens of various communication theories.

6329 Seminar on Problems in Organizations (3-0). Investigation of various communication problems occurring in organizational communication, such as in decision-making, group communication within organizations, communication and organizational culture, and organizational rhetoric and issue management with the aim of developing and implementing communication solution strategies.

6371 Internship. Students gain on-the-job experience working in a business or industrial setting.

6381 Special Topics (Current Issues) (3-0). Selected readings in communication. (May be repeated once for credit when topic varies.)

6391 Research. Directed readings or individual research projects. (May be repeated once.)

6399 Thesis. A total of six semester hours are required for thesis credit. Students have the option of enrolling in either COMM 6399 (twice) or COMM 6699 once to fulfill the six semester hour thesis requirement. (This course may be repeated once for credit.)

6699 Thesis. A total of six semester hours are required for thesis credit. Students have the option of enrolling in either COMM 6399 (twice) or COMM 6699 once to fulfill the six semester hour thesis requirement.

Computer Science (CS)

6099 Thesis: Credit 1 to 9. Research conducted by the student individually under the guidance of an academic advisor. This thesis study gives students the chance to investigate a computer science research topic in the academic advisor's research area or interest, and develop a new method and assess the solution, report and present the outcomes professionally. (May be repeated for a total of nine semester credit hours.)

6300 Introduction to Programming for Data Science (3-0). Understand and apply introductory programming concepts such as sequencing, iteration, selection, working with files, working with different data structures towards solving data science problems such as data collection, data processing, data analysis, and data visualization.

6302 Advanced Operating Systems (3-0). Review of operating systems concepts. Distributed operating systems, synchronization, communication, file systems, and memory sharing.

6306 Software Engineering (3-0). Introduction to the methods and tools for the requirements analysis and design stages of software life cycles. Discussion of software requirements including elicitation, modeling notations, analysis, and documentation. Brief overview of process models and project management. Architectural styles in software systems, design methods, design patterns and reverse engineering. Open source software development. Software licenses. Ethical issues.

6308 Ethical Issues in Computing (3-0). Ethical issues in software development. Ethical responsibility of ensuring software correctness, reliability, safety, and security. Professional development, certification, code of ethics, conduct and practice. Accountability, responsibility and liability of professional software development.

6310 Database Systems (3-0). Foundations of database management systems. Database design techniques such as database modeling using ER diagrams and normalization. Query languages such as SQL. Physical data organization and indexing. Relational, object-oriented, and document-oriented databases.

6311 Advanced Database Systems (3-0). A comprehensive introduction to modern database management systems. Spatial, temporal, and multimedia databases. Core concepts and fundamentals of high-performance transaction processing systems (OLTP) and large-scale analytical systems (OLAP). Web data management. NoSQL systems. Review of other contemporary database systems.

6312 Advanced Web Technologies (3-0). Review of modern web technologies. Web application development frameworks. Client-side and server-side web development. Integration with databases. Usability, efficiency, performance of web applications.

6314 Computer Networks (3-0). Modern computer networks with emphasis on protocols, architectures and implementation issues in the internet.

6315 Computer and Network Security (3-0). A comprehensive review of security risks and threats to computer systems and networks. Review of components used in an enterprise security infrastructure. Advanced topics in the security of enterprise networks and systems.

6316 Data Security (3-0). Fundamental concepts in data security, including cryptography, digital forensics, digital integrity and authentication, access control, secure communication protocols, cryptanalysis, data privacy. Information storage security.

6317 Software Security (3-0). Fundamental principles of software security. Security requirements and their role in software requirement analysis, design, and implementation. Static and dynamic testing. Ethical issues in secure software development.

6318 Artificial Intelligence (3-0). A comprehensive introduction to artificial intelligence. Fundamental concepts and techniques of intelligent systems. Agents and environment. Agent types. Problem solving by searching and search techniques. Knowledge-based agents. Reasoning. First-order logic. Decision making. Learning.

6319 Machine Learning (3-0). A survey of machine learning techniques, including traditional statistical methods, resampling techniques, model selection and regularization, tree-based methods, principal components analysis, cluster analysis, artificial neural networks, and deep learning. Implementing machine learning models with open-source software. Learning from data, finding underlying patterns useful for data reduction, feature analysis, prediction, and classification.

6320 Data Mining (3-0). Algorithmic and practical aspects of discovering patterns and relationships in large databases. Hands-on experience in data analysis, clustering and prediction. Data preprocessing and exploration, data warehousing, association rule mining, classification and regression, clustering, anomaly detection, human factors and social issues in data mining.

6321 Deep Learning (3-0). Introduction to neural networks. Feedforward multilayer neural networks. Convolutional neural networks, autoencoders, recurrent neural networks and long short-term memory models. Practical strategies to improve the performance of deep models, such as regularization, data augmentation, pre-training, dropout, multi-task learning and advanced optimization methods. Applications of deep learning.

6322 Image Processing (3-0). Introduction to digital image processing techniques for enhancement, compression, restoration, reconstruction, and analysis. 2-D signals and systems, image analysis, image segmentation; achromatic vision, color image processing, color imaging systems, image sharpening, interpolation, decimation, linear and nonlinear filtering, printing and display of images; image compression, image restoration, and tomography.

6323 Multimedia Systems (3-0). Introduction to multimedia, signals and waves, analog and digital data, sampling and quantization. Digital audio, data compression. Image data representation, image file formats. Video data and compression standards. Streaming multimedia. Multimedia data management systems.

6325 Robotics (3-0). State-of-the-art robot systems, including their sensors and an overview of sensor processing. Robot control architectures. World modelling and world models. Localizing and mapping, navigation and control, motion planning, multiple-robot coordination.

Computer Science (CS) continued

6330 Data Science (3-0). The fundamental concepts and applications of data science. Advanced tools and techniques for the extraction and utilization of information from data; making data-driven inferences and decisions; and effective communication results. Learning data manipulation, data analysis with statistics and advance machine learning algorithms, data communication with information visualization, working with big data using scalable processing techniques.

6335 Big Data (3-0). Big data concepts, its differences from the traditional data and traditional data processing techniques. Storing, indexing, accessing and processing techniques for big data. Map/Reduce algorithm and related technologies. Data analysis and application development in big data ecosystem.

6337 Semantic Web (3-0). Next generation web. Web of data and knowledgebases. Efficient management and use of web data. Metadata standards, XML, RDF, OWL and metadata processing; ontologies, semantic web applications.

6338 Knowledge Engineering (3-0). Knowledge representation. Developing knowledge-based systems, intelligent applications and agents. Graph databases for semantic networks. Encoding and accessing knowledge on the Web. Using knowledgebases for automated reasoning and question answering.

6352 Analysis of Algorithms (3-0). Analysis of algorithms for sorting, searching, sets, matrices, etc.; designing efficient algorithms for data structures, recursion, divide-and-conquer, dynamic programming; nondeterminism, NP-completeness and approximation algorithms.

6370 Computer Game Development (3-0). Design and implementation of computer games, developing real-time graphics, audio and interactive multimedia programming techniques with an emphasis on performance, memory management, source code management, and game engine optimization.

6371 Internship. This course is designed to familiarize students with the application of knowledge gained in course work and with operations and problems in the field of computer science. Students must be pursuing a Master's degree in Computer Science. Approval of Instructor is required. Grading will be either pass or fail.

6372 Advanced Computer Game Development (3-0). Game design. Rapid prototyping. Data structures and algorithms for games. Game pipeline processes, design patterns. High performance computing, GPU/parallel programming, algorithm design, cross-platform development, memory management. Network for games.

6391 Research. Individual research for superior students in computer science. This study allows students to investigate a computer science problem, develop a new method, assess the solution, report and present the outcomes professionally. May be repeated for a total of six semester hours credit.

6399 Project. A semester-long project conducted by the student individually under the guidance of an academic supervisor. This project gives students the chance to investigate a computer science topic possibly in the academic advisor's research area, and develop a solution or software, and assess a problem computationally, report and present the outcomes professionally. Grading will be either pass or fail.

Criminal Justice (CRIJ)

6091 Independent Research: 1-6. A specialized course that may be directed reading or research for superior students majoring in Criminal Justice. Department approval required.

6301 Seminar in Homeland Security (3-0). In conjunction with an analysis of current Homeland Security topics, students apply theoretical concepts of target identification and risk evaluation to develop risk mitigation plans, which are jointly critiqued by their classmates. Students consider various natural and man-made disasters and potential disasters, from an all-hazards perspective. Practical application of open source intelligence to risk analysis and mitigation is a key component of this course. (Credit may not be earned for this course and Border Security 6301.)

6302 Introduction to Geographic Information Systems (3-0). Geographic Information Systems (GIS) contain a powerful set of tools for data acquisition, management, query, and display. This course provides students with a substantial foundation in the history of cartography and mapmaking. A second major emphasis of this course will merge both theoretical and historical information with hands-on practical training utilizing the basic tools provided with GIS software. Students will become familiar with the importance of metadata, as well as editing and updating metadata and how this is important to the success or failure of the dataset as a whole. (Credit may not be earned for this course and Border Security 6302.)

6304 Advanced Studies in Transnational Crime (3-0). Globalization touches all aspects of an ever more interconnected world - never more so than in criminal organizations. The study of the morphology of transnational criminal organizations of all types is key to understanding the future of organized and international crime and the associated legal and practical efforts to counter future trends. Through differentiation of historical and contemporary patterns, modus operandi, capabilities, and vulnerabilities of transnational criminals and organizations, students develop crime interdiction proposals and critique the proposals of other students, through a Socratic process. (Credit may not be earned for this course and Border Security 6304.)

6305 Advanced Studies in Human Trafficking (3-0). This advanced course looks at the origins and current trends in trafficking of humans for profit. Whether it be to supply workers for the international sex trade, or the delivery of babies for adoption, the trafficking of humans destroys lives, families, and the very social fabric upon which societies are built. This course delves into the theoretical basis of the psychopathology behind human trafficking and the intense process of recovery that victims and their families need to recover from these crimes, help that is often lacking in even the most civilized societies. Students evaluate current events and develop theoretically and legally based responses to these crimes. (Credit may not be earned for this course and Border Security 6305.)

6306 Advanced Studies in International Drug Trafficking (3-0). The international trafficking of illegal narcotics and other pharmaceuticals has been a global problem for over a century. From the Opium Wars of the 1800s to the current battles among drug cartels in Mexico, this course offers an in-depth analysis of the epidemic of drug abuse and its association with crime. Using open source intelligence, students evaluate the impact of current drug interdiction efforts by federal agencies. Students conduct online research, statistical analysis, development of viable programs and policies to reduce the current demand for illegal substances worldwide. They then argue in support of their positions to convince the remainder of the class of their program's viability. (Credit may not be earned for this course and Border Security 6306.)

Criminal Justice (CRIJ) continued

6318 Cybercrime (3-0). This course prepares students to build foundational knowledge in cybercrime to pursue further classes in cybercrime investigation. Contents of the class include but are not limited to a general introduction to cybercrime, basic terms and definitions, applicable theories, its challenges, and prevention methods. In this course, students are able to obtain not only foundational knowledge but also get hands-on experience through the scenario-based lab assignments and build the necessary technical knowledge for future courses.

6320 Studies in Terrorism (3-0). This course discusses the politics of terrorism and counterterrorism in depth. Theoretical approaches to explain terrorism as a tactic are analyzed. Individual, group, and state terrorism are reviewed from a historical and political context. Students conduct an in-depth analysis of the U.S. response to the terrorist attacks of 9/11, the advent of the USA PATRIOT ACT and its impact on civil liberties, and the development of the Department of Homeland Security as a terrorist mitigation strategy. (Credit may not be earned for this course and Border Security 6320.)

6322 Digital Forensic Investigation (3-0). Provides a comprehensive understanding and application of digital forensics and investigation tools and techniques, and a view of the profession. Operating system architectures and disk structures are discussed, with how to set up a functioning office and laboratory. Other topics covered include digital evidence control, scene processing, data acquisition, computer forensic analysis, e-mail investigations, image file recovery, investigative report writing, and expert witness requirements. Provides hands-on assignments either in solo or in teams. With rapid growth of computer systems and digital data, this area has grown in importance. Learners will explore the nature of specific cybercrime and be able to successfully analyze and document the digital evidence related to the crime.

Prerequisite: Criminal Justice 6318.

6328 Mobile Forensic Investigation (3-0). This course provides a comprehensive understanding of network forensic analysis principles. Network infrastructures, topologies, and protocols are introduced. Students understand the relationship between network forensic analysis and network security technologies. Students will learn to identify network security incidents and potential sources of digital evidence. Learners will also identify potential applications for the integration of network forensic technologies and demonstrate the ability to accurately document network forensic processes and analysis.

Prerequisite: Criminal Justice 6322.

6330 Critical Analysis of Justice Administration (3-0). An analysis of the criminal justice system in the United States; role of justice agencies as part of societal response to crime; knowledge base of criminal justice; issues, problems, trends.

6332 Criminal Justice Theory (3-0). Overview of the major paradigms focusing on the causes of crime and deviant behavior with special attention given to the social, political, and intellectual philosophies within which each perspective arose. Students discuss criminological theories from a philosophy of science perspective, focusing upon such issues as theory construction, theoretical integration, and the formal evaluation of theory.

6334 Research Methods and Statistics in Security Studies (3-0). Research methods with application to intelligence, homeland security, criminal justice, and other security-related interests. (Credit may not be earned for this course and Intelligence, Security Studies, and Analysis 6305, Security Studies 6305, or Border Security 6334.)

6339 Police in Society (3-0). An examination of the evolution of police in modern society with a special emphasis given to the role police play in contemporary society. Current research examining the function of the police and trends and techniques in policing are examined.

6340 Constitutional Issues in Homeland Security (3-0). Taking Constitutional Law to the next level, students conduct in-depth analysis of court decisions that respond to ongoing efforts to address legislative efforts to secure the homeland in the face of a continued international terrorist threat. Additionally, students evaluate the legal basis for federal response to natural and man-made disasters and the impact of these responses to local sovereignty. Students taking this course are required to write extensive legal briefs. (Credit may not be earned for this course and Border Security 6340.)

6341 Advanced Studies in International Police Development (3-0). Students use the comparative method to conduct critical analyses of ongoing efforts to develop police in other countries by the U.S., EU, UN, and other agencies. The role of military and non-military forces, coupled with their interaction with NGOs and local agencies, is evaluated. Developing measurement tools to use in conducting success evaluation is a key part of this course. (Credit may not be earned for this course and Border Security 6341.)

6348 Network Forensic Investigation (3-0). This course will examine advanced network security issues and solutions. The initial focus is on Security basics such as security services, access controls, vulnerabilities, threats and risk, network architectures and attacks. In the second part of the course, particular focus will be given to network security capabilities and mechanisms (Access Control on wire-line and wireless networks), IPsec, Firewalls, Deep Packet Inspection and Transport security. The final portion will address Network Application security (Email, Ad-hoc, XML/SAML and Services Oriented Architecture security). Our review will explore a number of Network Use Cases.

Prerequisite: Criminal Justice 6328.

6371 Internship. This course is designed to familiarize students with the application of knowledge gained in course work and with operations and problems in the field of criminal justice. Students must be pursuing a degree in Criminal Justice. Approval of instructor is required.

6372 Seminar in Corrections (3-0). A variety of problems in American Corrections are explored, including the philosophy of prisons, sentencing, community corrections, rehabilitation, and correctional reform. The efficacy of the death penalty is evaluated. Students also investigate the sources of professional shortcomings, system deficiencies, and public inadequacies to develop theoretically based proposals to address these issues.

6381 Special Topics (3-0). A course dealing with selected topics in the criminal justice field. May be repeated once for credit when topics vary.

Criminal Justice (CRIJ) continued

6387 Seminar in Criminal Justice Agency Ethics (3-0). The study of criminal justice without the concurrent study of justice is simply criminal. This course exposes students to the ethics (and lack thereof) of criminal justice agencies. Scenario evaluation, active discussion, and theoretically based argumentation and decision-making are all key components of this seminar. (Credit may not be earned for this course and Border Security 6387.)

6389 Capstone Seminar in Criminal Justice (3-0). This course is a research seminar in which students will develop skills in locating, extracting, evaluating, and synthesizing information acquired from their prior courses. Students write a publishable, article-length, paper based on independent research. Students may also be expected to supplement their research with other readings under the direction of the professor.

6391 Research. Individual research problems for superior students in criminal justice. May be repeated for a total of six semester hours credit.

Prerequisite: Approval from the Chair of the Department is required prior to enrollment.

6393 Legal Aspects of the Criminal Justice System (3-0). In this overview of various aspects of law that are relevant to and essential for a better understanding of the criminal justice system and its related processes, students analyze and brief critical court decisions that have shaped the PCC system.

Economics (ECON)

6311 Managerial Economics (3-0). A survey of microeconomic theories and analysis methods with applications in business problems for managerial decision making. Topics include demand analysis and estimation, costs, market structures and pricing.

6371 Internship in Economics. A structured assignment with a company. A pass or fail grade will be assigned by the instructor based on input on student performance by the employment supervisor using the required weekly journals prepared by students.

Prerequisite: Permission of the instructor.

Education - Certification (EDCT)

6301 School Culture for Principals (3-0). Designed to prepare prospective school administrators on methods of establishing and implementing a shared vision and culture of high expectations for all stakeholders and how to work with those stakeholders to support student learning.

6302 Instructional Leadership for Principals (3-0). Designed to prepare prospective school administrators on how to collaboratively develop and implement high-quality instruction, as well as how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

6303 Human Resources Management for Principals (3-0). Designed to prepare prospective school administrators to establish and cultivate a culture of high expectations for all educational stakeholders and to explore the avenues in which a school administrator establishes an evaluation and supervision system for teachers that leads to professional growth.

6304 Executive Supervision for Principals (3-0). Designed to prepare prospective school administrators to develop relationships with internal and external stakeholders, collaboratively determine goals and implement strategies that align with a school's vision that support teacher effectiveness and positive student outcomes, and provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services. Must be completed with a grade of "B" or better.

6305 Capstone in Educational Leadership (3-0). Designed to prepare candidates for their professional life after graduation by providing opportunities to demonstrate mastery on all competencies associated with the Educational Leadership program. Must be completed with a grade of "B" or better.

6307 Leadership of the Educational Community for Superintendents (3-0). Designed to prepare prospective school district leaders to ethically advocate and promote the success of all students by collaboratively shaping district culture and supporting a vision of learning that is shared and supported by a diverse pool of educational stakeholders.

6308 Instructional Leadership for Superintendents (3-0). Designed to prepare prospective school district leaders to effectively advocate and facilitate the planning and implementation of instructional programs that enhance student learning and professional growth.

6309 Administrative Leadership for Superintendents (3-0). Designed to prepare prospective school district leaders to effectively apply principles of administrative leadership to financial and personnel management, resource utilization, physical plant, and school safety.

6310 Strategic Organizational Management for Superintendents (3-0). Designed to prepare prospective school district leaders to efficiently implement and facilitate planning and communication across multiple programs that ultimately encourages student success and professional growth.

6311 Educator Roles: Theory to Practice (3-0). This course is designed to combine candidates' theoretical knowledge of their role as a professional educator with the essential skills.

6312 Superintendent Practicum in Education (0-0-3). Designed to provide 160 clock-hours of supervised field experience in which the candidate must demonstrate proficiency in each of the standards identified in Texas Administrative Code for the superintendent certificate under the supervision and direction of a Texas certified school superintendent and field supervisor. Grading will be either pass or fail. The practicum is taken as one of the final courses in the superintendent certification program. May not be concurrently enrolled in other superintendent certification courses or Education - Certification 6313.

Prerequisites: Completion of all superintendent certification courses with a "B" or better; minimum GPA of 3.00; Principal certification or the equivalent issued by the Texas Education Agency; permission of program coordinator.

Education - Certification (EDCT) continued

6313 Superintendent Internship (0-0-3). Required for educators hired by Texas school districts on a school superintendent intern certificate. Designed to provide supervised field experience in which the candidate must demonstrate proficiency in each of the standards identified in Texas Administrative Code for the superintendent certificate under the supervision and direction of a Texas certified school superintendent and field supervisor. May not be concurrently enrolled in Education - Certification 6312 or another practicum or internship course. The internship will follow all requirements as outlined in Texas Administrative Code for intern certification. Grading will be either pass or fail. (May be repeated for credit.)

Prerequisites: All requirements outlined in Texas Administrative Code for intern certification; Principal certification; permission of program coordinator.

6347 Internship for Principal Residents I (0-0-3). First semester internship designed to provide a minimum of 80 clock-hours of supervised field experience in which a principal intern must demonstrate the standards identified in Texas Administrative Code for the principal as instructional leader certification under the supervision of a Texas certified school administrator and field supervisor. May not be concurrently enrolled in Education - Certification 6348, or Education - Certification 6399. Grading will be either pass or fail.

Prerequisite: Permission of program coordinator.

6348 Internship for Principal Residents II (0-0-3). Second semester internship designed to provide an additional minimum of 80 clock-hours of supervised field experience in which a principal intern must demonstrate the standards identified in Texas Administrative Code for the principal as instructional leader certification under the supervision of a Texas certified school administrator and a field supervisor. May not be concurrently enrolled in Education - Certification 6347, or Education - Certification 6399. Grading will be either pass or fail.

Prerequisite: Permission of program coordinator.

6349 Practicum for Principal Certification (0-0-3). Designed to provide 160 clock-hours of supervised field experience in which the candidate must demonstrate proficiency in each of the standards identified in Texas Administrative Code for the principal as instructional leader certification. This practicum course will provide an emphasis on school culture, leading learning, human capital, executive leadership, strategic operations, and ethics, equity, and diversity under the supervision of a Texas certified school administrator and a field supervisor. May not be concurrently enrolled in Education - Graduate 6341, Education - Certification 6347, or Education - Certification 6399. Grading will be either pass or fail

Prerequisites: Completion of Education - Graduate 6341 with a “B” or better; permission of program coordinator.

6399 Internship for Principals (0-0-3). Required for educators hired by Texas school districts on a school principal intern certificate. Designed to provide supervised field experience in which the candidate must demonstrate proficiency in each of the standards identified in Texas Administrative Code for the principal as instructional leader certification. May not be concurrently enrolled in Education - Certification 6347, Education - Certification 6348, or Education - Certification 6349. Grading will be either pass or fail. May be repeated for credit.

Prerequisites: All requirements outlined in Texas Administrative Code for intern certification; permission of program coordinator.

Education - Curriculum and Instruction (EDCI)

6301 Instructional Coaching (3-0). Includes theoretical and practical models for instructional coaching and tools to develop and guide professional development.

6302 Curriculum Evaluation (3-0). This course introduces the models, methods, and practices to evaluate the implementation and impacts of curriculum on a program.

Education - Educational Administration (EDEA)

6301 Reframing Administration (3-0). This course examines administration in the 21st century evaluating administrative trends, future directions, and skills required for effective administration.

6302 Leadership Theories (3-0). This course explores leadership theories and their roles for effective leadership.

6305 Leadership and Management of Virtual Environments (3-0). This course evaluates leadership in the 21st century exploring the skills necessary for leading and managing afar and in virtual environments.

6306 Management of Distance Education Programs (3-0). This course introduces foundational topics associated with management of and leadership in distance education.

6307 Planning Professional Development for Distance Education (3-0). This course is designed to develop knowledge and skills for administrators implementing professional development in distance education.

6308 Assessment for Administrators (3-0). This course examines the philosophy and practice of administrative roles in assessment and accountability.

Education - Graduate (EDG)

5360 Teaching Internship (0-0-3). Supervised practice in applying instructional skills in organized settings. Grading will be either pass or fail. (May be repeated once for credit.)

5361 Internship in School Counseling (0-0-3). Required for school counselors hired by Texas school districts on an intern certificate. Designed to provide supervised field experience in which the candidate must demonstrate proficiency in each of the standards identified in Texas Administrative Code for the School Counselor Certificate. May not be concurrently enrolled in Education - Graduate 6325 or Education - Graduate 6399. Grading will be either pass or fail. (May be repeated for credit).

Prerequisites: Completion of Education - Graduate 6331 with a grade of “B” or better. All requirements outlined in Texas Administrative Code for intern certificates; permission of program coordinator.

5660 Clinical Teaching (0-0-6). Observation of and participation in supervised teaching in appropriate approved school settings for students seeking teacher certification. Grading will be either pass or fail.

Education - Graduate (EDG) continued

6300 Curriculum Development (3-0). Learn to analyze and design curriculum appropriate for all students using feedback from continuous and appropriate assessment. Curriculum will be based on valid learning theories, have clear goals and objectives, consider student diversity, and account for external influences.

6301 Social and Cultural Influences (3-0). Designed to examine the disparate impacts of socio-cultural influences among diverse populations. A range of theories and research will be analyzed, synthesized, and applied to build social and cultural capacity.

6302 Data Collection, Analysis, and Application (3-0). A study of typical methods of measuring and testing both quantitative and qualitative data used in educational research. Emphasis is placed on the interpretation and use of data. Elementary statistical terms and processes are studied.

6303 Lifespan Development (3-0). A study of human development through the life span, including social, emotional, cognitive, language, and cultural influences.

6304 Research (3-0). This course serves as an introduction to the concepts, methods, and applications of multiple approaches to research, especially those common to the field of education. The fundamental aim of this course is to provide a foundation for further study of research processes and methodologies.

6305 Legal and Ethical Principles (3-0). Examine legal and ethical standards pertinent to professional practice. Analyze issues guided by state and federal laws as well as codes of ethics.

6306 Curriculum and Methodology Trends (3-0). This course examines curriculum and instructional trends across disciplines. Focus is on increasing knowledge of new innovations, topics, and issues as they relate to instructional context.

6307 Professional Writing for Educators (3-0). This course emphasizes the skills needed for professional and academic writing in education. Course activities and assignments focus on processes and skills for writing such as, but not limited to, organization, syntax, voice, academic grammar, and sentence structure.

6310 Behavior and Classroom Management (3-0). Learn to organize a positive and productive learning environment. Integrate the study of the physical and emotional environment to develop effective classroom management techniques and student behavior modification theory.

6311 Organizational Supervision (3-0). This course examines the necessary skills for administrators and/or leaders to supervise in diverse roles.

6312 Learning Theories (3-0). Learn to apply evidence-based instructional methods through the study of incidence and etiology of different learning styles.

6313 Foundations of School Systems (3-0). Develop an understanding of the organization and structure of the school system. Learn to fulfill the professional role and responsibilities of the instructor, adhering to the legal and ethical requirements of the profession.

6314 Effective Instruction and Assessment (3-0). This course is designed to teach effective curriculum and practical instructional methods that utilize appropriate technology and engage diverse student populations in a variety of formats. Focus is on responsive instruction practices that incorporate continuous assessment into the delivery.

6315 Content Area Instruction (3-0). A course designed to study higher level thinking skill development in the content areas for diverse classrooms. Includes unit preparation, evaluation of curriculum materials, adapting learning experiences, theories and techniques of literacy, internet applications and assessments.

6316 Instructional Strategies: Theory and Practice (3-0). Designed to explore the theory and practice of effective instructional practices in diverse classrooms. Focus on research relevant to factors influencing instructional effectiveness and the interaction among instructional and learning variables. Includes current issues in instruction such as instructional technology and others.

6317 Teaching Diverse Populations (3-0). This course is designed to emphasize the instructional needs of diverse populations. Focus is on the learning environment, instructional resources, and instructional methodologies to address the needs of a diverse student population.

6318 Role of the Teacher (3-0). This course is designed to prepare candidates for the competencies required for their role as a classroom teacher. Focus is on the pedagogy and professional responsibilities in understanding the learner, analyzing data, and planning instruction.

6320 Individual Counseling (3-0). An introduction and orientation to basic counseling, emphasizing the methods or techniques used to provide counseling treatment intervention to individuals.

6321 Group Counseling (3-0). The theory and types of groups, including dynamics and the methods of practice with groups.

6322 Introduction to School and Community Counseling (3-0). A study of wellness techniques and methods used to help students/clients individually and in groups with educational and vocational planning and choice, and interpersonal relations with leadership perspectives and theory. (Credit may not be earned for this course and Education - Graduate 6343.)

6323 Theories of Counseling (3-0). Overview of theoretical approaches to counseling including history and philosophy, and the fundamental concepts of counseling and consultation theories and practices designed to prepare the individual for further study in the field of counseling.

6324 Career and Occupational Counseling (3-0). A study of the basic principles related to educational-vocational planning, including practical experiences in administering, reviewing, and evaluating occupational and career standardized data profiles.

6325 Practicum in School Counseling (0-0-3). Designed to provide 160 clock-hours of supervised field experience in which the candidate must demonstrate proficiency in each of the standards identified in Texas Administrative Code for the School Counselor Certificate. The practicum is taken as one of the final courses in the counseling certification program. May not be concurrently enrolled in Education - Graduate 6399 or Education - Graduate 5361. Grading will be either pass or fail. (May be repeated for credit.)

Prerequisites: Completion of Education - Graduate 6331 with a grade of “B” or better. Permission of program coordinator.

Education - Graduate (EDG) continued

6326 Education of Exceptional Children (3-0). This course is designed to address the nature and needs of exceptional children. Focus is on the impact of educational provisions for the gifted and talented and individuals with disabilities.

6327 Dysfunctional Behavior (3-0). The principles of understanding dysfunction in human behavior or social disorganization, including an overview of dysfunctional behavior and exceptionalities, analysis of dysfunctional behavior in educational and counseling settings.

6328 Professional Orientation (3-0). This course provides an overview of consultation, case management, theory, and practice and their application in professional settings in mental health and wellness roles. Professional organizations, codes of ethics, legal aspects of practice, standards of preparation, and professional identity of persons providing counseling intervention and responsive services based on data are reviewed. Must be completed with a grade of "B" or better.

6331 Role of the School Counselor (3-0). Designed to acquaint the student with the organization, program, techniques, and methods used by counseling personnel to help students individually and in groups with educational planning, vocational choice, and interpersonal relations. Must be completed with a grade of "B" or better.

6332 Introduction to Crisis, Trauma, and Mental Health Concerns (3-0). An introductory course exploring crisis, trauma, and mental health concerns in order to understand the impacts across the lifespan.

6333 Assessment Techniques (3-0). This course examines the principles, methods, concepts, and assessment procedures of an individual's attitudes, aptitudes, achievements, interests, and personal characteristics.

6334 Addictions Counseling (3-0). This course examines factors related to addictive disorders, including, but not limited to, substances, gambling, eating, alcohol, drugs, and sexual addictions with a focus on theoretical and evidenced-based practices for substance-related and addictive disorders.

6335 Counseling Ethics (3-0). This course examines law and ethics for the licensed professional counselor with a focus on current board rules, records management, business and family law, and professional practice. Must be completed with a grade of "B" or better.

6336 Marriage and Family Counseling (3-0). This course provides an overview of marriage and family counseling theory and practice with an emphasis on multicultural, legal and ethical issues, and discusses methods and skills that can be applied in various counseling settings. Family development, family dynamics, interpersonal relationships and marriage and family systems will be included.

6337 Psychopathology and Psychopharmacology (3-0). This course will examine factors that contribute to psychological disorders across the lifespan through the exploration of the types and causes of mental disorders, their assessment, treatment to include a basic knowledge of psychopharmacology medications, and related research for the disorders as it is represented in the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders, current edition.

6338 Counseling Methods (3-0). This course provides a general overview of theory application and counseling techniques necessary to facilitate an effective counseling relationship. Emphasis will be placed on evidence-based practices suitable for various counseling settings.

6340 Structure and Organization (3-0). Reframing organizations through structure and organization analysis.

6341 Role of the Principal (3-0). Designed to acquaint the student with the organization, program, curriculum, plant supervision, and education procedures for the elementary, middle, and senior high school. Must be completed with a grade of "B" or better prior to any practicum course.

6342 Strategic Planning and Fiscal Management (3-0). This course is designed to develop knowledge and skill related to budgets, accountability procedures and human relations issues arising from fiscal decisions.

6343 Organizational Relationships (3-0). Designed to cover the principles, philosophy, and techniques for improving organizations through building internal and external relationships. Different roles of organizations are identified and evaluated.

6344 School District Resource Management (3-0). Designed to develop knowledge and skills related to district budget procedures, revenues, state, county and school district finance. Other problems related to the history of public school financing, legislative actions and financing public education will be included.

Prerequisites: Principal certificate and permission of the professor.

6345 Human Relationships in Educational Administration (3-0). Designed to explore the administrator's professional relationships with teachers, parents, students, principals, other educational employees in the district, and the School board. Personnel and Human Resources areas as well as Staff Development are included in the course. Leadership opportunities abound in these areas and will be included in activities.

Prerequisites: Principal certificate and permission of the professor.

6346 School Plant Planning and Maintenance (3-0). A study of the issues facing the school administrator and the School Board in determining school building needs, planning for facilities, responsibilities of architects and contractors, equipping and furnishing school buildings, and maintaining and redesigning existing buildings. Other relevant topics include asbestos, bond issues and ethics.

Prerequisites: Principal certificate and permission of the professor.

6347 Practicum in School Administration (0-0-3). Designed to provide a field experience in school administration with emphasis on instructional leadership at different grade levels, public relations, personnel administration, and business management. Special seminars on selected topics, cooperatively designed by graduate advisor and public school administration, will be required. Grading will be either pass or fail. (May be repeated for credit.)

Prerequisite: Permission of the program advisor.

6348 Superintendent Internship in Education (0-0-3). Online course and field experience. Guided experiences in central office and superintendent administration under the supervision and direction of a central office administrator and a university professor. The internship is taken as the final course in the superintendent certification program. Grading will be either pass or fail.

Prerequisites: Principal certificate and permission of the professor.

Education - Graduate (EDG) continued

6350 Counseling Practicum I (0-0-3). This field experience course requires a minimum of 150 clock hours of supervised practicum in counseling. At least 50 hours will be direct client counseling to meet the requirements for Licensed Professional Counselor in Texas required by the State Board of Examiners of Professional Counselors. This course is taken as one of the final courses. Grading will be either pass or fail. May not be concurrently enrolled in EOG 6351.

Prerequisites: Completion of EDG 6328 and EDG 6335 with a grade of "B" or better. Permission of advisor required.

6351 Counseling Practicum 2 (0-0-3). This field experience course requires a minimum of 150 clock hours of supervised practicum in counseling. At least 50 hours will be direct client counseling to meet the requirements for Licensed Professional Counselor in Texas required by the State Board of Examiners of Professional Counselors. This course is taken as one of the final courses. Grading will be either pass or fail. May not be concurrently enrolled in EOG 6350.

Prerequisites: Completion of EDG 6328 and EDG 6335 with a grade of "B" or better. Permission of advisor required.

6361 American Higher Education (3-0). A comprehensive introduction to the basic philosophical principles of American higher education including facts and fundamental theoretical concepts on which to build future understandings and research.

6362 College Student Development (3-0). An in-depth study of development theories that are unique to college-aged students. Examines issues facing college students including, but not limited to, sources of motivation, learning styles, development of values, relationship development, mental/physical and psychological development.

6363 Leadership (3-0). An examination of organization theory, models, and policies; governance and management process; and leadership perspectives and leadership theory. A review of research and new conceptual perspectives will be included.

6364 Issues in Higher Education (3-0). Current issues in the administration of student development programs and activities on college and university campuses in the United States. Provides an in-depth analysis of prevalent issues unique to both community colleges and senior universities.

6365 Internship in Higher Education (0-0-3). Designed to provide a supervised internship experience specializing in multiple areas of student development commonly found in institutions of higher education. Grading will be either pass or fail.

Prerequisite: Permission of the Graduate Advisor.

6366 Student Affairs and Administrative Services (3-0). An examination of the institutional need for student affairs programs and the many different units that make up student affairs. Students will become familiar with the structure and function of the student affairs office and its context in higher education.

6367 Foundations of Academic Advising (3-0). This course examines the foundations of academic advising as an essential component of student success and retention in higher education. Topics include developmental advising, literature and research on academic advising, models and delivery systems, skills for effective advising, advising diverse populations, assessment, evaluation and reward systems for advisor and advising programs.

6369 Assessment of Student Outcomes (3-0). An examination of the philosophy and practice of assessment and evaluation of student outcomes data in higher education.

6381 Special Topics (3-0). A study of selected topics in education. (May be repeated once for credit when topic varies.)

6391 Individual Research. A specialized course which may be directed reading or research for superior students under the direction of a graduate faculty member. (Course may be repeated only with departmental approval.)

6395 Capstone in Curriculum and Instruction (3-0). The capstone course is designed to prepare candidates for their professional life after graduation by providing opportunities to demonstrate mastery on all competencies associated with the Curriculum and Instruction program. Must be completed with a grade of "B" or better.

6396 Capstone in Mental Health and Wellness Counseling (3-0). The capstone course is designed to prepare candidates for their professional life after graduation by providing opportunities to demonstrate mastery on all competencies associated with the Mental Health and Wellness program. Must be completed with a grade of "B" or better.

6397 Capstone in Administrative Leadership (3-0). The capstone course is designed to prepare candidates for their professional life after graduation by providing opportunities to demonstrate mastery on all competencies associated with the Administrative Leadership program. Must be completed with a grade of "B" or better.

6398 Capstone in Student Development (3-0). The capstone course is designed to prepare candidates for their professional life after graduation by providing opportunities to demonstrate mastery on all competencies associated with the Student Development program. Must be completed with a grade of "B" or better.

6399 Practicum II in School Counseling (0-0-3). Designed to provide 140 clock-hours of practical application of acquired knowledge under the supervision of a certified school counselor in which the student refines and enhances skills and integrates professional knowledge in guidance curriculum, responsive services, individual planning, and system support. May not be concurrently enrolled in Education - Graduate 6325 or Education - Graduate 5361. Practicum II is taken as one of the final courses in the counseling certification program. Grading will be either pass or fail.

Prerequisites: Completion of Education - Graduate 6325. Permission of program coordinator.

6948 Role of the Superintendent (0-0-9). Designed to acquaint the student with the organization, program, curriculum, plant supervision, finance and education procedures, and community relations. Focus is on Texas Superintendent's Competencies.

Education - School Counseling (EDSC)

6300 Capstone in School Counseling (3-0). The capstone course is designed to prepare candidates for their professional life after graduation by providing opportunities to demonstrate mastery on all competencies associated with the School Counseling program. Must be completed with a grade of "B" or better.

Education - School Counseling (EDSC) continued

6301 Comprehensive School Counseling Programs (3-0). This course focuses on the roles and responsibilities of a comprehensive school counseling program that emphasizes college and career readiness; postsecondary options; guidance curriculum; and processes and procedures for planning, designing, implementing, and evaluating school counseling programs.

6302 School Counseling Techniques (3-0). An overview of counseling and consultation theories and practices; an understanding of systems; preventive and intervening strategies; individual and group dynamics, theories, and techniques.

6303 Human Growth and Development (3-0). This course places emphasis on the study of the characteristics of human growth at each stage of development, throughout the lifespan, with emphasis on childhood and adolescence. Special attention will be placed on counseling in various settings, including schools, with a focus on environmental, social, and cultural factors that affect learners' development. (Credit may not be earned for this course and Education - Graduate 6303.)

Education - Student Development (EDSD)

6302 Advising for College Transitions (3-0). Examines the college choice process and the related issues of transitions, retention, and college student success. Topics include application process, academic major selection, financial aid, and other aspects of successful college transitions.

6304 Program Administration and Assessment (3-0). Introduction to the design, implementation, and evaluation of programs and services to promote student development and success in educational environments.

6305 Leadership in Higher Education (3-0). Introduction to the organizational, administrative, and leadership practices supporting student educational attainment in postsecondary education.

Education - Transformative Leadership (EDTL)

7100 Dissertation Research Continuation. A course used for continuation of the dissertation process and can be repeated for credit. Grading will be either pass or fail.

7300 Research Methods and Statistics (3-0). This course provides students with a foundation of the process and skill necessary for transformative leaders to make effective data-driven decisions. Students will develop basic skills that will contribute to evidence-based organization or management improvement in a pilot study from instruction to application through an individual study.

7301 Theory and Practice in Qualitative Data Analysis (3-0). This course prepares students to articulate and address theoretical and methodological issues of qualitative inquiry. The design will develop students' capacity to engage in critical qualitative research including understanding the role of data collection, analysis, and interpretation.

7302 Quantitative Analysis (3-0). This course focuses on collection, analysis, interpretation, and presentation of quantitative data as used to understand problems in practice. The significance of research to advance understanding of evidence-based practices and programmatic improvement.

7310 Dissertation Proposal. This course focuses on the application of research, design, and methodology that leads to an original research study in the field of study. The doctoral students will synthesize the knowledge and skills developed in previous research courses and content courses to design the doctoral dissertation. Grading will be either pass or fail.

7311 Dissertation Research. This course is a continued, independent application of research, design, and methodology that leads to an original research study or professional projects in the field of study. The doctoral students will synthesize the knowledge and skills developed in previous research courses and content courses to design and implement the doctoral dissertation. Grading will be either pass or fail.

7312 Dissertation Defense. This course is a continued, independent application of research, design, and methodology that leads to an original research study or professional projects in the field of study. The doctoral students will synthesize the knowledge and skills developed in previous research courses and content courses to design, implement, publish, and defend the doctoral dissertation. Grading will be either pass or fail.

7320 Leadership for Transformative Change (3-0). This course examines current leadership theories and practices for leading positive, transformative change in organizations. The course evaluates how climate and culture influence organizations and how leaders effectively manage change, address resistance to change, integrate equity into change, transform into agents of change, and ultimately produce competitive advantages.

7321 Leadership for Human Resource Development (3-0). This course is designed to present a historical perspective of human resource development, providing a theoretical framework as the foundation for current and future application. A comprehensive investigation of the role of transformative leadership for human resource development within evolving environments, this course integrates human relations with human resource development.

7322 Ethical Frameworks (3-0). This course studies the values and principles guiding leaders, including ethical paradigms, legal principles, accountability measures, governance structures and policy standards. The focus of the course is on the application of legal and ethical constructs in professional practice using a model of transformative leadership.

7323 Team Dynamics (3-0). This course focuses on the effects of group and team dynamics on an organization. Students will explore various concepts associated with the formation of groups, inter- and intra-group relations, and other methods for measuring and improving group effectiveness.

7324 Culturally Competent Leadership (3-0). This course examines the cultural competence of transformative leadership focused on establishing an authentic, diverse, and collaborative culture of inclusion and equity. Through the exploration of regional, national, and global cultural trends and organization-wide engagement, this course will apply innovative approaches to the development of cultural competence.

7325 Emerging Trends and Issues in Resource Management (3-0). This course will provide emerging trends and issues of resource management for public, health, and nonprofit organizations. This course will allow leaders to review innovative strategies to address resource use from financial information or budgeting to assist in overall resource development planning, implementation of budgets/needs, financial reporting, and management analysis.

Education - Transformative Leadership (EDTL) continued

7328 Crisis Leadership (3-0). This course explores transformative leadership theory and practices to prepare students to lead and make decisions during crises. The course examines the role of the leader throughout the life cycle of a crisis, including prevention, preparation, planning, response, and recovery.

7329 Violence Prevention and Environmental Safety (3-0). This course examines the critical elements for creating safe and supportive environments, including safety audits, emergency planning and response, threat assessment teams, and training and drills. Emphasizes the role of the transformative leader in the promotion of protective factors, early identification of risks, crisis de-escalation, and shaping a healthy organizational climate.

7330 Leading Community Partnerships (3-0). This course will examine the collaboration between the organization and its external communities to build mutually beneficial relationships. The importance of strong partnerships within and beyond the organization for long-term transformative growth will be explored. Opportunities to collaborate with external organizations for innovative impact through community engagement provide the framework for this course.

7331 Program Evaluation (3-0). The course guides students in the use of effective evaluation to develop new programs or to assess and improve existing programs. The course explores the role of the leader in facilitating the integration of evaluation throughout the organizational system to inform decisions and make improvements.

7334 Exploration of Big Data (3-0). This course explores big data concepts, workflows and tools. Examines the role of the leader in facilitating the integration of collecting, storing, analyzing, visualizing, and reporting data throughout the organization to identify patterns and drive innovation.

7335 Design Thinking: Creativity, Innovation, & Impact (3-0). This course examines how transformative leaders use creativity and design thinking skills for innovation, problem solving, and impact. Through analyzing principles of design thinking, journey mapping to determine findings, and prioritizing needs, the course prepares leaders for overcoming organizational barriers tor adopting design thinking.

English (ENGL)

5360 Professional Editing (3-0). Study and practice in editing methods for business, technical, scientific, and other professional documents, both electronic and paper. Practical experience includes editing documents produced by the business community and university. Course meets concurrently with English 4360 but requires additional readings, papers, discussions, and/or presentations for graduate students.

Prerequisite: Permission of Graduate Advisor and Graduate Dean.

5361 English Grammar (3-0). A study of grammar, including grammatical forms and functions, sentence structure, and diagramming. Course meets concurrently with English 4361 but requires additional readings, papers, discussions, and/or presentations for graduate students.

Prerequisite: Permission of Graduate Advisor and Graduate Dean.

6301 British Literary History (3-0). A study of specific periods of British literature through a careful examination of related works. (May be repeated once for credit when topic varies.)

6306 British Fiction (3-0). A study of one or more major British fiction writers or of a related group of works. (May be repeated once for credit when topic varies.)

6307 British Poetry (3-0). A study of the techniques and significance of one or more British poets. (May be repeated once for credit when topic varies.)

6308 Topics in British Literature (3-0). A study of selected topics in British literature through a careful examination of relevant works from multiple genres. (May be repeated once for credit when topic varies.)

6310 Themes and Genres in Literature (3-0). A study of literary types or of significant themes. (May be repeated once for credit when topic varies.)

6331 American Literary History (3-0). A study of specific periods of American literature through a careful examination of related works. (May be repeated once for credit when topic varies.)

6333 American Poetry (3-0). A study of the techniques and significance of one or more American poets. (May be repeated once for credit when topic varies.)

6335 American Fiction (3-0). A study of one or more major American fiction writers or of a related group of works. (May be repeated once for credit when topic varies.)

6336 Topics in American Literature (3-0). A study of selected topics in American literature through a careful examination of relevant works from multiple genres. (May be repeated once for credit when topic varies.)

6339 British Drama (3-0). A study of one or more British dramatists or of a related group of works. (May be repeated once for credit when topic varies.)

6341 American Drama (3-0). A study of one or more American dramatists or of a related group of works. (May be repeated once for credit when topic varies.)

6345 Studies of Writing and Technology (3-0). A study of the intersections between studies of technology and studies of writing. (May be repeated once for credit when topic varies.)

6346 Foundations in Technical and Business Writing (3-0). A study of the theories, workplace practices, and genres of technical and business writers.

6361 Language Studies (3-0). A study of the structure and history of the English Language. (May be repeated once for credit when topic varies.)

6362 Discourse Analysis (3-0). A study of issues in oral and written text organization, the interface between discourse and grammar, and social relationships, including power relationships, in discourse.

6363 Composition Studies (3-0). A study of one or more topics in composition. (May be repeated once for credit when topic varies.)

6364 Theory and Practice of Fiction Writing (3-0). A study of the theory and accepted practices of fiction and fiction writing. Writing assignments may include both critical essays and original fiction.

English (ENGL) continued

6365 Theory and Practice of Poetry Writing (3-0). A study of the theory and accepted practices of poetry and poetry writing. Writing assignments may include both critical essays and original poetry.

6366 Creative Writing Workshop (3-0). An intensive series of critique sessions for students' original creative work. Includes reading and discussion of modern and contemporary published works. Emphasis on fiction or poetry will be announced prior to registration period. May be repeated for credit.

Prerequisite: English 6364 for fiction writing workshop; English 6365 for poetry writing workshop.

6367 A Study of Literary Publishing and Editing (3-0). A concentrated study of the history and editorial practices of literary publications. Readings will include past and present samples from literary publications, and students will participate in hands-on editing projects throughout the semester.

6376 Practicum in Graduate Study (3-0). A study of pedagogical issues with emphasis on practices essential to teaching English. Grading will be either pass or fail. (May be repeated once for credit when topic varies.)

6381 Special Topics (3-0). A study of selected topics in English. (May be repeated once for credit when topic varies.)

6391 Introduction to Graduate Study (3-0). A study of research methods, theoretical approaches, and critical analysis.

6393 Research. A specialized course of individual research or directed reading. (May be repeated once for credit. Prior approval of instructor and department chair required.)

Finance (FINC)

6301 Financial Management (3-0). Corporate financial management decision-making techniques emphasized in areas of planning the financial structure, management of assets, capital budgeting, obtaining capital, and management of income.

6304 Healthcare Financial Management (3-0). Analysis of financial strategies for healthcare organizations. Topics include financial environment of healthcare institutions, financial statement analysis, project management, service line analysis, capital project analysis, resource allocation and performance evaluation.

6311 Small Business Competition Seminar (3-0). As a seminar course, students will complete a Small Business Management Certification Program from the local Small Business Development Center. In addition to the certification requirements the student is required to write a business plan for a business of choice or assigned. Course will require participation in various off campus locations. (Credit may not be earned for this course and Management 4311 in their undergraduate degree.)

Prerequisite: Departmental approval required.

6347 Estate Planning (3-0). Various aspects of estate and gift tax planning. Emphasis is given to a basic understanding of the unified estate and gift tax system. This course covers gratuitous transfers of property outright or with trusts, wills, and powers of appointment. It also covers federal estate and gift taxation, the marital deduction, and various estate planning devices used in estate planning process. Includes project in estate planning.

Prerequisite: Graduate standing.

6371 Internship in Finance. A structured assignment with a company. A pass or fail grade will be assigned by the instructor based on input on student performance by the employment supervisor using the required weekly journals prepared by students.

Prerequisite: Permission of the instructor.

6381 Special Topics (3-0). A study of selected topics in finance. May be repeated once for credit when topic varies.

Food Science (FSCI)

5300 Food Regulations and HACCP (3-0). A survey of the current and historical food laws and regulations governing meat and food production within the U.S. Emphasis will be placed on organization and availability of these regulations that impact the industry. Additionally, this course will cover food safety programs and provide the opportunity for Hazard Analysis and Critical Control Points (HACCP) certification. Course meets concurrently with Food Science 4300 but requires additional assignments/presentations by graduate students.

5344 Food Safety and Sanitation (3-0). Principles of sanitation in food processing and food service. A study of the physical, chemical and microbiological importance of food spoilage, food preservation, and the methods for control of microbiological growth. The national food service exam will be given at the end of the course. Course meets concurrently with Food Science 4344, but requires additional readings, papers, discussions and/or presentations for graduate students.

Prerequisite: Permission of Graduate Advisor and Graduate Dean.

5345 Food Microbiology (2-2). The study of microorganisms important in food production, spoilage, preservation, and illness. Nutrient needs, growth characteristics, beneficial products, testing methods, and illnesses caused by microorganisms will be investigated. Course meets concurrently with Food Science 4345 but requires additional readings, papers, discussions, and/or presentations for graduate students.

Prerequisite: Permission of Graduate Advisor and Graduate Dean.

5350 Issues in Meat and Food Sciences (3-0). Lecture, discussion and seminar on current technological, societal, economical and environmental issues facing the meat and food science industries. Emphasis on issues that will continue to impact food production and service management practices including Hazard Analysis and Critical Control Points (HACCP) and other government regulations. Course meets concurrently with Food Science 4350 but requires additional readings, papers, discussions, and/or presentations for graduate students.

Prerequisite: Permission of Graduate Advisor and Graduate Dean.

5447 Introduction to Processed Meats and Product Development (2-3). The course evaluates the facets of the processed meats industry beginning with historical perspective of processed meat products. Knowledge of general ingredient functionality, food safety, production, product coating, cookery, labeling, and formulation will be examined. Understanding of several key concepts relating to production and marketing of processed meat products in the crucial role of supplying prepared protein to the world in a growing consumer base. Course meets concurrently with Food Science 4447 but requires additional readings, papers, discussions and/or presentations for graduate students.

Prerequisite: Permission of Graduate Advisor and Graduate Dean.

6329 Advanced Food Science (3-0). A study of the chemical and physical properties of food components and their modifications by processing techniques.

Food Science (FSCI) continued

6346 Advanced Meat Science and Muscle Biology (3-0). This course will expose students to advanced knowledge of muscle form and function and the biology of muscle growth and development. The course will evaluate the factors controlling muscle growth and development with specific focus on the muscle regulatory factor family. Additionally, the factors controlling postmortem conversion of muscle to meat, tenderness, water holding capacity, and color as the pertain to the development of meat quality will be developed.

History (HIST)

6301 Texas History (3-0). A research seminar in selected topics in Texas history.

6321 Colonial American History (3-0). A readings seminar in 18th Century American History.

6322 United States Diplomatic History Since 1898 (3-0). A seminar in diplomatic history and U.S. foreign policy in the twentieth century with particular emphasis on the emergence of the United States as a world power.

6323 America in the Civil War Era (3-0). A readings seminar in selected topics in American antebellum, Civil War, and Reconstruction history.

6327 Social Roots of 20th Century American Politics (3-0). A readings seminar in the changing social roots of American political coalitions and parties from the New Deal to the New Right.

6342 American Social Movements (3-0). A readings or research seminar in selected 19th and 20th Century American social movements. Revolving topics may include, but are not limited to, women's rights, temperance, ecology, law and order, civil rights, abortion, and anti-war movements. (Topics and requirements vary with instructor and may be repeated once for credit if the topic is different.)

6350 Mexican Revolution (3-0). A research seminar in the era of the Mexican Revolution and its economic, political, and social impact of the U.S. Borderlands.

6351 U.S.-Mexico Borderlands (3-0). A readings seminar in the social and cultural history of the United States-Mexico border region from the preconquest era to the present.

6381 Special Topics (3-0). A seminar in selected historical topics. (May be repeated once for credit when topic varies.)

6391 Independent Research. Directed research in United States or Mexican History under the supervision of a graduate faculty member. (May be repeated once for credit.)

Prerequisites: Prior approval of instructor and department chair required.

6399 Thesis. A total of six semester hours are required for thesis credit. Students have the option of enrolling in either HIST 6399 (twice) or HIST 6699 once to fulfill the six semester hour thesis requirement. (This course may be repeated once for credit.)

6699 Thesis. A total of six semester hours are required for thesis credit. Students have the option of enrolling in either HIST 6399 (twice) or HIST 6699 once to fulfill the six semester hour thesis requirement.

Intelligence, Security Studies, and Analysis (ISSA)

6191, 6291, 6391 Research. Individual research problems for superior students in intelligence, security studies, and analysis. May be repeated for a total of six semester hours credit.

Prerequisite: Approval from the Chair of the Department is required prior to enrollment.

6300 Intelligence and National Security (3-0). The intelligence reform mandated following the attacks on 9/11 created the most fundamental structural change in the National Intelligence Community in its history. The National Intelligence Strategy (NIS), as updated, will provide the framework of analysis for this course. The integration of the National Intelligence Community, and the complexities this integration brings, will be analyzed. This course covers the intelligence cycle (Planning and direction, collection, processing, analysis, and dissemination). It also covers key aspects of intelligence such as warning and surprise; denial and deception; covert action; oversight and civil liberties; role of policymakers; and intelligence reform. Students will evaluate how changes in the national intelligence community are meeting the objectives of the war on terrorism and contributing to more effective intelligence. (Credit may not be earned for this course and Security Studies 6313.)

6301 Grand Strategy, Intelligence Analysis, and Rationality (3-0). This course employs a Clausewitzian approach to explore the interactions between intelligence analysis, context, culture, and rationality (the ways in which different individuals and groups think), and the ways in which understanding those interactions can help intelligence professionals determine and counter an enemy's grand strategy. While the focus is on the grand-strategic level, students will also see how these interrelationships influence intelligence analysis and its effectiveness at the military-strategic, operational, and tactical levels.

6302 The Transformational Imperative: Reorganizing in a Multi-polar World (3-0). This course examines American intelligence and national security policies and planning from World War II to the present. Students examine how ideas and interests shape and transform national security decision making from the white house to the war fighter and how the complexities of a multi-polar world have affected the traditional policy formulation process. The course will address theory, practice, and processes as they relate to the most important national security topics of the day. Students will debate and explore how ideas and interests work together or in opposition to shape national security policies and priorities. Students will learn how the "war of ideas" has evolved from the Cold War to the global war on terrorism; the influence of the media, social media, and think tanks on intelligence; and how the definition of intelligence and national security has changed.

6303 Advanced Intelligence Analysis: Operating in Complex Environments (3-0). This course is about critical thinking and will examine successes and failures in intelligence, and organizational and operations practices of U.S. and foreign intelligence, using a case-study approach. The course will examine flawed approaches to intelligence analysis and how we might draw from these cases to improve the Intelligence Community. The objective of the course is to apply these "lessons learned" to the challenges facing the U.S. Intelligence Community today. Case studies include Pearl Harbor, 9/11, the Cuban Missile Crisis, the Yom Kippur War, proliferation issues, and Cold War Counterintelligence.

Intelligence, Security Studies, and Analysis (ISSA) continued

6304 The Practice of U.S. Intelligence and National Security (3-0). This course explores the organization and functions of the U.S. Intelligence Community, the nexus between national security and intelligence policy makers, key issues about its workings, challenges it faces in defining its future role, and the debates regarding intelligence reform. It will also look at some of the key intelligence missions, such as strategic warning, counterterrorism, counter proliferation, and counterinsurgency. The events of 9/11 and the invasion of Iraq have focused new attention on national intelligence and driven the most significant reorganization of the community since the National Security Act of 1947. The course will highlight some of the major debates about the role, practices, and problems of national intelligence.

6305 Research Methods and Statistics in Security Studies (3-0). Research methods with application to intelligence, homeland security, criminal justice, and other security-related interests. (Credit may not be earned for this course and Security Studies 6305, Border Studies 6334, or Criminal Justice 6334.)

6307 Cryptology (3-0). The history of ciphers, cryptanalysis, computer security system design, investigation of security system breeches, user access issues, and associated policies are discussed. (Credit may not be earned for this course and Border Security 6303).

6309 Intelligence Support to Policy Making: The Impact of 9/11 (3-0). This course examines the principal roles of intelligence in a post 9/11 environment and in national policy formulation, in the provision of strategic and tactical warning, in providing support for military operations, and in covert action. The focus is on problems inherent in conducting intelligence in a democracy and on the ethical considerations associated with providing high quality intelligence analysis. The course examines national security policy formulation, the factors that influence and constrain policy choices, and the role of intelligence in this process. The changing nature of intelligence vis-a-vis policy formulation, with illustrations from the global war on terror and the Iraq war, serve as examples of the relationship between intelligence and policy. Students will analyze and evaluate the future political, cultural, and institutional challenges facing the National Intelligence Community as it supports national security policy.

6310 Military Intelligence: Strategic, Operational, and Tactical (3-0). If war is in fact the extension of politics by other means, this course aims to understand how and why states use force in pursuit of their national interests. Class studies classical theories of warfare, including Clausewitz and Sun Tzu. Case studies in warfare from 19th and 20th centuries develop a model of how states have traditionally used war and supporting intelligence to accomplish policy aims at strategic, operational, and tactical levels. Technological and political shifts of the last decade are explored to determine what they imply about how sates can and will use force in the future as part of their national security policies. Course reviews how intelligence supports each level of warfare and how intelligence failures affect strategic outcomes.

6311 Special Operations and Intelligence: Creating Strategic Effects (3-0). Over the last ten years, special operations forces have become a core element in America's response to trans-national terrorism. These units have trained and advised foreign military and paramilitary forces; captured or killed thousands of Al Qaeda and Taliban commanders and foot soldiers; and conducted a variety of operations around the globe. This course will focus on the ways in which special operations forces have been incorporated into national security strategy and policy. Through the use of a series of case studies, students will investigate the differences between special operations forces and other elite units; scrutinize the roles and missions of these organizations; understand their unique intelligence support requirements at tactical, operational, and strategic levels; consider the influence of popular culture; and probe the impact of bureaucratic politics and organizational culture between the special operations community and international allies, Congress, the interagency community, and conventional military forces.

6312 Cyber Arms Race and the Intelligence Policy Nexus (3-0). When is a cyber attack an act of war? What is the role of the U.S. military in defending the United States from cyber attacks? Who forms cyber policy for the U.S.? Is cyber an intelligence problem? How does cyber fit the traditional national security-intelligence policy construct? Cyber conflict is a new and complicated strategic problem that will engage not only the United States but the international community at many different levels. The cyber environment challenges traditional strategic thinking, and work on national security and intelligence policies and strategies to manage and benefit from cyber conflict is at an early stage. Traditional security concepts need to be re-examined and adjusted for the cyber environment. This course will look at various dimensions of cyber conflict in the larger international security context.

6313 Intelligence and Counter-Terrorism (3-0). This course explores a wide range of questions in order to provide students with a deeper understanding of the origins and evolution of modern terrorism, and the intelligence challenges posed by terrorist groups to states with an emphasis on the United States. The course is divided into three parts. Part 1 examines the nature, objectives, strategies, and organization of terrorism and terrorist groups. It also addresses the political, psychological, socioeconomic, and religious causes of terrorist violence. Part 2 consists of student presentations on active terrorist organizations. Part 3 focuses on counterterrorism and the challenges of collecting intelligence against terrorist organizations. Based on recent American experience in combating terrorism, the course will introduce students to the strengths and weaknesses of counterterrorist tools, domestic and international intelligence requirements and collection strategies, and the need to balance civil liberties and security.

6314 Strategic Thought and Leadership (3-0). This course offers students an opportunity to explore how strategic leaders at the executive level of organizations think and influence actions amid volatility and adversity. Students study leadership, ethics, analysis, decision-making, and strategy along a spectrum of adversity that ranges from business to international conflict. Historical case studies highlight commonalities and habits of mind.

6315 Legal and Ethical Issues in Intelligence (3-0). Following the events of September 11, 2001, there has been rapid growth in the number of professional intelligence training and educational programs across the United States. This course covers the wide spectrum of topics involving the need for surveillance to ensure our nation's continuing security as well as the necessity of providing Constitutional protection for individual freedoms. Unfortunately, the intelligence profession is filled with moral and ethical dilemmas that require "doing the right thing" on a daily basis. This course requires the student to think critically about those dilemmas.

Intelligence, Security Studies, and Analysis (ISSA) continued

6321 Intelligence for Homeland Security and Law Enforcement (3-0). Everyone understands the need for "Homeland Security," but few know the precise definition. In fact, the government itself has changed the definition every few years since 2001. Very few law enforcement professionals appreciate the complexity of the homeland security mission, nor understand the need for intelligence support for that mission. This course covers in detail how the intelligence enterprise supports our homeland security and law enforcement programs. Using the accepted home security paradigm—prevent, protect, mitigate, respond, and recover, it describes the current state of "homeland security intelligence" and explains how that discipline relates to our national security.

6335 Data Mining (3-0). A course in statistics particularly geared to pattern analysis, information continuity, and data recovery. Inferential and descriptive techniques for decision analysis are included. This course uses a variety of data bases associated with business, census, terrorism, and crime statistics from which students conduct research projects. Personal computers with fundamental software programs such as Excel, SPSS or SAS are necessary for students to complete this course. (Credit may not be earned for this course and Border Security 6335).

6342 Cybersecurity and Constitutional Issues (3-0). This course discusses telecommunications law and policy as it applies to the rapidly evolving technologies and capabilities of the internet, telecommunications, satellite and imagery systems available for commercial and government exploitation. The legal implications of a global internet, recourses available to law enforcement, treaties, etc. are reviewed from an international perspective including processes by which international cooperation is gained to deal with cyber threats. (Credit may not be earned for this course and Border Security 6342).

6350 Cyber Vulnerability (3-0). Students discuss at length the reliability and vulnerability of computer-based technologies, biometrics, and security technologies. Included are case analyses of external (hacking) and internal (man-in-the-middle) attacks on government and private communications systems. (Credit may not be earned for this course and Border Security 6350).

6351 Emerging Technologies in Homeland Security (3-0). In this course, a variety of cutting-edge technologies associated with Homeland Security are discussed. The technologies are analyzed and evaluated for functionality, usefulness, cost effectiveness, and reliability. Depend on the technologies analyzed, students may be required to participate in field research. (Credit may not be earned for this course and Border Security 6351).

6371 Internship. This course is designed to familiarize students with the application of knowledge gained in course work and with operations and problems in the field of intelligence, security studies, and analysis. Students must be pursuing a Master's degree in Intelligence and Analysis. Approval of instructor is required. Grading will be either pass or fail.

6380 Capstone in Intelligence, Security Studies, and Analysis (3-0). This course is designed for students in the non-thesis option. The course has students apply analytical thinking, critical analysis, creativity and problem solving to the wide range of intelligence issues today. Students apply critical writing skills in completing a publishable, article-length paper based on their independent research..

6381 Special Topics (3-0). A course in selected intelligence topics. May be repeated once for credit when topics vary.

6399 Thesis. A total of six semester hours are required for thesis credit. Students have the option of enrolling in either ISSA 6399 (twice) or ISSA 6699 once to fulfill the six semester hour thesis requirement. (This course may be repeated once for credit.)

6699 Thesis. A total of six semester hours are required for thesis credit. Students have the option of enrolling in either ISSA 6399 (twice) or ISSA 6699 once to fulfill the six semester hour thesis requirement.

International Studies (ISTD)

6381 Special Topics in International Studies (3-0). These courses are designed for classes offered through the study abroad program and are often interdisciplinary in nature. (Course topics vary by program and each course may be repeated when the topic varies.)

Management (MGMT)

6301 Management of Information Systems (3-0). Addresses the management of the information resources from a senior management viewpoint. Covers the use of information technology to achieve competitive advantage, information technology and the organization, managing information assets, outsourcing, information technology operations and management, and information technology as a business.

6303 Advanced Data Analytics (3-0). This course explores data collection and analysis techniques commonly practiced in business today. Topics include primary and secondary data collection techniques, analysis of collected data, and associated ethical concerns.

6311 Organizational Behavior and Leadership (3-0). The study of behavioral interactions within organizational contexts, with special attention on dyadic, group, and organizational leadership dynamics. This course examines how leaders can leverage employee individual characteristics (e.g. personality, perception, and motive) and contextual attributes (e.g. culture, diversity, and structure) to create high-performing employees, teams, and organizations.

6312 Operations and Supply Chain Management (3-0). Operations and Supply Chain Management consists of three broad areas that include managing processes, managing customer demand and managing the supply chain. Topics include process strategy, quality performance, capacity planning, lean systems, demand forecasting, inventory management, operations planning, resource planning, supply chain design, supply chain logistics networks and supply chain integration.

Prerequisite: Graduate standing.

6313 Strategic Management in a Global Environment (3-0). An advanced case course dealing with the wide range of management problems involving policy and strategy decisions faced by executives in both domestic and international markets. A capstone course that requires integration of all materials covered in the M.B.A. curriculum in the policy formulation process.

Prerequisite: Permission of M.B.A. director.

Management (MGMT) continued

6319 Forecasting Theory (3-0). The study of forecasting methods including exponential smoothing, decomposition, regression, and judgmental techniques. The use of forecasts in managerial planning and decision making.

Prerequisite: Consent of instructor.

6321 International Business (3-0). International business environmental frameworks; trade and investment theories and institutions; multinational corporation policy, strategy, functional management, operations, and concerns.

6330 Human Resources Management (3-0). A study of the principles of planning, directing, and controlling people functions in an organization. The course emphasizes the effective implementation of a comprehensive human resources program, including the recruitment, development, evaluation, and motivation of employees. The course is designed to prepare students to be effective in HR roles in either a large or small company setting. The human resource management activities and decisions throughout the organization, as well as the duties and responsibilities of human resource professionals are covered. The course will also examine the impact of human resource management practices and decisions on both organizational and individual performance.

6340 Healthcare Communications in a Diverse Workplace (3-0). Students will learn to identify and implement strategies conducive to building effective staff communications in the diverse healthcare environment. This course will address basic skills and knowledge that a manager should have to effectively communicate with employees that build trust, assure efficiency in the workplace while ensuring productivity that is efficient, safe, and meets the needs of all stakeholders.

6341 Healthcare Operations (3-0). The goals of the course are to provide a solid foundation of applying managerial knowledge of operations within the healthcare industry. The students will demonstrate the knowledge in a professionally competent manner conducive to healthcare operations in the local community. Specific processes and business principles for managing operations in interdependent and multi-disciplinary healthcare organizations are explored.

6343 Legal and Ethical Aspects of Healthcare (3-0). Individuals in the healthcare industry face ever changing legal and ethical trends in their environment. Students will learn to develop specific skills to evolve into the role of a change agent in order to manage these trends. This course will provide the students with the skills necessary to mitigate liability through risk management principles, develop relationship management skills, apply an ethical decision-making framework, incorporate employment law procedures, and other legal aspects unique to healthcare.

6351 Administrative Residency I (0-0-3). Field experience in a healthcare organization under the supervision of a selected preceptor and a university faculty member. The student is oriented to the total operations of the institution and participates in administrative activities in preparation for major administrative responsibilities.

6352 Administrative Residency II (0-0-3). Field experience in a healthcare organization under the supervision of a selected preceptor and a university faculty member. The student is oriented to the total operations of the institution and participates in administrative activities in preparation for major administrative responsibilities.

6353 Administrative Residency III (0-0-3). Field experience in a healthcare organization under the supervision of a selected preceptor and a university faculty member. The student is oriented to the total operations of the institution and participates in administrative activities in preparation for major administrative responsibilities. A capstone course that requires integration of all materials covered in the MS HHCFA curriculum in the policy formulation process.

6371 Internship. A structured assignment with a firm or agency. Grading will be either pass or fail. (May be repeated once for credit with permission.)

6381 Special Topics (3-0). A course dealing with selected topics in management. (May be repeated once for credit when topic varies.)

6391 Research. A specialized course which may be directed reading or research for superior students. (May be repeated for credit when topic varies.)

Marketing (MKTG)

6301 Marketing Management (3-0). An analysis of the marketing management process for all types of organizations. Included are the topics of (1) planning marketing activities, (2) directing the implementation of the plans, and (3) controlling marketing plans.

6341 Healthcare Marketing Management (3-0). An examination of the segmentation, brand image management, and positioning strategies that underlie the strategic marketing practices of healthcare organizations. Topics include basic principles and key concepts related to the design and implementation of marketing efforts in healthcare organizations. The goal is to understand the process involved in the development and analysis of strategic healthcare marketing plans.

Mathematics (MATH)

6300 Historical Survey of Mathematics for Educators (3-0). Historical development of selected mathematical concepts, terminology, and algorithms; impact of mathematics on the development of our culture; major figures in the development of mathematics.

6305 Foundations of Mathematics for Educators (3-0). A survey of foundational topics in mathematics, including propositional and first order logic, naive set theory and its paradoxes, the concept of infinity, and the axiom of choice.

6314 Number Theory for Educators (3-0). A survey of number theory topics including Pythagorean triples, linear Diophantine equations, congruences, Fermat's Little Theorem, Euler's Formula, Mersenne Primes, perfect numbers, Carmichael numbers, primitive roots, quadratic reciprocity, and Pell's equation.

6317 Probability for Educators (3-0). A survey of probability topics including combinatorics, conditional probability and independence, jointly distributed random variables, limit theorems, and applications relevant to the classroom.

6320 Mathematical Modeling for Educators (3-0). A study of qualitative and quantitative models using techniques which may include interpolation, linear programming, difference equations, differential equations, model fitting, geometric similarity, dimensional analysis, simulation, probability, graph theory, decision theory, or game theory.

Mathematics (MATH) continued

6321 Geometry for Educators (3-0). Classical geometry taught from a historical prospective. Topics include a study of Euclid's Elements, Euclid's Axiomatic Method, coordinates, vectors, Euclidean spaces, perspective, and projective planes. Additional topics as time permits.

6327 Graph Theory for Educators (3-0). A study of trees, paths, cycles, connectivity, matching theory, graph coloring, planarity, integer flows, and surface embeddings. Other advanced topics as time allows.

6333 Statistics for Educators I (3-0). A survey of statistical methods including distribution, central tendency, variability, confidence intervals, hypothesis tests, and regression; some basic probability.

6334 Statistics for Educators II (3-0). A survey of statistical methods including nonparametric methods, regression, and ANOVA; some basic probability.

Prerequisite: Mathematics 6333.

Nursing (NUR)

6312 Evidence-Based Practice and Theory for Advanced Nursing (3-0-0). This course focuses on nursing knowledge synthesis and application of research evidence into best practice. Theoretical constructs that guide nursing research and inform nursing practice are explored.

Prerequisite: Nursing 6323.

6316 Informatics and Health Care Technology for Advanced Nursing (3-0-0). This course integrates computer, information, and nursing sciences in tandem with health care and communication technologies to deliver, integrate and coordinate nursing care. Students demonstrate meaningful use of technology by analyzing and ethically managing aggregate data to guide decisions and improve outcomes.

6317 Health Policy and Ethics (3-0-0). This course prepares students as effective agents of change by building leadership skills in health care policy development, implementation and evaluation. Ethics content promotes self-care and active advocacy. Student understanding of local, national, and global factors is expanded to facilitate clinical reasoning and collaborative engagement with all healthcare professionals in redesigning systems to achieve equity, safety, and quality for better healthcare outcomes.

Prerequisite: Graduate standing.

6318 Pharmacotherapeutics (3-0-0). This course focuses on the study of advanced pharmacologic principles of drug therapy used by nurses in advanced practice.

6323 Research Foundations for Advanced Nursing (3-0-0). This course develops an understanding of quantitative and qualitative nursing research methodologies, frameworks, and relationships between research questions and design. Application and evaluation of statistical methods is emphasized. Students use critical appraisal skills to critique relevant research.

6324 Advanced Pathophysiology (3-0-0). A study of the function of the human body as it is altered by and responds to disease, including disease manifestations, mechanisms of disease production and response, and the physiological basis of diagnostic and therapeutic procedures. This course provides coverage of human diseases organized by the body system which they affect.

6331 Advanced Health Assessment (2-0-50). This course presents the theoretical and clinical principles of advanced health assessment supported by related clinical experiences for the advanced practice nursing student to gain the knowledge and skills needed to perform comprehensive assessments to acquire data, make diagnoses of health status and formulate effective clinical management plans for patients with common, acute, and chronic health issues across the life span. A 50 clock hour practicum provides opportunities to practice advanced health assessment skills.

Prerequisites: Graduate standing and Nursing 6324 or corequisite with departmental approval.

6338 Leadership and Roles in Advanced Nursing (3-0-0). This course prepares students to assume responsibility and accountability for advanced practice roles. In addition, application of leadership and practice principles at both the patient and system levels is used to promote high quality and safe patient care, reduce overall health care delivery costs, improve access to care, and influence political factors that affect interdisciplinary care.

Prerequisite: Nursing 6312.

6339 Population Health and Epidemiology for Advanced Nursing (3-0-0). This course explores the distribution and determinants of health and disease that affect human populations using health information and technology. Principles of genetics, genomics, and epidemiological data are considered for design and delivery of evidence-based, culturally relevant clinical prevention and health promotion strategies and interventions.

Nursing (NUR)

Additional Offerings

6381 Special Topics (3-0). A seminar in selected topics in nursing. (May be repeated once for credit when topic varies.)

6391 Research. Individual research in nursing. (May be repeated once for credit. Prior approval of instructor and department chair required.)

Nursing (NUR)

Nurse Educator Courses

6319 Curriculum in Nursing Education (3-0-0). This course explores the structures components, and factors of curriculum development pertaining to nursing education. Additionally, this course will explore essential components of academic program evaluation, including outcomes assessment and accreditation processes and procedures.

6340 Teaching Strategies and Evaluation in Nursing Education (3-0-0). this course explores teaching and learning strategies and evaluation methods in various learning environments including classroom, laboratory, simulation, and clinical settings. Strategies for distance and web-enhanced learning are addressed.

6347 Roles and Financial Management in Nursing Education (3-0-0). This course explores the organizational and administrative/leadership roles of nurse educators in higher education and health care agencies. Students will be introduced to the concepts of leadership, financial management, budgeting process, and reimbursement mechanisms in nursing education.

Nurse Educator Courses continued

6348 Advanced Nursing Clinical Practice for Nurse Educators (2-0-50). This course allows students the opportunity to expand knowledge in a focused area of clinical nursing practice. Additionally, students will explore epidemiology and public health context related to health care outcomes. Students will work with faculty to select appropriate practicum settings and will complete 50 clock-hours within a supervised clinical experience.

Prerequisites: Nursing 6318, 6324, 6331, 6338.

6349 Capstone Practicum in Nursing Education (1-0-100). This course provides nurse educator students a supervised practicum experience in an educational setting. Learning experiences are planned to meet course and individual learning goals. Experiences will focus on developing skills in leadership, organizational and administrative roles, curriculum process, classroom/clinical teaching, and evaluation. Students will work with faculty to select appropriate practicum settings and will complete 100 clock-hours in the educator role.

Prerequisites: Nursing 6319, 6338, 6340.

Nursing (NUR)

Family Nurse Practitioner (Advanced Practice Registered Nurse) Courses

6201 Advanced Skills for Advanced Practice Nurses (1-0-50). This course focuses on the development of essential advanced practice nursing skills to perform procedures in primary care practice. Diagnostic methods and procedures for patients of all ages will be included in an on campus lab and 50 clock hour practicum.

Prerequisites: Nursing 6318, 6324, 6331.

6325 Family Primary Care I (3-0-0). Focus on the transition from RN to Family Nurse Practitioner in the diagnosis and management of common acute and chronic conditions across the lifespan in a primary care setting. As a provider of family-centered care emphasis is placed on health promotion, risk reduction and evidence-based management of common symptoms and problems. Nursing's unique contribution to patient care and collaboration with other health care professionals is emphasized.

Prerequisites: Nursing 6201, 6318, 6323, 6324, 6331.
Corequisite: Nursing 6327.

6326 Family Primary Care II (3-0-0). Focus is on the progression in the role of the Family Nurse Practitioner in the diagnosis and management of common acute and chronic conditions across the lifespan in a primary care setting. As a provider of family-centered care emphasis is placed on health promotion, risk reduction, and evidence-based management of more complex symptoms and problems. Nursing's unique contribution to patient care and collaboration with other health care professionals is emphasized.

Prerequisites: Nursing 6312, 6325, 6327.
Corequisite: Nursing 6336.

6327 Family Primary Care I Practicum (0-0-150). A guided clinical experience providing the opportunity to apply family centered primary care related to health promotion and evidence-based diagnosis and management of common acute and chronic conditions across the lifespan. Students complete a minimum of 150 clock hours of practicum in primary care settings. Grading will be either pass or fail.

Prerequisites: Nursing 6201, 6318, 6323, 6324, 6331.
Corequisite: Nursing 6325.

6336 Family Primary Care II Practicum (0-0-150). A guided clinical experience in the progression of the role of providing family centered primary care related to health promotion and evidence-based diagnosis and management of common and complex acute and chronic conditions across the lifespan. Students complete a minimum of 150 clock hours of practicum in primary care settings. Grading will be either pass or fail.

Prerequisites: Nursing 6312, 6325, 6327.
Corequisite: Nursing 6326.

6351 Mental Health Concepts for Advanced Practice Nurses (3-0-0). This course focuses on the development of advanced practice nursing skills in mental health. Specifically, the application of evidence-based knowledge and critical thinking skills in providing clinical management of individuals with common psychiatric-mental health problems across all age groups. Development assessment, crisis intervention, pharmacological management, and therapies are discussed as well as consultation and referral to other mental health professionals. Opportunity to gain clinical experience in the area of mental health will be provided in the final practicum of the program.

Prerequisites: Nursing 6318, 6324, 6331.

6537 Integrated Clinical Practice: FNP (0-0-250). A guided clinical experience to synthesize skills acquired and to refine abilities in primary family centered care related to health promotion and the diagnosis and management of common acute and chronic conditions across the lifespan. Students have the opportunity to refine evidence-based pathophysiological and psychosocial interventions, theories, and concepts of care. Students complete a minimum of 250 clock hours of practicum mainly in primary care settings. Grading will be either pass or fail.

Prerequisites: Nursing 6326, 6336, 6351.

Physical Therapy (PT)

7212 Introduction to Neuroscience Concepts (1-3-0). Students will acquire the basic neurologic concepts providing a foundation for future neuroscience courses as well as enhancing their understanding of neurologic diagnoses frequently observed in the acute care practice setting. The concepts addressed in this course will include gross structures of the central nervous system, blood supply, and the sensory and motor systems. Lab includes the dissection of human brain material, brain sections, and anatomical models.

7220 Advanced Topics in Physical Therapy (2-0-0). This course is designed to prepare student physical therapists to train in advanced areas of physical therapy that will enrich their knowledge in topics such as therapeutic exercise, exercise physiology, sports medicine, and health promotion. Advanced study opportunities will provide DPT students improved job marketability in an increasingly competitive field upon graduation.

7221 Cardiopulmonary Pathology (2-0-0). A comprehensive presentation of cardiopulmonary diseases. Emphasis is placed on the mechanisms underlying disease and their management as a basis for therapeutic rehabilitative program planning in physical therapy.

7224 Neuropathology I (2-0-0). Students will extend their knowledge of the structure and function of the central and peripheral nervous systems and apply the knowledge within the context of altered structures and function of the nervous system in various neuropathologies common to physical therapy practice. Medical management of neuropathologies will be discussed.

Physical Therapy (PT) continued

7232 Foundation for Systems Review (2-0-0). An introductory course in differential diagnosis focusing on identifying signs and symptoms of common medical conditions that mimic the musculoskeletal conditions that are frequently seen for physical therapist intervention. A broad spectrum of clinical sciences will be explored as related to the screening of culturally diverse patient/client population across the life span. Skills necessary to identify and manage patient/client problems that require referral to another health professional will be emphasized.

7233 Health Care Issues for Physical Therapists (2-0-0). This course will explore the current regional, state, national, and global issues and trends in health care and their effects on the delivery of physical therapy services. The course will promote awareness of health care delivery systems, role and function of professional organizations, cultural competency, and other contemporary health care issues. Students will have a better understanding of health and wellness and the role of the physical therapist. Information will be provided to allow the student to develop skills to influence health and wellness at multiple levels (individual, family, institution, community, etc).

7234 Education and Communication for Physical Therapy (2-0-0). A foundation course for Physical Therapy students with a focus on learning theory and communication strategies. Content areas would include: Role of the Physical Therapist as a teacher; communicating with patient populations and professional groups and individuals.

7235 Disability Studies (2-0-0). This course will introduce the student to the field of disability studies. Disability and chronic illness (CI) are often a major factor influencing an individual and/or family during one's lifetime. People with a disability or CI may be considered a subculture of our society. Physical, cognitive, emotional, social, and cultural factors related to the presence of disability and CI throughout the life span will be explored. Emphasis is placed on those aspects of disability that affect the practice of physical therapy examination and intervention.

7240 Evidence Based Practice in Physical Therapy (2-0-0). A foundations course in evidence-based clinical-decision making designed to provide Physical Therapy students with content areas in forming clinical questions, literature search, and critical appraisal of selected literature. Applications will fall within the Physical Therapy Profession Patient/Client Management Model.

7241 Clinical Research for Physical Therapy (2-0-0). A foundations course for Physical Therapy students with a focus on clinical research. Content areas would include: patient consent; common clinical research designs; and application of research within the clinical setting.

7242 Evidence Based Practice Seminar I (2-0-0). A course for Physical Therapy students to focus on evidence based practice and clinical research following the acute care practicum. Content areas would include: case reporting; critical pathways; and clinical practice guidelines within the acute care clinical setting.

7243 Evidence Based Practice Seminar II (2-0-0). A course for Physical Therapy students to focus on evidence based practice and clinical research following the musculoskeletal practicum. Content areas would include: case reporting; clinical practice guidelines; qualitative research; clinical surveys; sequential clinical trials; and single subject designs within the musculoskeletal clinical setting.

7252 Introduction to Therapeutic Exercise (1-3-0). Students will explore the principles of exercise prescription and develop competency in the selection, implementation and progression of therapeutic exercise.

7260 Introduction to Clinical Education and Professionalism (2-0-0). This course will provide students with a foundation for the full-time practical courses. Students will learn how evaluation methods and tools will be implemented during the practicums. Students will also learn policies and procedures for clinical education, delegation and supervision of assistants and aides, aspects of documentation, reporting patient progress, and stress and time management. Roles and responsibilities of persons associated with clinical experience courses will be explored. Students will also develop an understanding of the importance of professional behaviors, self-evaluation and personal reflection. The course will include discussion of current issues, laws, rules, regulations, guidelines and ethical codes governing the practice of physical therapy. Emphasis is placed on the importance of ethical and legal practice and on reimbursement.

7261 Acute Care Practicum (0-0-6). An eight-week, full-time clinical (320 clock hours) experience at assigned clinical facilities. This initial full-time clinical experience provides student physical therapists with the opportunity to develop competency in the physical therapy management of individuals in the acute and sub-acute setting under close supervision by an experienced, licensed Physical Therapist. Each student is assigned one or two clinical instructors to direct and supervise all patient/client management performed by the student. Grading will be either pass or fail.

7311 Clinical Exercise Physiology (2-2-0). An integrated approach to the study of human physiology as it pertains to physical fitness, activity, performance, and wellness. A scientific basis for connecting physical therapy to physical activity, performance, and health is presented. The course includes presentation of metabolic, nutritional, cellular, physiological and structural systems of the body related to functional activity and performance. The course provides an opportunity for the student physical therapist to develop the skills necessary for implementing activity programs and exercise prescription for the apparently healthy individual.

7320 Foundation in Clinical Pathology (3-0-0). A comprehensive presentation of the general principles of disease with an emphasis on general pathology. Focus is on the mechanisms underlying disease and their management as a basis for therapeutic program planning in physical therapy.

7322 Musculoskeletal Pathology (3-0-0). Mechanical properties of musculoskeletal tissues will be described. Growth and maintenance mechanisms of the different tissues will be detailed. Diseases and disorders of the musculoskeletal system will be covered. The underlying tissue pathology and clinical symptoms will be addressed from the orthopedic and physical therapy perspective. Therapeutic interventions will be presented.

7325 Neuropathology II (3-0-0). Students will extend their knowledge of the structure and function of the central and peripheral nervous systems and apply the knowledge within the context of altered structures and function of the nervous system in various neuropathologies common to physical therapy practice. Medical management of neuropathologies will be discussed.

Physical Therapy (PT) continued

7330 Functional Biomechanical Relationships (3-1-0). An in-depth analysis of natural and pathological mechanisms related to human movement with an emphasis on the primary principles of biomechanics, natural gait and patterns of motion. Incorporated within the course is a study of the pathological mechanisms affecting human movement dysfunction. The course will focus on understanding the mechanical analysis with emphasis on patient rehabilitation.

7331 Motor Control and Clinical Applications (3-1-0). Introduction to theories of motor control and motor learning, current methods in human movement science, and their implications for evidence-based practice.

7336 Management of Physical Therapy (3-0-0). The goal of this course is to provide comprehensive exposure to management principles and concepts with a focus on their applications and impact in physical therapy practice, management of personnel, and laws and regulations pertaining to physical therapy practice. Students will be provided the opportunity to gain cognition and skills in physical therapy practice management which prepares them as practitioners and future administrators.

7337 Operational Management for Physical Therapy (3-0-0). The goal of this course is designed to build upon concepts introduced in Physical Therapy 7336. An integrated approach will be utilized to focus on skills that impact the management of physical therapists. Students will be provided the opportunity to utilize skills in a simulation practice setting and related community based program development, which will prepare them for private practice and potential future administrators.

7344 Evidence Based Practice Seminar III (3-0-0). A course for Physical Therapy students to focus on evidence based practice and clinical research following the neuromuscular rehabilitation practicum. The initial focus is to develop competency in critical thinking, problem solving and best practice recommendations for the neuromuscular patient through integration of their own clinical experiences and presentation of peer experiences. The second focus is on completing and presenting the research project—professional paper in this culminating course of evidence based practice.

7353 Musculoskeletal Examination and Management I (1-6-0). This course provides the DPT entry-level physical therapist with the knowledge and skill sets to effectively manage patients/clients with musculoskeletal dysfunctions. Elements of patient management include examination, evaluation and diagnosis with special attention to differential diagnosis and screening strategies, identification of patient/client problems, prioritization of goals, treatment selection and provision including manual therapy techniques, therapeutic exercise, and physical agents. Critical appraisal of musculoskeletal test characteristics, critical thinking, and evidence-based practice are emphasized.

7354 Essentials of Rehabilitation Practice (2-3-0). An exploration of the practice of physical therapists in the areas of diabetes, advanced cardiac, pulmonary and neuromuscular diseases, spinal cord injury, orthotics and prosthetics. Students will develop competency in clinical assessment of functional limitations, identification of appropriate treatment options and implementation of interventions. Students will also develop skills in the management of patients with chronic multi-system problems for comprehensive practice settings. This course integrates clinical reasoning for the complex patient through case scenarios, patient observations and laboratory simulations.

7462 Musculoskeletal Practicum (0-0-12). A ten-week, full-time (400 clock hours) clinical experience in an out-patient, orthopaedic setting. This clinical experience provides student physical therapists with the opportunity to develop competency in the physical therapy management of individuals with all levels of musculoskeletal system dysfunction under close supervision by an experienced, licensed Physical Therapist. Each student is assigned one or two clinical instructors to direct and supervise all patient/client management performed by the student. Grading will be either pass or fail.

7550 Fundamentals of Physical Therapist Examination (4-3-0). An introductory course in the basic categories of clinical tests and measures utilized in the examination of patients/clients seen for physical therapy services as described in the Guide to Physical Therapy Practice. Indications for test selection, administration, data collection and interpretation and documentation of data are emphasized.

7556 Musculoskeletal Examination and Management II (3-6-0). This course builds upon knowledge and concepts learned in Physical Therapy 7353 as the student physical therapist gains the knowledge and skill sets to effectively manage patients/clients with musculoskeletal dysfunctions in different regions of the body. Elements of patient management include examination, evaluation and diagnosis with special attention to differential diagnosis and screening strategies, identification of patient/client problems, prioritization of goals, treatment selection and provision including manual therapy techniques, therapeutic exercise and physical agents. Critical appraisal of musculoskeletal test characteristics, critical thinking, and evidence-based practice are emphasized.

Prerequisite: Physical Therapy 7353.

7651 Acute Care Management (3-9-0). An exploration of the practice of licensed physical therapists in the acute care setting. Students will develop competency in clinical examination and evaluation of impairments and functional limitations, identification of appropriate intervention options, and implementation of a plan of care to improve performance of functional activities for patients commonly encountered in acute care practice settings. In addition, this course integrates curricular content in acute care with clinical practice through critical thinking, problem solving, and clinical experiences.

7655 Neuromuscular Examination and Management (4-6-0). Using the Guide to Physical Therapy Practice and current evidence, student physical therapist will utilize neurologic examination, tests, and measures to diagnose and implement interventions designed to address neuromotor dysfunction in a culturally competent manner. Interventions will be grounded in the foundational movement science and evidence-based practice.

7663 Neuromuscular Practicum (0-0-18). A twelve-week, full-time (480 clock hours) clinical experience in a long-term rehabilitation setting. This clinical experience provides student physical therapists with the opportunity to develop competency in the physical therapy management of individuals with cardiopulmonary, neuromuscular and/or multisystem dysfunction under close supervision by an experienced, licensed Physical Therapist. Each student is assigned one or two clinical instructors to direct and supervise all patient/client management performed by the student. Grading will be either pass or fail.

7710 Clinical Anatomy (4-9-0). Laboratory intensive course designed to reflect depth and breadth of foundational medical and clinical science knowledge of gross anatomical structures. Development of advanced understanding of functional, clinical, and kinesiological significance of integumentary, cardiopulmonary, musculoskeletal, and neurosensory systems is emphasized.

Political Science (POLS)

6301 Seminar on the U.S. Constitution (3-0). A seminar that focuses on the foundation, development, and operation of the U.S. Constitution. With a special look at the purposes and principles embedded in the Constitution, this seminar will study how these have been understood and applied in American politics throughout the nation's history and in the present day.

6307 The U.S. Congress, Graduate Seminar (3-0). This graduate-level seminar will introduce students to some of the most important research, both classic and current, on the U.S. Congress. In doing so, the course will familiarize students with a rich variety of theoretical approaches to the study of congressional politics.

6308 The American Presidency (3-0). This is a graduate seminar on presidential and executive politics. The seminar focuses on the advanced study of the professional, scholarly research literature, including design, execution, and evaluation of research on the American presidency.

6309 Seminar on the U.S. Supreme Court (3-0). A seminar that focuses on the study of the judicial function and the role of the Supreme Court in the government of the United States. The seminar will examine the foundation of the judicial system and its place in structure of the Constitution of 1787 before proceeding through a historical look at that system's development and a multifaceted analysis of its current function.

6351 Seminar in U.S. Foreign Policy (3-0). A seminar that focuses on the study of issues and research areas in foreign policy with a focus on contemporary events. The history of foreign policy since World War II will be reviewed followed by a specific emphasis on diplomacy, foreign aid, forms of intervention, and emerging issues and challenges. Governmental institutions, international organizations and non-governmental organizations will be explored.

Psychology (PSY)

5381 Special Topics (3-0). Selected topics in psychology. (May be repeated once for credit when topic varies.) Course meets concurrently with Psychology 4381 but requires additional readings, papers, discussions, and/or presentations for graduate students.

Prerequisite: Permission of graduate advisor and dean.

6302 Core Concepts in Psychological Science (3-0). A survey of the major areas of psychological science. Core topics include human social behavior, personality, psychological disorders and treatment, learning, memory, human development, biological influences, and research methods. Related topics may include sensation, perception, states of consciousness, thinking, intelligence, decision-making, language, motivation, emotion, stress and health, cross-cultural psychology, animal behavior, and applied psychology.

6303 Social Psychology (3-0). A study of the development and modification of human interaction, including topics such as social motives, social influence, aggression, attraction, attitudes, and group processes.

6304 Applied Child and Adolescent Development (3-0). This course will cover child and adolescent development with a focus on applying developmental theories and research to practical issues relating to children and adolescents in various settings.

6306 Advanced Abnormal Psychology (3-0). An advanced study of normal versus abnormal behavior and examining the principles of dysfunction and distress in human behavior. In addition, the course will survey biological, psychological, and sociocultural factors associated with behavioral pathologies across the life-span.

6307 Psychopathology (3-0). This course examines social, psychological, and biological factors that contribute to psychological disorders across the life-span. Emphasis will be placed on integrating scientific literature, theories, and current Diagnostic and Statistical Manual of Mental Disorders in applications of identification, assessment, diagnosis, and treatment of psychological disorders. In addition, the course will present basic knowledge of psychopharmacological medications.

Prerequisite: Psychology 6306.

6308 Applications of Psychopathology (3-0). This course provides an exploration of the nature and application of psychopathology, or mental illness, across a variety of clinical and non-clinical settings. Current conceptualization of psychopathology as well as theory and research on best practices in working with a variety of psychological disorders will be examined. Applications in education and social service fields, as well as private settings involving caretakers and parents will also be addressed.

6309 Cognitive-Behavioral Therapy (3-0). A study of clinical application of cognitive-behavioral therapies, techniques and interventions to a wide range of mental and emotional problems. The course will also examine some brief therapy approaches and techniques.

6310 Cognition and Emotion (3-0). This course will examine the science of affective and cognitive bases of human behavior and their interaction in areas of attention, memory, language, emotion, emotion regulation, decision making, problem solving, and social cognition.

6311 Theories of Personality (3-0). An in-depth review of the major contemporary theories of human personality and the empirical research related to each. Applications are made about the role of personality in a variety of contexts.

6313 Introduction to Statistical Analysis (3-0). This course is an introduction to graduate statistics. The focus of this course includes instruction on t-tests, univariate analyses, and correlational analyses.

6314 Research Methods (3-0). An in-depth treatment of non-experimental, quasi-experimental, and true experimental (or randomized) designs focusing on advantages and disadvantages of each. Special emphasis is placed on how the various research designs are related to generalized causal inference and the common misinterpretations connected with these inferences and associated statistical analyses.

6315 Marriage and Family Psychotherapy (3-0). Examination of current issues, theories, and therapeutic techniques in the field of marriage and family counseling.

6316 Comparative Psychology (3-0). The course is an introduction to comparative behavior between human and non-human animals with a consideration for the conservation of behavior across species. The focus will be on comparative psychological behaviors, biological behaviors, and the techniques used to study them.

Psychology (PSY) continued

6317 Evolutionary Psychology (3-0). This course is a preliminary study of the principles of evolutionary psychology. Focus will be given to natural and sexual selection, the role of adaptation, and other evolutionary specific psychological mechanisms.

6319 History and Systems of Psychology (3-0). A comparative and critical study of the major philosophical theories and historical origins of psychology. This course will include a review of the history of psychology from various perspectives of psychology and philosophical systems.

6321 Assessment of Intelligence and Achievement (3-0). A study of standardized individual measures of intelligence and achievement. While primary emphasis is placed on the administration, scoring and interpretation of the Wechsler scales of intelligence and achievement, students will be exposed to several other measures of intelligence and achievement for adults, adolescents and children. Clinical interviewing and report writing are also emphasized.

Prerequisite: Psychology 6322.

6322 Psychological Assessment (3-0). This course provides an overview of psychometric theory including test construction, reliability, and validity. Students will learn how to select widely-used norm-referenced and culturally appropriate psychological tests. Students will gain experience in test construction, conducting interviews, behavioral observations, writing reports, and assessing adaptive functioning.

6323 Theories of Counseling and Psychotherapy (3-0). Exploration of the major theories of individual and group counseling and psychotherapy. The empirical support for common therapeutic factors will also be examined. The focus will be on gaining an understanding of the principles of each theory and evaluating empirical support for each perspective.

6324 Group Psychotherapy (3-0). Review of the major theories and techniques of group counseling. Pre-practicum application of selected group counseling methods.

6325 Counseling and Psychotherapy Methods and Techniques (3-0). Knowledge and application of conceptual and practical skills needed for individual and group counseling. Emphasis is placed on working within an evidence-based treatment model of selecting and applying interventions. Designed to prepare students for practicum.

6326 Multicultural Counseling and Psychology (3-0). A descriptive and comparative analysis of classical counseling theories as they apply to ethnic and cultural diversity. An exploration of nontraditional counseling techniques for individuals of different racial, cultural, or socioeconomic status.

6327 Therapy With Children and Adolescents (3-0). A study of clinical interventions which integrates multicultural and relational approaches in therapy with children and adolescents. Emphasis is placed on translating conceptualizations of client's problems into specific treatment plans and interventions. The course examines various disorders including depression, anxiety, attention deficit/hyperactivity, eating disorders, and conduct disorders.

6328 Ethics and Law in Counseling Psychology (3-0). This course will examine ethics and the law for the licensed professional counselor. Particular areas of focus will include current board rule, records management, business and family law, criminal law, competency, adult and child protective services, expert testimony, and courtroom decorum. In addition, legal aspects of evaluation, consultation, professional recommendations, fiduciary relationships, and liability will be examined.

6329 Professional Orientation to Counseling Psychology (3-0). An introduction to the counseling psychology profession including specialty areas. This course introduces students to the role and function of psychologists, counselors, and related professions in various areas of practice. The history of counseling psychology, professional goals and objectives, ethical standards, legal issues, professional trends, professional associations, credentialing, and the academic preparation of counselors are covered.

6330 Applied Economic Psychology (3-0). A study of how psychological principles, knowledge, and research methods are used to address a wide range of economic behavior, solve practical economic problems and inform public policy.

6332 Social Perception (3-0). Using the social psychological perspective, this course is a study of how people perceive, relate, and interact with others in their social environment.

6333 Applications of Industrial/Organizational Psychology (3-0). Industrial/Organizational psychology applies psychological principles to organizations and work. This course, designed for non-Industrial/Organizational psychology students, has an applied focus, intended to describe what I/O psychology is and how it applies to people in a variety of different fields of work. Many topics important to I/O psychology will be covered, including personnel selection, legal issues in employment, employee motivation, job satisfaction, and leadership.

6334 Environmental Psychology (3-0). A review of research and theory on transactions between people and physical environments emphasizing adaptation, opportunities for goal-directed action, and sociocultural processes. Topics include human territoriality, personal space, crowding, environmental stressors, and person-environment perspectives of social interaction and group processes.

6335 Health and Wellness Psychology (3-0). The application of psychology to the prevention and treatment of illness using a biopsychosocial perspective. Topics include stress and its management, pain and its management, epidemiology of cardiovascular disease and cancer, alternative methods of healing, exercise and applied clinical nutrition.

6336 Psychopharmacology (3-0). A study of substances of abuse and common intervention strategies for substance dependency. Emphasis will be placed on understanding biological and psychological underpinnings.

6337 Forensic Psychology (3-0). A study of the interface between psychology and the legal system, including the contribution of psychology to legal topics and legal standards. Selected topics include psychological assessment, psychopathology, competency to stand trial, insanity, civil commitment, and the impact of legal standards and ethical considerations on psychological practice.

Psychology (PSY) continued

6338 Educational Psychology (3-0). An overview of the field of educational psychology, focusing on cognitive, social, and motivational aspects of efficient learning in a variety of settings, such as the workplace and the classroom. Special emphasis is given to interventions that enhance cognitions, effortful task engagement, and the environmental contexts in which learning takes place.

6339 Applications of Psychological Research (3-0). This course is designed to be an examination and application of current literature related to selected topics in applied psychology. Each topic will include an applied component that may include a practical or social issue which could be addressed by psychologists using empirical methods, proposing innovative problem solving techniques, or by using some application of social science research.

6340 Sport Psychology (3-0). A study of the psychological factors that influence athletes in individual and team sports, with an applied focus and an emphasis on achieving optimal levels of performance. Topics are divided into three sections: techniques for enhancing individual performance, interventions that reduce the athletes' inhibitions, and strategies for improving the performance of teams.

6341 Advanced Learning (3-0). A detailed study of current perspectives of classical conditioning, instrumental conditioning, social learning, and biological constraints on learning. Emphasis is on theoretical approaches to these types of learning.

6342 Neuroscience I (3-0). This course is a preliminary exploration of the principles of neuroscience and how they relate to behavior. Emphasis will be placed on the cellular and chemical basis of neural activity and how this activity is reflected in normal and abnormal behavior.

6343 Employee Assistance Counseling (3-0). A study of counseling techniques within the context of Employee Assistance (EA) programs. Topics include EA careers and professional affiliations, the range of EA services in the workplace, intervention techniques, and ethics and codes of conduct. Issues in mental health counseling include substance abuse, emotional distress, health care concerns, financial and legal concerns, interpersonal conflict resolution, workplace safety concerns, and adjustment to major life events such as births, accidents, and deaths.

6344 Addictions Counseling (3-0). A study of the biological, psychological, and sociocultural factors related to etiology and course of substance-related and addictive disorders, including substances, gambling, eating, and sexual addictions. The course will also focus on theoretical and evidenced-based practices for assessment, diagnosis, and treatment of substance-related and addictive disorders.

6345 Assessment of Personality and Psychopathology (3-0). Involves the administration, scoring, and interpretation of the most widely used objective assessment measures of personality, with emphasis on the MMPI-2.
Prerequisite: Psychology 6322.

6346 Psychology of Creativity (3-0). Creativity involves the generation of an idea that is both novel and valued, and it is critical to aspects of our lives, ranging from mundane (e.g., solving personal and interpersonal problems) to profound (creating works of art, making scientific discoveries). As the world changes in complexity, creativity becomes increasingly one of the most important personal and business strategies for survival and success. This class will examine psychological theories and research focusing on creative thinking and accomplishment. Students will also develop techniques and skills for innovation and effective problem-solving applied to real life issues.

6347 Developmental Psychology (3-0). A course that will study the various levels of life span in human beings. An integrated approach involving genetics and environmental factors will be used to assess each stage of development.

6349 Occupational Health Psychology (3-0). The purpose of this course is to review the research literature in occupational health psychology (OHP). Topics covered in the course include examinations of the history and theoretical underpinnings of OHP as an emergent field, examinations of research and methodological issues in the study of OHP. This includes examinations of stress in the workplace and various outcomes in terms of employee health, wellness, and chronic illness. The course will conclude with an examination of violence, aggression, and mistreatment in the workplace as well as an examination of evaluation of wellness interventions and efficacious OHP practices in the workplace.

6350 Organizational Psychology (3-0). The study of human behavior in organizations, primarily at the group level. Topics include values and attitudes such as job satisfaction, personality at work, group behavior, teams, leadership, organizational structure and theory, organizational culture and climate, and conflict.

6351 A Survey of Vocational Psychology (3-0). A course designed to analyze vocational theory and career development and explore principles related to vocational decision making. Selected vocational assessment batteries will be used to help students gain familiarity with vocational tests.

6352 Personnel Selection (3-0). A review of techniques and strategies for effectively matching individuals with organizations. Topics include job analysis, the measurement of individual differences, strategies for making selection decisions, legal issues related to selection, and an evaluation of common selection tools such as interviews and ability tests.

6353 Theory and Techniques of Consultation (3-0). An examination of the consultation process, including the role of the consultant, stages in consultation, the development of consulting skills, and political/ethical issues.

6356 Performance Evaluation (3-0). A focused exploration of performance evaluation in organizations. Emphasis will be placed on performance evaluation theory and techniques.

6357 Motivation, Emotion, and Stress (3-0). A detailed analysis of current theory in motivation, emotion, and stress as they relate to the modern workplace. Emphasis will be placed on theoretical knowledge, measurement, and applications of these topics using current literature in the field.

6360 Leadership (3-0). This course will familiarize the student with the content domain of leadership including theories, research, problems, and controversies. Fundamental issues of description, identification, conceptualization, and measurement will be addressed. Both historical and contemporary views of leadership in organizations will be investigated.

Psychology (PSY) continued

6361 Teaching of Psychology (3-0). A course designed for students who have a strong interest in pursuing careers involving the teaching of psychology. Emphasis will be placed on the preparation and presentation of course content across multiple formats, empirically supported pedagogy, and evaluation of student achievement.

6362 Basic Experimental Methodology (3-0). This course will involve a focused treatment of basic methodological skills and knowledge pertaining to I-O psychology, including internal/external validity, sampling theory, scale construction and validation, and basic consultation skills regarding these issues.

6365 Experimental Research Development (3-0). A course designed to develop students' research ideas and methodology. Research topics to be explored will be former research proposals, former literature reviews, or new research hypotheses generated by the students.

6366 Multivariate Design and Analysis (3-0). This course examines the design and analysis of research involving more than one dependent variable. Topics will include Multiple Regression, MANOVA (Multiple Analysis of Variance) and Factor Analysis.

Prerequisite: Psychology 6364.

6367 Psychology Lab (2-2-0). A course designed to develop student research agendas in a laboratory setting. Students will be expected to spend several hours developing and conducting research in a laboratory each week.

6368 Neuroscience II (3-0). This course is an in-depth exploration of the cellular and chemical basis of behavior. Emphasis will be placed on neuro-development, ionotropic, and metabotropic communication and the relationship of these processes to normal and abnormal behavior.

Prerequisite: Psychology 6342.

6370 Cognitive Psychology (3-0). A course designed to introduce students to advanced cognitive psychology. Emphasis will be on cognitive neuropsychology, decision making, memory, and bicultural studies.

6371, 6671 Practicum in Counseling Psychology. Students may complete up to nine credit hours of supervised practical experience in applying the techniques of psychological appraisal and counseling. Each three credit hours requires 150 clock hours in a supervised practicum setting. (Psychology 6371 may be repeated twice, but the total practicum credits may not exceed nine.)

Prerequisites 6371: Students must have completed 24 credits of graduate level psychology courses, 21 hours of which must include Psychology 6306, 6307, 6309, 6323, 6324, 6325, and 6329.

Prerequisite 6671: Psychology 6371.

6372, 6672 Practicum in Industrial-Organizational Psychology. Six semester hours of supervised practice in applying psychological skills in organized settings. (Psychology 6372 may be repeated once).

6373 Ethics in Research (3-0). This course will cover several different aspects of ethics in research. Topics include an exploration of issues relating to the scientific process, and a discussion of responsible conduct in difficult ethical dilemmas.

6374 Psychological Trauma (3-0). This course is designed to introduce students to the psychology of trauma. Students will study research that examines the effects of trauma from a physiological and psychological standpoint, learn diagnostic and assessment procedures, and analyze empirically based therapeutic approaches to working with trauma survivors. The course will also address issues of multicultural competence when working with specific trauma populations.

6375 Science of Brain Health (3-0). This course aims to explore the impact that lifestyle factors have on our brain and on humans as a whole (in both diseased and non-diseased persons). With this in mind, the course begins through exploring Alzheimer's disease (AD) and then considers how various factors (diet, exercise, stress, sleep) can impact neurological functioning and behavior.

6376 Psychology of Gender (3-0). The course will explore how gender differences manifest themselves in all aspects of people's lives, including lifespan development, relationships, media, violence, work, and mental health, emphasizing psychological concepts rather then biological sex. Students will learn to think critically about gender issues as they are discussed and portrayed in academic and popular media.

6377 Training and Development (3-0). A focused exploration of training in organizations. Emphasis will be placed on needs assessments, training theory, training planning and design, and training evaluation.

6380 Qualitative Research Methods (3-0). The course focuses on introducing five qualitative research perspectives through readings, analysis, class discussions, and application as a valid means of conducting research. The goal of the course is to provide students with basic understandings about qualitative research (what it is, why it is used, limitations and benefits), its philosophical underpinnings and associated assumptions, and different types of research methods and analytic techniques that fall under the qualitative umbrella.

6381 Special Topics (3-0). A course dealing with selected topics in psychology. (May be repeated once for credit when topic varies.)

6391 Research. A specialized course of individual research or directed reading. (May be repeated once for credit.)

Prerequisite: Permission of instructor.

6399 Thesis. A total of six semester hours are required for thesis credit. Students have the option of enrolling in either PSY 6399 (twice) or PSY 6699 once to fulfill the six semester hour thesis requirement. (This course may be repeated once for credit.)

Prerequisite: Psychology 6313 or 6314.

6699 Thesis. A total of six semester hours are required for thesis credit. Students have the option of enrolling in either PSY 6399 (twice) or PSY 6699 once to fulfill the six semester hour thesis requirement.

Prerequisite: Psychology 6313 or 6314.

7104 Internship in Professional Psychology. A one-year, full-time supervised clinical internship in professional psychology. Need to enroll each semester. A total of three semester hours are required. Grading will be either pass or fail.

Prerequisite: Completion of comprehensive exams.

Psychology (PSY) continued

7301 Supervision, Consultation, and Interprofessional Communication in Psychology (3-0). This course is designed to develop knowledge and skills required for professional and ethical supervision, consultation, and interprofessional communication for professionals in psychology.

7302 Supervised Practicum in Counseling Psychology (3-0). Supervised practicum in a clinical setting. Grading will be either pass or fail.

Prerequisites: Students must have completed 24 credits of graduate level psychology courses, 21 hours of which must include Psychology 6306, 6307, 6309, 6323, 6324, 6325, and 6329.

7303 Dissertation. Identify and select a relevant topic that seeks to advance the practice and science of the counseling psychology profession and is based on the program's practitioner-scientist model. Students will enroll in dissertation each semester for four semesters, totaling twelve semester credit hours. Grading will be either pass or fail.

Prerequisites: Completion of all comprehensive exams and no more than 18 hours of required coursework remains.

Public Health (PH)

6300 Principles of Public Health (3-0-0). In this course students gain a deeper understanding of public health and its concentration areas. They will examine how the federal, state, and local healthcare and public health system/infrastructure has evolved in the U.S. over time. Students will discuss public health problems, diseases and risk factors, and the role of public health in preventing or alleviating these conditions.

6305 Biostatistics for Public Health Professionals (3-0-0). This course will provide an introduction to statistical issues in public health, including basic probability, significance levels and confidence intervals, interpretation of public health data, and specific statistical techniques such as correlation, regression, analysis of variance, and nonparametric techniques.

6310 Principles of Behavioral Health Science (3-0-0). This course provides students with the most current knowledge and analysis of issues influencing people's health and well-being from a social and behavioral science perspective. Theoretical frameworks that draw on major health behavior theories will provide a better understanding of how individuals, families, peers, schools, neighborhoods, and the larger community influence risk and protective factors.

6315 Environmental and Occupational Health (3-0-0). This course provides an overview of the nature and magnitude of environmental and occupational disease. Topics include sources of exposure, methods of monitoring and modeling exposure, review of target organs and potential effects of specific chemicals, as well as discussions of workplace hazards and monitoring programs.

6320 Principles of Health Policy and Management (3-0-0). This course prepares students for administrative or policy positions in governmental programs, voluntary health organizations, or in other health service organizations. It supports effectiveness of public health and health services professionals by providing knowledge of health organizations, services and associated policy issues; and introduces the U.S. health system and healthcare management areas with an emphasis on policy topics.

6325 Fundamentals of Epidemiology (3-0-0). This is an overview course intended to familiarize students with the basic principles and applications of epidemiological concepts and methods in the study of public health problems in populations. The focus of the course is on the interpretation and assessment of epidemiologic research, both descriptive and analytic, and its application to public health practice and relevance to the key disciplines of public health.

6330 Public Health Special Topics (3-0-0). Contemporary public health topics seminar in areas of specialization within the department. Students are introduced to a series of research topics from different speakers. Knowledge gained will be used to choose their Capstone Project topic.

6335 Public Health Ethics for Health Professionals (3-0-0). This course explores "applied" research and practical ethics using a broad range of both historic and contemporary public health cases. Students will learn how to recognize, analyze and discuss ethical issues associated within the field of public health.

6340 Public Health Research Methods (3-0-0). This course introduces the fundamentals of research study design and methods and data collection. It serves as an introduction to quantitative, qualitative, mixed method and participatory approaches to research, as well as ethical issues in conducting research. A particular focus is placed on community-based participatory research.

6345 Understanding Individual Behavior (3-0-0). This course provides students with a broad understanding and application of theories of health behavior change most commonly used in research and practice. Basic theories include individual level models (Health Belief Mode, Theory of Planned Behavior/Reasoned Action, Theoretical Model), interpersonal level models (Social Cognitive Theory), and community level models (Community Based Participatory Research).

6350 Principles of Global Health (3-0-0). This course examines major global health challenges, programs, and policies at a deeper level. Students discuss how globalization has a significant impact on health and health care. Major global initiatives for disease prevention and health promotion will be investigated. The course also analyzes current and emerging global health priorities, including poverty, infectious diseases, health inequalities, and conflicts.

6355 Health Inequities in American Populations (3-0-0). This course provides a comprehensive overview of race/ethnic health disparities/health inequities in the U.S. Both historical context and current perspectives of identified determinants of health inequities. Class discussions will focus on comparing the health status and health outcomes of persons of different racial/ethnic groups and discussing possible explanations, solutions, and ethical implications for these health disparities.

6360 Infectious Disease Epidemiology (3-0-0). This course highlights the principles and practices of epidemiology appropriate for the study of communicable diseases. It focuses on methodology, public health concerns, patterns of transmission, and newly discovered infectious diseases.

6365 Chronic Disease Epidemiology (3-0-0). This course provides insight into the epidemiologic concepts and research needed in the study of chronic disease and its associated risk factors. This course studies the major trends in the incidence and prevalence of specific chronic diseases. The focus will be from both a U.S. and international perspective. Methodological challenges relevant to chronic disease epidemiologic research will also be discussed.

Public Health (PH) continued

6370 Advanced Methods in Epidemiology (3-0-0). This course is an intensive introduction to epidemiological concepts and methods for students in the epidemiology concentration and others who will collaborate in - or be required to - interpret the results of epidemiological studies. Emphasis is placed on calculation and interpretation of crude and adjusted data, measures of association, and study design.

6390 Capstone I Project (3-0-0). The course focuses on the application of theory, principles, and methodologies obtained through formal coursework to inform public health practice across community, government, private industry or other institutional settings relevant to public health. Students will review, critique, and evaluate public health reports and research articles related to their Capstone Project.

6395 Capstone II Presentation (3-0-0). Preparation and individual formal presentation of Capstone Projects to public health practice across community, government, private industry or other institutional settings relevant to public health. Capstone project presentations will demonstrate the student's fully developed public health skills, such as the ability to perform data collection and analysis, program evaluation and program development and implementation.

Range and Wildlife Management (RWM)

6338 Range Animal Nutrition (3-0). Application of principles of animal nutrition and production to a range ecosystem. Study of plant/animal/environmental interactions as related to nutritive value of forages and nutrient intake requirements of range herbivores.

6339 Grazing Management (3-0). Provides a synthesis of literature addressing the fundamental ecological concepts and managerial principles pertaining to management of grazing animals.

6340 Ranch and Livestock Management (3-0). Investigation of current management, economic, and environmental considerations of range and livestock management of the ranching industry in Texas.

Security Studies (SEC)

6191, 6291, 6391 Research. Individual research problems for superior students in security studies. May be repeated for a total of six semester hours credit.

Prerequisite: Approval from the Chair of the Department is required prior to enrollment.

6302 Introduction to Security Studies (3-0). This is a basic introduction to the field of security studies. This course will help the student examine the recent history of security studies. The student will learn about many of the theoretical approaches and debates relating to world politics. The studies will include the origination and causes of conflict, deterrence and coercion (in both theory and practice), diplomacy and international dynamics, and an examination of the growing list of transnational issues. The course deals with many of the theoretical works in the field as well as numerous case studies that deal with the national security issues impacting current world politics and international security.

6305 Research Methods and Statistics in Security Studies (3-0). Research methods with application to intelligence, homeland security, criminal justice, and other security-related interests. (Credit may not be earned for this course and Intelligence, Security Studies, and Analysis 6305, Border Security 6334, or Criminal Justice 6334.)

6309 Grand Strategy and National Security (3-0). This course gives students key insights into the basic elements of grand strategy and how these tie into Security Studies. The course gives students a unique baseline of knowledge that will be important as students move into the other aspects of the Security Studies program. Key issues addressed in detail include: 1) The national security decision making process, particularly as it relates to issues of international and homeland security; 2) Civil-military relations as applicable in the development of strategy and statecraft; 3) An analysis of how nation-states develop military operational capabilities and readiness; and 4) The differing strategies for international conflict, including both conventional and unconventional warfare.

6310 Civil-Military Relations (3-0). The study of civil-military relations is a crucial aspect of security studies. The topic examines the proper balance between national security and civilian direction within American democracy. This course will examine civil-military relations in its broader context to include such issues as civilian control of the military, changing perceptions of military service, and the complex relationship among policy, politics, and society.

6312 Globalization and International Security (3-0). This course examines how globalization affects the policies, economics, societies, and militaries of both state and non-state actors on the regional and world stage. While globalization has had many benefits since the end of World War II, it has also created "haves and have nots," radical religious and political ideologies, and ethnic conflict in regions affecting the national security of the developed world. This course will conduct studies examining how the interconnected world creates differing realities for different nation-states and regions and what the potential is for the future.

6313 Intelligence and National Security (3-0). The intelligence reform mandated following the attacks on 9/11 created the most fundamental structural change in the National Intelligence Community in its history. The National Intelligence Strategy (NIS), as updated, will provide the framework of analysis for this course. The integration of the National Intelligence Community, and the complexities this integration brings, will be analyzed. This course covers the intelligence cycle (planning and direction, collection, processing, analysis, and dissemination). It also covers key aspects of intelligence such as warning and surprise; denial and deception; covert action; oversight and civil liberties; role of policymakers; and intelligence reform. Students will evaluate how changes in the national intelligence community are meeting the objectives of the war on terrorism and contributing to more effective intelligence. (Credit may not be earned for this course and Intelligence, Security Studies, and Analysis 6300.)

6314 Terrorism and National Security (3-0). This course examines the impact of terrorism on national security policy. The course profiles terrorists and terrorist groups, and also analyzes potential future forms of violent action that could be taken by non-state actors. The course also examines and outlines the past practices of counterterrorism in other countries. Finally, students focus on United States policies and the roles and missions of both military and interagency commanders who are currently dealing with or have in the past dealt with terrorism as part of their assigned tasks.

Security Studies (SEC) continued

6315 Rogue Nations and National Security (3-0). The end of the Cold War brought in a new era of world politics and security issues for the United States. But with the fall of the Berlin Wall and the end of the Soviet Union also came a new phenomenon—Rogue States. Countries such as Iran, North Korea, Syria, Cuba, and others have refused to change their governments in modern times and continue to conduct policies that are hostile to the United States and its allies. This course examines exactly what it is that makes up a rogue state, why the politics of rogue states are dangerous to the United States and its allies, and how these hostile policies can be countered. The course also examines several important recent case studies.

6316 Peacekeeping and Stability Operations (3-0). Stability and peace operations have become an integral part of United States foreign and military policy. This course analyzes several concepts, including nation building, stabilization, and reconstruction. The course also examines the roles of various groups that have become important to these types of operations in the 21st century, including nongovernmental organizations, intergovernmental organizations, and governmental organizations. The course examines the roles and missions of the many new players who have become integral to stability and peacekeeping operations.

6317 Weapons of Mass Destruction (WMD), Proliferation, and National Security (3-0). As the United States looks to an uncertain future in the 21st century, control of weapons of mass destruction and their proliferation have become two of our most important national security issues. Because many nations are not transparent about either their capabilities or intentions, this is also a very difficult issue to analyze for American policy makers and their staffs. This class examines important case studies such as the Nuclear Non-proliferation Treaty (NPT), the role of the IAEA and other elements of the UN in countering WMD and proliferation, and key state actors that pose the greatest threat to American security because of their pursuit of WMD capabilities and/or proliferation.

6318 Weak and Failing States and National Security (3-0). For many years following the end of the Cold War, weak states, failing states, and failed states, received little or no attention from the United States. With the exception of the Somalia case study (a failed state), the United States tended to ignore states that were either weak or on the brink of being failed states. The events of 9/11 ended this for the most part. Because Afghanistan was essentially a failing state and supported terrorism, this issue has now become one that is ripe for examination. What constitutes a weak state? A failing state? A failed state? Are failed states a threat to U.S. security? If so, why is this the case? Which states are these, and what can be done to remedy the ominous (and often unique) threats they pose? All these issues are examined in this course, which will provide current and recent case studies as a method for conducting analysis of an issue that has only recently come to the forefront of Washington's foreign policy.

6320 Human Rights and National Security (3-0). This course gives students a clear understanding of what constitutes human rights. The course also explores why human rights and human security have become such major players in policy, as well as important aspects of the work that NGO's and other non-state actors conduct. Of particular importance to this course is conducting an analysis of the role of civil society (human rights NGO's, church groups, and grassroots groups). The course features important writings by practitioners and experts in the field.

6321 Energy Security Studies (3-0). This course examines the relatively new concept of the importance of the relationship between energy and security in the 21st century. Students conduct analyses of important policy challenges including, but not limited to, economic, geopolitical, and environmental issues. The United States and its key allies (not to mention its competitors—such as China) have huge concerns about vulnerability to disruptions in supply, price volatility, and environmental degradation. U.S. national security interests also can potentially be in peril if such issues as unequal access to energy sources and instability in key energy-producing regions arise.

6322 Transnational Issues and National Security (3-0). With the advent of more societies around the world and more open trade, a variety of transnational issues have become important for American national security. The role of NGO's in dealing with a variety of issues, the role of the many powerful transnational corporations, and the interesting aspect of transnational crime have changed the role of nation-states (somewhat) in how they deal with both state and non-state actors. This course examines the key transnational issues that are important for U.S. policy and also analyzes a series of case studies dealing with important issues such as transnational crime, transnational corporations, and other issues that cross borders between states and regions.

6323 Security Issues in Europe I (3-0). This course examines the historic, cultural, economic, social and geographic traits that distinguish this region and shape its domestic political processes and interstate relations. Students will engage in critical comparisons of the politics, governments, and orientations of European states and important regional powers. The course also covers contemporary regional issues such as democratization, arms control and regional integration, with a particular emphasis on security concerns. This class also examines the development of the Atlantic Alliance of 1949—known as NATO—into a military organization under United States leadership, and how that organization has affected security on both the regional and world stages. The course concludes with an evaluation of NATO's status in contemporary times and the role that it may play in the future.

6324 Cold War Studies (3-0). Cold War Studies begins with the relationship between Franklin Roosevelt and Stalin and continues to the collapse of the Soviet Empire in 1991 and through the legacies of the Cold War. This course will examine the relationship between the U.S. and the Soviet Union and its allies, with particular focus on how U.S. relations with the Soviet Union (and the Peoples' Republic of China) alternated between cooperation and conflict.

6325 Security Issues in Europe II (3-0). This course focuses on current, major issues within the European region. While engaging in critical analysis of current issues, the course examines the broader European cultural context as an analytic framework explaining interaction within the region and the international arena. While the first European course focuses on many of the issues that led to the formulation and continued existence of NATO, this course discusses the formulation and issues related to the European Union (EU). Because the EU is such an economic powerhouse, students will explore the theory and practice of how economic motives affect political decisions and how most political decisions have economic repercussions, both domestically and in Europe. This course reviews and explores the key themes of Europe's contemporary political economy.

Security Studies (SEC) continued

6327 Security Issues in Asia I (3-0). This course covers contemporary regional issues such as the influence of Japan, India, Korea, and China on regional and global affairs, with a particular focus on regional security concerns. The focus of this course is on the changing dynamics of contemporary international security in Asia. This course includes several important case studies that are central to understanding regional security in Asia. These include, but are not be limited to, the ongoing and hotly debated military rise of China and the implications for the region and the world; the nuclear stand-off on the Korean peninsula; contemporary security issues in Southeast Asia; the India-Pakistan conflict; and transnational security issues in Asia.

6328 Security Issues in North Korea (3-0). This course analyzes several aspects of the challenges North Korea presents to the free world, to include the founding of the "Kim Family Regime" and the regime succession process, North Korea's military capabilities, military proliferation, the unusual and often unpredictable behavior (according to some analysts) in North Korea, how North Korea uses violent provocations as a tool of policy and human rights.

6329 Security Issues in Asia II (3-0). While Security Issues in Asia I focuses on issues of conflict and tension, this course is an introduction to the political economy of Asia. Students will explore the theory and practice of how economic motives affect political decisions and how most political decisions have economic repercussions, both domestically and in Asia. This course reviews and explores the key themes of Asia's contemporary political economy. In doing so, it concentrates on Asia's relationship with the global political economy and raises questions about the nature of state action in Asian countries.

6331 Security Issues in Latin America I (3-0). This course examines the dynamics of international security in Latin America. Key security issues to be examined include, but will not be limited to, conflict between states, insurgency and counterinsurgency, transnational crime, and terrorism. Students will also examine how the security environment in Latin America is seen in Washington and what influences that perspective. The course also examines closely the use of international organizations in addressing key security issues within the region.

6333 Security Issues in Latin America II (3-0). While Security Issues in Latin America I focuses on issues of conflict and tension, this course is an introduction to the region's political economy. Students will explore the theory and practice of how economic motives affect political decisions and how most political decisions have economic repercussions, both domestically and in Latin America. This course reviews and explores the key themes of Latin America's contemporary political economy. In doing so, the course concentrates on Latin America's relationship with the global political economy and raises questions about the nature of state action in Latin American countries. While engaging in critical analysis of current issues, the course examines the broader Latin American economic context as an analytic framework for explaining interaction within the region and the international arena.

6335 Security Issues in the Middle East I (3-0). This course examines the implications of key security issues affecting U.S. national interests in the Middle East. The course gives insights into the history, cultures, religions, geography, and demographics of the region. The course also examines the dynamics of interaction between the Middle East and the West. Key security issues for discussion include, but are not limited to, the Middle East peace process, Persian Gulf security, access to Middle East petroleum reserves, and the promotion of democracy. The course also explores the nature of jihad in the Middle East, the relationship between religion and state governments, and human rights issues.

6337 Security Issues in the Middle East II (3-0). While Security Issues in the Middle East I focuses on issues of conflict and tension, this course is an introduction to the political economy of Middle East. Students will explore the theory and practice of how economic motives affect political decisions and how most political decisions have economic repercussions, both domestically and in the Middle East. This course reviews and explores the key themes of the Middle East's contemporary political economy. In doing so, the course concentrates on the Middle East's relationship with the global political economy and raises questions about the nature of state action in Middle Eastern countries.

6341 Security Issues in Africa I (3-0). This course examines political, military, and social issues of the states of Sub-Saharan Africa. The focus of the course is on the impact these issues have on world politics and particularly United States national security interests in that region. The course addresses issues of the colonial legacy, the rise of African nationalism, and the emergence of independent Africa. It also addresses many of the difficulties of the post-colonial legacy. Finally, the course turns to the place of Sub-Saharan Africa in Washington's national security policy, and potential outcomes for the future.

6343 Security Issues in Africa II (3-0). While Security Issues in Africa I focuses on issues of conflict and tension, this course is an introduction to the political economy of Sub-Saharan Africa. Students will explore the theory and practice of how economic motives affect political decisions and how most political decisions have economic repercussions, both domestically and in Africa. This course reviews and explores the key themes of Africa's contemporary political economy and its deep historical bases. In doing so, the course concentrates on Africa's relationship with the global political economy and raises questions about the nature of state action in African countries.

6344 Security Issues in the Southern Post-USSR (3-0). This course focuses on political, security, cultural, social, and economic aspects defining the countries of post-Soviet space: Ukraine, Moldova, the Caucasus, and the Central Asian states. It examines the historical and geographic traits that distinguish the region as a shared geopolitical environment between the two seas. During this course, we will analyze the variables that shape domestic political developments and interstate relations. The course is designed to foster an engaged understanding within the groups of students of the processes currently underway in the region and their influence beyond its immediate borders. The course aims to delineate the main forces behind the present state of affairs in the area and contrast them with manifestations of country-specific features. Special attention will be given to the debates about Russia's revisionist wars against Georgia and Ukraine, the war in Nagorno Karabakh between Armenia and Azerbaijan in 2020, and civil disturbances in Kazakhstan, Kyrgyzstan, and Uzbekistan, as well as the efforts of Turkey to build a regional Pan-Turkic Empire. Lastly, we will explore how these developments relate to the US's vital national interests in Europe and Central Asia.

Security Studies (SEC) continued

6345 National Security Space Policy (3-0). Space, simply put, is a contested, competitive, congested, costly, and complex domain. As such, many in the US defense establishment consider space as rapidly becoming a warfighting domain, much as land, sea, and air have been regions of conflict in humanity's past. How did we get to this point? Where do we go from here? What are the threats the nation faces from potential adversaries in this new warfighting domain? What key decisions need to be made, what policies need to be implemented to support these decisions, and then what budgetary considerations are required that will ensure the US and its allies will have free and unfettered access to space? National security space policy is a topic that needed to be studied, debated, and acted upon for, as the saying goes, "the future is now." In this course we hope to introduce the student to these important questions, and as a result for the student to be able to think about the US's proper national security-related role in what President John F. Kennedy once called "This new ocean of Space." This course is not a complete introduction to US space affairs, rather it is meant to give the student a broad overview of national security space topics. With this introduction, the student should have the firm foundation to build upon for future studies and endeavors in the US national security space enterprise.

6371 Internship. This course is designed to familiarize students with the application of knowledge gained in course work and with operations and problems in the field of security studies. Students must be pursuing a Master's degree in Security Studies. Approval of instructor is required. Grading will be either pass or fail.

6381 Special Topics. A seminar in selected security studies topics. May be repeated once for credit when topic varies.

6399 Thesis. A total of six semester hours are required for thesis credit. Students have the option of enrolling in either SEC 6399 (twice) or SEC 6699 once to fulfill the six semester hour thesis requirement. (This course may be repeated once for credit.)

6699 Thesis. A total of six semester hours are required for thesis credit. Students have the option of enrolling in either SEC 6399 (twice) or SEC 6699 once to fulfill the six semester hour thesis requirement.

Social Work (SWK)

6301 Social Work Practice I with Individuals and Families (3-0). This foundation course provides a generalist practice overview of social work values, skills, and knowledge from an empowerment and strengths perspective. This course focuses on solution focused, cognitive behavioral and task-centered approaches and provides an introduction to assessment of individuals in family and environmental contexts.

Prerequisite: Student must have been admitted to the M.S.W. program.

6303 Social Work Practice II with Communities and Organizations (3-0). This foundation course provides a generalist practice overview of social work values, skills, and knowledge from an empowerment and strengths perspective. This course focuses on macro community practice and involves integration of theory, skills and techniques in order to intervene with groups, organizations, communities and advance social, economic and environmental justice.

Prerequisite: Student must have been admitted to the M.S.W. program.

6305 Social Work Practice III with Groups (3-0). This foundation course focuses on developing knowledge, skills and competency in facilitating groups in a variety of practice settings. Students will learn theoretical approaches, each stage of the group process, including group dynamics and the impact of member characteristics.

Prerequisites: Social Work 6301 and 6303.

6311 Human Behavior in the Social Environment I (3-0). This foundation course examines the dynamics of human behavior in society, families and groups, from a wide range of perspectives including biological, psychological, systems and social/environmental. The course also addresses issues of diversity including ethnocentrism, racism, and physical/intellectual ability with an emphasis on strengths, focuses on developmental theories and practical knowledge covering populations from birth to young adulthood.

Prerequisite: Student must have been admitted to the M.S.W. program.

6313 Human Behavior in the Social Environment II (3-0). This foundation course analyzes biopsychosocial developmental theories and practical knowledge of human development from young adulthood to end of life. Course content concentrates on diversity issues impacting individuals, families, groups and society, including race, gender, sexual orientation, class, culture, age and others, and the oppression of minorities and populations at risk.

Prerequisite: Social Work 6311.

6321 Social Work History and Social Welfare Policy (3-0). This foundation course examines the historical and current development of the social work profession and U.S. social welfare delivery system. Course content is designed to emphasize the effect of social policies on client systems at the micro, mezzo, and macro levels. Students will conduct critical analysis of social problems, current policies, and service responses with an emphasis on the mutual relationships among policy, practice and research and the investigation of the impact of social policy upon diverse and vulnerable groups.

Prerequisite: Student must have been admitted to the M.S.W. program.

6323 Social Work Policy Practice and Advocacy (3-0). This course introduces foundational knowledge and skills in policy practice, including the policy making process and intervention techniques aimed at impacting and changing social welfare and public policies. Course content includes analysis of contemporary social issues, public policy, social welfare programs, and strategies for empowering diverse groups.

Prerequisite: Social Work 6301.

6335 Social Work Research for Practice (3-0). This course covers foundational concepts, principles, and methods of scientific inquiry, focusing on quantitative and qualitative designs and analysis and use of existing research in practice and policy Students will learn to apply qualitative and quantitative research methods to the problems of social work practice and explore cultural and ethical considerations and the role of research in advocating for under-served and special populations.

Prerequisite: Student must have been admitted to the M.S.W. program.

Social Work (SWK) continued

6337 Social Work Foundation Field Seminar and Practicum I. The seminar facilitates integration of foundation field practicum and classroom learning through processing and discussion of field issues and situations. Students gain knowledge of and apply models of critical reflective practice, effective use of supervision, and ethical decision making. The course includes a supervised social work field practicum in a community agency or program related to current course work and requires a minimum of 200 clock hours at the agency. Application to field practicum required. Practice experience and demonstration of foundation social work skills in an applied setting.

Prerequisites: Acceptance into practicum and satisfactory completion of Social Work 6301, 6311, 6321, and 6335.

6339 Social Work Foundation Field Seminar and Practicum II. The seminar facilitates integration of foundation field practicum and classroom learning through processing and discussion of field issues and situations. Students gain knowledge of and apply models of critical reflective practice, effective use of supervision, and ethical decision making. The course includes a supervised social work field practicum in a community agency or program related to current course work and requires a minimum of 200 clock hours at the agency. Application to field practicum required. Practice experience and demonstration of foundation social work skills in an applied setting.

Prerequisites: Acceptance into practicum and satisfactory completion of Social Work 6301, 6303, 6311, 6313, 6321, 6323, and 6335.

6360 Case Management in Medical Social Work (3-0). This course examines conceptual frameworks of the health care system and the role of the social worker within that system. Students will receive instruction on important social work perspectives on the health care system, including health care disparities and the impact of historical events on the manner in which contemporary medical health care operates. This course investigates the effects of the health care system from an individual (micro) to societal (macro) range of perspective.

6361 Social Work Advanced Practice I (3-0). This advanced practice course focuses on biopsychosocial perspectives about mental health and disorders across the lifespan. Course content introduces the major diagnostic classification systems with a primary focus on the Diagnostic Statistical Manual of Mental Disorders (DSM). Students will utilize multiple assessment tools in order to effectively lead and intervene with clients at every system level. The course content is designed to build assessment skills and the diagnostic process utilizing the DSM with an emphasis on facilitating a holistic multidimensional assessment inclusive of strengths, and an analysis of diagnostic systems in relation to social work values and ethics.

Prerequisites: Formal admission to the program, completed all M.S.W. foundation curriculum requirements, and be in good standing in the M.S.W. program.

6362 Introduction to Clinical Social Work Practice (3-0). This course provides a general overview of clinical practice with a focus on assessment, intervention, evaluation strategies, knowledge, skills, and theories needed as a clinical social work practitioner.

6363 Advanced Diversity and Multicultural Practice (3-0). This advanced practice course provides an analysis of human diversity in the context of social work practice. Course content addresses related theoretical frameworks and the negative impact of power, privilege, oppression, and stigma upon diverse individuals and groups. Students are expected to develop the knowledge and skills to work effectively with diverse populations and protect human and civil rights, as well as, enhance self-awareness to increase sensitive practice.

6364 Clinical Social Work Theory for Direct Practice (3-0). This course examines major psychotherapy and counseling theories applied in clinical social work practice.

6365 Advanced Social Work Administration and Management (3-0). This advanced practice course provides students with theories and skills needed for administration of direct service staff and management skills across a variety of human service settings with an emphasis on managing competing and limited resources. Course content addresses relevant theories and models of supervision and administration. Key skills are identified which will enable students to effectively manage and create resources, develop and impact organizational policies, and serve as effective administrators and supervisors.

Prerequisites: Formal admission to the program, completed all M.S.W. foundation curriculum requirements, and be in good standing in the M.S.W. program.

6366 Advanced Healthcare Organization and Administration (3-0). Focus on healthcare administration related to a global healthcare system. Topics include, but not limited to, a historical overview, theoretical foundations, and history/policy review of developments. Addresses the application of administration/managerial concepts and practices of healthcare organizations exploring healthcare provider types, cost, access and quality of care, and the future of health services delivery.

6367 Advanced Research: Program and Practice Evaluation (3-0). The scientific method in social work research is presented. The methods of empirical research for knowledge building, the role of research in theory construction, research designs and data analysis, and methods of practice and program evaluation are introduced. Students will apply quantitative and qualitative methods and analysis in order to gain knowledge and skills about practice and program accountability and effectiveness. Course content will focus upon evaluation of social work practice and programs including single system design, needs assessments, and process and outcome evaluation. Students will also be exposed to the use of the logic model in program design and evaluation.

Prerequisites: Formal admission to the program, completed all M.S.W. foundation curriculum requirements, and be in good standing in the M.S.W. program.

6369 Advanced Social Work Practice II (3-0). This advanced practice course builds on prior course work and presents theories and key practice models of evidence informed social work interventions with diverse individuals and families. Course content focuses on engagement at each stage of the intervention process and will provide experiential learning through participation in case simulations, role plays, and other exercises.

Prerequisite: Social Work 6361.

6370 Advanced Policy Analysis and Advocacy (3-0). This advanced course builds upon policy practice skills and knowledge and macro community practice techniques. Course content presents frameworks for policy research and analysis. Students will conduct advanced analysis and critique of social welfare policies that affect families and diverse and oppressed populations. Students will develop advocacy and intervention techniques aimed at positively impacting social welfare and public policies. Students will also develop written and verbal persuasion skills.

Prerequisite: Social Work 6365.

Social Work (SWK) continued

6372 Advanced Clinical Health Policy (3-0). This course focuses on the development and implementation of health and mental health policy.

6373 Social Work Advanced Field Seminar and Practicum I. The course facilitates experiential opportunities allowing for the integration of advanced field practicum and classroom learning through processing and discussion of field issues and situations. Course content includes assignments based upon advanced field social work topics, attendance to a weekly field seminar class, supervised social work field practicum in an agency setting, and includes practice in a community agency or program related to current course work. Students are expected to demonstrate advanced social work skills in an applied setting. Students are required to complete a minimum of 250 clock hours in the agency and must receive a grade of "B" or better.

Prerequisites: Acceptance into Advanced Field Seminar and Practicum I and completion of wither Social Work 6361 or 6362.

6374 Social Work Advanced Field Seminar and Practicum II. The course facilitates experiential opportunities allowing for the integration of advanced field practicum and classroom learning through processing and discussion of field issues and situations. Course content includes assignments based upon advanced field social work topics, attendance to a weekly field seminar class, supervised social work field practicum in an agency setting, and includes practice in a community agency or program related to current course work. Students are expected to demonstrate advanced social work skills in an applied setting. Students are required to complete a minimum of 250 clock hours in the agency and must receive a grade of "B" or better.

Prerequisites: Completion of Social Work 6373.

6375 Advanced Integrative Seminar (3-0). Students will demonstrate their knowledge, values, and skills learned in the M.S.W. program by completing a comprehensive exam and integrated paper. Students will have three (3) attempts to successfully pass the comprehensive exam with a score of 70 or higher. Students will have one (1) attempt to pass the integrated paper with a score of 70 or higher. Students must make 70 or higher on both the comprehensive exam and integrated paper to pass the course and to graduate from the M.S.W. program. Grading will be either pass or fail.

Prerequisite: Social Work 6373.

6382 Spirituality and Religion in Social Work Practice (3-0). This course provides a comprehensive framework of values, knowledge, and skills for spiritually sensitive, ethical, and culturally appropriate practice with diverse religious and non-religious clients. It examines spirituality as an integral piece of a strengths-based approach to social work practice with diverse and/or vulnerable clients. Students explore the beliefs, values, and social welfare applications of Buddhism, Christianity, Confucianism, Hinduism, Indigenous spiritual perspectives, Islam, Judaism, Existentialism, and Transpersonal and Deep Ecological Theories. Skills for spiritual assessment and spiritually sensitive practices include mindfulness, meditation, ritual and ceremony, forgiveness, spiritually sensitive administration, and engagement with community-based spiritual support systems. This elective course integrates a contemporary global perspective with critical self-reflection.

6383 Advanced Practice with Children and Families (3-0). This course focuses on the characteristics, strengths, and needs of children and their families. Students will develop assessment and intervention skills needed to work effectively with a variety of issues related to children, parents, and family. Course content includes techniques such as child therapy, play therapy, behavioral contracting, cognitive behavioral interventions, and crisis intervention.

6384 Social Work and Corrections (3-0). A study of the interface of social work and the correctional system including offender rehabilitation. Topics include the roles of correctional personnel, crisis intervention, the assessment and treatment of juveniles and adults, justice involved special populations, casework in correctional settings, and the evaluation of treatment and rehabilitation programs.

6385 Advanced Practice in Mental Health (3-0). This course focuses on assessment and intervention with those experiencing acute and chronic mental health issues and disabilities. Course content addresses the delivery of services to various populations (children, adolescents, and adults), service delivery systems (community, mental health, managed care), and a wide variety of problems. Additional topics include well-being, ethics, case management, treatment planning, DSM, and substance abuse.

6386 Social Work and Psychopathology (3-0). An examination and application of the diagnostic criteria and epidemiological data found in the most current edition of the Diagnostic and Statistical Manual of Mental Disorders. The use of initial and ongoing assessment data to formulate diagnostic hypotheses is of primary concern.

6387 Addictions and Treatment in Social Work Practice (3-0). This course examines substance and behavioral (process) addiction (e.g., eating, gambling, shopping, internet, and/or sex) disorders in a variety of client populations. Students will investigate aspects that include (but are not limited to) theoretical approaches (including stages of change and the disease concept of addiction), assessment and diagnosis, and the impact of addictions and addictive behaviors on the client and others. Best practices in the counseling and treatment of addictive behavior and co-occurring disorders will be the backdrop against which the above-named aspects will be presented.

6396 Advanced Clinical Gerontology (3-0). Examines social work practice theories, multidimensional assessment, and intervention approaches and skills as they apply to practice with older adults and their families. Diversity among older people will be emphasized, including discussion of the lifelong integration of personal experiences and client populations that range from well elders to older adults and their families who are facing end-of life issues.

7310 History and Philosophy of Clinical Social Work (3-0). Provides a broad overview of the history and philosophy of the social work profession with a focus on clinical social work. Serves as a professional seminar in clinical social work including the history of the social work profession, contemporary clinical practice philosophy, licensure and certification, the practitioner-scholar model, social work education and accreditation, ethics, professional organizations, and professional writing.

Prerequisite: Admission into the Doctor of Social Work (D.S.W.) Program in Clinical Social Work.

7320 Theoretical Frameworks for Clinical Social Work (3-0). An examination of the theoretical foundations for contemporary clinical social work practice. Includes psychoanalytic, psychodynamic, interpersonal, behavioral, cognitive, cognitive-behavioral, person-centered, experiential, humanistic, brief solution-focused, and integrative psychotherapy approaches as applied to individuals, couples, families, and groups.

Prerequisite: Admission into the Doctor of Social Work (D.S.W.) Program in Clinical Social Work.

Social Work (SWK) continued

7322 Administration and Leadership in Clinical Social Work (3-0). An in-depth examination of administration and leadership in clinical social work. Topics include, but are not limited to, leadership and management theory, best practices in administration and leadership, problem solving and decision making, motivation , management strategy, accountability, human resource functions, staff supervision, management information systems, financial management, strategic planning, program design, and resource development.

Prerequisites: Social Work 7310, 7320, and 7330, or Instructor permission.

7326 Policy for Clinical Social Work Practice (3-0). Mental health policy, policy making, and the political context of mental health policy are examined. Policies are reviewed and evaluated through value ideals such as service, social and economic justice, the dignity and worth of the person, the importance of human relationships, and human rights. Integrated care as a contemporary practice context is of particular concern.

Prerequisites: Social Work 7310 and 7322, or Instructor permission.

7330 Clinical Social Work Assessment (3-0). Biopsychosocial assessment and evaluation procedures used in clinical social work across the lifespan. Includes clinical interviewing skill development, taking a biopsychosocial history, the use of standardized measures; as well as ethical, legal, and professional issues in assessment and evaluation.

Prerequisite: Admission into the Doctor of Social Work (D.S.W.) Program in Clinical Social Work.

7332 Psychopathology: Etiology and Differential Diagnosis (3-0). In-depth examination of mental disorders found in the most recent edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) across the lifespan. Special attention is given to etiology of mental disorders and the process of differential diagnosis.

Prerequisites: Social Work 7310, 7320, and 7330, or Instructor permission.

7334 Planning and Intervention in Clinical Social Work (3-0). Treatment planning and psychiatric rehabilitation strategies used in clinical social work.

Prerequisite: Social Work 7332 or Instructor permission.

7336 Supervision in Clinical Social Work (3-0). An overview and analysis of social work supervision in clinical practice. Educational, administrative, supportive supervision, and clinical supervision are covered. This course is designed to cover the Course Content Guidelines to prepare LCSWs to supervise LMSWs working toward their Licensed Clinical Social Worker License by the Texas State Board of Social Worker Examiners.

Prerequisite: Social Work 7334 or Instructor permission.

7340 Research Methods for Clinical Social Work (3-0). An examination of types of clinical research, designs, sampling strategies, instruments used, and data collection procedures. Ethical and diversity issues are explored as considerations in clinical social work research. Of paramount importance is the use of research in evidence-based practice.

Prerequisites: Social Work 7310, 7320, and 7330, or Instructor permission.

7342 Data Analysis for Clinical Social Work (3-0). Data collection, analysis, and interpretation in clinical social work practice. Clinical quality and organizational performance improvement measures and data are covered with a focus on data analysis and interpretation.

Prerequisite: Social Work 7340 or Instructor permission.

7370 Advanced Treatment of Mental Disorders (3-0). A critical examination of assessment and treatment methods for mental disorders across the lifespan commonly seen in clinical social work practice. Empirically supported assessment and treatment methods as well as evidence-based practice covered.

Prerequisite: Admission into the Doctor of Social Work (D.S.W.) Program in Clinical Social Work or Instructor permission.

7372 Advanced Treatment of Couples and Families (3-0). A critical examination of assessment and treatment methods for couples and families. Empirically supported assessment and treatment methods as well as evidence-based practice covered.

Prerequisite: Admission into the Doctor of Social Work (D.S.W.) Program in Clinical Social Work or Instructor permission.

7381 Special Topics (3-0). A seminar in selected clinical social work topics. May be repeated once for credit when topic varies. Departmental permission required.

7383 Research in Clinical Social Work (3-0). A review of contemporary research in clinical social work. Focuses on empirically supported treatments, best practices, and the process of evidence-based practice in clinical social work.

7390 Doctoral Capstone I (3-0). The first course in a two-course sequence representing the final project for the Doctor of Social Work (D.S.W.) program in Clinical Social Work. Includes the D.S.W. qualifying examination.

Prerequisites: Completion of all classroom course work in the Doctor of Social Work (D.S.W.) Program in Clinical Social Work and D.S.W. Director permission.

7392 Doctoral Capstone II (3-0). The second course in a two-course sequence representing the final project for the Doctor of Social Work (D.S.W.) program in Clinical Social Work. Requires continuous enrollment if the capstone project is not finished by the end of the semester; may be repeated for credit.

Prerequisite: Social Work 7390.

7424 Social Work in Higher Education (4-0). An examination of social work teaching and student learning in higher education including the role and function of social work faculty and field educators. Assessing student learning, teaching, and field education; social work accreditation; as well as ethics in teaching are emphasized. Students are required to serve as a teaching assistant, under the supervision of the course instructor of record, during the duration of the semester.

Prerequisites: Social Work 7310, 7320, and 7330, or Instructor permission.

7480 Doctoral Internship. Doctoral internship in clinical social work. Students are expected to demonstrate knowledge, skills, and abilities as an advanced clinical practitioner, social work educator, or administrator of a clinical program or organization providing clinical services. Documentation of 220 clock hours are required. Maybe repeated for credit.

Prerequisite: D.S.W. Director permission.

Board of Regents

Texas Tech University System

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Ginger Kerrick Davis, Vice Chairman

Regents

Term Expires January 31, 2025

Mark Griffin ..... Lubbock
Ginger Kerrick Davis..... Webster
Dusty Womble ..... Lubbock

Term Expires January 31, 2027

Arcilia Acosta ..... Dallas
Cody Campbell..... Fort Worth
Pat Gordon..... El Paso

Term Expires January 31, 2029 (pending senate confirmation)

Clay Cash..... Lubbock
Tim Culp ..... Midland
Shelley Sweatt..... Wichita Falls

Student Regent

Term Expires May 31, 2024

Steely Smith ..... Mason

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Christina Martinez, Executive Secretary to the Board

University Administration

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Vice President for Finance and Administration

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Senior Executive Assistant to the President and General Counsel

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Associate Vice President for Information Technology and Chief Information Officer

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Dean of Digital Learning and Instruction

Academic Department Chairs

Archer College of Health and Human Services

Kristi M. White, Ph.D.
Department of Health Science Professions

James A. Eldridge, Ed.D.
Department of Kinesiology

Jennifer M. Braziel, D.N.P.
Department of Nursing

Kendra L. Nicks, Sc.D.
Department of Physical Therapy

James N. Forbes, Ph.D.
Department of Psychology

Thomas W. Starkey, Jr., Ph.D.
Department of Social Work and Sociology

College of Arts and Humanities

Leslie Rodriguez, Ph.D.
Department of Communication and Mass Media

Erin L. Ashworth-King, Ph.D.
Natalie Zan Ryan Department of English and Modern Languages

Jason E. Pierce, Ph.D.
Arnoldo De León Department of History

Matthew J. Gritter, Ph.D.
Department of Political Science and Philosophy

William A. Taylor, Ph.D.
Department of Security Studies and Criminal Justice

Christopher D. Stewart, M.F.A.
Department of Visual and Performing Arts

College of Education

Kimberly K. Livengood, Ph.D.
Department of Curriculum and Instruction

Tia L. Agan, Ed.D.
Department of Teacher Education

College of Science and Engineering

William A. Kitch, Ph.D.
David L. Hirschfeld Department of Engineering

Chase A. Runyan, Ph.D.
Department of Agriculture

Nicholas J. Negovetich, Ph.D.
Department of Biology

Kyle A. Beran, Ph.D.
Department of Chemistry and Biochemistry

Erdoğan Doğdu, Ph.D.
Department of Computer Science

Karl J. Havlak, Ph.D.
Department of Mathematics

Andrew B. Wallace, Ph.D.
Department of Physics and Geosciences

Norris-Vincent College of Business

Jeremy P. St. John, Ph.D.
Department of Accounting, Economics and Finance

Karyn Argueta, M.A.
Department of Aerospace Studies

Rex T. Moody, Ph.D.
Department of Management and Marketing

Administrative Staff

Office of the President

Candice B. Brewer, B.S.
Director of Carr Foundation Operations

Emily Knopp, M.S.A., C.P.A., CISA
Director of Audit Services

Jennifer Lennon, M.B.A.
HUB/Licensing Coordinator

Flor L. Madero, Ph.D.
Institutional Officer for Multicultural and Community Engagement and Success Initiatives

James R. Reid, M.Ed.
Athletic Director

Division of Academic Affairs

Margaret Alexander
Head of Circulation

Mark A. Allan, M.S.L.S., J.D.
Assistant Director for Research and Instruction Services

Cynthia D. Belden, M.L.S.
Head of Content Management

Benjamin J. Borom, B.S.
Assistant Director of Registrar Services

Shirley M. Eoff, Ph.D.
Director of Honors Program

Martha C. Faz, B.B.A.
Executive Assistant to the Provost

Brandy Hawkins, M.B.A.
Executive Director of Accountability

Dezaray Johnson, M.A.
Director of the Small Business Development Center

Erin Johnson, B.A.
Assistant Director for Digital Programs

Melissa Lacy
Assistant Director for Administrative Services

Aubrey Madler, Ph.D.
Executive Director of Library Services

Rocio Moncibais
Mayer Museum Curator

David P. Morales, B.A.
Director of International Studies

Christena L. Parks
Curriculum and Foreign National Faculty Coordinator

Joseph A. Pruett, M.L.S.
Digital Repository Librarian

Jim R. Raymond, B.B.A.
Director of Excellence in Banking

Shannon Sturm, B.A.
Associate Director - Library

Antonella Ward, M.L.S.
Systems Librarian

Courtney B. Wilson, B.S.
Director of Registrar Services

Kimberly A. Wirth, M.L.IS.
Coordinator of Information Literacy/Research Librarian

Meagan Word, M.Ed.
Director of Student Academic Progress

Division of External Affairs

Kimberly Adams, M.Ed.
Director of Development and Alumni Services

Mary E. Escobar, M.B.A.
Associate Director of Financial Aid

Cecilia Hernandez
Assistant Director of Admissions, Transfer and Military-Affiliated Programs

Charles E. Kerestly, M.S.Ed.
Director of Financial Aid

Farrah Lokey, M.Ed.
Associate Director of Financial Aid - Scholarships

Jennifer J. Love, B.B.A.
Executive Director of Development and Alumni Relations

Kerri Mikulik, Ed.D.
Executive Director of Admissions, Strategic Partnerships and Dual Credit

Brittney J. Miller, B.A.
Director of Communications and Marketing

Amanda Ritchie, M.S.
Associate Director of Admissions - Campus Experience

Jeffrey J. Sefcik, M.B.A.
Executive Director of Enrollment Management

Robert L. Sport, B.S.
Associate Director of Admissions - Recruitment

Ashley Thomas
Assistant Director of Admissions

Division of Finance and Administration

James E. Adams, B.S.
Director of Public Safety and Chief of University Police

Jackie Baxter
Executive Director and Controller

Elaine M. Beach, M.B.A.
Director of Enterprise Systems

Brian M. Braden, M.S.
Executive Director of Information Technology and Chief Technology Officer

Curt Braden, B.B.A.
Director of Information Technology and Data Center Operations

Jason Brake, B.S.
Information Technology Security Officer

Tanner Bryant
Associate Director of Information Technology

Gina R. Councilman, B.A.
Director of Accounting

Patrick Dierschke, M.Ed.
Coordinator of Learning and Communication Services

Jackie Droll, M.A.
Technology Services Program Manager

Jason Edgar
Director of Facilities Management

Cody Guins
Executive Director of Facility Services

Jessica M. Harlin, B.B.A.
Assistant Director of Human Resources

Jeane M. Irby, M.B.A.
Director of Strategic Planning and Assistant to the Chief Information Officer

Brian Jackson, M.B.A.
Director of Information Technology and Assistant Chief Technology Officer

Kailee S. Malleck
Director of Contracts and Procurement

Jessica A. Manning, M.B.A.
Director of Business Services

Kurtis Neal, S.P.H.R.
Director of Human Resources

Haley Neufeld, B.B.M.
Bursar

M. Lanell Nichols, M.B.A.
Accounts Payable Manager

Duane Pruitt, B.B.A.
Executive Director of Budget/Payroll Services

Elicia K. Rankin
Purchasing and Travel Supervisor

Sandra K. Rosser, M.B.A.
Director of OneCard and Parking Services

Samuel Spooner III, M.S.
Director of Risk and Emergency Management

Christopher Steele
Senior Associate Director of Information Technology

Vacant
Deputy Athletic Director of Business Services

Division of Student Affairs

Alicia Flores
Assistant Director of Student Transitions

Robert Gomez, Jr.
Assistant Director of Affiliated Military and Veteran Services

Jessica L. Gooch, M.Ed.
Director of Student Transitions and Title IX Compliance

Paul D. Hamilton, M.Div.
Director of Housing and Residential Programs

Clint Havins, Ph.D.
Executive Director of Student Life

Martha C. Hicks, B.B.A.
Accountant–Collections Coordinator

Phillip H. Nichelson Jr., B.B.A.
Director of Affiliated Military and Veteran Services

Bradley C. Petty, Ph.D.
Dean of Students

Mark Rehm, M.Ed.
Director of Counseling Services

Dan Robertson, M.S.
Director of University Recreation

Julie J. Ruthenbeck, M.S.
Director of Career Development

Dallas Swafford, Ed.D.
Director of Student Disability Services

The Graduate Council

The Graduate Council, working closely with the Academic Administration, is responsible for providing leadership to the University in the development and improvement of all phases of the graduate program. The primary responsibilities of the Council are (1) to serve in an advisory capacity to the Dean of the College of Graduate Studies and Research; (2) to make recommendations to the President through administrative channels on academic policies and programs affecting the graduate program; and (3) to act as liaison between the Administration and the Graduate Faculty.

Angelo State University is a member of the Association of Texas Graduate Schools.

The Graduate Faculty

(Date) indicates year of hire

Susan M. Abernathy (2014)
Specialization: Low-dimensional Topology
Associate Professor of Mathematics
Ph.D., Louisiana State University
M.S., Louisiana State University and A&M College
B.A., Trinity University

Tia L. Agan (2017)
Specialization: Educational Leadership, Principal Certification
Associate Professor of Education and Chair of the Department of Teacher Education
Ed.D., Texas Tech University
M.Ed., Angelo State University
B.S., Texas Christian University

Loren K. Ammerman (2002)
Specialization: Molecular Systematics
Professor of Biology
Ph.D., University of Texas at Austin
B.S., Texas A&M University

Ashley M. Araiza (2021)
Specialization: Social Health Psychology
Assistant Professor of Psychology
Ph.D., M.A., Stony Brook University
M.A., B.A., California State University-San Bernardino

Erin L. Ashworth-King (2009)
Specialization: Early Modern British Literature
Professor of English and Chair of the Department of English and Modern Languages
Ph.D., B.A., University of North Carolina at Chapel Hill
M.A., University of Maryland at College Park

Susana Badiola (2004)
Specialization: Philosophy
Professor of Philosophy
Ph.D., B.A., Universidad Complutense de Madrid
B.A., Saint Louis University

Dionne T. Bailey (2001)
Specialization: Computational Algebraic Geometry
Professor of Mathematics
Ph.D., Emory University
B.S., University of Texas at Permian Basin

Erica J. Bailey (2017)
Specialization: Media Effects
Associate Professor of Communication
Ph.D., Pennsylvania State University
M.A., Virginia Polytechnic Institute and State University
B.A., Otterbein University

Anthony D. Bartl (2012)
Specialization: Constitutional Law
Professor of Political Science
Ph.D., M.A., Baylor University
B.A., Northern Illinois University

Bruce E. Bechtol, Jr. (2010)
Specialization: International Security, Asian Studies
Professor of Political Science
Ph.D., Union Institute & University
M.M.S., Marine Corps University
M.A., Catholic University of America
B.S., University of the State of New York

Rebecca Bernard (2021)
Specialization: Fiction Writing
Assistant Professor of English
Ph.D., University of North Texas
M.F.A., Vanderbilt University
B.F.A., New York University

David L. Bixler (1998)
Specialization: Atomic, Molecular and Optical Physics
Professor of Physics and Dean, College of Graduate Studies and Research
Ph.D., M.A., Rice University
B.S., Tarleton State University

Heather J. Braden (2010)
Specialization: Geriatrics, Neuro, Motor Control
Professor of Physical Therapy
Ph.D., Texas A&M University
M.S., Texas Tech Health Science Center
B.S., Angelo State University

Loree A. Branham (2007)
Specialization: Food Safety
Professor of Animal Science and Research Scientist at the Management, Instruction, and Research Center
Ph.D., Texas Tech University
M.S., B.S., Angelo State University

Jennifer M. Braziel (2010)
Specialization: Advanced Practice Nursing - Acute Care
Associate Professor of Nursing, Director of the Nursing Program, Chair of the Department of Nursing, and the James A. “Buddy” Davidson Chair in Nursing Excellence
D.N.P., Texas Christian University
M.S.N., Yale University School of Nursing
B.S.N., A.A.S., Angelo State University

Steven T. Brewer (2014)
Specialization: Behavioral Neuroscience
Associate Professor of Psychology
Ph.D., M.S., University of New Orleans
B.S., Rogers State University

Benjamin Brojakowski (2019)
Specialization: Digital Communication
Assistant Professor of Communication
Ph.D., Bowling Green State University
M.A., Marywood University
B.A., King's College

Jacqueline G. Brown (2010)
Specialization: Medical Microbiology
Professor of Nursing
Ph.D., M.S., Texas Tech University
B.S., Angelo State University

Johnny K. Burkhalter (2014)
Specialization: Counseling Psychology
Clinical Instructor in Psychology
Ph.D., M.S., B.S., Texas A&M University

Jacob C. Burtch (2022)
Assistant Clinical Professor of Physical Therapy and Director of Clinical Education
D.PT., B.S., Angelo State

Charlene D. Bustos (2011)
Specialization: Reading, General Education
Associate Professor of Teacher Education
Ph.D., Texas Tech University
M.A., Angelo State University
B.A., Our Lady of Lake University

Russell Calk (2020)
Specialization: Accounting
Associate Professor of Accounting
Ph.D., Oklahoma State University
M.B.A., B.B.A., Angelo State University

Joel L. Carr (2020)
Specialization: Clinical Social Work, Tests and Measures, and Differential Diagnosis
Associate Professor of Social Work and Sociology, Director of the Doctor of Social Work Program, and Director of the Sociology Program
Ph.D., Capella University
Ph.D., University of North Texas
M.S.W., Louisiana State University
B.A., Louisiana Tech University

Doyle D. Carter (2006)
Specialization: Health and Physical Education
Professor of Kinesiology
Ed.D., Texas A&M University-Commerce
M.Ed., Sul Ross State University
B.B.A., Angelo State University

Anthony N. Celso (2011)
Specialization: Terrorism, Mideast Security
Professor of Security Studies
Ph.D., M.A., B.A., The Ohio State University

Yo-Rong Chen (2021)
Specialization: Athletic Training
Assistant Professor of Athletic Training
Ph.D., M.A.T., Texas Tech University Health Science Center
M.S., B.S., National Taiwan Sport University

Roya Choupani (2021)
Specialization: Computer Science, Cybersecurity
Assistant Professor of Computer Science
Ph.D., Delft University of Technology
M.S., Cankaya University
B.S., Tehran Polytechnics University

Scarlet M. Clouse (2019)
Specialization: Higher Education Administration
Professor of Education and Dean, College of Education
Ed.D, Texas A&M University-Commerce
M.Ed., B.S., Sul Ross University

Karen Cody (2004)
Specialization: French and Linguistics
Professor of French and Spanish
Ph.D., M.A., University of Texas at Austin
B.A., Texas Christian University

Michael J. Conklin (2019)
Specialization: Business Law
Assistant Professor of Business Law
J.D., Washburn University School of Law
M.B.A., Oklahoma City University
B.B.A., University of Central Oklahoma

Robert P. Cope (2008)
Specialization: Meat Science
Senior Instructor of Agriculture and Research Associate at Management, Instruction, and Research Center
M.S., B.S., Tarleton State University

Emerson P. Crabill (2019)
Specialization: Microbiology
Assistant Professor of Biology
Ph.D., University of Nebraska-Lincoln
B.A., University of Kansas

Dinah J. Cummings (2011)
Specialization: Public Health
Professor of Health Science Professions and Regional Director of the Laura W. Bush Institute for Women's Health
Ph.D., B.A., Texas A&M University
M.S., Texas Tech University

Drew A. Curtis (2013)
Specialization: Counseling Psychology
Associate Professor of Psychology
Ph.D., Texas Woman's University
M.A., B.S., Sam Houston State University
A.A., Lone Star College System

Bryan P. Cutsinger (2019)
Specialization: Monetary History and Political Economy
Assistant Professor of Economics
Ph.D., M.A., George Mason University
B.B.A., University of Colorado

Jeffrey D. Dailey (2011)
Specialization: Criminal Investigation, Intelligence Analysis, Forensic Psychology
Professor of Intelligence and Homeland Security
Ph.D., Sam Houston State University
M.S., Eastern Kentucky University
B.S., Florida Atlantic University

Jordan A. Daniel (2013)
Specialization: Recreation and Youth Development
Associate Professor of Kinesiology
Ph.D., Texas A&M University
M.Ed., B.B.S., Hardin Simmons University

Jenny R. Davis (2019)
Specialization: Accounting Information Systems
Assistant Professor of Accounting
D.B.A., Northcentral University
M.B.A., B.B.A., Angelo State University

Brook R. Dickison (2015)
Specialization: Higher Education, Administrative Law and Policy
Assistant Professor of Curriculum and Instruction
Ed.D., Texas Tech University
M.Ed., Angelo State University
B.S., Texas A&M University

James W. Dickison (2011)
Specialization: Agriculture Education, Reproductive Physiology
Associate Professor of Agriculture and Davidson Chair for Agriculture Science and Leadership
Ph.D., Texas A&M University
M.S., B.S., Texas Tech University

William L. Dittmann (2019)
Specialization: Terrorism and Homeland Security
Assistant Professor of Border and Homeland Security
Ph.D., M.A., B.A., Sam Houston State University

Michael T. Dixon (2003)
Specialization: Vertebrate Ecology and Systematics
Associate Professor of Biology
Ph.D., University of Texas at Austin
B.A., Miami University of Ohio

Erdoğan Doğdu (2019)
Specialization: Computer Science, Cybersecurity
Professor of Computer Science and Chair of the Department of Computer Science
Ph.D., M.S., Case Western Reserve University
B.S., Hacettepe University

Allison L. Dushane (2016)
Specialization: Eighteenth and Nineteenth Century Literature
Associate Professor of English
Ph.D., M.A., Duke University
B.A., University of San Diego

"Zero" James A. Eldridge (2022)
Professor of Kinesiology and Chair of the Department of Kinesiology
Ed.D., University of Houston
M.A., Southwest Texas State University
B.A., Texas Luthern College

Shirley M. Eoff (1981)
Specialization: British History
Professor of History and Director of the Honors Program
Ph.D., Texas Tech University
M.A., Hardin Simmons University
B.A., Howard Payne University

Edwar E. Escalante (2019)
Specialization: Economics
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Ph.D., M.S., Texas Tech University
B.A., State University of San Antonio Abad, Peru

Carlos A. Flores, Jr. (2015)
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Ph.D., M.D., University of Texas Health Science Center at Houston
B.S., Angelo State University

James N. Forbes (1996)
Specialization: Developmental Psychology
Professor of Psychology and Chair of the Department of Psychology
Ph.D., M.S., University of Florida
B.A., B.S., University of Washington

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Specialization: Clinical Social Work and Military Social Work
Clinical Instructor in Social Work and Master of Social Work Program Field Education Director
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Specialization: General Education
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Specialization: Counseling Psychology
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Specialization: Organizational Behavior and Human Resources
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Specialization: Logic and Foundations
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Specialization: American Politics and Public Administration
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