# TABLE OF CONTENTS

Graduate Catalog ......................................................................................... 5

Introduction .................................................................................................. 6

Nondiscrimination Policy ............................................................................. 6

Family Educational Rights and Privacy Act (FERPA) ........................................ 6

Graduate Degrees Offered at TWU ........................................................ 9

Areas of Study .............................................................................................. 12

- Biology ........................................................................................................ 12
  - M.S. in Biology .......................................................................................... 14
  - Ph.D. in Molecular Biology ........................................................................ 15

- Chemistry & Biochemistry ......................................................................... 15
  - M.S. in Chemistry ..................................................................................... 16

- Communication Sciences & Disorders ....................................................... 18
  - M.S. in Education of the Deaf ................................................................. 21
  - M.S. in Speech-Language Pathology ........................................................ 22
  - P.B. Certificate in Bilingual Speech Language Pathology ......................... 23

- Dance ........................................................................................................ 23
  - M.A. in Dance .......................................................................................... 26
  - M.F.A. in Dance ....................................................................................... 26
  - M.A.T. (emphasis in Dance) ..................................................................... 27
  - Ph.D. in Dance ........................................................................................ 27

- English, Speech, & Foreign Languages ...................................................... 28
  - M.A. in English ...................................................................................... 31
  - M.A.T. (emphasis in English) ................................................................. 32
  - Ph.D. in Rhetoric ...................................................................................... 33

- Family Sciences .......................................................................................... 34
  - M.S. in Child Development ..................................................................... 40
  - M.S. in Child Life ...................................................................................... 41
  - M.S. in Counseling and Development ..................................................... 42
  - Dual Degree: M.S. in Counseling and Development / M.A. in Music - Therapy .......................................................... 43
  - M.Ed. in Early Childhood Education ....................................................... 45
  - M.S. in Family Studies ............................................................................ 46
  - Ph.D. in Family Studies .......................................................................... 47
  - M.S. in Family Therapy ........................................................................... 48
  - Ph.D. in Family Therapy ......................................................................... 49
  - Ph.D. in Early Child Development and Education ..................................... 51
  - Post-Master's Certificate in School Counseling ........................................ 52
  - M.A.T. (emphasis in Early Childhood Education) ..................................... 53

- Health Care Administration .......................................................................... 54
- Master of Healthcare Administration (M.H.A.) ........................................... 58

- M.H.A. (Business Analytics) ...................................................................... 59
- Post-Baccalaureate Certificate in Health Care Management ....................... 59

- History & Government .............................................................................. 68
  - M.A. in History ......................................................................................... 71
  - M.A. in Government ................................................................................ 72

- Kinesiology .................................................................................................. 73
  - M.S. in Exercise and Sports Nutrition ....................................................... 77
  - M.S. in Kinesiology .................................................................................. 77
  - Ph.D. in Kinesiology ................................................................................ 78
  - P.B. Certificate in Adapted Physical Education .......................................... 79
  - P.B. Certificate in Leadership in Education and Sport .............................. 79

- Library & Information Studies .................................................................... 80
  - M.L.S. in Library Science ......................................................................... 83
  - M.A. in Library Science .......................................................................... 84
  - Dual Degree: M.L.S. and M.S. in Health Studies ....................................... 84
  - Post-Master's Certificate in Evidence-Based Health Science Librarianship ..................................................... 85
  - Post-Master's Certificate in School Librarianship ....................................... 85

- M.A.T. (Interdisciplinary) ........................................................................ 86

- Management ............................................................................................... 87
  - M.B.A. (Accounting) ............................................................................ 91
  - M.B.A. (Business Analytics) ................................................................ 91
  - M.B.A. (Healthcare Administration) ....................................................... 92
  - M.B.A. (HR Management) .................................................................... 92
  - M.B.A. (Management) ........................................................................... 93
  - Master of Health Systems Management (M.H.S.M.) ............................. 93
  - Dual Degree: M.B.A. and M.H.S.M. ....................................................... 94
  - P.B. Certificate in Accounting .................................................................. 94

- Mathematics & Computer Science ............................................................. 94
  - M.S. in Informatics ............................................................................... 98
  - M.S. in Mathematics ............................................................................. 99
  - M.S. in Mathematics Teaching ............................................................... 100
  - M.A.T. (emphasis in Mathematics or Computer Science) ....................... 101

- Music & Drama .......................................................................................... 101
  - M.A. in Music - Performance ................................................................ 105
  - M.A. in Music - Education .................................................................... 105
  - M.A. in Music - Pedagogy ..................................................................... 106
M.A. in Music - Therapy ................................................................. 107
Dual Degree: M.A. in Music - Therapy / M.S. in Counseling and Development ................................................................. 107
M.A. in Drama ............................................................................. 109
Online-Hybrid M.A. in Drama ...................................................... 110
Multicultural Women's & Gender Studies .................................. 110
M.A. in Multicultural Women's and Gender Studies ................. 113
Ph.D. in Multicultural Women's and Gender Studies ................. 114
P.B. Certificate in Multicultural Women's and Gender Studies .... 114
Nursing ....................................................................................... 115
M.A. in Reading Education ........................................................ 174
M.A. in Psychology & Philosophy ............................................. 160
M.S. in Food Science and Flavor Chemistry ................................ 138
M.S. in Exercise and Sports Nutrition ...................................... 137
M.S. in Systems Administration ................................................. 138
M.S. in Nutrition ....................................................................... 139
Ph.D. in Nutrition .................................................................... 140
Occupational Therapy .............................................................. 140
M.O.T. Master of Occupational Therapy ................................. 145
Doctor of Occupational Therapy ................................................ 148
Ph.D. in Occupational Therapy .................................................. 149
Physical Therapy ........................................................................ 150
D.P.T. in Physical Therapy - Professional .................................. 156
Ph.D. in Physical Therapy .......................................................... 157
P.B. Certificate in Advanced Geriatric Physical Therapy ......... 158
P.B. Certificate in Advanced Neurologic Physical Therapy ...... 158
P.B Certificate of Advanced Studies in Women's Health Physical Therapy ................................................................. 159
Psychology & Philosophy .......................................................... 160
M.A. in Counseling Psychology ................................................ 166
M.S. in Psychological Science .................................................... 166
Specialist in School Psychology (S.S.P.) ................................. 167
Ph.D. in Counseling Psychology ............................................... 168
Ph.D. in School Psychology ...................................................... 169
Reading .................................................................................... 170
M.A. in Reading Education ......................................................... 174
M.Ed. in Reading Education ...................................................... 174
M.A.T. (emphasis in Reading) ..................................................... 175
Ph.D. in Reading Education ....................................................... 175
Sociology & Social Work ............................................................ 176
M.A. in Sociology ..................................................................... 178
Ph.D. in Sociology ..................................................................... 179
P.B. Certificate in Diversity ....................................................... 179
P.B. Certificate in Social Science Research Methods ............... 180
Teacher Education ................................................................... 180
M.A. in Administration .............................................................. 186
M.A. in Teaching, Learning, and Curriculum .......................... 186
M.Ed. in Administration ............................................................ 188
M.Ed. in Special Education ....................................................... 188
M.Ed. in Teaching, Learning, and Curriculum .......................... 189
Ph.D. in Special Education ........................................................ 190
Post-Master's Certificate of Advanced Study - Educational Diagnostician ................................................................. 191
Post-Master's Certificate of Advanced Study - Principal ....... 191
Post-Master's Certificate of Advanced Study - Superintendent ................................................................................. 192
Visual Arts ................................................................................ 192
M.A. in Art (concentration in Art Education) ......................... 195
M.A. in Art (concentration in: Art History, Ceramics, Graphic Design, Painting, or Sculpture) ................................. 195
M.F.A. in Art (concentration in: Ceramics, Painting, Photography, or Sculpture) ................................................................. 196
M.A.T. (emphasis in Art Education) ........................................... 196
Colleges, Schools, & Departments .......................................... 198
Arts & Sciences ......................................................................... 198
School of the Arts .................................................................... 198
Health Sciences ....................................................................... 199
Management ............................................................................ 199
Nursing ..................................................................................... 199
Professional Education ............................................................ 200
General Information ................................................................. 201
Mission Statement .................................................................... 201
The Board of Regents ............................................................... 201
Accreditation and Approval ..................................................... 201
The Office of Alumni Relations ............................................... 202
TWU Foundation ...................................................................... 202
Education Abroad Programs ................................................... 202
Research and Sponsored Programs ........................................ 202
Internships / Cooperative Education Program ....................... 203
"Marking a trail in a pathless wilderness, pressing forward with unswerving courage, she met each untried situation with resourcefulness equal to the need; with a glad heart, she brought to her frontier her homeland's cultural heritage; with delicate spiritual sensitiveness, she illumed the dullness of routine and the loneliness of isolation with beauty; and with life abundant and withal, she lived with casual unawareness of her value to civilization. Such was the Pioneer Woman, the unsung saint of the nation's immortals."

- Jessie H. Humphries, Dean of Women (1938)
INTRODUCTION

Catalog Effective Date

The provisions of this online catalog apply to students entering at the beginning of or after the first semester of the 2017-2018 academic year. In general, a student can expect to follow guidelines in the catalog for up to six years. However, the catalog is subject to change as indicated below.

Change of Catalog Information

Offerings in this catalog (including individual courses, major and minor subjects, groups of courses leading to degrees and other degree requirements) are subject to such changes as appropriations or enrollment may warrant or the University determines appropriate, from time to time without prior notice, and to other deviations as may be authorized or required by law.

When changes are made, either in academic programs, policies, or other matters, the changes may first appear in the University's online policy manual, Schedule of Classes, or the departmental/unit web pages accompanied by the effective date designating when the change becomes effective. When the next online catalog is published, these changes are added.

Nondiscrimination Policy

Texas Woman's University strives to create and actively promote a welcoming and supportive environment in order to recruit, hire, retain and support a culturally diverse faculty, staff, and student body. TWU provides an environment of nondiscrimination and affirmative action for everyone. As a part of the Texas Woman's University's program for equal opportunity, the policy statement on nondiscrimination is as follows:

In compliance with the Equal Pay Act of 1963, as amended; Title VI and VII of the Civil Rights Act of 1964, as amended; the Equal Employment Opportunity Act of 1972; the Age Discrimination in Employment Act of 1967, as amended; the Americans with Disabilities Act of 1990, as amended; Title IX of the Education Amendments Act of 1972, as amended; Sections 503 and 504 of the Rehabilitation Act of 1973; the Vietnam Era Veteran's Readjustment Assistance Act of 1974; the Civil Rights Act of 1991, as amended; the Worker Adjustment and Retraining Notification Act of 1988; Equal Rights under the Law, 42 U.S.C. §1981; State of Texas Anti-Discrimination Laws, and federal, state and local human rights, fair employment and other laws; the University does not discriminate against any person on the basis of race, age, color, religion, sex, sexual orientation, gender identity or expression, national or ethnic origin, veteran's status, genetic information, or against qualified individuals with disabilities.

This Statement forms a baseline from which the TWU community works to assure fairness and equity to all who pursue their educational and professional goals at this University. Retaliation against individuals who in good faith, file a claim of discrimination or otherwise oppose discriminatory actions or practices will not be tolerated.

Inquiries or questions concerning University policies or procedures may be directed to the designated officials named below:

- Equal Employment Opportunity/Affirmative Action Officer:
- Title VI Officer:
- Title IX Officer:
- Americans with Disabilities Act Officer:
- For information on accommodations, students should contact:

Family Educational Rights and Privacy Act (FERPA)

Pursuant to the Family Educational Rights and Privacy Act (https://www.twu.edu/registrar/family-educational-rights-and-privacy-act-ferpa) (FERPA), the University has established policies relating to the accessibility of student information in the custody of Texas Woman's University. The TWU FERPA policy appears in its entirety in the TWU policy manual, policy number 2.43. It is the policy of Texas Woman's University to obtain the written consent of a student before disclosing personally identifiable information from that student's education records other than directory information and information requested for official use.

Requesting Copies of Education Records

Copies of education records to which students have access will be available at the student's written and signed request. The copies will be ready for the student within a reasonable period of time following the submission of the written request. There is no charge to students for copies of their records other than requests for official transcripts. Copies of unofficial transcripts may be obtained free of charge in the Office of the Registrar or through WebAdvisor (https://webadvisor.twu.edu/WebAdvisor/WebAdvisor?&TOKENIDX=&type=M&constituency=WBST&pid=CORE-WBST). For official transcripts, there is a $10 charge per transcript request and all
outstanding financial obligations to the University must be cleared. For more information on requesting either an unofficial transcript or ordering official transcripts, please visit the Office of the Registrar (http://www.twu.edu/registrar/transcript-request.asp).

**Disclosure of Education Records and Directory Information**

It is the policy of Texas Woman's University to obtain the written consent of a student before disclosing personally identifiable information from that student's education records other than directory information and information requested for official use. Those who may obtain academic records, other than directory information, without prior written consent may include:

1. TWU school officials with a legitimate educational interest
2. Officials of other schools where the student seeks or intends to enroll
3. Certain representatives of the federal government
4. State educational authorities
5. Governmental representatives in connection with financial aid for which a student has applied
6. Organizations conducting studies for or on behalf of educational institutions or agencies for testing purposes, student aid programs, and instructional improvement
7. Accrediting organizations
8. Those responsible for ensuring compliance with a judicial order
9. Appropriate parties in a health and/or safety emergency
10. Parents of a dependent student as defined in Section 152 of the Internal Revenue Code of 1954

Education records are those records, files, documents, and other materials which:

1. Contain information directly related to a student and
2. Are maintained by an educational agency or institution.

**Directory Information**

Directory information means information contained in the education record of a student that would generally not be considered harmful or an invasion of privacy if disclosed. The following types of student information at TWU are considered “directory” for the purposes of this policy:

- Name
- Local and permanent address
- TWU e-mail address
- Telephone listing
- Month, day, and place of birth
- Major field of study
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Dates of attendance
- Enrollment status (e.g., undergraduate or graduate; full-time or part-time)
- Classification
- Degrees, awards, and honors received (including selection criteria)
- Expected graduation date
- Photograph

To prohibit directory information from being disclosed the student must submit the Request to Withhold Directory Information (http://www.twu.edu/media/documents/registrar/Request-to-Withhold-Directory-Information.pdf) form to the Office of the Registrar (http://www.twu.edu/registrar/default.asp) by 5:00 p.m. of the Census Date for the semester. Check the Academic Calendar (http://twu.edu/registrar/academic-calendars.asp) for Census Dates.

**Limitations on Right to Review Education Records**

Educational records to which students may have access do not include the following:

- Financial records and statements of their parents or any information contained therein, without parents’ authorization.
- Records which are “created or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional” acting in a professional capacity which are created or used only in connection with the provision of treatment for the student and which are held in strict confidence, provided they may be personally reviewed by a physician or other appropriate professional of the student’s choice.
- Working records which are the sole possessions of instructional, supervisory, administrative, and educational personnel provided they are “not accessible or revealed to any other person except a substitute.”
- Confidential letters and/or statements written prior to January 1, 1975, and those written with a documented understanding of confidentiality.

**Request to Amend Education Records**

A student who believes that information contained in education records is inaccurate or misleading may request that the record(s) be amended. The student should first meet with the administrative or faculty official responsible for the record.

If such a meeting is not sufficient to resolve the difference, the matter should be reviewed by the appropriate dean. If the differences remain unresolved, the student should submit a written request for a hearing to the appropriate Vice President. The student will be informed well in advance of the date, place, and time of the hearing. Opportunity will be afforded the student to present evidence related to the issue in question. The student may be represented by individuals of her/his choice. A decision in writing will be provided to the student within a reasonable period of time after the conclusion of the hearing.

A request to amend a grade, or a hearing to contest the assignment of a grade, is not allowed under this procedure. However, one may contest whether or not the grade was recorded accurately. The procedure indicated above does not apply to placement credentials.

**Student Access**

Students may inspect and review their education records upon request and upon completion of a form supplied by the component maintaining the records in question. Access is given to a student within a reasonable period of time, but in no case more than 45 days after the request has
been made. An appropriate administrative official or member of the faculty will obtain the record for the student and will be present while the student reviews the record.

Education Records
Education records of the University are contained in the offices of the:

1. University Registrar
2. Dean of the Graduate School
3. Director of Career and Employment Services
4. Associate Provost for Technology
5. Director of Student Financial Aid
6. Director of University Health Services
7. Provost
8. Vice President for Student Life

Privacy Statement
Texas Woman's University respects student privacy. Certain classes may include interactive components that are recorded and/or transmitted to other sites. Electronic archival of recorded classroom instruction shall remain the sole and complete property of TWU and may be distributed to enrolled students unable to receive instruction due to technical difficulties or extraordinary circumstances. Personal information provided via e-mail, interactive instruction or through other online means will be used only for purposes necessary to serve enrolled students’ needs, such as responding to an inquiry, earning academic credit or fulfilling other requests for information. For more information about the privacy statement, please contact the Office of Information Services at 940-898-3980 or through regular mail at:

Information Services
P.O. Box 425797
Denton, Texas 76204-5797

Transcripts
For information on obtaining an official or unofficial TWU transcript, see the Transcript Request (p. 239) section of this catalog.

Changing Name and Other Personal Information
To change or correct personal information in academic records, see the Changing Name and Other Personal Information (p. 239) section of this catalog.
# GRADUATE DEGREES OFFERED AT TWU

For a list of undergraduate level degrees offered, visit the Undergraduate Catalog (http://catalog.twu.edu/undergraduate/degrees-offered-twu).

* Denotes Distance Education (http://catalog.twu.edu/undergraduate/general-information/distance-education) completion degree available.

<table>
<thead>
<tr>
<th>Degree</th>
<th>Department/Program</th>
<th>College/School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology - M.S.</td>
<td>Biology (p. 12)</td>
<td>Arts and Sciences (p. 198)</td>
</tr>
<tr>
<td>Molecular Biology - Ph.D.</td>
<td>Biology (p. 12)</td>
<td>Arts and Sciences (p. 198)</td>
</tr>
<tr>
<td>Chemistry - M.S.</td>
<td>Chemistry and Biochemistry (p. 15)</td>
<td>Arts and Sciences (p. 198)</td>
</tr>
<tr>
<td>English - M.A.</td>
<td>English, Speech, and Foreign Languages (p. 28)</td>
<td>Arts and Sciences (p. 198)</td>
</tr>
<tr>
<td>Teaching (emphasis in English) - M.A.T.</td>
<td>English, Speech, and Foreign Languages (p. 28)</td>
<td>Arts and Sciences (p. 198)</td>
</tr>
<tr>
<td>Rhetoric - Ph.D.</td>
<td>English, Speech, and Foreign Languages (p. 28)</td>
<td>Arts and Sciences (p. 198)</td>
</tr>
<tr>
<td>History - M.A.</td>
<td>History and Government (p. 68)</td>
<td>Arts and Sciences (p. 198)</td>
</tr>
<tr>
<td>Government - M.A.</td>
<td>History and Government (p. 68)</td>
<td>Arts and Sciences (p. 198)</td>
</tr>
<tr>
<td>Informatics - M.S.* (<a href="http://catalog.twu.edu/graduate/arts-courses/mathematics-computer-science/informatics-ms">http://catalog.twu.edu/graduate/arts-courses/mathematics-computer-science/informatics-ms</a>)</td>
<td>Mathematics and Computer Science (p. 94)</td>
<td>Arts and Sciences (p. 198)</td>
</tr>
<tr>
<td>Mathematics - M.S.</td>
<td>Mathematics and Computer Science (p. 94)</td>
<td>Arts and Sciences (p. 198)</td>
</tr>
<tr>
<td>Mathematics Teaching - M.S.</td>
<td>Mathematics and Computer Science (p. 94)</td>
<td>Arts and Sciences (p. 198)</td>
</tr>
<tr>
<td>Teaching (emphasis in Mathematics or Computer Science) - M.A.</td>
<td>Mathematics and Computer Science (p. 94)</td>
<td>Arts and Sciences (p. 198)</td>
</tr>
<tr>
<td>Counseling Psychology - M.A.</td>
<td>Psychology and Philosophy (p. 160)</td>
<td>Arts and Sciences (p. 198)</td>
</tr>
<tr>
<td>Psychological Science - M.S.</td>
<td>Psychology &amp; Philosophy (p. 160)</td>
<td>Arts &amp; Sciences (p. 198)</td>
</tr>
<tr>
<td>Specialist in School Psychology - S.S.P</td>
<td>Psychology and Philosophy (p. 160)</td>
<td>Arts and Sciences (p. 198)</td>
</tr>
<tr>
<td>Counseling Psychology - Ph.D.</td>
<td>Psychology and Philosophy (p. 160)</td>
<td>Arts and Sciences (p. 198)</td>
</tr>
<tr>
<td>School Psychology - Ph.D.</td>
<td>Psychology and Philosophy (p. 160)</td>
<td>Arts and Sciences (p. 198)</td>
</tr>
<tr>
<td>Sociology - M.A.</td>
<td>Sociology (p. 178)</td>
<td>Arts and Sciences (p. 198)</td>
</tr>
<tr>
<td>Sociology - Ph.D.</td>
<td>Sociology (p. 179)</td>
<td>Arts and Sciences (p. 198)</td>
</tr>
<tr>
<td>Diversity - P.B. Certificate</td>
<td>Sociology (p. 179)</td>
<td>Arts and Sciences (p. 198)</td>
</tr>
<tr>
<td>Social Science Research Methods - P.B. Certificate</td>
<td>Sociology (p. 176)</td>
<td>Arts and Sciences (p. 198)</td>
</tr>
<tr>
<td>Multicultural Women’s and Gender Studies - M.A.</td>
<td>Sociology and Social Work (p. 176)</td>
<td>Arts and Sciences (p. 198)</td>
</tr>
<tr>
<td>Multicultural Women’s and Gender Studies - Ph.D.</td>
<td>Sociology and Social Work (p. 176)</td>
<td>Arts and Sciences (p. 198)</td>
</tr>
<tr>
<td>Multicultural Women’s and Gender Studies - P.B. Certificate</td>
<td>Sociology and Social Work (p. 110)</td>
<td>Arts and Sciences (p. 198)</td>
</tr>
<tr>
<td>Dance - M.A.</td>
<td>Dance (p. 26)</td>
<td>Arts and Sciences (p. 198)</td>
</tr>
<tr>
<td>Dance - M.F.A.</td>
<td>Dance (p. 23)</td>
<td>Arts and Sciences (p. 198)</td>
</tr>
<tr>
<td>Teaching (emphasis in Dance) - M.A.T.</td>
<td>Dance (p. 23)</td>
<td>Arts and Sciences (p. 198)</td>
</tr>
<tr>
<td>Dance - Ph.D.</td>
<td>Dance (p. 27)</td>
<td>Arts and Sciences (p. 198)</td>
</tr>
<tr>
<td>Music (emphasis in Music Education) - M.A.</td>
<td>Music and Drama (p. 101)</td>
<td>Arts and Sciences (p. 198)</td>
</tr>
<tr>
<td>Music (emphasis in Music Pedagogy) - M.A.</td>
<td>Music and Drama (p. 101)</td>
<td>Arts and Sciences (p. 198)</td>
</tr>
<tr>
<td>Music (emphasis in Music Performance) - M.A.</td>
<td>Music and Drama (p. 101)</td>
<td>Arts and Sciences (p. 198)</td>
</tr>
<tr>
<td>Music (emphasis in Music Therapy) - M.A.</td>
<td>Music and Drama (p. 101)</td>
<td>Arts and Sciences (p. 198)</td>
</tr>
<tr>
<td>Music (emphasis in Music Therapy)/Counseling and Development - M.A./M.S.</td>
<td>Music and Drama (p. 101)</td>
<td>Arts and Sciences (p. 198)</td>
</tr>
<tr>
<td>Drama - M.A.</td>
<td>Drama (p. 109)</td>
<td>Arts and Sciences (p. 198)</td>
</tr>
<tr>
<td>Drama (online-hybrid) - M.A. *</td>
<td>Drama (p. 110)</td>
<td>Arts and Sciences (p. 198)</td>
</tr>
<tr>
<td>Art (concentration in Art Education) - M.A.</td>
<td>Visual Arts (p. 192)</td>
<td>Arts and Sciences (p. 198)</td>
</tr>
<tr>
<td>Degree</td>
<td>Program</td>
<td>Length</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Reading Education - Ph.D.</td>
<td>Reading (p. 175)</td>
<td>5 years</td>
</tr>
<tr>
<td>Reading Education - Teacher Education</td>
<td>Reading (p. 180)</td>
<td>5 years</td>
</tr>
<tr>
<td>Reading Education - Professional Education</td>
<td>Reading (p. 200)</td>
<td>5 years</td>
</tr>
<tr>
<td>Administration - M.A.</td>
<td>Teacher Education (p. 180)</td>
<td>5 years</td>
</tr>
<tr>
<td>Administration - Professional Education</td>
<td>Teacher Education (p. 200)</td>
<td>5 years</td>
</tr>
<tr>
<td>Teaching, Learning, and Curriculum - M.A.</td>
<td>Teacher Education (p. 180)</td>
<td>5 years</td>
</tr>
<tr>
<td>Teaching, Learning, and Curriculum - P.M.</td>
<td>Teacher Education (p. 200)</td>
<td>5 years</td>
</tr>
<tr>
<td>Administration - M.Ed.</td>
<td>Teacher Education (p. 180)</td>
<td>5 years</td>
</tr>
<tr>
<td>Special Education - M.Ed.</td>
<td>Teacher Education (p. 180)</td>
<td>5 years</td>
</tr>
<tr>
<td>Special Education - M.Ed.</td>
<td>Teacher Education (p. 200)</td>
<td>5 years</td>
</tr>
<tr>
<td>Special Education - Ph.D.</td>
<td>Teacher Education (p. 180)</td>
<td>5 years</td>
</tr>
<tr>
<td>Special Education - Ph.D.</td>
<td>Teacher Education (p. 200)</td>
<td>5 years</td>
</tr>
<tr>
<td>Advanced Study: Educational Diagnostician</td>
<td>Teacher Education (p. 180)</td>
<td>5 years</td>
</tr>
<tr>
<td>Advanced Study: Principal - P.M.</td>
<td>Teacher Education (p. 200)</td>
<td>5 years</td>
</tr>
<tr>
<td>Advanced Study: Superintendent - P.M.</td>
<td>Teacher Education (p. 200)</td>
<td>5 years</td>
</tr>
<tr>
<td>Library Science - M.L.S.</td>
<td>Library and Information Studies (p. 80)</td>
<td>5 years</td>
</tr>
<tr>
<td>Library Science - M.A.</td>
<td>Library and Information Studies (p. 80)</td>
<td>5 years</td>
</tr>
<tr>
<td>Library Science/Health Studies - M.L.S./M.S.</td>
<td>Library and Information Studies (p. 80)</td>
<td>5 years</td>
</tr>
<tr>
<td>Evidence-Based Health Science Librarianship</td>
<td>Library and Information Studies (p. 80)</td>
<td>5 years</td>
</tr>
<tr>
<td>School Librarianship - P.M. Certificate</td>
<td>Library and Information Studies (p. 200)</td>
<td>5 years</td>
</tr>
<tr>
<td>Education of the Deaf - M.S.</td>
<td>Communication Sciences and Disorders (p. 18)</td>
<td>5 years</td>
</tr>
<tr>
<td>Speech-Language Pathology - M.S.</td>
<td>Communication Sciences and Disorders (p. 18)</td>
<td>5 years</td>
</tr>
<tr>
<td>Bilingual Speech-Language Pathology - P.B. Certificate</td>
<td>Communication Sciences &amp; Disorders (p. 18)</td>
<td>5 years</td>
</tr>
<tr>
<td>Health Studies - M.S.</td>
<td>Health Studies (p. 60)</td>
<td>5 years</td>
</tr>
<tr>
<td>Health Studies/Library Science - M.S./M.L.S</td>
<td>Health Studies (p. 60)</td>
<td>5 years</td>
</tr>
<tr>
<td>Health Studies - Ph.D.</td>
<td>Health Studies (p. 60)</td>
<td>5 years</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>25 years</strong></td>
</tr>
<tr>
<td>Program Name</td>
<td>College/Program</td>
<td>Pages</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>--------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Exercise and Sports Nutrition - M.S.</td>
<td>Kinesiology</td>
<td>73</td>
</tr>
<tr>
<td>Kinesiology - M.S. *</td>
<td>Kinesiology</td>
<td>73</td>
</tr>
<tr>
<td>Kinesiology - Ph.D.</td>
<td>Kinesiology</td>
<td>73</td>
</tr>
<tr>
<td>Adapted Physical Education - P.B. Certificate</td>
<td>Kinesiology</td>
<td>73</td>
</tr>
<tr>
<td>Leadership in Education and Sport - P.B. Certificate *</td>
<td>Kinesiology</td>
<td>73</td>
</tr>
<tr>
<td>Exercise and Sports Nutrition - M.S.</td>
<td>Nutrition and Food Sciences</td>
<td>132</td>
</tr>
<tr>
<td>Food Science and Flavor Chemistry - M.S.</td>
<td>Nutrition and Food Sciences</td>
<td>132</td>
</tr>
<tr>
<td>Food Systems Administration - M.S.</td>
<td>Nutrition and Food Sciences</td>
<td>132</td>
</tr>
<tr>
<td>Nutrition - M.S. *</td>
<td>Nutrition and Food Sciences</td>
<td>132</td>
</tr>
<tr>
<td>Nutrition - Ph.D.</td>
<td>Nutrition and Food Sciences</td>
<td>132</td>
</tr>
<tr>
<td>Healthcare Administration - M.H.A. *</td>
<td>Health Care Administration</td>
<td>54</td>
</tr>
<tr>
<td>Health Care Management - P.B. Certificate</td>
<td>Health Care Administration</td>
<td>54</td>
</tr>
<tr>
<td>Occupational Therapy - M.O.T.</td>
<td>Occupational Therapy</td>
<td>140</td>
</tr>
<tr>
<td>Occupational Therapy - O.T.D. *</td>
<td>Occupational Therapy</td>
<td>140</td>
</tr>
<tr>
<td>Occupational Therapy - Ph.D. *</td>
<td>Occupational Therapy</td>
<td>140</td>
</tr>
<tr>
<td>Physical Therapy: Professional - D.P.T.</td>
<td>Physical Therapy</td>
<td>150</td>
</tr>
<tr>
<td>Physical Therapy - Ph.D.</td>
<td>Physical Therapy</td>
<td>150</td>
</tr>
<tr>
<td>Advanced Geriatric Physical Therapy - P.B. Certificate *</td>
<td>Physical Therapy</td>
<td>150</td>
</tr>
<tr>
<td>Advanced Neurologic Physical Therapy - P.B. Certificate *</td>
<td>Physical Therapy</td>
<td>150</td>
</tr>
<tr>
<td>Nursing - M.S. *</td>
<td>Nursing</td>
<td>115</td>
</tr>
<tr>
<td>Registered Nurse to M.S. in Nursing</td>
<td>Nursing</td>
<td>115</td>
</tr>
<tr>
<td>P.B. Registered Nurse to M.S. in Nursing</td>
<td>Nursing</td>
<td>115</td>
</tr>
<tr>
<td>Nursing Science - Ph.D.</td>
<td>Nursing</td>
<td>115</td>
</tr>
<tr>
<td>Nursing Practice - D.N.P. *</td>
<td>Nursing</td>
<td>115</td>
</tr>
<tr>
<td>Nursing - P.M. Certifications</td>
<td>Nursing</td>
<td>115</td>
</tr>
<tr>
<td>Interprofessional Informatics - P.B. Certificate *</td>
<td>Nursing</td>
<td>115</td>
</tr>
<tr>
<td>Business Administration (Accounting Emphasis) - M.B.A. *</td>
<td>Management</td>
<td>87</td>
</tr>
<tr>
<td>Business Administration (Business Analytics Emphasis) - M.B.A. *</td>
<td>Management</td>
<td>87</td>
</tr>
<tr>
<td>Business Administration (Healthcare Administration Emphasis) - M.B.A. *</td>
<td>Management</td>
<td>87</td>
</tr>
<tr>
<td>Business Administration (Human Resources Management Emphasis) - M.B.A. *</td>
<td>Management</td>
<td>87</td>
</tr>
<tr>
<td>Business Administration/Health Systems Management - M.B.A./M.H.S.M.</td>
<td>Management</td>
<td>87</td>
</tr>
<tr>
<td>Accounting - P.B. Certificate</td>
<td>Management</td>
<td>87</td>
</tr>
</tbody>
</table>
Areas of Study

Graduate
• Biology (p. 12)
• Chemistry and Biochemistry (p. 15)
• Communication Sciences and Disorders (p. 18)
• Dance (p. 23)
• English, Speech, and Foreign Languages (p. 28)
• Family Sciences (p. 34)
• Health Care Administration (p. 54)
• Health Studies (p. 60)
• History and Government (p. 68)
• Kinesiology (p. 73)
• Library and Information Studies (p. 80)
• M.A.T. (Interdisciplinary) (p. 86)
• Management (p. 87)
• Mathematics and Computer Science (p. 94)
• Multicultural Women's and Gender Studies (p. 110)
• Music and Drama (p. 101)
• Nursing (p. 115)
• Nutrition and Food Sciences (p. 132)
• Occupational Therapy (p. 140)
• Physical Therapy (p. 150)
• Psychology and Philosophy (p. 160)
• Reading (p. 170)
• Sociology and Social Work (p. 176)
• Teacher Education (p. 180)
• Visual Arts (p. 192)

Department of Biology

Web Site: http://www.twu.edu/biology/

Chair: Interim, TBD
Location: GRB 230
Phone: 940-898-2351
Fax: 940-898-2382
E-mail: biology@twu.edu (smcintire@twu.edu)

Graduate Academic Advisor: Heather Conrad-Webb, Ph.D.
Location: GRB 225
Phone: 940-898-2449
E-mail: hconradwebb@twu.edu

Graduate Degrees Offered
• M.S. in Biology (p. 14)
• Ph.D. in Molecular Biology (p. 15)

The doctoral degree is offered through the Federation of North Texas Area Universities.

Students in the Department of Biology can obtain a graduate degree with an emphasis in molecular biology, microbiology, neurobiology, general biology, botany, bioinformatics, virology or science education. The primary objectives of the department are to provide education and training to prepare students to enter a career in research, industry or teaching. Within the department there are opportunities for both teaching and research assistantships. For teaching assistantships, students should request an application from the department.

Admission Requirements

Please see the admissions section (p. 231) in this catalog. In addition to these general requirements, the Department of Biology requires the following for admission to its graduate degree programs:

1. A bachelor’s degree in Biology or its equivalent. In addition admission to the Ph.D. program requires undergraduate courses in organic chemistry/biochemistry (2 semesters); calculus (1 semester); and physics (2 semesters). Students without an undergraduate Biology major will be considered if the departmental admissions committee believes that the student shows academic promise. These students may be granted provisional admission while they complete the requisite background coursework.

2. Submission of GRE (http://www.ets.org/gre) scores. Those accepted into a master’s program typically exceed 148 verbal and 140 quantitative on the Revised GRE. Those accepted into the Ph.D. program commonly have GRE scores above 153 verbal and 144 quantitative on the Revised GRE.

3. A statement of purpose (1-3 pages) that includes reasons for pursuing graduate work, background experience and professional goals. Please include all contact information and submit the statement of purpose directly to the Biology Graduate Advisor.

4. Three letters of recommendation from persons familiar with the applicant’s academic capabilities. The referees should submit their letters of recommendation on letterhead stationary directly to the Biology Graduate Advisor by email.

International students should follow the application procedures outlined by the International Education Office (http://www.twu.edu/international-education). In addition, applicants should also send the statement of purpose and letters of recommendation directly to the Biology Graduate Advisor. Those students wishing to apply for teaching assistantships must demonstrate English speaking proficiency by one of the following:

• score of 26 or higher on the TOEFL (http://www.ets.org/toefl) iBT speaking section
• score of 50 or higher on the Test of Spoken English
• score of 7.5 or higher on the IELTS (http://www.ielts.org) Speaking test
• score of 4 or higher on the MELAB (http://www.cambridgemicigan.org/melab) Speaking test

Applicants who satisfy the Graduate School’s admission standards are forwarded for review to the departmental admissions committee. This committee is responsible for recommending acceptance into Biology graduate programs.

Minors Offered to Students in Other Departments

Master’s level: 6 graduate hours of biology.

Doctoral level: 12 graduate hours of biology.
Courses

Bacteriology Courses

BACT 6534. Plasmids as Vectors for Recombinant DNA. Molecular structure and replication of plasmids. Utilization of plasmids for isolation, characterization, and expression of prokaryotic and eukaryotic genes. Two lecture and six laboratory hours a week. Credit: Four hours.

BACT 6544. Viruses as Vectors for Recombinant DNA. Replicative cycle of viruses utilized in recombinant DNA technology. Viruses used to isolate genetic material from other sources and characterization of the recombinant DNA by size, restriction endonuclease mapping, and nucleic acid sequencing. Two lecture and six laboratory hours a week. Credit: Four hours.

Biology Courses

BIOL 5014. Advanced Bioinformatics and Computational Biology. Theory and methods for computational research of biomacromolecular and cellular structure and function, including the application of computational data storage and retrieval, pattern recognition, and chemical modeling techniques; research utilizing sequence analysis, structural prediction, genomics, phylogenetics, or systems biology. Prerequisites: Courses in molecular biology and biochemistry. Three lecture and two laboratory hours a week. Credit: Three hours.

BIOL 5033. Advanced Science in the Secondary Classroom. Advanced strategies for teaching high school and middle school science using science inquiry and active learning techniques. Notebooking, portfolio building, 5E lesson plan design, classroom management, cooperative learning, assessment, and technology applications. Three lecture hours a week. Credit: Three hours.

BIOL 5111. Teaching Methods for Biology Laboratory Instructors. Examination of teaching methods in the biology laboratory. Development of attitudes and behaviors which typify the excellent teacher. One lecture hour a week. Credit: One hour.

BIOL 5123. Biostatistics. Advanced studies in biometric systems, experimental design, and data analysis. Prerequisite: Twelve hours of biology and permission of instructor. Three lecture hours a week. Credit: Three hours.

BIOL 5293. Advanced Scientific Communication. Advanced written and verbal communication skills involved in gathering, analyzing, and communicating scientific and technical information for specific scientific audiences; advanced research project design and implementation, data collection, and the design and application of appropriate statistical analysis. Three lecture hours a week. Credit: Three hours.

BIOL 5333. Advanced Pathophysiology. Principles of pathophysiology; including normal physiology, effects of abnormalities of function, instrumentation and measurement of physiological function. Three lecture hours a week. Credit: Three hours.

BIOL 5503. Research Methods. Studies in bibliographical procedures, the selection of methods applicable to specific problems, and writing and organization of review articles. May be repeated for additional credit. Credit: Three hours.


BIOL 5681. Seminar. Presentation of research projects, data, and research by graduate students; discussions of presentations and related literature or laboratory techniques. May be repeated for additional credit. One seminar hour a week. Credit: One hour.

BIOL 5801. Biological Research. Nature of biological investigations; methods and tools of research; survey of scientific literature. Credit: One hour.

BIOL 5803. Biological Research. Nature of biological investigations; methods and tools of research; survey of scientific literature. Credit: Three hours.


BIOL 5883. Biological Research. Continuation of BIOL 5803. Credit: Three hours.

BIOL 5903. Special Topics. Offerings in biology, botany, microbiology, and zoology. May be repeated for additional credit. Prerequisite: Permission of instructor. Credit: Three hours.

BIOL 5911. Independent Study. Independent or tutorial work in selected areas in biology. May be repeated for additional credit. Credit: One hour.

BIOL 5913. Independent Study. Independent or tutorial work in selected areas in biology. May be repeated for additional credit. Credit: Three hours.

BIOL 5973. Professional Paper. Written presentation of literature and possible laboratory research in a selected area. Credit: Three hours.

BIOL 5981. The Professional Portfolio. Development of a professional portfolio by students in the Master of Arts in Teaching program demonstrating the student’s growth in the Learner-Centered Competencies. Pass-fail grade only. Credit: One hour.

BIOL 5983. Thesis. Credit: Three hours.

BIOL 5993. Thesis. Prerequisite: BIOL 5983. Credit: Three hours.

BIOL 6334. Advanced Cell Biology. Survey of current understanding of biogenesis, architecture and function of cellular organelles. The cell cycle and regulation of cell growth. Prerequisite: Permission of the instructor. Four lecture hours a week. Credit: Four hours.

BIOL 6513. Molecular Biology. Survey of current understanding of DNA structure, organization, chromosome replication, gene transcription, ribosome assembly, and translation. Emphasis is on molecular processes and their regulation in both prokaryotes and eukaryotes. Prerequisites: CHEM 5613 and CHEM 5623, or permission of instructor. Three lecture hours a week. Credit: Three hours.

BIOL 6734. Advanced Genetics. A literature-based course covering theory, experimental methods, and data analysis in genetics. Prerequisites: BIOL 6513 and BIOL 6334. Four lecture hours a week. Credit: Four hours.

BIOL 6821. Research in Molecular Biology. Application of molecular studies to biological problems. May be repeated for additional credit. Credit: One hour.

BIOL 6823. Research in Molecular Biology. Application of molecular studies to biological problems. May be repeated for additional credit. Credit: Three hours.

BIOL 6831. Research in Molecular Biology. Continuation of BIOL 6821. May be repeated for additional credit. Credit: One hour.

BIOL 6833. Research in Molecular Biology. Continuation of 6823. May be repeated for additional credit. Credit: Three hours.
BIOL 6843. Health Care Genetics. Human genetics and gene abnormalities with emphasis on application of new genomic technology in medicine; includes gene expression, inheritance, consequences of mutation, recombinant DNA technology, genetic testing, gene therapy, and genomics; incorporation of sequence-based health with evidence-based practice. Fulfills requirement in the Doctor of Nursing Practice program. Three lecture hours a week. Credit: Three hours.

BIOL 6903. Special Topics. Selected studies in advanced biology. Prerequisite: Permission of instructor. May be repeated for additional credit. Credit: Three hours.

BIOL 6911. Independent Study. Independent work in selected areas of molecular biology. May be repeated for additional credit. Credit: One hour.

BIOL 6913. Independent Study. Independent work in selected areas of molecular biology. May be repeated for additional credit. Credit: Three hours.


BIOL 6993. Dissertation. Prerequisite: BIOL 6983. Credit: Three hours.

Zoology Courses
ZOOL 5423. Endocrinology. Advanced studies of biology and biochemistry of the glands of internal secretion. Prerequisite: ZOOL 4243. Three lecture hours a week. Credit: Three hours.

Faculty

Professors
HYNDS, DIANNA L., Professor of Biology. B.S., Hillsdale College; Ph.D., Ohio State University, Columbus.

MILLS, NATHANIEL C., Professor of Biology. B.S., Western Kentucky University; Ph.D., Vanderbilt University.

Associate Professors
BERGEL, MICHAEL, Associate Professor of Biology. B.Sc., The Hebrew University of Jerusalem; M.Sc., The Hebrew University of Jerusalem; Ph.D., The Hebrew University of Jerusalem.

CONRAD-WEBB, HEATHER M., Associate Professor of Biology. B.S., Baylor University; Ph.D., Ohio State University, Columbus.

HANSON, LAURA K., Associate Professor of Biology. B.S., University of Washington; Ph.D., Cornell University.

MAIER, CAMELIA G., Associate Professor of Biology. B.S., University of Bucharest; M.S., University of North Texas; Ph.D., University of North Texas.

WESTMORELAND, SANDRA, Associate Professor of Biology. B.S., University of Houston; M.S., University of Texas at Arlington; Ph.D., University of Texas at Arlington.

Assistant Professors
AVERITT, DAYNA L., Assistant Professor of Biology. B.A., University of Texas at Austin; M.S., Georgia State University; Ph.D., Georgia State University.

BROWER, CHRISTOPHER, Assistant Professor of Biology. B.S., Northeastern Oklahoma State University; M.S., University of Oklahoma Health Sciences Center; Ph.D., University of Oklahoma Health Sciences Center.

GUMIENNY, TINA, Assistant Professor of Biology. B.S., Texas A&M University; Ph.D., State University of New York-Stony Brook.

Associate Clinical Professor
AHMED, SHAZIA A., Associate Clinical Professor of Biology. B.S., University of Karachi; M.S., University of Karachi; Ph.D., Texas Woman’s University.

Master of Science in Biology

Total Semester Credit Hours Required
For the M.S. in Biology with Research Option or Thesis Option, a minimum of 30 semester credit hours, including 6 semester credit hours for thesis. For the M.S. in Biology Professional Paper Option, 36 semester credit hours, including 3 semester credit hours for professional paper and 6 semester credit hours of education or equivalent coursework as approved by the Advisory Committee.

Major/Emphasis
24-27 semester credit hours of courses chosen with an advisory committee to fit the needs of the student. Usually includes BIOL 6513 or BIOL 6334.

Minor
6 semester credit hours, usually biochemistry.

Final Examination
Oral defense of the thesis or professional paper; may be retaken once upon approval of the committee.

Master of Science in Biology Program of Study

Research Option (30 semester credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 5983</td>
<td>Thesis</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 5993</td>
<td>Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

24 semester credit hours chosen with advisory committee. Usually includes:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 6513</td>
<td>Molecular Biology</td>
</tr>
<tr>
<td>or BIOL 6334 Advanced Cell Biology</td>
<td></td>
</tr>
<tr>
<td>CHEM 5613</td>
<td>Advanced Biochemistry I</td>
</tr>
<tr>
<td>&amp; CHEM 5623</td>
<td>Advanced Biochemistry II</td>
</tr>
</tbody>
</table>

Total Semester Credit Hours 30

Professional Paper (36 semester credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 5973</td>
<td>Professional Paper</td>
<td>3</td>
</tr>
</tbody>
</table>

6 semester credit hours of education or equivalent coursework approved by advisory committee.

27 semester credit hours of courses chosen with an advisory committee to fit the needs of the student. Usually includes:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 6513</td>
<td>Molecular Biology</td>
</tr>
<tr>
<td>or BIOL 6334 Advanced Cell Biology</td>
<td></td>
</tr>
<tr>
<td>CHEM 5613</td>
<td>Advanced Biochemistry I</td>
</tr>
<tr>
<td>&amp; CHEM 5623</td>
<td>Advanced Biochemistry II</td>
</tr>
</tbody>
</table>

Total Semester Credit Hours 36
Doctor of Philosophy in Molecular Biology

The Doctor of Philosophy degree in Molecular Biology is offered through a cooperative program of the Federation of North Texas Area Universities that includes Texas Woman's University and the University of North Texas. Within this degree option, courses are available in molecular biology and neurobiology.

The Federation doctoral program provides opportunities for formal course work, seminars, independent study, participation in regional and national conferences, and dissertation research. The program also includes Federation-sponsored seminars featuring outstanding nationally and internationally recognized educators.

Graduate students enrolled at either UNT or TWU take courses at both universities, thus benefiting from the combined faculties of each school. Students graduating from a Federation program will be granted the Ph.D. from the university through which they entered the program.

Total Semester Credit Hours Required
A minimum of 90 semester credit hours including those at the master’s level and 6 semester credit hours for dissertation.

To be fulfilled by every Ph.D. student as early as possible in the program:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 6513</td>
<td>Molecular Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 6334</td>
<td>Advanced Cell Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 6734</td>
<td>Advanced Genetics</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 5613</td>
<td>Advanced Biochemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 5623</td>
<td>Advanced Biochemistry II</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 5611</td>
<td>Readings in Biology (taken 3 times)</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 5681</td>
<td>Seminar (taken 3 times)</td>
<td>3</td>
</tr>
<tr>
<td>Research Tool 1</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Research Tool 2</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

To complete the program:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 6983</td>
<td>Dissertation (may take twice)</td>
<td>6-18</td>
</tr>
<tr>
<td>BIOL 6993</td>
<td>Dissertation (may take 4 times)</td>
<td>6-18</td>
</tr>
</tbody>
</table>

Total Semester Credit Hours 41-53

Research Tools
Proficiency in two Research Tools is required in categories such as Bioinformatics, Grant Writing, Molecular Techniques, Statistics, Computer Science, or Foreign Languages.

Research Tool 1: “Techniques” courses from a selection of skill courses such as Electron Microscopy, Plasmid Techniques, and Specific Molecular Techniques.

BACT 6534 and BACT 6544 together may be counted as one of the two required Research Tools.

Research Tool 2: Students may choose from any of the categories listed above.

Residence Requirement
A Ph.D. candidate must spend one academic year in residence on the Denton campus.

Dissertation
6 to 18 dissertation hours

Preliminary Examination
The preliminary examination consists of two parts: a written research proposal; and an oral examination covering the contents of the proposal as well as the fields of cell and molecular biology. The student's advisory/research committee administers the examination.

Final Examination
An open seminar in which the student discusses research results and an oral examination by the dissertation committee are required.

Department of Chemistry and Biochemistry

Web Site: http://www.twu.edu/chemistry-biochemistry/

Chair: Richard D. Sheardy, Professor
Location: ASSC 323
Phone: 940-898-2550
Fax: 940-898-2548
E-mail: chembiochem@twu.edu

Graduate Degree Offered
• M.S. in Chemistry (p. 16)

Analytical, biological, inorganic, organic, and physical chemistry are areas in which advanced coursework and research are available in the department. A course of study and research is designed by a faculty committee as a degree program leading to a master’s degree best fitted to the individual’s career goals. The department has excellent facilities and resources to support a broad variety of research directions.

Cooperation and interaction among the faculty and with the graduate students create an environment of strong support for the student in both studies and research, and facilitates the attainment of the educational goals of each student. Opportunities to serve as a teaching assistant and/or as a research assistant provide both financial support and educational experience. Fellowships and scholarships are also available.

We offer the MS degree in Chemistry with research focuses in biochemistry, biophysical chemistry, organic chemistry and inorganic/ materials chemistry. All MS degree seeking students will be required to take a minimum of four basic courses covering different aspects of chemistry for a broad background. Students can also take other graduate courses for more in depth perspectives. We now offer two pathways to the MS including a research path or a coursework path with a science or business track emphasis.

Admission Requirements
Please see the admissions section (p. 231) in this catalog. In addition to these general requirements and for unconditional admission, the Department of Chemistry and Biochemistry requires that the applicant for admission to graduate study leading to the Master of Science in Chemistry hold a bachelor's degree in chemistry, or the equivalent to a chemistry major offered at Texas Woman's University. Preferred scores on the GRE Verbal of 400/146 and on the GRE Quantitative of 550/146 should be presented. An applicant with a bachelor's degree in...
another discipline may be admitted provisionally until all undergraduate deficiencies are cleared.

**Minors Offered to Students from Other Departments**

**Master's level**

Six semester credit hours of organized graduate courses in the Department of Chemistry and Biochemistry as defined by the chemistry representative on the candidate’s advisory committee.

**Courses**

**Chemistry Courses**

CHEM 5013. Advanced Physical Chemistry. Fundamental laws, states of matter, thermodynamics of solutions, and chemical equilibria with an emphasis on biological systems. Three lecture hours a week. Credit: Three hours.

CHEM 5101. Seminar. Presentation of chemical papers of current interest, followed by discussion. Prerequisite: One semester of graduate work. One seminar hour a week. Credit: One hour.

CHEM 5213. Advanced Organic Chemistry. Problems and techniques of modern theoretical organic chemistry. Three lecture hours a week. Credit: Three hours.

CHEM 5323. Advanced Analytical Chemistry. Activity and equilibrium in water and nonaqueous solvents; precipitation, complexation, redox, electrochemical, and separative processes; sampling and statistics. Instrumentation. Three lecture hours a week. Credit: Three hours.

CHEM 5523. Advanced Inorganic Chemistry. Theory and description applicable to the elements and their inorganic compounds; bonding, structure stereochemistry, complexes, acid-base theory. Three lecture hours a week. Credit: Three hours.


CHEM 5891. Research in Chemistry. Original research. May be used as thesis subject. May be repeated for additional credit. Prerequisite: Permission of the instructor. Credit: One hour.

CHEM 5893. Research in Chemistry. Original research. May be used as a thesis subject. May be repeated for additional credit. Prerequisite: Permission of the instructor. Credit: Three hours.

CHEM 5896. Research in Chemistry. Original research. May be used as a thesis subject. May be repeated for additional credit. Prerequisite: Permission of the instructor. Credit: Six hours.

CHEM 5903. Special Topics. Lectures or conferences on recent developments in chemical theory or practice. May be repeated with change of topic for additional credit. Prerequisite: Permission of the instructor. Three lecture hours a week. Credit: Three hours.

CHEM 5911. Independent Study. Independent student readings or experimentation in chemistry. Prerequisite: Permission of instructor. Credit: One hour.

CHEM 5912. Independent Study. Independent student readings or experimentation in chemistry. Prerequisite: Permission of instructor. Credit: Two hours.

CHEM 5913. Independent Study. Independent student readings or experimentation. Prerequisite: Permission of instructor. Credit: Three hours.

CHEM 5953. Cooperative Education. Cooperative work-study arrangement between business, industry, or selected institution and the University. Pre-planning and evaluation will involve approximately 10% of the practicum hours per week. May be repeated for credit. Nine practicum hours a week. Credit: Three hours.

CHEM 5956. Cooperative Education. Cooperative work-study arrangement between business, industry, or selected institution and the University. Pre-planning and evaluation will involve approximately 10% of the practicum hours per week. May be repeated for credit. Eighteen practicum hours a week. Credit: Six hours.

CHEM 5973. Professional Paper. Written presentation of literature and possible laboratory and/or statistical research in a selected area of chemistry. Credit: Three hours.

CHEM 5983. Thesis. Credit: Three hours.

CHEM 5993. Thesis. Prerequisite: CHEM 5983. Credit: Three hours.

**Science Courses**

SCI 5903. Special Topics. Advanced topics in general science. Three lecture hours a week. Credit: Three hours.

SCI 5911. Independent Study. Independent student readings or study in general sciences. Prerequisite: Permission of the instructor. Credit: One hour.

SCI 5913. Independent Study. Independent student readings or study in general science. Prerequisite: Permission of the instructor. Credit: Three hours.

**Faculty**

**Professors**

BRITT, BILLY MARK, Professor of Chemistry and Biochemistry. B.S., Millsaps College; Ph.D., University of Oregon.

SHEARDY, RICHARD D., Professor of Chemistry and Biochemistry; Chair of the Department of Chemistry and Biochemistry. B.S., Michigan State University; Ph.D., University of Florida.

**Associate Professors**

ANDERSON, MARY E., Associate Professor of Chemistry and Biochemistry. B.A., Hollins College; Ph.D., Cornell University.

OMARY, MANAL A., Associate Professor of Chemistry and Biochemistry. B.S., Yarmouk University; Ph.D., University of Maine, Augusta.

**Assistant Professor**

MIRSALEH-KOHAN, NASRIN, Assistant Professor of Chemistry and Biochemistry. B.S., University of Tehran; M.S., Bowling Green State University; Ph.D., University of Tennessee, Knoxville.

**Master of Science in Chemistry**

**Total Semester Credit Hours Required**

Research Track: A minimum of 30 semester credit hours.
Coursework Track (Science or Business): A minimum of 36 semester credit hours.

**Required Courses**
A minimum of 12 semester credit hours of chemistry course work (excluding research, seminar, and thesis) approved by an advisory committee. Enrollment in CHEM 5101 is required each semester of students enrolled for 9 or more semester credit hours.

**Final Examination**
All candidates for master’s degrees must pass a final oral examination administered by the student’s research committee.

**Master of Science in Chemistry Program of Study (30 or 36 semester credit hours)**

**Research Track (30 semester credit hours)**
All students in the research track must complete four basic courses for a total of twelve credits. Additional courses may be taken upon the advice of their research mentors. In the first year of studies, research track students must choose a research mentor and defend a research prospectus which is a plan for the research project. Additional credits are earned through Research in Chemistry (CHEM 5891, CHEM 5983 and/or CHEM 5896). Students must also register for seminar (CHEM 5101) every semester. In the last two semesters of study, students must register for Thesis (CHEM 5893 and CHEM 5993). Students then will write an MS thesis detailing their research project and defend it to their committee. The committee is composed of the research mentor and two other faculty members, typically in the department. A minimum of 30 credits is required. This degree plan is suggested for those who wish to pursue a PhD in chemistry or biochemistry or seek a position in a pharmaceutical or chemical company.

**Required Courses**
Select 12 semester credit hours from the following: 12
- CHEM 5013 Advanced Physical Chemistry
- CHEM 5213 Advanced Organic Chemistry
- CHEM 5323 Advanced Analytical Chemistry
- CHEM 5523 Advanced Inorganic Chemistry
- CHEM 5613 Advanced Biochemistry I
- CHEM 5623 Advanced Biochemistry II

**Completion of Track**
CHEM 5983 Thesis 3
CHEM 5993 Thesis 3
Select remaining 12 semester credit hours from the following: 12
- CHEM 5101 Seminar (every semester)
- CHEM 5891 Research in Chemistry
- & CHEM 5893 and Research in Chemistry

Total Semester Credit Hours 30

**Coursework Track (36 semester credit hours)**

**Science Track**
All students in the course work track must complete five basic chemistry courses for a total of fifteen credits. Additional graduate courses, including up to six credits can be from Research in Chemistry, in chemistry, biology, or math will be taken upon the approval of their advisor for a total of 30-33 credits. In the first year of studies, coursework track students must choose an advisor. Students must also register for seminar every semester. In the last semester of study, students must register for Professional Paper (CHEM 5973). Students then will write a paper and defend it to their committee. A minimum of 36 credits is required. This degree plan is suggested for those who wish to pursue a career in teaching, health sciences, sales or other non-research scientific fields.

**Required Courses (15 SCH)**
Select 15 semester credit hours from the following: 12
- CHEM 5013 Advanced Physical Chemistry
- CHEM 5213 Advanced Organic Chemistry
- CHEM 5323 Advanced Analytical Chemistry
- CHEM 5523 Advanced Inorganic Chemistry
- CHEM 5613 Advanced Biochemistry I
- CHEM 5623 Advanced Biochemistry II

**Electives**
To complete the total of 36 semester credit hours, additional courses must be taken. In addition to CHEM courses from the above list not taken as a required course, below are some additional suggested courses – others may be taken upon approval of advisor. Students must take a minimum of 20 credit hours. A maximum of 6 credit hours are allowed for Chemistry Research.
- CHEM 5891 Research in Chemistry
- CHEM 5893 Research in Chemistry
- BIOL 5014 Advanced Bioinformatics and Computational Biology
- BIOL 5123 Biostatistics
- BIOL 5333 Advanced Pathophysiology
- MATH 5033 Advanced Calculus
- MATH 5423 History of Mathematics
- MATH 5513 Matrix Algebra
- MATH 5543 Symbolic Logic

Total Semester Credit Hours 36

**Business Track**
All students in the course work with business track must complete five basic courses for a total of fifteen credits. Additional graduate courses in chemistry, biology and in the School of Business will be taken upon the approval of their advisor for a total of 25-27 credits. At least twelve credits must be from the School of Business. Up to six credits can be from Research in Chemistry. In the first year of studies, coursework track students must choose an advisor. Students must also register for seminar every semester. In the last semester of study, students must register for Professional Paper. Students then will write a paper and defend it to their committee. A minimum of 36 credits is required. This degree plan is ideal for those wishing to move up the administrative ladder in a pharmaceutical or chemical company.

**Required Courses (15 SCH)**
Select 15 semester credit hours from the following: 12
- CHEM 5013 Advanced Physical Chemistry
- CHEM 5213 Advanced Organic Chemistry
- CHEM 5323 Advanced Analytical Chemistry
- CHEM 5523 Advanced Inorganic Chemistry

Total Semester Credit Hours 36
Department of Communication Sciences and Disorders

Web Site: http://www.twu.edu/communication-sciences/

Chair: Erika Armstrong, Associate Professor
Location: MCL 820
Phone: 940-898-2025
Fax: 940-898-2070
E-mail: coms@twu.edu

Graduate Degrees Offered
- M.S. in Speech-Language Pathology (p. 22)
- M.S. in Education of the Deaf (p. 21)

Department of Communication Sciences and Disorders Mission
The Department of Communication Sciences and Disorders prepares a diverse community of students to excel in careers in speech-language pathology and education of the deaf and hard of hearing.

Speech-Language Pathology Program Overview
Working with the full range of human communication, speech-language pathologists (SLPs) evaluate and diagnose speech, language, cognitive-communication, and swallowing disorders and treat such disorders in individuals of all ages, from infants to the elderly (American Speech-Language-Hearing Association (http://www.asha.org)).

The TWU master's degree program in Speech-Language Pathology is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA). The program has two different learning venues.

The on-campus venue admits students each summer and fall and provides evening classes on the Denton and Dallas campuses. Students participate in clinical experiences two to five days a week at the TWU Speech-Language-Hearing Clinic (http://www.twu.edu/communication-sciences/speech-language-hearing-clinic.asp) in Denton, The Stroke Center (http://www.strokecenterdallas.org) - Dallas, and externship sites throughout the Denton and Dallas-Fort Worth area.

The distance learning venue runs in two-year cohort cycles. Partially funded by the Texas Education Agency, the distance learning venue was created to help ameliorate the shortage of speech-language pathologists in Texas schools. This venue is offered to students across the state of Texas through partnerships with Education Service Centers and school districts.

Education of the Deaf Program Overview
The TWU Education of the Deaf master's degree leads to teacher certification specializing in teaching pre-K-12 students who are deaf or hard of hearing. The program prepares teachers to work in a variety of educational settings. We are committed to a comprehensive communication philosophy that focuses on meeting the individual needs of diverse students across all communication methods. Teachers learn to work collaboratively with families, students, and professionals.

The program is online and flexible in nature and includes a diverse cohort from varied backgrounds. Online classes are both synchronous and asynchronous and fully accessible to everyone. Practice-based coursework focuses on communication, language, and content. Graduates are equipped with broad knowledge and skills for promoting strong social, linguistic, and academic outcomes among students who are deaf or hard of hearing.

Students completing the undergraduate degree in COMS have the option to complete the graduate program in one or two years. For all others, the program can be completed in two years by following the recommended sequence of courses, including a 14-week student teaching experience. Coursework is delivered fully online and is offered to students across the United States (although Texas certification is only available to students living in Texas). In addition to online courses, TWU students are required to complete practice-based experiences with students who are deaf/hard of hearing. Students local to DFW will also have the option of completing practice-based coursework in either the Speech and Hearing Clinic (p. 227) or the Future Classroom Laboratory (FCL).

Certification Programs Offered
Speech-Language Pathology
Graduates who pass the national examination and successfully complete their clinical fellowship year are eligible for the ASHA Certificate of Clinical Competence and State Licensure.

Post Baccalaureate Certificate in Bilingual Speech-Language Pathology
Students who are accepted into the graduate SLP program can simultaneously work on obtaining a certificate in Bilingual Speech-Language Pathology (p. 23).

Education of the Deaf
Graduates who are Texas residents and successfully pass the state TExES exam (http://cms.texas-ets.org/texas) are eligible for Texas Teacher Certification in Education of the Deaf and Hard of Hearing. Texas residents wishing to work in classrooms where sign language is used must also take and score successfully on the Texas Assessment of Sign Communication (http://cms.texas-ets.org/tasc) (TASC). Out-of-state
Courses

**Courses**

**COMS 5003. Research in Communication Sciences.** The process of inquiry and research modalities and techniques; applications in the field of Communication Sciences. Three lecture hours a week. Credit: Three hours.

**COMS 5011. Ethics and Clinical Procedures.** Professional and ethical standards for SLPs and assistants; focus on ethics, HIPAA and Infection Control; clinical procedures and paperwork. One lecture hour a week. Credit: One hour.

**COMS 5012. Aural Habilitation.** Intervention for individuals with hearing difference in the areas of auditory, speech, and language skills with emphasis on pediatrics. Topics include characteristics of this unique population, effective use of personal hearing technology, and collaboration with parents and educators. Two lecture hours a week. Credit: Two hours.

**COMS 5013. Audiology for Deaf Education.** Anatomy, physiology, and psychoacoustics related to hearing; survey of etiologies of deafness; review of hearing assessments; and overview of aural habilitation. Emphasis on educational audiology and connections to classroom practice with students who are deaf/hard of hearing. Three lecture hours a week. Credit: Three hours.

**COMS 5023. Linguistics of Early Childhood.** Language development, theories of language acquisition, and the basic stages of typically and atypically developing populations (including deaf/hard of hearing) integrating social, cognitive, and linguistic development. Three lecture hours a week. Credit: Three hours.

**COMS 5073. Linguistics of Sign Communication.** Linguistic analysis of pedagogical issues in communicating via American Sign Language and English-based sign systems. Evaluation of research-based practices and design strategies for communicating via sign with the continuum of students who are deaf/hard of hearing. Three lecture hours a week. Credit: Three hours.

**COMS 5123. Family-Centered Early Education for Children Who Are Deaf/Hard of Hearing.** Programming for birth-five population of deaf/hard of hearing. Examination of EHDI systems, IDEA legislation, identification process, early intervention, and preschool services. Use of family-centered approach to support communication and learning; developmental and research-based best practices. Three lecture hours a week. Credit: Three hours.

**COMS 5211. Counseling in a Cross-Cultural Society.** Interviewing, counseling, and communicating with clients with communication and swallowing disorders and their families and other professionals across culturally and linguistically diverse populations. One lecture hour a week. Credit: One hour.

**COMS 5222. Cultural and Linguistic Diversity: Relevance to Communication Disorders.** Best practices and strategies in providing fair services for individuals from culturally and linguistically diverse backgrounds with communication disorders. Topics include historical perspectives, understanding the major cultural groups in the US, legal issues, impact of immigration, collaboration with interpreters, and cultural/linguistic variables and differences. Two lecture hours a week. Credit: Two hours.

**COMS 5232. Language Disorders in Preschool Children.** Evaluation and evidence-based treatment of early-developing language skills of children with primary or secondary language disorders. Two lecture hours a week. Credit: Two hours.

**COMS 5303. Differentiated Instruction for Students with Other Disabilities.** Information for teaching students with hearing and other disabilities or those mainstreamed into regular education classes. Credit: Three hours.

**COMS 5333. Assessment and Diagnosis of Communication Disorders.** A comprehensive study of the evaluative and assessment process in speech-language pathology including the techniques and materials used to diagnose various communicative disorders in children and adults. Three lecture hours a week. Credit: Three hours.

**COMS 5353. Adult Dysphagia.** Principal issues and research concerning the nature, assessment, and evidence-based treatment of swallowing disorders in adults. Three lecture hours a week. Credit: Three hours.

**COMS 5403. Facilitating Language Development through Teaching Content.** Principles and methods involved in facilitating the development of language (written, spoken, and manual) to children who are deaf/hard of hearing within the confines of Pre-K through 12 curricular content areas. Three lecture hours a week. Credit: Three hours.

**COMS 5413. Advanced Clinical Practicum II.** Assessment and management of clients with speech, language, and hearing disorders under supervision of ASHA certified supervisors. Eight laboratory hours a week. Credit: Three hours.

**COMS 5421. Pediatric Motor Speech Disorders.** Characteristics, assessment, and treatment of children with motor speech disorders including childhood apraxia of speech and dysarthria. Prerequisite: COMS 5333. One lecture hour a week. Credit: One hour.

**COMS 5423. Augmentative and Alternative Communication.** Assessment and use of a wide range of low and high tech AAC devices. Topics include legal and ethical issues, definitions, populations/multi-cultural implications, areas of assistive technology, assessment, intervention strategies, equipment (low/lite, high-tech options), and feature matching. Three lecture hours a week. Credit: Three hours.

**COMS 5452. Pediatric Dysphagia.** Principal issues and research concerning the nature, assessment, and evidence-based treatment of swallowing disorders in children. Prerequisite: COMS 5353. Two lecture hours a week. Credit: Two hours.

**COMS 5483. Neuronal Pathways of Communication.** Neuronal pathways emphasizing sensory motor mechanisms involved with audition, vision, tactile/kinesthesia, speech, and language. Three lecture hours a week. Credit: Three hours.

**COMS 5513. Instructional Processes in Deaf Education.** Pedagogical issues of providing effective instruction of content areas to deaf and hard of hearing students in a variety of learning environments available throughout the special education continuum. Three lecture hours a week. Credit: Three hours.

**COMS 5521. Contemporary Issues in Communication Disorders.** Detailed overview of contemporary issues, major theories, evaluations, and treatment strategies used to habilitate and rehabilitate individuals with a variety of communication disorders. Prerequisite: Permission of instructor. One lecture hour a week. Credit: One hour.
COMS 5523. Speech and Hearing Science. Basic vocal tract and hearing mechanisms with emphasis on respiration, phonation, resonance, speech perception, and acoustic aspects of speech. Includes hands-on work with analysis of speech using various instrumental methodologies. Three lecture hours a week. Credit: Three hours.


COMS 5553. Speech Sound Disorders. Etiologies, evaluation, and evidence-based therapy approaches for articulation and phonological disorders. Three lecture hours a week. Credit: Three hours.


COMS 5603. Language Disorders in School-Age Children. Principal issues and research concerning the nature of language disorders in school-age children; assessment and treatment of such disorders. Three lecture hours a week. Credit: Three hours.

COMS 5663. Strategies for Supporting Language Development. Assessment in instructional strategies for supporting language development and expanding language (written, spoken, and manual). Competencies developed through practical application of strategies with students who are deaf/hard of hearing. Includes ten hours of field-based experiences across the semester. Three lecture hours a week. Credit: Three hours.

COMS 5682. Advanced Neurological Disorders. Advanced clinical considerations for assessment/treatment of aphasia and acquired speech disorders. Includes medical aspects of speech-language pathology, neuroimaging, neuromodulation, and counseling techniques. Prerequisite or Co-requisite: Clinical placement at the TWU Stroke Center-Dallas. Two lecture hours a week. Credit: Two hours.

COMS 5683. Strategies for Supporting Listening and Spoken Language. Auditory-Verbal principles and their application for diverse deaf/hard of hearing students. Emphasis on optimizing hearing technology, the developmental processes of audition/speech, and facilitating spoken language. Includes ten hours of field-based experiences across the semester. Three lecture hours a week. Credit: Three hours.

COMS 5711. Assessment of Language Disorders in Culturally and Linguistically Diverse Populations. Principles of assessing and diagnosing language disorders in culturally and linguistically diverse populations. Includes typical development of more than one language, common errors in other languages/dialects, and use of informal or alternative assessment procedures. Prerequisite: COMS 5333. One lecture hour a week. Credit: One hour.

COMS 5712. Treatment of Language Disorders in Culturally and Linguistically Diverse Populations. Principles of treating language disorders in culturally and linguistically diverse (CLD) populations. Includes best practice in treatment strategies, writing goals and objectives, and implementing therapy for a variety of language disorders in CLD individuals. Two lecture hours a week. Credit: Two hours.

COMS 5722. Voice and Resonance Disorders. Physiological process of voice production as related to voice and resonance disorders; differential diagnosis and evidence-based treatment procedures in both medical and behavioral arenas. Prerequisite: COMS 5523. Two lecture hours a week. Credit: Two hours.

COMS 5723. Assessment and Treatment of Speech Disorders in Culturally and Linguistically Diverse Populations. Best practices for assessing and treating speech sound, fluency, and voice disorders in culturally and linguistically diverse populations. Prerequisites or Co-requisites: COMS 5542 and COMS 5722. Three lecture hours a week. Credit: Three hours.


COMS 5783. Graduate Field Experience of the Deaf. Field experience in education of the deaf, types of teaching, professional ethics, and effective teaching practices. Eight practicum hours a week. Credit: Three hours.

COMS 5823. Literacy Development in Deaf Education. Literature review of theories, evaluation, and intervention strategies associated with the development of literacy in hearing and deaf/hard of hearing children. Three lecture hours a week. Credit: Three hours.

COMS 5853. Teacher Friendly Assessment Strategies. Informal assessment strategies including language and literacy case studies designed to individualize instruction and monitor academic process. Competencies developed through practical application with students who are deaf/hard of hearing. Includes ten hours of field-based experiences across the semester. Three lecture hours a week. Credit: Three hours.

COMS 5902. Special Topics. Organized study of Communication Sciences subject matter normally not included in other COMS courses. Topic will vary from semester to semester. Two lecture hours a week. Credit: Two hours.

COMS 5903. Special Topics. Organized study of Communication Sciences subject matter normally not included in other COMS courses. Topic will vary from semester to semester. Three lecture hours a week. Credit: Three hours.

COMS 5911. Independent Study. Individual study of specific problems. Prerequisite: Permission of instructor. Credit: One hour.

COMS 5913. Independent Study. Individual study of specific problems. Prerequisite: Permission of instructor. Credit: Three hours.

COMS 5923. Instructional Practicum in Deaf Education. Seven-week professional supervised teaching experience within deaf education K-12 settings. Prerequisites: COMS 5403 and COMS 5513. Seven laboratory hours a week. Credit: Three hours.

COMS 5926. Instructional Internship in Deaf Education. Fourteen-week professional supervised teaching experience within deaf education K-12 settings. Prerequisites: COMS 5403, COMS 5513, COMS 5683, and COMS 5663. Thirteen practicum hours a week. Credit: Six hours.

COMS 5973. Professional Paper. An in-depth study and/or review of a specific problem jointly selected by student and instructor; intensive laboratory or library research into the topic with a professional paper presenting the results of this research. May be repeated for a total of six hours credit. Credit: Three hours.

Faculty Professors

GILL, CYNTHIA B., Professor of Communication Sciences and Disorders. B.S., Southwest Texas State University; M.Ed., Southwest Texas State University; Ed.D., East Texas State University.
WALKER-BATSON, DELAINA, Cornaro Professor of Communication Sciences and Disorders. B.A., Southern Methodist University; M.S., University of Utah; Ph.D., University of Texas at Austin.

**Associate Professors**

ALLMAN, TAMBY M., Associate Professor of Communication Sciences and Disorders. B.S., Baylor University; M.A., Texas Woman’s University; Ed.D., National-Louis University.

ARMSTRONG, ERIKA S., Associate Professor of Communication Sciences and Disorders; Chair of the Department of Communication Sciences and Disorders. B.A., University of Texas at Dallas; M.S., University of Texas at Dallas; Ph.D., University of Texas at Dallas.

BHARADWAJ, SNEHA V., Associate Professor of Communication Sciences and Disorders. B.S., University of Mysore, India; M.S., University of Mysore, India; Ph.D., University of Texas at Dallas.

GREEN, LAURA B., Associate Professor of Communication Sciences and Disorders. B.S., University of Mysore, India; M.S., University of Mysore, India; Ph.D., University of Washington.

MEHTA, JYUTIKA A., Associate Professor of Communication Sciences and Disorders. B.S., Bombay University, India; M.S., University of Texas at Dallas; Ph.D., University of Texas at Dallas.

SMITH, CHAD E., Associate Professor of Communication Sciences and Disorders. B.A., Lamar University; M.S., Lamar University; Ph.D., Nova Southeastern University.

**Assistant Professors**

LEVITT, JUNCO (JUNE) S., Assistant Professor of Communication Sciences and Disorders. B.A., Musashino Women’s College; M.S., University of Texas at Dallas; Ph.D., University of Texas at Dallas.

PAYESTEH, BITA, Assistant Professor of Communication Sciences and Disorders. B.A., The University of Texas at Dallas; M.S., The University of Texas at Dallas; Ph.D., University of Minnesota.

WAINSCOTT, SARAH D., Assistant Professor of Communication Sciences and Disorders. B.S., James Madison University; M.Ed., James Madison University; Ph.D., Gallaudet University.

**Associate Clinical Professors**

MOORER-COOK, LAURA L., Associate Clinical Professor of Communication Sciences and Disorders. B.S., Texas Woman’s University; M.A., Texas Woman’s University.

MORY, KIMBERLY D., Associate Clinical Professor of Communication Sciences and Disorders. B.A., California State University, Fullerton; M.A., California State University, Fullerton.

WOODS, ALISA P., Associate Clinical Professor of Communication Sciences and Disorders. B.S., University of Oklahoma Health Sciences Center; M.S., Texas Woman’s University.

**Assistant Clinical Professors**

ABELLERA, ROBIN L., Assistant Clinical Professor of Communication Sciences and Disorders. B.S., University of Houston; M.A., Texas Woman’s University.

CHANCE, PAULA V., Assistant Clinical Professor of Communication Sciences and Disorders. B.S., Abilene Christian University; M.S., Texas Woman’s University.

STOCKHOLM, MELISSA C., Assistant Clinical Professor of Communication Sciences and Disorders. B.S., Baylor University; M.Ed., Stephen F. Austin State University.

**Master of Science in Education of the Deaf**

**Admission Requirements**

Please see the admissions section (p. 231) of this catalog for university admission requirements. In addition to those general requirements, the Education of the Deaf Program requires the following (visit the Communication Sciences and Disorders website (http://www.twu.edu/communication-sciences) for details).

1. A one-page personal letter of intent describing the applicant’s professional aspirations
2. Three letters of recommendation from professionals familiar with the applicant’s academic and/or professional work
3. The Department Application Form available on the department’s website (http://www.twu.edu/communication-sciences)
4. Graduate Record Examination (GRE) scores (no minimum score required; applicants should have a competitive score)

Applicants must have a GPA of 3.0 or higher on their last 60 hours of undergraduate work OR on their last 60 hours of undergraduate work plus any post baccalaureate or graduate hours. The Graduate School requires a minimum GPA of 3.0 on all graduate coursework.

Off-campus/online students must have access to a school for children who are deaf or hard of hearing.

**Education of the Deaf Program Requirements for a Master’s Degree**

1. A minimum of 36 semester credit hours are required for those seeking a graduate degree in Education of the Deaf. Those individuals seeking a degree with an undergraduate major other than Communication Sciences or those without current teacher certification coursework may be required to take additional semester credit hours.
2. All students must successfully complete a comprehensive exam prior to their student teaching or practicum experience and graduation. Texas students who are not certified teachers will be required to take the K-12 Pedagogy and Professional Responsibilities (PPR) Exam, Texas Assessment of Sign Competency (TASC) Exam, TExES Exam (DHH), and/or other exams as required for certification.

**Education of the Deaf Program Retention Requirements**

Students must maintain a B average or higher (3.0 or higher) in all graduate courses on their degree plan to be retained in the graduate program. A student who receives a grade of C or lower in a graduate course must retake the course in order to successfully complete the master’s program. Any student who receives a second grade of C or lower will be dismissed from the program. Students must also maintain professional and academic integrity at all times and must abide by the university, college, and department codes of ethics/conduct and policies and procedures while in the program.
**Master of Science in Education of the Deaf Program of Study (accelerated track for TWU COMS graduates) (36 semester credit hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMS 5403</td>
<td>Facilitating Language Development through Teaching Content</td>
<td>3</td>
</tr>
<tr>
<td>COMS 5663</td>
<td>Strategies for Supporting Language Development</td>
<td>3</td>
</tr>
<tr>
<td>COMS 5683</td>
<td>Strategies for Supporting Listening and Spoken Language</td>
<td>3</td>
</tr>
<tr>
<td>COMS 5073</td>
<td>Linguistics of Sign Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMS 5303</td>
<td>Differentiated Instruction for Students with Other Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>COMS 5023</td>
<td>Linguistics of Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>COMS 5513</td>
<td>Instructional Processes in Deaf Education</td>
<td>3</td>
</tr>
<tr>
<td>COMS 5853</td>
<td>Teacher Friendly Assessment Strategies</td>
<td>3</td>
</tr>
<tr>
<td>COMS 5783</td>
<td>Graduate Field Experience of the Deaf</td>
<td>3</td>
</tr>
<tr>
<td>COMS 5123</td>
<td>Family-Centered Early Education for Children Who Are Deaf/Hard of Hearing</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5926</td>
<td>Professional Practicum</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Semester Credit Hours** 36

**Master of Science in Education of the Deaf Program of Study (for students from a university other than TWU) (42-45 semester credit hours + any required certification hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMS 5013</td>
<td>Audiology for Deaf Education</td>
<td>3</td>
</tr>
<tr>
<td>COMS 5023</td>
<td>Linguistics of Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>COMS 5073</td>
<td>Linguistics of Sign Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMS 5123</td>
<td>Family-Centered Early Education for Children Who Are Deaf/Hard of Hearing</td>
<td>3</td>
</tr>
<tr>
<td>COMS 5303</td>
<td>Differentiated Instruction for Students with Other Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>COMS 5403</td>
<td>Facilitating Language Development through Teaching Content</td>
<td>3</td>
</tr>
<tr>
<td>COMS 5513</td>
<td>Instructional Processes in Deaf Education</td>
<td>3</td>
</tr>
<tr>
<td>COMS 5663</td>
<td>Strategies for Supporting Language Development</td>
<td>3</td>
</tr>
<tr>
<td>COMS 5683</td>
<td>Strategies for Supporting Listening and Spoken Language</td>
<td>3</td>
</tr>
<tr>
<td>COMS 5753</td>
<td>History and Current Trends in the Education of Deaf/HH Learners</td>
<td>3</td>
</tr>
<tr>
<td>COMS 5783</td>
<td>Graduate Field Experience of the Deaf</td>
<td>3</td>
</tr>
<tr>
<td>COMS 5823</td>
<td>Literacy Development in Deaf Education</td>
<td>3</td>
</tr>
<tr>
<td>COMS 5853</td>
<td>Teacher Friendly Assessment Strategies</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following: 3-6

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMS 5923</td>
<td>Instructional Practicum in Deaf Education</td>
<td></td>
</tr>
<tr>
<td>COMS 5926</td>
<td>Instructional Internship in Deaf Education</td>
<td></td>
</tr>
<tr>
<td>EDUC 5926</td>
<td>Professional Practicum</td>
<td></td>
</tr>
</tbody>
</table>

**Total Semester Credit Hours** 42-45

**Certification Courses - Students in Texas without teacher certification will need to take the following Education courses for Texas certification**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5113</td>
<td>Foundations of Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5123</td>
<td>Learning Theory, Development, and Research</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5133</td>
<td>Assessment and Instructional Design and Delivery for Diverse Learners and Technology in Assessment and Instruction</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 5143</td>
<td>Effective Design and Management of the Classroom Environment (EC-12)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Semester Credit Hours** 13

**Master of Science in Speech-Language Pathology**

**Admission Requirements**

Please see the admissions section (p. 231) of this catalog for university admission requirements. In addition to those general requirements, the Speech-Language Pathology Program requires the following (visit the Communication Sciences and Disorders website [http://www.twu.edu/communication-sciences] for details):

1. A one-page personal letter of intent responding to the venue prompt
2. Three letters of recommendation from professionals familiar with the applicant’s academic and/or professional work
3. The Department Information Form (available on the department website [http://www.twu.edu/communication-sciences] for on-campus venue applicants and in the information packet for distance venue applicants)
4. Graduate Record Examination (GRE) scores (no minimum score required; applicants should have a competitive score)

In addition, applicants for the distance venue must attend an Information Meeting prior to applying and submit additional materials with their application that are provided in these Information Meetings. More information regarding application details for each venue is available on the department’s website [http://www.twu.edu/communication-sciences].

Applicants must have a GPA of 3.0 or better on their last 60 semester credit hours of undergraduate work OR on their last 60 semester credit hours of undergraduate work plus any post baccalaureate or graduate semester credit hours. The Graduate School requires a minimum GPA of 3.0 on all graduate coursework.

Before beginning the graduate SLP program, students must also have completed:

1. An undergraduate degree in Communication Sciences and Disorders or Speech-Language Pathology or pre-master’s leveling courses [http://www.twu.edu/communication-sciences]
2. 25 hours of university directed observation (can be earned at TWU after acceptance to the SLP program through COMS 4303)
3. Four classes for the American Speech-Language and Hearing Association (ASHA) [http://asha.org/certification/course-content-]
areas-for-SLP-standards) prerequisite courses: one class in each of the following that is not a Communication Sciences course:

- biological science
- physics or chemistry
- social/behavioral science
- stand alone statistics course

Speech-Language Pathology Program Requirements for a Master’s Degree

1. A minimum of 43 academic semester credit hours plus six successful semesters (18 semester credit hours) of clinical practicum (including opportunities in TWU clinics (p. 227)) are required for those seeking a graduate degree in Speech-Language Pathology. Those individuals seeking a degree with an undergraduate major other than Communication Sciences may be required to take additional semester credit hours.

2. All students must successfully complete a Comprehensive Exam for degree completion and graduation.

Speech-Language Pathology Program Retention Requirements

Students receiving a grade of C or lower in one graduate course must retake the course and earn a grade of B or better in order to successfully complete the master’s program. Students must not receive more than one C (or lower) in graduate coursework. Students receiving two C grades or lower, in the same or different courses/practica, will be dismissed from the program. Students must also maintain professional and academic integrity at all times and must abide by the American Speech-Language and Hearing Association (ASHA) (http://www.asha.org), university, college, and department codes of ethics/conduct and policies and procedures while in the program.

Master of Science in Speech-Language Pathology Program of Study (61-62 semester credit hours)

**Required Academic Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMS 5003</td>
<td>Research in Communication Sciences</td>
<td>3</td>
</tr>
<tr>
<td>COMS 5011</td>
<td>Ethics and Clinical Procedures</td>
<td>1</td>
</tr>
<tr>
<td>COMS 5012</td>
<td>Aural Habilitation</td>
<td>2</td>
</tr>
<tr>
<td>COMS 5521</td>
<td>Contemporary Issues in Communication Disorders</td>
<td>1</td>
</tr>
<tr>
<td>COMS 5211</td>
<td>Counseling in a Cross-Cultural Society</td>
<td>1</td>
</tr>
<tr>
<td>COMS 5232</td>
<td>Language Disorders in Preschool Children</td>
<td>2</td>
</tr>
<tr>
<td>COMS 5333</td>
<td>Assessment and Diagnosis of Communication Disorders</td>
<td>3</td>
</tr>
<tr>
<td>COMS 5353</td>
<td>Adult Dysphagia</td>
<td>3</td>
</tr>
<tr>
<td>COMS 5421</td>
<td>Pediatric Motor Speech Disorders</td>
<td>1</td>
</tr>
<tr>
<td>COMS 5423</td>
<td>Augmentative and Alternative Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMS 5452</td>
<td>Pediatric Dysphagia</td>
<td>2</td>
</tr>
<tr>
<td>COMS 5483</td>
<td>Neuronal Pathways of Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMS 5523</td>
<td>Speech and Hearing Science</td>
<td>3</td>
</tr>
<tr>
<td>COMS 5542</td>
<td>Fluency Disorders</td>
<td>2</td>
</tr>
<tr>
<td>COMS 5553</td>
<td>Speech Sound Disorders</td>
<td>3</td>
</tr>
<tr>
<td>COMS 5583</td>
<td>Seminar in Neurological Disorders</td>
<td>3</td>
</tr>
<tr>
<td>COMS 5603</td>
<td>Language Disorders in School-Age Children</td>
<td>3</td>
</tr>
<tr>
<td>COMS 5722</td>
<td>Voice and Resonance Disorders</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Semester Credit Hours**: 61-62

**Post-baccalaureate Certificate in Bilingual Speech-Language Pathology**

This 12-hour certificate program prepares graduate students to provide assessment and treatment to English Language Learners. Interested students will be required to apply and be accepted to the graduate SLP program and pass a language proficiency test in a language other than English. The required coursework includes 9 semester credit hours of academic classes and a clinical practicum experience of 75 clock-hours assessing and treating English Language Learners under the supervision of an ASHA certified SLP who is bilingual.

**Post-baccalaureate Certificate in Bilingual Speech-Language Pathology Program of Study (12 semester credit hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMS 5711</td>
<td>Assessment of Language Disorders in Culturally and Linguistically Diverse Populations</td>
<td>1</td>
</tr>
<tr>
<td>COMS 5712</td>
<td>Treatment of Language Disorders in Culturally and Linguistically Diverse Populations</td>
<td>2</td>
</tr>
<tr>
<td>COMS 5723</td>
<td>Assessment and Treatment of Speech Disorders in Culturally and Linguistically Diverse Populations</td>
<td>3</td>
</tr>
<tr>
<td>COMS 5222</td>
<td>Cultural and Linguistic Diversity: Relevance to Communication Disorders</td>
<td>2</td>
</tr>
<tr>
<td>COMS 5211</td>
<td>Counseling in a Cross-Cultural Society</td>
<td>1</td>
</tr>
<tr>
<td>COMS 5413</td>
<td>Advanced Clinical Practicum II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Semester Credit Hours**: 12

**Department of Dance**

**Web Site**: http://www.twu.edu/dance/

**Chair**: Mary Williford-Shade, Professor

**Location**: DGL 206

**Phone**: 940-898-2085

**Fax**: 940-898-2098

**E-mail**: dance@twu.edu

**Graduate Degrees Offered**

- M.A. in Dance (p. 26)
- M.F.A. in Dance (p. 26)
- M.A.T. (emphasis in dance) (p. 27)
The graduate degree programs in dance are designed to prepare liberally-educated dance professionals for leadership opportunities as artists, educators, and scholars. Emphasizing the intersection of experiential and theoretical learning, the focus is on in-depth and rigorous study of dance in a variety of artistic and cultural contexts. Consistent with the values of a liberal arts education and aesthetic inquiry in both art making and research and writing, the course work seeks to develop competency and creativity in various modes of communication including kinesthetic, written, verbal, and visual. Appropriate to the particular degree program, students develop innovative methodological and pedagogical strategies relative to their areas of dance making and research interests.

The Master of Arts in Dance degree program develops a broad knowledge of the discipline and is concerned with the intersections of theory and practice in the context of artistic, cultural, and educational praxis in dance. Students interested in educational and arts leadership may elect to address issues related to the role and significance of dance in education, the place of dance in society, and the development of personal pedagogical philosophies. Students interested in research and writing may choose to emphasize course work designed to develop the knowledge and research skills necessary to undertake independent research in specialized areas of interest.

The Master of Fine Arts in Dance program provides students with opportunities to acquire and develop the skills and knowledge necessary to participate significantly in the field of contemporary dance. Through the development, implementation, and expansion of individual artistic vision and goals, the program prepares students to excel in critical engagement while exploring innovative formats, venues, and creative processes as a choreographer, performer, researcher/writer, and arts leader. The M.F.A. program is a 3-year program of study focused on developing an understanding of contemporary dance practices that values individual somatic engagement and diverse approaches to implementing artistic visions in shifting professional landscapes, including the ability to use and adapt a variety of technologies in ways that will expand notions of where and how to reach dance audiences.

The Doctor of Philosophy in Dance program is a low-residency cohort program designed for established professionals in the field of dance who are ready to pursue a broadly articulated research agenda. Focusing on theorizing artistic practice, the coursework provides a challenging research-intensive program of study examining and questioning the nature of dance praxis in philosophical, cultural, and historical contexts. Emphasizing an array of mixed research methodologies, the program is designed to prepare doctoral candidates to engage in independent research that will lead to contributions of new knowledge to the field of dance. Students are accepted to the Ph.D. program every other year to begin study in the summers of even years. On-campus residencies consist of summer intensives, as well as one-week campus visits during the Fall and Spring semesters. Students will be continually engaged in their coursework throughout each semester and will work closely with faculty and their doctoral colleagues in the program. The residential intensives, interwoven with web-based interactions, will facilitate scholarly discourse intended to connect the exploration of artistic practice and pedagogy with students' professional and research interests.

Texas Woman's University Department of Dance is an accredited institutional member of the National Association of Schools of Dance.

### Admission Requirements

Please see the admission's section (p. 231) in this catalog. In addition to these general requirements, specific application procedures, detailed programs of study, and relevant Department of Dance policies and procedures for each of the degree programs are available on the Dance Department website (http://www.twu.edu/dance/graduate-dance-programs).

### Minors Offered to Students from Other Departments

The requirements for a minor in dance at the master's level and doctoral level are determined in consultation with the student's advisory committee and a member of the graduate faculty in dance. A minor for a master's degree requires a minimum of 6 semester credit hours and a minor for a doctoral degree requires a minimum of 12 semester credit hours.

### Courses

#### Courses

**DNCE 5023. Methods of Research in Dance.** The role and tools of research in dance. Types of strategies and investigative techniques with focus on qualitative research. Three lecture hours a week. Credit: Three hours.

**DNCE 5101. Dance Performance/Choreography.** Participation in the choreographic, performance, and/or production aspects of dance concerts. May be repeated for additional credit. Prerequisite: Dance major or permission of instructor. Four studio hours a week. Credit: One hour.

**DNCE 5211. Workshop in Dance.** Enrichment experiences in dance with distinguished guest artists: technique, performance, or choreography. May be repeated for additional credit. Credit: One hour.

**DNCE 5222. Workshop in Dance.** Enrichment experiences in dance with distinguished guest artists: technique, performance, or choreography. May be repeated for additional credit. Credit: Two hours.

**DNCE 5223. Historical and Cultural Study of Dance.** Role of mimesis, spirituality, rebellion, and creativity in dance performance and choreography within specific historical periods and cultures and the relationship to the artistic practice of contemporary dance artists. Three lecture hours a week. Credit: Three hours.

**DNCE 5233. Workshop in Dance.** Enrichment experiences in dance with distinguished guest artists: technique, performance, or choreography. May be repeated for additional credit. Credit: Three hours.

**DNCE 5243. Pedagogical Foundations for Dance.** Analysis of dance genres and application of learning theories and teaching models to dance technique. Examination of concepts related to the development of the technically proficient and artistically expressive dancer. Three lecture hours a week. Credit: Three hours.

**DNCE 5253. Artistic Process.** Aesthetic and theoretical issues related to the nature of art making in dance and educating the dance artist: emphasis on the person, process, and product. Prerequisite: Permission of instructor. Three lecture hours a week. Credit: Three hours.

**DNCE 5281. Advanced Ballet Technique I.** Advanced technique class in ballet. May be repeated once for additional credit. Prerequisite: Permission of instructor. Three studio hours a week. Credit: One hour.
DNCE 5291. Advanced Ballet Technique II. Advanced technique class in ballet continuing from Advanced Ballet I. May be repeated once for additional credit. Prerequisite: Permission of instructor. Three studio hours a week. Credit: One hour.

DNCE 5301. Techniques in Contemporary Dance I. Advanced technique in modern dance. May be repeated once for additional credit. Prerequisite: Permission of instructor. Four and one-half studio hours a week. Credit: One hour.

DNCE 5311. Techniques in Contemporary Dance II. Advanced technique in modern dance continuing from DNCE 5301. May be repeated once for additional credit. Prerequisite: Permission of instructor. Four and one-half studio hours a week. Credit: One hour.

DNCE 5433. Contemporary Contexts of Dance. Current aesthetics in dance from a theoretical perspective and the philosophical, artistic, pedagogical, and cultural contexts in which dance as an art form finds meaning. Prerequisite: Permission of instructor. Three lecture hours a week. Credit: Three hours.

DNCE 5903. Special Topics. Specially scheduled course on topic of current interest. May be repeated for additional credit. Lecture, or lecture and laboratory. Credit: Three hours.

DNCE 5911. Independent Study. Individual research leading to the solution of a problem of professional interest and significance. May be repeated for additional credit. Credit: One hour.

DNCE 5913. Independent Study. Individual research leading to the solution of a problem of professional interest and significance. May be repeated for additional credit. Credit: Three hours.

DNCE 5933. Internship. Supervised practical experience in an agency or organization related to the intellectual and career interests of students. Ten practicum hours a week. Credit: Three hours.

DNCE 5973. Professional Paper. Research and preparation of a scholarly paper on a topic of interest and value to the student. May be repeated, but only three hours may apply on degree. Credit: Three hours.

DNCE 5983. Thesis. Prerequisite: DNCE 5023. Credit: Three hours.

DNCE 5993. Dissertation. Prerequisite: Successful completion of the Qualifying Examinations. Credit: Three hours.

DNCE 6303. Research Methodologies for Dance. Diverse research methodologies emphasizing qualitative research in the arts. Development of techniques for data collection emerging from research purpose statements, research questions, and student’s research interests. Prerequisite: Permission of instructor. Three lecture hours a week. Credit: Three hours.

DNCE 6323. Philosophical Inquiry in Dance. Aesthetic inquiry as a process for examining ontological and epistemological issues in dance with a focus on metaphoric process, hermeneutics, critical theory, and the presence of physicality in philosophical writing. Prerequisite: Doctoral standing or permission of instructor. Three lecture hours a week. Credit: Three hours.

DNCE 6403. Research Data Collection and Analysis For Dance. Continuation of research data collection skills developed in DNCE 6303 with an emphasis on differing data analysis tools and techniques specific to qualitative research methodologies and selected mixed methods in the arts and performance. Prerequisites: DNCE 6303 and permission of instructor. Three lecture hours a week. Credit: Three hours.

DNCE 6503. Research Colloquium. Oral and visual presentation summarizing student’s areas of research interests, intended methodology, and importance of research to the field of dance. Preparation of doctoral students to present scholarship in professional dance organizations. Prerequisite: Permission of instructor. Three lecture hours a week. Credit: Three hours.

DNCE 6911. Independent Study. Individual research leading to the solution of a problem of professional interest and significance. May be repeated for additional credit. Prerequisite: DNCE 5023. Credit: One hour.

DNCE 6913. Independent Study. Individual research leading to the solution of a problem of professional interest and significance. May be repeated for additional credit. Prerequisite: DNCE 5023. Credit: Three hours.

DNCE 6983. Dissertation. Prerequisite: DNCE 6993. Credit: Three hours.

Faculty

Professors

Caldwell, Linda A., Professor of Dance. B.A., University of Iowa; M.F.A., University of Wisconsin, Madison; Ph.D., Texas Woman’s University; C.M.A., Laban-Bartenieff Institute of Movement Studies.

Williford-Shade, Mary A., Professor of Dance; Chair of the Department of Dance; Co-Coordinator of the School of the Arts. B.Ed., University of Arkansas; M.F.A., Ohio State University, Columbus; C.M.A., Laban-Bartenieff Institute of Movement Studies.

Associate Professors

Fuchs, Jordan L., Associate Professor of Dance. B.A., Oberlin College; M.F.A., Ohio State University, Columbus.

Gamblin, Sarah A., Associate Professor of Dance. B.F.A., Ohio University, Athens; M.F.A., University of Washington.

Assistant Professors

Canadelario, Rosemary A., Assistant Professor of Dance. B.A., Boston University; M.A., University of California, Los Angeles; Ph.D., University of California, Los Angeles.
HENLEY, MATTHEW K., Assistant Professor of Dance. B.A., University of Arizona; B.F.A., University of Arizona; M.F.A. University of Washington, Ph.D., University of Washington.

MORGAN, ILANA, Assistant Professor of Dance. B.F.A., Ohio University; M.A., Texas Woman’s University; Ph.D., Texas Woman’s University.

Master of Arts in Dance

Total Semester Credit Hours Required
36 semester credit hours, including hours for thesis or professional project/paper.

Minor
Optional

Comprehensive Final Examination
An oral defense of the thesis or professional project/paper is required.

Special Requirements for all Master’s Degrees
Students are required to maintain a grade point average of 3.0 or better in all courses applied to the degree. A grade of C or below in any course will not count toward the Master of Arts or Master of Fine Arts degree.

Master of Arts in Dance Program of Study (36 semester credit hours)

<table>
<thead>
<tr>
<th>Studio Work</th>
<th>Theory</th>
<th>Professional Project/Paper or Thesis</th>
<th>Electives in Consultation with Advisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 7 semester credit hours from the following: 7</td>
<td>DNCE 5023 Methods of Research in Dance 3</td>
<td>DNCE 5913 Independent Study (Professional Project) 1</td>
<td>DNCE 5903 Special Topics (Dance Making Project II) 3</td>
</tr>
<tr>
<td>DNCE 5281 Advanced Ballet Technique I</td>
<td>DNCE 5222 Workshop in Dance (The Art of Remembering: Composing the Body in Time and Space) 2</td>
<td>DNCE 5973 Professional Paper</td>
<td></td>
</tr>
<tr>
<td>DNCE 5291 Advanced Ballet Technique II</td>
<td>DNCE 5301 Techniques in Contemporary Dance I</td>
<td>DNCE 5211 Workshop in Dance (Somatic Practices) 1</td>
<td></td>
</tr>
<tr>
<td>DNCE 5301 Techniques in Contemporary Dance I</td>
<td>DNCE 5311 Techniques in Contemporary Dance II</td>
<td>DNCE 5222 Workshop in Dance (Exploring Alternative Venues and Contexts) 2</td>
<td></td>
</tr>
<tr>
<td>DNCE 5311 Techniques in Contemporary Dance II</td>
<td>DNCE 5293 Workshop in Dance (Summer 1, recommended after first year)</td>
<td>DNCE 5243 Pedagogical Foundations for Dance 3</td>
<td></td>
</tr>
<tr>
<td>DNCE 5233 Workshop in Dance (Summer 1, recommended after first year)</td>
<td></td>
<td>DNCE 5281 Advanced Ballet Technique I 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>DNCE 5301 Techniques in Contemporary Dance II 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>DNCE 5433 Contemporary Contexts of Dance 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>DNCE 5903 Special Topics (Dance Making Project I) 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>DNCE 5101 Dance Performance/Choreography 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>DNCE 5211 Workshop in Dance (Somatic Practices) 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>DNCE 5222 Workshop in Dance (Exploring Alternative Venues and Contexts) 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>DNCE 5243 Pedagogical Foundations for Dance 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>DNCE 5281 Advanced Ballet Technique II 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>DNCE 5301 Techniques in Contemporary Dance II 1</td>
<td></td>
</tr>
</tbody>
</table>

Total Semester Credit Hours
36

Master of Fine Arts in Dance Program of Study (63 semester credit hours)

Program Requirements

<table>
<thead>
<tr>
<th>Technique</th>
<th>Choreography &amp; Performance</th>
<th>Dance Praxis</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>32</td>
<td>15</td>
<td>7</td>
</tr>
</tbody>
</table>

Suggested Sequence of Coursework

Year I Fall Semester (Even Years)

DNCE 5023 Methods of Research in Dance 3
DNCE 5222 Workshop in Dance (The Art of Remembering: Composing the Body in Time and Space) 2
DNCE 5281 Advanced Ballet Technique I 1
DNCE 5301 Techniques in Contemporary Dance I 1
DNCE 5433 Contemporary Contexts of Dance 3
DNCE 5903 Special Topics (Dance Making Project I) 3

Year I Spring Semester (Odd Years)

DNCE 5101 Dance Performance/Choreography 1
DNCE 5211 Workshop in Dance (Somatic Practices) 1
DNCE 5222 Workshop in Dance (Exploring Alternative Venues and Contexts) 2
DNCE 5243 Pedagogical Foundations for Dance 3
DNCE 5281 Advanced Ballet Technique II 1
DNCE 5301 Techniques in Contemporary Dance II 1

Year II Fall Semester (Odd Years)

DNCE 5101 Dance Performance/Choreography 1
DNCE 5222 Workshop in Dance (Improvisation: Spontaneous Composition) 2
DNCE 5253 Artistic Process 3
DNCE 5281 Advanced Ballet Technique I 1
DNCE 5301 Techniques in Contemporary Dance I 1
DNCE 5903 Special Topics (Dance Making Project II) 3

Year II Spring Semester (Even Years)

DNCE 5023 Methods of Research in Dance 3
DNCE 5222 Workshop in Dance (The Art of Remembering: Composing the Body in Time and Space) 2
DNCE 5281 Advanced Ballet Technique I 1
DNCE 5301 Techniques in Contemporary Dance II 1
DNCE 5433 Contemporary Contexts of Dance 3
DNCE 5903 Special Topics (Dance Making Project I) 3

Total Semester Credit Hours
63
DNCE 5222 Workshop in Dance (Producing Dance in the Professional Realm) 2
DNCE 5223 Historical and Cultural Study of Dance 3
DNCE 5311 Techniques in Contemporary Dance II 1
DNCE 5903 Special Topics (Dance Making Project III) 3
DNCE 5913 Independent Study (Culminating Project I) 3
Electives 4

**Summer I Session - Year I or II**
DNCE 5233 Workshop in Dance (Guest Artist Residency) 3

**Year III Fall Semester**
DNCE 5301 Techniques in Contemporary Dance I 1
DNCE 5913 Independent Study (Culminating Project II) 3
Electives 3

**Year III Spring Semester**
DNCE 5311 Techniques in Contemporary Dance II 1
DNCE 5973 Professional Paper (with Final Oral Presentation) 3

**Total Semester Credit Hours** 63

### Master of Arts in Teaching (emphasis in Dance)

The M.A.T. is designed as a minimum 32 semester credit hour program.

The M.A.T. (emphasis in Dance) is a degree offered by the College of Professional Education (COPE) in collaboration with the Department of Dance. All post-baccalaureate and graduate students seeking certification must comply with admission standards required by the major department and the College of Professional Education. A student in the M.A.T. program will take 9 Dance semester credit hours based upon advising from the Dance Education Program Coordinator. This number may be more than the 9 Semester credit hour minimum. Students may also be required to complete undergraduate courses that are not available at the graduate level in order to fulfill prerequisites.

The remaining credits are determined and administered by COPE and are as follows:

#### Master of Arts in Teaching (M.A.T.) Program of Study (32 - 41 semester credit hours)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
</table>

**Pedagogy and Professional Responsibilities**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5113</td>
<td>Foundations of Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5123</td>
<td>Learning Theory, Development, and Research</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5131</td>
<td>Technology in Assessment and Instruction</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 5133</td>
<td>Assessment and Instructional Design and Delivery for Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5143</td>
<td>Effective Design and Management of the Classroom Environment (EC-12)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5173</td>
<td>Diversity in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>READ 5223</td>
<td>Introduction to Literacy and Learning EC-8</td>
<td>3</td>
</tr>
<tr>
<td>or READ 5543</td>
<td>Literacy in the Content Areas</td>
<td>3</td>
</tr>
</tbody>
</table>

**Academic Specialization**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
</table>

This is coursework in the field of study. Students will take the Texas Exam of Educator Standards (TEExES) in their field of study before or during their first semester in the program.

### Field-Based Experience 6-12

A full-time, one-semester unpaid professional practicum in a school setting. (All coursework must be completed before beginning student teaching.)

**OR**

A full-time, two-semester internship (6 semester credit hours) in a school setting in which the student is employed and paid as the teacher of record. (This option requires that 12 semester credit hours of pedagogy courses must be completed.)

#### Professional Portfolio and Final Assessment

Each student will maintain a professional portfolio throughout her or his program. The completed portfolio must be submitted for evaluation prior to graduation.

| Total Semester Credit Hours | 32-41 |

### Doctor of Philosophy in Dance

#### Total Semester Credit Hours Required

90 semester credit hours, including master's degree credits, research tools, and 12 semester credit hours for dissertation.

Work leading to the Ph.D. in Dance requires the completion of at least 90 graduate semester credit hours beyond the bachelor's degree. It is possible to transfer limited hours from work leading to the master's degree or graduate courses taken at another accredited institution. Please note that any transfer hours not part of a completed master's degree are subject to the Graduate School's 10-year time limit. Hours that are part of a completed master's degree are not subject to the 10-year time limit and may be used toward the 90 hours required for the doctoral degree. In consultation with the Advisory Committee, a student may elect to take graduate courses at another institution and transfer those hours to TWU.

#### Doctor of Philosophy in Dance Program of Study (90 semester credit hours)

The course work listed below includes 39 semester credit hours of required course work (to include 12 semester credit hours of research tools) and 12 semester credit hours of Independent Studies or approved electives for a total of 51 semester credit hours. Students must also complete 12 semester credit hours of Dissertation for total of 63 semester credit hours. Hours from the master’s level course work may be transferred in to reach the required 90 semester credit hours for doctoral study.

<table>
<thead>
<tr>
<th>Summer 1</th>
<th>Code</th>
<th>Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNCE 6103</td>
<td>Choreographies of Writing (Research Tool)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>DNCE 6113</td>
<td>Seminar (Epistemology of the Body)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall 1</th>
<th>Code</th>
<th>Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNCE 6113</td>
<td>Seminar (Current Trends in Dance Education and Research)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>DNCE 6203</td>
<td>Scholarly Inquiry for Dance (Research Tool)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>DNCE 6913</td>
<td>Independent Study (or Approved Optional Elective)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring 1</th>
<th>Code</th>
<th>Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNCE 6113</td>
<td>Seminar (Cultural Approaches to Dance Studies)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>DNCE 6213</td>
<td>Current Issues in Historical Inquiry in Dance</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
Department of English, Speech, and Foreign Languages

DNCE 6913 Independent Study (or Approved Optional Elective) 3

Summer 2

DNCE 6113 Seminar (Scholarly Writing and Presentation of Research) 3

DNCE 6323 Philosophical Inquiry in Dance 3

Fall 2

DNCE 6113 Seminar (Theorizing Performance) 3

DNCE 6303 Research Methodologies for Dance (Research Tool) 3

DNCE 6913 Independent Study (Research Project - Optional) 3

Spring 2

DNCE 6403 Research Data Collection and Analysis For Dance (Research Tool) 3

DNCE 6913 Independent Study (Directed Reading—Preparation for Qualifying Exams) 3

Total Semester Credit Hours 51

Research Tools

The following required courses fulfill the research tool requirement (12 semester credit hours):

DNCE 6103 Choreographies of Writing 3
DNCE 6203 Scholarly Inquiry for Dance 3
DNCE 6303 Research Methodologies for Dance 3
DNCE 6403 Research Data Collection and Analysis For Dance 3

Total Semester Credit Hours 12

Residence Requirement

The low-residential format requires three summer intensives and week-long residencies in the Fall and Spring semesters during the two-years of coursework. Low-residential students must be continually enrolled, follow the prescribed sequence of courses, and attend all on-campus residencies. Full-time, in-residence students meet the same residency requirements. Refer to the Department of Dance (http://www.twu.edu/dance) doctoral program webpage for the dates of summer intensives and residencies.

Qualifying Examination

A written and oral examination will be taken covering areas selected by the candidate in consultation with the Advisory Committee. The content, format, administration, and evaluation of the examination will be the responsibility of the Committee. Students are expected to take their qualifying examinations within one calendar year of completing the coursework. The Qualifying Examination may be repeated once. Following a second disapproval decision, a student will be dismissed from the Ph.D. program without completing the degree.

Final Examination

An oral defense of the dissertation is required. The defense may be repeated once.

Special Requirements for the Doctoral Program

Students must successfully complete core required courses in sequence. A grade of C in a required core course will result in dismissal from the Ph.D. program.

Scheduled According to Student’s Individual Research Progress

DNCE 6983 Dissertation (Repeated twice for credit) 3
(Dissertation Prospectus)

DNCE 6993 Dissertation (Repeated twice for credit) (Formal Dissertation) 3

Department of English, Speech, and Foreign Languages

Web Site: http://www.twu.edu/english-speech-foreign-languages/

Chair: M. Genevieve West, Professor
Location: CFO 906
Phone: 940-898-2324
Fax: 940-898-2297
E-mail: gwest@twu.edu

Graduate Degrees Offered

• M.A. in English (p. 31)
• M.A.T. (emphasis in English) (p. 32)
• Ph.D. in Rhetoric (p. 33)

The Department of English, Speech, and Foreign Languages offers programs of study leading to the Master of Arts degree in English and to the Doctor of Philosophy in Rhetoric. The major objectives of the department include both the provision of broad cultural foundations and the preparation of students for a variety of careers: teaching, administration, publishing, business, and government service. The department emphasizes literature, composition, and rhetoric. The M.A. student may specialize in British or American literature or in rhetoric. The Ph.D. student specializes in rhetoric. The department’s emphasis on rhetoric is a coordinating force among the basic issues within each field offered in the department. Students without appropriate undergraduate preparation will be asked to complete a deficiency plan of 12-15 hours of undergraduate courses in English prior to beginning graduate course work.

Admission Requirements

Students interested in applying to graduate programs in English and Rhetoric are encouraged to contact the appropriate program coordinator (http://www.twu.edu/gradschool/admission-requirements) prior to applying. All applications are considered in toto as the department seeks to meet the needs of diverse students. Writing samples and statements of purpose are of particular importance in the application process. GRE scores noted below are preferences and are considered in light of other application materials.

All students must meet the general admission requirements (p. 231) of the Graduate School at TWU. Students applying to either graduate program who lack the appropriate foundational degree (the bachelor’s or master’s) in English, literature, writing or rhetoric may be required to complete a deficiency plan prior to beginning graduate courses in English. Specific requirements depend on an individual student's
undergraduate course work in the discipline but may include 12-15 hours. Additional information on deficiency plans may be obtained from the appropriate program coordinator.

Graduate Assistantships (http://www.twu.edu/gradschool/graduate-assistant/graduate-arts-sciences/english-speech-foreign-languages) and Teaching Assistantships (http://www.twu.edu/gradschool/graduate-assistant/) are available to students enrolled in both programs. Assistantships (http://www.twu.edu/gradschool/graduate-assistant/) are competitive as they provide stipends and out-of-state tuition waivers. For best consideration, students are encouraged to apply for assistantships at the same time they apply to the program. Additional information about types of work available and expectations can be obtained from the program coordinator. Please forward your application (http://www.twu.edu/gradschool/applying-for-asst.asp) to the department chair at gwest@twu.edu. A personal interview may be required for graduate students who are seeking an assistantship.

MA in English

Departmental application requirements for the MA include the following: a bachelor's degree from a regionally accredited institution, a preferred score of 500 (153, Revised GRE) on the verbal section of the GRE and a preferred score of 350 (138, Revised GRE) on the quantitative section of the GRE; a minimum of a 3.0 grade point average required on previous upper division and graduate work; official transcripts; three letters of recommendation; an academic writing sample and statement of purpose; and a score of 600 on TOEFL for international students. Please note: The department will waive the GRE requirement for students with a bachelor's degree in English, Rhetoric, Literature, or Writing and a GPA of 3.75 or higher in the major from a regionally accredited institution.

MA applications are reviewed three times per year. Applications are due by July 1 for Fall admission, November 1 for Spring admission, and April 1 for Summer admission.

PhD in Rhetoric

Departmental application requirements for the PhD include the following: a master's degree from a regionally accredited institution, a preferred score of 500 (153, Revised GRE) on the verbal section of the GRE and a preferred score of 350 (138, Revised GRE) on the quantitative section of the GRE; a minimum of a 3.0 grade point average required on previous upper division and graduate work; official transcripts; three letters of recommendation; an academic writing sample and statement of purpose; and a score of 600 on TOEFL for international students. Admission to the program is competitive as program size is limited.

A Bachelor's or Master's degree in English or closely related field is preferred. If the department chooses to consider an applicant without a previous English degree, she or he will only be eligible for provisional admission. Provisional status may include a leveling plan which includes undergraduate and/or graduate level courses in the English department.

Doctoral applications are reviewed once per year and are due by February 1.

Minor Offered to Students from Other Departments

The department offers master's and doctoral-level minors in English. The needs of the individual graduate student determine the contents of a minor.

Courses

Courses

ENG 5033. Chaucer. Major works of Chaucer studied as literature and as linguistic examples of Middle English; attention to significant scholarship and criticism. May be repeated for credit when the specific works to be studied vary. Three lecture hours a week. Credit: Three hours.

ENG 5083. Bibliography and Research Methods. Methods of research, with focus on techniques appropriate to the thesis or dissertation. May be repeated for up to twelve hours credit. Three lecture hours a week. Credit: Three hours.

ENG 5103. Introduction to Graduate Studies in English. Introduction to English study at the graduate level, with attention to scholarly conventions and to common analytical and critical practices. Required enrollment in first fall semester. Three seminar hours a week. Credit: Three hours.

ENG 5123. Medieval Drama. Directed investigation of a problem in the dramatic and non-dramatic literature of the sixteenth century. May be repeated for credit when the specific topic of investigation varies. Three lecture hours a week. Credit: Three hours.

ENG 5143. Drama of the Restoration and the Eighteenth Century. Representative comedies, tragedies, and other plays studied as reflections of the literary trends of the period. Attention to significant criticism and to the position of this drama in the development of the English drama. Three lecture hours a week. Credit: Three hours.

ENG 5153. Studies in Twentieth-Century American and British Literature. Directed investigation of a topic relating to a trend, a work, a genre, or an author in twentieth-century American and/or British literature. May be repeated for credit when the topic of investigation varies. Three lecture hours a week. Credit: Three hours.

ENG 5173. Studies in Ethnic, Multicultural, and Cross Cultural Literature. Literature in English by authors whose work reflects the experience of ethnic or minority groups. Focus on themes, genres, particular groups, authors, or historical periods. May be repeated for credit when specific topic of investigation varies. Three lecture hours a week. Credit: Three hours.

ENG 5213. Studies in the English Renaissance. Directed investigation of a problem in the dramatic and non-dramatic literature of the sixteenth century. May be repeated for credit when the specific topic of investigation varies. Three lecture hours a week. Credit: Three hours.

ENG 5223. Studies in Seventeenth-Century Poetry and Prose. Directed investigation of a problem in the literary career of a writer, in a single work, or in an aspect of the century related to literature. May be repeated for credit when the specific topic of investigation varies. Three lecture hours a week. Credit: Three hours.

ENG 5233. Studies in the Eighteenth Century. Directed investigation of a problem relating to such subjects as an author, a work, a genre, an idea, a critical principle, an aesthetic theory. May be repeated for credit when the specific topic of investigation varies. Three lecture hours a week. Credit: Three hours.

ENG 5243. Studies in the Romantic Period. Directed investigation of a topic related to genre, style, thought, critical theory, and the interrelationship of the artist and his or her art in the Romantic Period or to a major poet, such as Blake, Wordsworth, Coleridge, Byron, Shelley, or Keats. May be repeated for credit when the specific topic of investigation varies. Three lecture hours a week. Credit: Three hours.
ENG 5253. Studies in Victorian Period. Directed investigation of a topic related to genre, style, thought, critical theory, and the interrelationship of the artist and his or her art in the Victorian Period, or major authors. May be repeated when the topic varies. Three lecture hours a week. Credit: Three hours.

ENG 5263. Studies in American Literature. Directed investigation of a problem in the literary career of a writer, in a work, or in a trend in American literature. May be repeated for credit when the specific topic of investigation varies. Three lecture hours a week. Credit: Three hours.

ENG 5273. Studies in Fiction. Directed investigation of a problem in English or American fiction in the eighteenth, nineteenth, and/or twentieth centuries. May be repeated for credit when the specific topic of investigation varies. Three lecture hours a week. Credit: Three hours.

ENG 5283. Studies in Literary Criticism. The schools of criticism, focusing on postmodern criticism; the application of some critical theories to the practice of rhetoric; critical theory in a given period. Three lecture hours a week. Credit: Three hours.

ENG 5333. Studies in Writing in Networked Environments. Classroom and business application of rhetorical principles to writing for Internet, electronic communication, and information systems. Emphasis on audience, genre, style, and arrangement. Three seminar hours a week. Credit: Three hours.

ENG 5343. Rhetoric and Composition: Theory and Practice. Introduction to theory and research in rhetoric and composition with special emphasis on preparation for teaching college composition. Three lecture hours a week. Credit: Three hours.

ENG 5353. Rhetoric and Composition: Theory and Pedagogy of Electronic Texts. Rhetorical theories and techniques of teaching with non-print texts, particular attention to writing and literature. Investigates interactions between text and image. May be repeated for credit when topics vary. Prerequisite: ENG 5343. Three lecture hours a week. Credit: Three hours.

ENG 5363. Studies in Linguistics. Directed investigation of problems such as feminism and language, pragmatics, discourse analysis, linguistics, and composition. May be repeated for credit when the specific topic of investigation varies. Three lecture hours a week. Credit: Three hours.

ENG 5373. Professional and Academic Communication. Topics such as managerial communication, academic writing, and technical writing. Projects develop writing and communication skills in the student’s discipline. May be repeated when topic varies. Three seminar hours a week. Credit: Three hours.

ENG 5393. Women and American Literature. Focus on changing images of female characters and on contributions of female writers throughout American literature. Emphasis may be on fiction or on poetry and drama. May be repeated for credit when the topic varies. Three lecture hours a week. Credit: Three hours.

ENG 5703. Studies in Folklore. Focus on the major aspects of folklore, particularly the transmission of knowledge and cultural values through the oral tradition. Special emphasis on the impact of folklore on literature. May be repeated for credit when the specific topic of the investigation varies. Three lecture hours a week. Credit: Three hours.

ENG 5713. Old and Middle English Language and Literature. Topics in language and literature before 1500 including history and development of the language before 1500, and survey of Old and Middle English literature. Three lecture hours a week. Credit: Three hours.

ENG 5801. Directed Readings in English. Directed readings in preparation for the Master’s Examination. Prerequisite: 18 graduate hours in English with a grade of B or higher. One lecture hour a week. Credit: One hour.

ENG 5903. Special Topics. Investigation in traditional lecture format of a specific literary or linguistic topic. May be repeated for credit when the specific topic of investigation varies. Three lecture hours a week. Credit: Three hours.

ENG 5913. Independent Study. Intensive investigation of a literary or linguistic area. Conferences, readings, lectures. May be repeated for credit when the specific topic of investigation varies. Credit: Three hours.

ENG 5953. Cooperative Education. Cooperative work-study arrangements between the University and business, industry, or selected institutions appropriate to the graduate English program. Job assignments are made on the basis of student interests, skills, and degree program. The student will apply the ideas and processes learned in other courses in practical experience under cooperative supervision. Cooperative planning and evaluation are essential elements in the course. For three hours of credit, 15-20 hours of work per week are required. Credit: Three hours.

ENG 5973. Professional Paper. May be repeated. Credit: Three hours.

ENG 5981. The Professional Portfolio. Development of a professional portfolio by students in the Master of Arts in Teaching program demonstrating the student’s growth in the Learner-Centered Competencies. Pass-fail grade only. May be repeated. Credit: One hour.

ENG 5983. Thesis. May be repeated. Credit: Three hours.

ENG 5993. Thesis. Prerequisite: ENG 5983. May be repeated. Credit: Three hours.

ENG 6053. Writing in the Discipline. Development of documents common in rhetorical and literary studies. Genres may include CV, job application materials, abstracts, book reviews, prospect, presentations, articles, and teaching philosophies. Prerequisite: Six hours of graduate level coursework with a grade of B or higher. Three lecture hours a week. Credit: Three hours.

ENG 6083. Research Methods in Rhetoric and Composition. Students design and conduct research through methods such as textual, ethnographic, historical, and empirical analysis in rhetoric and composition. Students learn to discriminate among types of research, examine scholarship critically, and select appropriate research designs. Seminar and research projects. Three seminar hours a week. Credit: Three hours.

ENG 6123. Milton. The major poetic works and selected prose works of John Milton, against the background of seventeenth-century English life. Attention to significant scholarship and criticism. Three lecture hours a week. Credit: Three hours.


ENG 6213. History of Rhetoric II. Historical survey of rhetoric from the medieval period through the Renaissance. Readings in medieval rhetorical handbooks, schools in Renaissance, humanism, poetica, and rhetoric in the seventeenth century. Three lecture hours a week. Credit: Three hours.

ENG 6223. History of Rhetoric III. Historical survey of rhetoric from the Enlightenment to the present. Readings in Locke, Vico; contributions of Blair, Campbell, and Whatley; pulpit oratory; elocution; American composition and rhetoric; new perspectives; contemporary rhetorical strategies; invention as discourse theory. Three lecture hours a week. Credit: Three hours.
ENG 6313. Studies in Rhetorical Criticism and Discourse Analysis. Directed investigation of topics in semiotics, narratology, discourse analysis, and stylistics as approaches to written texts and other forms of symbolic communication. May be repeated for credit when the specific topic of investigation varies. Three lecture hours a week. Credit: Three hours.

ENG 6323. Studies in Feminist Rhetoric. Directed investigation of problems in feminism and rhetoric such as feminist histories of rhetoric, feminist rhetorical theories, feminist composition pedagogy, feminism and technology, and feminist epistemology. May be repeated for credit when the specific topic of investigation varies. Three lecture hours a week. Credit: Three hours.

ENG 6343. Major Rhetorical Theories. Intensive investigation of selected major rhetoricians and schools of rhetorical thought within the history and development of rhetoric. Prerequisite: ENG 6203 or permission of instructor. May be repeated for credit up to 12 hours when specific topic of investigation varies. Three lecture hours a week. Credit: Three hours.

ENG 6733. Studies in the Profession of Rhetoric and Composition. Current theoretical issues and skills needed for professions in academic and non-academic settings, such as administering writing programs, designing cross-discipline writing programs, or pursuing careers in writing and editing in business settings. May be repeated for credit when topic of investigation varies. Three lecture hours a week. Credit: Three hours.

ENG 6801. Directed Readings in Rhetoric. Directed readings in an area of literary and/or rhetorical studies. Student must be concurrently completing or have completed all required organized courses. May be taken twice for credit. One lecture hour a week. Credit: One hour.

ENG 6903. Special Topics. Three lecture hours a week. Credit: Three hours.

ENG 6913. Independent Study. Intensive investigation of a literary, rhetorical, or linguistic area. Conferences, readings, lectures. May be repeated for credit when the specific topic of investigation varies. Prerequisites: Graduate standing and an undergraduate concentration in English. Credit: Three hours.

ENG 6983. Dissertation. Prerequisite: Successful completion of the qualifying examination. May be repeated for additional credit. Credit: Three hours.

ENG 6993. Dissertation. May be repeated for additional credit. Prerequisite: ENG 6983. Credit: Three hours.

Faculty

Professors
BRIDGES, PHYLLIS J., Cornaro Professor of English. B.A., West Texas A&M University; M.A., West Texas A&M University; Ph.D., Texas Tech University.

SOURIS, STEPHEN W., Professor of English. B.A., Harvard University; M.A., University of Michigan, Ann Arbor; Ph.D., University of Wisconsin, Madison.

THOMPSON, LOU A., Professor of English. B.A., University of North Texas; M.A., Louisiana State University; Ph.D., Texas Christian University.

WEST, M. GENEVIEVE, Professor of English; Chair of the Department of English, Speech, and Foreign Languages. B.A., Mississippi State University; M.A., Mississippi State University; Ph.D., Florida State University.

Associate Professors
CASPER, VIVIAN C., Associate Professor of English. B.A., Washburn University; M.A., Rice University; Ph.D., Rice University.

FEHLER, BRIAN, Associate Professor of English. B.A., Texas Wesleyan University; M.A., Texas Christian University; Ph.D., Texas Christian University.

GREER, RUSSELL, Associate Professor of English. A.B.J., University of Georgia; A.L.M., Harvard University; Ph.D., University of Georgia.

LITTON, ALFRED GUY, Associate Professor of English; Executive Director of Honors Programs. B.A., University of Arkansas; M.A., University of Central Arkansas; Ph.D., University of South Carolina, Columbia.

Assistant Professors
BENDER, ASHLEY B., Assistant Professor of English. B.A., University of North Texas; M.A., University of North Texas; Ph.D., University of North Texas.

BROWN, MATTHEW C., Assistant Professor of English. B.A., University of Florida; B.S., University of Florida; M.A., University of Toronto; Ph.D., University of Notre Dame.

BUSL, GRETCHEN L., Assistant Professor of English. B.A., Mount Holyoke College; Ph.D., University of Notre Dame.

LACKEY, DUNDEE C., Assistant Professor of English. B.F.A., Texas State University; M.A., Texas A&M University, Corpus Christi; Ph.D., Michigan State University.

SCOTT, GRAHAM R., Assistant Professor of English. B.A., California State University, San Bernardino; M.A., University of California, Riverside; Ph.D., University of California, Riverside.

Master of Arts in English

Total Semester Credit Hours Required
30 or 36 semester credit hours beyond the baccalaureate depending on option selected.

Options
Thesis
30 semester credit hours, including 24 semester credit hours of course work, 6 semester credit hours for thesis, 2-hour oral exam.

Professional Paper
36 semester credit hours, including 33 semester credit hours of course work, 3 semester credit hours for professional paper, 3-hour written comprehensive examination.

Course work
36 semester credit hours of course work, 3-hour written comprehensive examination.

Major/Emphasis
18-36 semester credit hours.

Minor
6-9 semester credit hours, optional.
Core Course Requirement
ENG 5083, in all options
ENG 5103, in all options

Special Requirement
For M.A. in English, competency in one research tool is required. Students must earn a grade of "B" or better in all research tool courses.

Research Tools
Students select one of the following options:

1. 12 semester credit hours in the same foreign language at the undergraduate level or 6 semester credit hours at the graduate level (or the equivalent on a proficiency examination)
2. 6 semester credit hours of graduate-level American Sign Language
3. 6 semester credit hours of graduate-level computer science
4. 6 semester credit hours of graduate-level library science (only those concerning collections, information retrieval, and other research courses)
5. 6 semester credit hours of graduate-level English courses selected from this list: ENG 5713, ENG 5283, ENG 5343, ENG 5353, ENG 5373, ENG 6083, and ENG 6913.

Final Examination
For M.A. in English, a two-hour oral examination which covers course work and thesis (thesis option) or a three-hour written comprehensive examination (non-thesis options). The examinations will be taken during the last semester of coursework.

Master of Arts in English Program of Study (30 or 36 semester credit hours)
The MA in English at Texas Woman's University is a flexible program with only two required core courses. All other courses should be chosen in consultation with the advisor to advance the student's personal and professional goals.

Thesis option (30 semester credit hours of course work and thesis)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 5083</td>
<td>Bibliography and Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>ENG 5103</td>
<td>Introduction to Graduate Studies in English (Required)</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>ENG 5983</td>
<td>Thesis</td>
<td>3</td>
</tr>
<tr>
<td>ENG 5993</td>
<td>Thesis</td>
<td>3</td>
</tr>
<tr>
<td>Total Semester Credit Hours</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

Professional Paper option (33 semester credit hours of course work and professional paper)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 5083</td>
<td>Bibliography and Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>ENG 5103</td>
<td>Introduction to Graduate Studies in English (Required)</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>27</td>
</tr>
<tr>
<td>ENG 5973</td>
<td>Professional Paper</td>
<td>3</td>
</tr>
<tr>
<td>Total Semester Credit Hours</td>
<td></td>
<td>36</td>
</tr>
</tbody>
</table>

Course work option (36 semester credit hours of course work)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 5083</td>
<td>Bibliography and Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>ENG 5103</td>
<td>Introduction to Graduate Studies in English (Required)</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Total Semester Credit Hours</td>
<td></td>
<td>36</td>
</tr>
</tbody>
</table>

Master of Arts in Teaching (emphasis in English)
The Department of English, Speech, and Foreign Languages offers 7-12 English/Language Arts teacher certification. All post-baccalaureate and graduate students seeking certification in 7-12 English/Language Arts must comply with admission standards required by major department, College of Professional Education, and Teacher Education Program.

M.A.T. (emphasis in English) students generally take 9 hours of graduate courses in English. Students should seek the advice of their advisor in the English department when selecting which graduate-level English courses to take. The remaining courses are offered in the College of Professional Education. Students seeking the M.A.T. (emphasis in English) without appropriate undergraduate preparation will be asked to complete a deficiency plan of 12-15 hours of undergraduate courses in English prior to beginning graduate course work.

Master of Arts in Teaching (M.A.T.) Program of Study (32 - 41 semester credit hours)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5113</td>
<td>Foundations of Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5123</td>
<td>Learning Theory, Development, and Research</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5131</td>
<td>Technology in Assessment and Instruction</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 5133</td>
<td>Assessment and Instructional Design and Delivery for Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5143</td>
<td>Effective Design and Management of the Classroom Environment (EC-12)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5173</td>
<td>Diversity in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>READ 5223</td>
<td>Introduction to Literacy and Learning EC-8</td>
<td>3</td>
</tr>
<tr>
<td>or READ 5543</td>
<td>Literacy in the Content Areas</td>
<td></td>
</tr>
</tbody>
</table>

Academic Specialization
This is coursework in the field of study. Students will take the Texas Exam of Educator Standards (TExES) in their field of study before or during their first semester in the program.

Field-Based Experience
A full-time, one-semester unpaid professional practicum in a school setting. (All coursework must be completed before beginning student teaching.)

OR
A full-time, two-semester internship (6 semester credit hours) in a school setting in which the student is employed and paid as the teacher of record. (This option requires that 12 semester credit hours of pedagogy courses must be completed.)

**Professional Portfolio and Final Assessment**

Each student will maintain a professional portfolio throughout her or his program. The completed portfolio must be submitted for evaluation prior to graduation.

**Total Semester Credit Hours: 32-41**

# Doctor of Philosophy in Rhetoric

## Total Semester Credit Hours Required

At least 90 semester credit hours beyond the baccalaureate, including 12 semester credit hours for dissertation.

## Minor

A minor is optional (six to nine semester credit hours). It must be in a discipline that offers a graduate degree at TWU. Accordingly, one cannot minor in, say, literary theory or linguistics. To be able to teach the subject of one's minor at the college level in Texas, one would probably need eighteen semester credit hours of course work. Consult the “Graduate Catalog” for additional information about minors. Students should discuss the value of a minor with their advisors.

## Research Tools

Two research tools are required. Students must earn a "B" or better in all research tool courses.

## Residence Requirements

Students are strongly encouraged to enroll full time for at least two consecutive semesters.

## Qualifying Examination

The Qualifying Examination is administered at the close of course work. Students must be enrolled at TWU in order to take the exam. The examination may be taken only during April, July, or November of each year. The written examination has three parts: Historical/Theoretical Rhetoric, Applied Rhetoric, and the student’s Area of Specialization. For the Area of Specialization, the student may choose a literary period, a topic, a practice, or a question that crosses texts and artifacts (in the broadest sense) and remains grounded in the social, historical, cultural, critical and theoretical texts that inform them. Students submit a formal written proposal (which requires approval) for the Area of Specialization well in advance of the examination process. Within one month of successfully completing all three portions of the written examination, an oral examination is held. Students may attempt the exam (in whole or in part) twice. Failing the qualifying exam (in whole or in part) twice will result in the student being removed from the program.

## Dissertation Defense

A public oral examination covering the area of the completed dissertation and areas related to it.

## Research Tools

Doctoral students are required to take two research tools, each equivalent to a minimum of 6 semester credit hours at the graduate level or 12 semester credit hours at the undergraduate level.

1. Required Research Tool (6 graduate semester credit hours)

The following courses from the Rhetoric Core make up one research tool: ENG 5343 and ENG 6083

2. Required Research Tool (6 graduate semester credit hours or 12 undergraduate semester credit hours)

Students may choose two courses from the following English courses to make up their second research tool: ENG 5083, ENG 5283, ENG 5363, ENG 6313, ENG 6323, or ENG 6343

Courses listed above may be repeated when the specific topic of investigation varies.

Students may also choose 1-2 research courses taught in other disciplines, such as information retrieval, ethnography, or statistics, as approved by the advisory committee and department chair; or 6 semester credit hours of graduate level or 12 semester credit hours of undergraduate level language courses.

Students are advised to select research tools which complement their Area of Specialization.

Students must receive a "B" or higher in all research tools. English and non-English courses may count toward the 90 semester credit hours of the degree, at the discretion of the advisory committee and department chair. Undergraduate courses taken as research tools may not be used in the semester credit hours that count toward the graduate degree.

# Doctor of Philosophy in Rhetoric Program of Study (90 semester credit hours)

## Rhetoric Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 5343 Rhetoric and Composition: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>ENG 5353 Rhetoric and Composition: Theory and Pedagogy of Electronic Texts</td>
<td>3</td>
</tr>
<tr>
<td>ENG 6203 History of Rhetoric I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 6213 History of Rhetoric II</td>
<td>3</td>
</tr>
<tr>
<td>ENG 6223 History of Rhetoric III</td>
<td>3</td>
</tr>
<tr>
<td>ENG 6083 Research Methods in Rhetoric and Composition</td>
<td>3</td>
</tr>
</tbody>
</table>

## Area of Specialization

Minimum of 15 semester credit hours chosen in consultation with the advisor and advisory committee

## Theory Component

Choose from ENG 5283, ENG 6343, and ENG 6313

Additional courses, including those from other departments, may be substituted with prior approval.

## Professionalization

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 5103 Introduction to Graduate Studies in English (required of all doctoral students who have not already had a similar course)</td>
<td>3</td>
</tr>
</tbody>
</table>

## Independent Study Option

In consultation with the advisory committee chair, a student may elect to take a three hour independent study course to prepare for comprehensive exams. If a student prefers not to take this option, s/he may take an additional course in the area of specialization.

## Electives

To complete 90 semester credit hours beyond bachelor's degree.

## Dissertation

12
Department of Family Sciences

**Web Site:** http://www.twu.edu/family-sciences/

**Chair:** Karen Petty, Professor  
**Location:** HDB 115  
**Phone:** 940-898-2678  
**Fax:** 940-898-2676  
**E-mail:** kpetty@twu.edu

## Graduate Degrees Offered

- **M.S. in Child Development** (p. 40)  
- **M.S. in Child Life** (p. 41)  
- **M.S. in Counseling and Development** (p. 42)  
- **Dual Degree: M.S. in Counseling and Development and M.A. in Music with an Emphasis in Music Therapy** (p. 43)  
- **M.Ed. in Early Childhood Education** (p. 45)  
- **M.S. in Family Studies** (p. 46)  
- **Ph.D. in Family Studies** (p. 47)  
- **M.S. in Family Therapy** (p. 48)  
- **Ph.D. in Family Therapy** (p. 49)  
- **Ph.D. in Early Child Development and Education** (p. 51)

The Department of Family Sciences at Texas Woman’s University offers graduate degree programs at both the master’s and the doctoral levels. Master of Science programs are offered in the areas of Child Development, Child Life, Counseling and Development, Family Studies, and Family Therapy. The Master of Education program is offered in Early Childhood Education. At the doctoral level, the Department of Family Sciences offers Ph.D. degree programs in Early Child Development and Education, Family Studies, and Family Therapy.

The mission of the Department of Family Sciences is described as follows: Through an integration of the root disciplines involved in life course human development, the Department of Family Sciences facilitates the development of learning and competencies in students who will enhance the quality of life for individuals and families in a diverse global society. The Family Sciences faculty empowers students to be proactive and systemic in approach. Students enrolled in Family Sciences graduate programs will find a considerable portion of classes offered in both an online and a traditional face-to-face format. Every program area includes classes with at least a portion of time dedicated to online instruction. The Master of Science in Child Life is 100% online. The Master of Science in Family Studies is available in both online and traditional formats.

The department seeks to guide students in strengthening and expanding their competencies and to prepare them for professional positions related to the degree programs offered. Degree programs are planned in consultation with advisory committees to meet the students’ individual needs based on their academic and professional backgrounds and goals. No grade below B is accepted toward a master’s or doctoral degree in the department.

### Counseling and Development

The M.S. in Counseling and Development is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Students pursuing the M.S. in Counseling and Development may choose a focal area of interest in either Clinical Mental Health (MHC) Counseling (designed to meet educational requirements for Licensed Professional Counselor [LPC] licensure) or School Counseling (designed to meet educational requirements of the State Board for Educator Certification and LPC). Certificates are awarded by the State Board for Educator Certification; contact the Texas Education Agency (http://tea.texas.gov) for information about current Texas certificates. Students who complete educational requirements in Clinical Mental Health Counseling are eligible to become a Licensed Professional Counselor (LPC). Students who sit for the licensure examination should be aware that successful completion of a 3000 clock hour postmaster’s internship in counseling is required in addition to successfully passing the examination by the National Board of Certified Counselors (http://nbcc.org) in order to become a Licensed Professional Counselor. The master’s degree in counseling meets the academic requirements for LPC.

Students may satisfy the academic requirements for Registered Therapist (RPT) in either Clinical Mental Health Counseling or School Counseling, if appropriate electives are successfully completed.

A dual Master of Science in Counseling and Development and Master of Arts in Music (with an emphasis in Music Therapy) is available to students who declare their intentions to pursue this option prior to the completion of 12 semester credit hours of graduate credit toward their degrees. Students must complete separate applications to both departments/programs through the Graduate School. Students are to consult with both departments for more information on degree plans and specific requirements for each department.

### Family Therapy

Students completing the master’s and doctoral degree programs in Family Therapy have each met the academic degree requirements to sit for the national examination for Licensed Marriage and Family Therapist (LMFT) in Texas (http://www.dshs.texas.gov/mft/default.shtmces). Those who pass the licensure examination must also complete 3,000 hours of therapy under supervision as an LMFT-Associate before becoming fully licensed as an LMFT by the Texas State Board of Examiners of Marriage and Family Therapists.

### Child Development, Family Studies, and Early Childhood Education

Both the M.S. in Child Development and the M.S. in Family Studies meet the standards and criteria required for the Provisional Certified Family Life Educator (CFLE) designation from the National Council on Family Relations (NCFR) (https://www.ncfr.org). The Family Studies degree is not designed to train family therapists or counselors; the curriculum includes no clinical competencies.

The Early Childhood Education master’s degree program provides professional development for teachers of young children.

### Admission Requirements

Please see the admissions section of this catalog (p. 231) for general TWU Graduate admissions requirements and process.

No more than 12 semester credit hours taken as a non-degree-seeking student may be applied on a degree plan. Regardless of the grade...
a student makes, taking 12 semester credit hours does not assure admittance to a graduate program in Family Sciences. The student must apply to the Graduate School as a non-degree-seeking student and must receive permission from the department chair before enrolling in graduate classes offered by the Department of Family Sciences.

Child Development, Early Childhood Education, and Early Child Development and Education

All applicants for master graduate degrees in Child Development and Early Childhood Education, are expected to hold an earned bachelor’s degree and have a minimum 3.0 GPA for the last 60 semester credit hours of undergraduate study. In addition, all applicants are expected to present Graduate Record Examination scores in both the Verbal and Quantitative areas. Applicants for the Master’s degree are expected to submit a current vita, a letter of intent, and three letters of reference. Applicants for the doctoral degree are expected to submit a current vita, a letter of intent, and three letters of reference.

Counseling and Development

All applicants for a master graduate degree in Counseling and Development are expected to hold an earned bachelor’s degree and have a minimum 3.0 GPA for the last 60 semester credit hours of undergraduate study. Applicants for the master’s degree are expected to submit a current vita, letter of intent, and one letter of recommendation.

Family Therapy

All applicants for the Master’s degree in Family Therapy are expected to hold an earned bachelor’s degree and have a minimum of 3.5 GPA for all prior graduate work. In addition, all applicants are expected to present Graduate Record Examination scores in both the Verbal and Quantitative areas. Applicants for the doctoral degree are expected to hold an earned bachelor’s degree or equivalent and have a minimum 3.0 GPA for the most current 60 hours of college credit work, be it Master’s, post-baccalaureate, or undergraduate work.

Individuals applying for the doctorate are expected to hold a completed Master’s degree with a minimum of 3.35 GPA for all graduate work. After the admissions committee reviews the application, letter of intent and vita, an invitation for an on-campus visit will be issued to the applicants who they determine are qualified for the program.

School Counseling

- Post-Master's Certificate in School Counseling (p. 52)

Master of Arts in Teaching (M.A.T.)

- M.A.T. (emphasis in Early Childhood Education) (p. 53)

Family and Consumer Sciences Education

Three Post-Baccalaureate teacher certification options are available:

- Family and Consumer Sciences composite certificate
- Human Development and Family Studies specialized certificate
- Hospitality, Nutrition, and Food Sciences specialized certificate

Students who wish to be certified to teach Family and Consumer Sciences should contact the Department of Family Sciences (http://www.twu.edu/family-sciences) for additional information.

Minors Offered to Students from Other Departments

Students in other departments may minor in any program in the department with the exception of Counseling and Development and Family Therapy. Courses appropriate for the minor should be chosen in consultation with an advisor in the minor area or the department chair prior to enrollment.

Courses

Courses

FS 5003. Lifespan Human Development. Examination of similarities and differences in conceptions of behavior throughout the lifespan; emphasis on individual development in the context of the family; includes 15 hours directed observation. Three lecture hours a week. Credit: Three hours.

FS 5023. Family Sexuality. Concepts of developmental sexuality, including sex education within the family. Three lecture hours a week. Credit: Three hours.

FS 5103. Families as Consumers. Family decision-making, values, and goals; analysis of current consumer trends and issues impacting the family; strategies for consumer education and advocacy. Three lecture hours a week. Credit: Three hours.

FS 5113. Theories of Human Development. Focus on theoretical concepts of development in the areas of cognition, language, personality growth, educational theory, and social-cultural perspectives. Three lecture hours a week. Credit: Three hours.

FS 5123. Theories of the Family. Theoretical and functional approach to the family; the nature and functions of the family; its relationship to institutions, culture, and the individual. Three lecture hours a week. Credit: Three hours.
FS 5143. Addiction Counseling. Introduction to the assessment, theories, and treatment of dependency. Emphasis on effects of drug and alcohol abuse on individuals and families, the recovery process, and basic concepts and techniques of treatment and rehabilitation. Three lecture hours a week. Credit: Three hours.

FS 5153. Family Changes and Diversity. Comprehensive synthesis of current research and theories related to cultural, economic, and structural variations in families; examination of family resilience in response to change. Three lecture hours a week. Credit: Three hours.

FS 5163. Play Therapy. Philosophy and basic assumptions about functions of play for children, major theories, and approaches to play therapy; observation and didactic work with children in play therapy. Three lecture hours a week. Credit: Three hours.

FS 5173. Abnormal Behavior: Crisis Impacts and Treatments. Crisis theory and intervention strategies; special emphasis on suicidology, natural and man-made disasters, and crisis management in the schools; Impacts of crisis on mental health. Three lecture hours a week. Credit: Three hours.

FS 5183. Grief and Bereavement. Death and bereavement from a social, psychological, biological, and physiological perspective; special types of loss such as death of a child, miscarriage, and bereavement by suicide; therapeutic interventions and strategies linked to the grieving process; ethical issues such as euthanasia, DNR orders, and withdrawal of life support. Three lecture hours a week. Credit: Three hours.

FS 5193. Statistics for Research in Family Sciences. Analysis of data using descriptive and inferential statistics; selection of appropriate statistical tests; interpretation of research publications; applications of statistical methods using computer software. Three lecture hours a week. Credit: Three hours.

FS 5203. Language and Literacy in Early Childhood. In-depth study of language and literacy for ages birth through eight, including strategies for promoting early literacy development at home and at school. Three lecture hours a week. Credit: Three hours.

FS 5213. Curriculum Development in Early Childhood. In-depth study of basic principles underlying curriculum construction and innovative instructional practices for ages birth to eight; emphasis on research related to organization and sequential arrangement of materials. Observation/Field Experience: Fifteen clock hours. Three lecture hours a week. Credit: Three hours.

FS 5221. Seminar in Family Sciences. Review of current research strategies and findings in relevant literature. Variable topics. May be repeated for five additional hours of credit. One seminar hour a week. Credit: One hour.

FS 5223. Child Growth and Human Development in Early Childhood. Motor, social, emotional, and cognitive aspects of the development of children birth through age eight. Observation/Field experience: Fifteen clock hours. Three lecture hours a week. Credit: Three hours.

FS 5233. Communication in Marriage and Family. Personal growth and professional development through the examination of effective communication in marriage and family. Presentation of various theories and techniques of communication to demonstrate diverse patterns of verbal and nonverbal communication within the family unit. Three lecture hours a week. Credit: Three hours.

FS 5243. Adolescents in the Family. Understanding of the physical, social, psychological, and behavioral characteristics of the adolescent in the context of the family. Three lecture hours a week. Credit: Three hours.

FS 5253. Gender Role Development. Development of male and female roles across the life cycle. Familial, parental, filial, and school influences. Implications for teachers, parents, administrators, and counselors. Three lecture hours a week. Credit: Three hours.

FS 5263. Observation and Assessment in Early Childhood. Designed to provide a comprehensive knowledge base concerning assessment of young children. Areas of emphasis include development of skills in selection; use and interpretation of developmentally appropriate formal, informal, and holistic instruments and procedures; measurement terms and principles; procedures and legal requirements for record keeping; use of technology in assessment; and managing an assessment team. Observation/Field experience: Fifteen clock hours. Three lecture hours a week. Credit: Three hours.

FS 5273. Reflections and Perspectives in Early Childhood. An analysis of contemporary issues and problems in early childhood including investigations of current research, as well as analysis of ethical, political, and advocacy teams. Three lecture hours a week. Credit: Three hours.

FS 5283. Technology and the Young Learner. Examination of developmentally appropriate use of technology with all young learners including integration into curriculum areas, environmental considerations, and the use of technology tools for observation, documentation, and communication with families and peers. Observation/Field experience: Fifteen clock hours. Three lecture hours a week. Credit: Three hours.

FS 5293. Advanced Play Therapy: Theories and Applications. Theories, techniques/methods, applications to special settings or populations, ethics, and professional responsibilities. Includes conference attendance and clinical experience in play therapy. Prerequisite: FS 5163 or equivalent. Three lecture hours a week. Credit: Three hours.

FS 5303. Professional Orientation and Ethics in Counseling. Introduction to the counseling profession and ethics. Examines the characteristics of the effective counselor and the parameters of counseling in a variety of settings, including schools and agencies. Prerequisite: Permission of the instructor. Three lecture hours a week. Credit: Three hours.


FS 5323. Psychological Appraisal of the Individual. Nature and status of psychological testing; in-depth investigation of characteristics and structure of intelligence, achievement, and personality measuring techniques; actual practice in selection, administration, and interpretation of standardized tests. Prerequisite: FS 5303 or permission of instructor. Three lecture hours a week. Credit: Three hours.

FS 5335. Clinical Diagnosis and Treatment Planning for Counselors. Assessment, diagnosis, and treatment of mental health disorders by counselors and therapists. Includes personality disorders and disorders of behavior, impulse control, mood, and anxiety, or loss of contact with reality. Application of the APA Diagnostic and Statistical Manual of Mental Disorders and its use in treatment planning. Three lecture hours a week. Credit: Three hours.
FS 5363. Prepracticum. Experiential learning and practice of skills, qualities, and decision-making capabilities integrated in the effective intentional counselor. Practice of the techniques of counseling is performed under supervision. Prerequisites: FS 5303 and FS 5313 for Counseling and Development students; FS 5133, FS 5303, or 6233 for Family Therapy students; and permission of the instructor. Ten practicum hours a week. Credit: Three hours.

FS 5364. Practicum in Counseling and Development. Professional supervised experience in counseling individuals and groups; supervision of live or videotaped sessions. Prerequisites: FS 5363 and permission of the instructor. Thirteen practicum hours a week. Credit: Four hours.

FS 5373. Group Counseling Procedures. A study of theories, techniques, and procedures in group counseling; development of skills to counsel small groups and conduct developmental group guidance activities in educational settings. Prerequisites: FS 5303, FS 5313, and FS 5363; or permission of instructor. Three lecture hours a week. Credit: Three hours.

FS 5383. Counseling Children and Adolescents. Current theories for counseling children and adolescents; emphasis on practical experiences. Prerequisites: Six graduate hours in counseling, psychology, or family sciences; and permission of instructor. Three lecture hours a week. Credit: Three hours.

FS 5393. School Guidance and Counseling Services. Various organizational patterns, administrative practices, and functions of modern school counseling and guidance programs; current counseling and assessment techniques; professional and ethical aspects; current issues and trends in school counseling programs. Three lecture hours a week. Credit: Three hours.

FS 5413. Development and Administration of Programs for Young Children. Examination of program needs; principles of management and administration applied to programs for young children. Emphasis on working with advisory boards, developing program goals and objectives, financial and human resources, legal concerns, program evaluation, physical space and equipment. Three lecture hours a week. Credit: Three hours.

FS 5443. Multicultural Counseling. Techniques for counseling minorities. Special consideration is given to counseling needs of Black Americans and Hispanic Americans. Three lecture hours a week. Credit: Three hours.

FS 5453. Counseling for Career Development. Theories, techniques, and procedures for counseling with a focus on career and educational decisions. Three lecture hours a week. Credit: Three hours.

FS 5493. Clinical Mental Health Counseling: Ethics, Law, and Practice. Examination of the historical development, current status and functions of the counseling profession as practiced in a variety of clinical and human service settings. Emphasis is placed on the role of the counselor, records management, business/family law, and the study of current board rule as applied in community mental health agencies and professional practice settings. Three lecture hours a week. Credit: Three hours.

FS 5533. Parenting Education. Examination of parent education methodology (planning, implementation, and evaluation) and content (parent/child relations, guidance, parenting stages, issues, and context). Exploration of related programs and agencies, historical context, and ethical issues. Three lecture hours a week. Credit: Three hours.

FS 5544. Internship in Family Therapy. Professional, supervised experience in counseling families, couples, and individuals; clinical supervision of live or video recorded sessions, 100 face-to-face clinical hours per semester. To be taken three consecutive semesters. Prerequisites: FS 5353, FS 5363, FS 5553, FS 5563, FS 5853, FS 5883, FS 6233; and permission of instructor. Ten practicum hours a week. Credit: Four hours.

FS 5553. Principles of Couple Therapy. Child problems as an avenue to couple therapy, premarital counseling, relationship assessment, emotional and relationship difficulties of the family. Prerequisite: Permission of instructor. Three lecture hours a week. Credit: Three hours.

FS 5563. Foundations of Family Therapy Theory. Basic techniques for family therapy; theoretical basis for the techniques used; application of counseling principles to family situations; child problems as an avenue to family therapy; the family as a unit for therapy. Three lecture hours a week. Credit: Three hours.

FS 5573. Family Crises. Stresses on family systems with emphasis on coping and adaptation strategies. Three lecture hours a week. Credit: Three hours.

FS 5593. Play, Development, and the Young Learner. Investigation of play as the cornerstone of the young child’s environment and as a foundation for curriculum development. Observation of children’s play as well as theoretical applications of observations will be examined. Three lecture and one laboratory hour a week. Credit: Three hours.

FS 5603. Aging in Families and Society. Issues and implications of aging for families and society. Focus on research and policy. Three lecture hours a week. Credit: Three hours.


FS 5643. The Development of Infants and Toddlers. Development of the child during the first 24 months of life; special emphasis placed on the active interchange that occurs between infants, toddlers, and the environments in which they develop; programming designed to serve infants, toddlers, and their families included. Three lecture hours a week. Credit: Three hours.

FS 5663. Leadership and Staff Development in Family Sciences Programs. Examination of styles of leadership, communication skills, supervision and motivation of staff, staff development activities, and administration of organized services and programs; emphasis on the facilitation of change. Three lecture hours a week. Credit: Three hours.

FS 5693. Research Methods in Family Sciences. Development of foundational knowledge of family sciences research methodology; emphasis on skill in planning and conducting family sciences research projects. Prerequisites: Nine hours of master’s level coursework completed. Three lecture hours a week. Credit: Three hours.

FS 5713. Housing and Families. Interdisciplinary approach to current conditions impacting family housing, including economic, social, psychological, and aesthetic aspects. Three lecture hours a week. Credit: Three hours.

FS 5783. Issues in Early Childhood Research and Evaluation. A practical approach to research and evaluation theory and practice which includes evaluating research articles and evaluation reports, identifying problems or topics for investigation, and synthesizing literature reviews. Quantitative and qualitative methodologies will be compared. Three lecture hours a week. Credit: Three hours.

FS 5803. Time Management for Families. Principles of time management for families; family time; impact of time on families. Three lecture hours a week. Credit: Three hours.

FS 5823. Families and Public Policy. Application of the family perspective to the policy process; research-based formulation and evaluation of public policy; analysis of policy impact on families; advocacy roles of family sciences professionals. Three lecture hours a week. Credit: Three hours.

FS 5833. Family Economics. Economic, sociological, psychological, and cultural factors affecting consumer behavior. Three lecture hours a week. Credit: Three hours.

FS 5843. Teaching Family Sciences. Theories and techniques of program planning, instruction, and evaluation in family sciences settings; emphasis on needs assessment and curriculum development. Three lecture hours a week. Credit: Three hours.

FS 5853. Family Systems. A fundamental introduction to the systems approach to intervention which integrates information regarding the marital, sibling, and individual subsystems, as well as the family of origin and external societal influences. Three lecture hours a week. Credit: Three hours.

FS 5883. Family of Origin. Theoretical bases of family of origin work. In-depth examination of the student's own family history and review of concepts and therapeutic techniques used in family of origin education and therapy. Three lecture hours a week. Credit: Three hours.

FS 5894. Internship in Counseling. Professional supervised experience in counseling individuals and groups in an agency or a school setting. To be taken in two consecutive semesters. Prerequisites: FS 5532, FS 5542, and permission of the instructor. Three-hundred clinical field hours per semester. Twenty practicum hours a week. Credit: Four hours.

FS 5903. Special Topics. Organized study of Family Sciences subject matter normally not included in other FS courses. Three lecture hours a week. Credit: Three hours.

FS 5911. Independent Study. Intensive study of a problem of individual or professional interest in family sciences. Credit: One hour.

FS 5913. Independent Study. Intensive study of a problem of individual or professional interest in family sciences. Credit: Three hours.

FS 5933. Practicum in Family Sciences. Professional supervised experience in working directly with children, families, or consumers in selected business, institution, or agency appropriate for Family Sciences. Job assignment based on student interests, skills, and degree program. Individual conferences and hours of work to be arranged. Twelve practicum hours a week. Credit: Three hours.


FS 5973. Professional Paper. Development and implementation of individual project designed to meet unresolved problem in an area of interest. Presentation and defense of project. May be repeated (Limit six hours of credit toward degree.) Credit: Three hours.

FS 5981. The Professional Portfolio. Development of a professional portfolio by students in the Master of Arts in Teaching program demonstrating the student's growth in the Learner-Centered Competencies. Pass-fail grade only. May be repeated. Credit: One hour.


FS 5993. Thesis. Prerequisite: FS 5983. Credit: Three hours.

FS 6003. Advanced Study of the Lifespan. The developmental process as it occurs during the life cycle and implications for the family; relationship of the developmental process to relevant issues in family sciences. Three lecture hours a week. Credit: Three hours.

FS 6193. Advanced Statistics for Family Sciences. Advanced inferential statistics, focusing on statistical methods for social science research. Overview of parametric assumptions, effect sizes and statistical power analysis, how to write and use syntax for statistical analysis, and identification of proper analysis strategies. Covers advanced statistical analyses including analysis of variance and covariance, linear and logistic regression, mediation and moderation analysis. Statistical analyses will be conducted in SPSS. Prerequisite: FS 5193 or equivalent master's level statistics course. Three lecture hours a week. Credit: Three hours.

FS 6233. Issues and Ethics in Professional Development. An examination of the major issues for professionals in family therapy; emphasis on legal and ethical standards, professional identity, and private practice issues; examination of the legal/therapeutic interface as it directly impacts practice. Three lecture hours a week. Credit: Three hours.

FS 6243. Advanced Applications of Family Therapy to Contemporary Challenges. Study and development of advanced relational and systemic applications of couple and family therapy interventions to contemporary challenges; applications of ethics and diversity to interventions; dissemination of innovations to the field of marriage and family therapy. Prerequisite: Permission of instructor. Three lecture hours a week. Credit: Three hours.

FS 6253. Supervision in Family Therapy. Techniques in family therapy supervision, including both didactic and interactive components. Prerequisite: Permission of instructor. Three lecture hours a week. Credit: Three hours.

FS 6303. Academic Life and Scholarship. Higher education culture from the perspective of a professor: university operations, including admissions, recruitment, university development, and funding sources; philosophies of teaching, research, and service; student characteristics and learning styles; university tenure and promotion issues; and professional identity. Prerequisite: Doctoral student classification. Three lecture hours a week. Credit: Three hours.

FS 6323. Health, Illness, and Families. Research-based focus on the macro and micro systemic interactions in families dealing with the health/illness continuum and the mental/physical health care systems. Three lecture hours a week. Credit: Three hours.

FS 6343. Effective College Teaching Methods. Methods of teaching college level courses; course design and delivery; syllabus and rubric development; assignments and assessments; test construction; principles and best practices for teaching online and in the classroom. Open to all majors. Three lecture hours a week. Credit: Three hours.

FS 6403. Theory Building in Family Sciences. Foundational elements of theories and models of theories in family sciences; the relationship between theories, models, concepts, and the design and implementation of research in family sciences. Three lecture hours a week. Credit: Three hours.
FS 6433. Grants Writing in Family Sciences. Study of available funding sources for human services programs; developing skills for requesting funds for an organization or agency; review and evaluation procedures. Three lecture hours a week. Credit: Three hours.

FS 6443. Research and Issues in Family Sciences. Critical review of current and classical research related to important issues in the family sciences, including child development, early childhood education, family studies, and family therapy. Emphasis on conceptual and theoretical frameworks in guiding family science research. Prerequisites: FS 5003 or equivalent; and FS 5113 FS 5123, or equivalent. Three seminar hours a week. Credit: Three hours.

FS 6513. Language and Cognitive Development in Young Children. Origins and development of language; cognition as a function of language, stages, and environment; interrelationships of language and cognitive development. Three lecture hours a week. Credit: Three hours.

FS 6544. Advanced Internship in Family Therapy. Professional supervised clinical experience in family therapy with families, couples, and individuals; supervision of live or video-recorded sessions. Prerequisites: FS 5353, FS 5363, FS 5553, FS 5653, FS 5863, FS 5883, FS 6233 (or the equivalents), and permission of the instructor. To be taken four consecutive semesters. Three lecture and three laboratory hours a week. Credit: Four hours.

FS 6563. Family Therapy II. Deconstruction of marriage and family therapy theory; demonstration of advanced understanding of multiple marriage and family therapy models; development of integrated family therapy theories reflective of research and diversity; dissemination of knowledge to the field of marriage and family therapy. Prerequisite: Permission of instructor. Three lecture hours a week. Credit: Three hours.

FS 6593. Practicum in Family Sciences. Professional supervised experience in working directly with children, families, or consumers in selected business, institution, or agency appropriate for Family Sciences. Job assignment based on student interests, skills, and degree program. Individual conferences and work hours to be arranged. Twelve practicum hours a week. Credit: Three hours.

FS 6623. Social and Cultural Dimensions of Early Language Development. Analysis of psycholinguistic and sociolinguistic research in early childhood language development; determination of patterns of language use in early childhood classes focused on the understanding of the literacy processes embedded in social practices; methods for continuing language growth in the classroom based on the demonstrated processes of language development. Three lecture hours a week. Credit: Three hours.

FS 6653. Seminar in Developmental Theory. An analysis and integration of theories and research on development in the early childhood and middle school years. Three lecture hours a week. Credit: Three hours.

FS 6663. Foundations of Early Childhood Education. Historical, philosophical, sociological, physical, and psychological bases for understanding and implementing programs of early childhood education. Prerequisite: Six hours of child development or permission of instructor. Three lecture hours a week. Credit: Three hours.

FS 6673. Advanced Seminar in Early Childhood Education. Analysis of current research, practices, and related theories in early childhood education. Prerequisite: FS 5693 or equivalent. Three seminar hours a week. Credit: Three hours.

FS 6683. Professional Seminar in Family Sciences. Development as a professional in Family Sciences demonstrated through teaching, research, and writing. Three seminar hours a week. Credit: Three hours.

FS 6693. Advanced Quantitative Research Methods In Family Sciences. Advanced quantitative research design and its application in family sciences; analysis and evaluation of quantitative research; data interpretation; emphasis on hypotheses, variables, ethics, instrumentation, sampling, reliability, and validity; preparation of a quantitative research plan. Prerequisites: A master's level research methods course and a graduate-level statistics course. Three lecture hours a week. Credit: Three hours.

FS 6793. Advanced Qualitative Research Methods In Family Sciences. Advanced qualitative research design and its application in family sciences; analysis and evaluation of qualitative research; data collection and interpretation; emphasis on research questions and ethical issues; preparation of a qualitative research plan. Prerequisites: A master's level research methods course. Three lecture hours a week. Credit: Three hours.

FS 6863. Family Financial Counseling. Examination of relationship between financial needs and family dynamics. Develop skills in assisting families with financial problems through family education and counseling. Three lecture hours a week. Credit: Three hours.

FS 6903. Special Topics. Three lecture hours a week. Credit: Three hours.

FS 6911. Independent Study. Intensive study of a problem of individual or professional interest in family sciences. Credit: One hour.

FS 6913. Independent Study. Intensive study of a problem of individual or professional interest in family sciences. Credit: Three hours.


FS 6941. Resources in Family Sciences. Individual study; collection of data in an individual situation, school, and/or community for a terminal problem in one semester or for a research study to be continued. Credit: One hour.

FS 6943. Resources in Family Sciences. Individual study; collection of data in an individual situation, school, and/or community for a terminal problem in one semester or for a research study to be continued. Credit: Three hours.


Faculty
Professors

ARMSTRONG, JOYCE, Professor of Family Sciences. B.S., East Texas State University; M.Ed., East Texas State University; Ph.D., Texas Woman's University.

HWANG, SHANN HWA, Professor of Family Sciences. B.A., Malone College; M.A., Ashland University; Ph.D., University of Tennessee, Knoxville.
LADD, LINDA, Professor of Family Sciences. B.A., Portland State University; M.S., Portland State University; Ph.D., Oregon State University; Psy.D., Pacific University.

MARTIN, JENNIFER L., Professor of Family Sciences; Senior Associate Provost. B.A., Lamar University; M.S., Lamar University; Ph.D., Texas Woman’s University.

MURO, JOEL, Professor of Family Sciences. B.A., Austin College; M.J., University of North Texas; Ph.D., University of North Texas.

PETTY, KAREN L., Professor of Family Sciences; Chair of the Department of Family Sciences. B.S., Stephen F. Austin State University; M.Ed., Stephen F. Austin State University; Ph.D., Texas A&M University.

ROSE, KATHERINE K., Professor of Family Sciences. B.S., Baylor University; M.S., Purdue University; M.S., University of North Texas; Ph.D., Texas Woman’s University.

SNIDER, SHARLA L., Professor of Family Sciences. B.S., University of North Texas; M.A., Texas Woman’s University; Ph.D., Texas Woman’s University.

**Associate Professors**

BROCK, LINDA J., Associate Professor of Family Sciences. B.B.A., University of North Texas; M.S., Texas Woman’s University; Ph.D., Texas Woman’s University.

BUCKLEY, RHONDA R., Associate Professor of Family Sciences. B.A., Auburn University; M.A., Auburn University; Ph.D., Auburn University.

GILLUM, NERISSA LEBLANC, Associate Professor of Family Sciences. B.S., Ambassador University; M.S., University of North Texas; Ph.D., University of North Carolina, Greensboro.

McCARROLL, ELIZABETH M., Associate Professor of Family Sciences. B.S., University of Texas at Austin; M.S., Texas Tech University; Ph.D., Texas Tech University.

MOORE, LIN, Associate Professor of Family Sciences. B.S., Texas Woman’s University; M.S., Texas Woman’s University; Ph.D., Texas Woman’s University.

MURO, LILIA LAMAR, Associate Professor of Family Sciences. B.A., University of Texas at San Antonio; M.A., Southwest Texas State University; Ph.D., University of North Texas.

VITTRUP, BIRGITTE M., Associate Professor of Family Sciences. B.A., Texas State University; B.S., University of Texas at Austin; M.A., University of Texas at Austin; Ph.D., University of Texas at Austin.

**Assistant Professors**

BLANCO, PEDRO, Assistant Professor of Family Sciences. B.A., Southwest Texas State University; M.A., Lewis-Clark State College; Ph.D., University of North Texas.

BROWN, MELISSA McNINIS, Assistant Professor of Family Sciences. B.A., University of Texas at Austin; M.A., University of Alabama, Tuscaloosa; PhD. University of Alabama, Tuscaloosa.

GRUBBS, LISA G., Assistant Professor of Family Sciences. B.S., University of North Texas; M.S., Texas Woman’s University; Ph.D., Sam Houston State University.

HOLLIMAN, RYAN, Assistant Professor of Family Sciences. B.A., University of North Texas; M.Ed., University of North Texas; Ph.D., University of North Texas.

HUEY, ERRON, Assistant Professor of Family Sciences. B.A., Harding University; M.S., Oklahoma State University; Ph.D., Oklahoma State University.

KUHN, VERONICA, Assistant Professor of Family Sciences. B.A., California State University; M.A. University of San Diego; Ph.D., Loma Linda University.

NORTON, AARON, Assistant Professor of Family Sciences. B.S., University of Utah; M.S., Kansas State University; Ph.D., Kansas State University.

WOODS, SARAH B., Assistant Professor of Family Sciences. B.A., University of Rochester; M.S., University of Rochester; Ph.D., Florida State University.

**Master of Science in Child Development**

All degree plans are developed in consultation with the student’s advisory committee and are based on current departmental requirements as well as individual student needs and objectives. No grade below B is accepted toward the master’s degrees described below.

**Total Semester Credit Hours Required**

- 33 semester credit hours (Thesis option)
- 36 semester credit hours (Professional option)
- 39 semester credit hours (Child Life option)

**Required**

Courses in research and subject matter specified in degree plan.

**Special Requirements**

Students who earn two grades of C or below in graduate classes will be dismissed from the program.

At least 50% (17 hours of 33-hour degree plan, 18 hours of 36-hour degree plan, or 20 hours of 39-hour degree plan) of graduate coursework toward degree must be taken in face-to-face classes (courses which are less than 50% online).

**Final Examination**

Most programs require an oral defense of the thesis or portfolio. This examination may be repeated if deemed appropriate by the student’s advisory committee, with the approval of the chair of the department.

**Master of Science in Child Development Program of Study (33 or 36 semester credit hours)**

**Thesis Option (33 semester credit hours)**

**Core**
FS 5113 Theories of Human Development 3
FS 5123 Theories of the Family 3
FS 5223 Child Growth and Human Development in Early Childhood 3

Research
FS 5193 Statistics for Research in Family Sciences 3
FS 5693 Research Methods in Family Sciences 3
FS 5983 Thesis 3
FS 5993 Thesis 3

Content Specialization
FS 5243 Adolescents in the Family 3
FS 5593 Play, Development, and the Young Learner 3
FS 5613 Child Guidance 3
FS 5643 The Development of Infants and Toddlers 3

Professional Option (36 semester credit hours)
Core
FS 5113 Theories of Human Development 3
FS 5123 Theories of the Family 3
FS 5223 Child Growth and Human Development in Early Childhood 3
Research
FS 5193 Statistics for Research in Family Sciences 3
FS 5693 Research Methods in Family Sciences 3
FS 5933 Practicum in Family Sciences (CFLE) *Must be taken in last semester.* 3

Content Specialization
FS 5243 Adolescents in the Family 3
FS 5593 Play, Development, and the Young Learner 3
FS 5613 Child Guidance 3
FS 5643 The Development of Infants and Toddlers 3

Professional Development
FS 5263 Observation and Assessment in Early Childhood 3
FS 5413 Development and Administration of Programs for Young Children 3

Total Semester Credit Hours 33

Child Life Option (39 semester credit hours)
Core
FS 5113 Theories of Human Development 3
FS 5123 Theories of the Family (**) 3
FS 5223 Child Growth and Human Development in Early Childhood (**) 3
Research
FS 5193 Statistics for Research in Family Sciences 3
FS 5693 Research Methods in Family Sciences (**) 3

Content Specialization
FS 5243 Adolescents in the Family (**) 3
FS 5593 Play, Development, and the Young Learner (**) 3
FS 5613 Child Guidance (**) 3
FS 5643 The Development of Infants and Toddlers (**) 3

Professional Competencies
FS 5183 Grief and Bereavement (**) 3
FS 5913 Independent Study (Child Life I **) 3
FS 5913 Independent Study (Child Life Practicum/Internship **) 3
FS 6323 Health, Illness, and Families (**) 3

Total Semester Credit Hours 39

Certified Family Life Educator
The M.S. in Child Development has been approved by the National Council on Family Relations as meeting the Standards and Criteria required for the Professional Certified Family Life Educator (CFLE) designation. Courses noted as “CFLE” must be completed in order to qualify for the abbreviated CFLE application process. In addition, FS 5023, 5153, 5233, 5533, 5823, 5833, and 5843 must be completed beyond the 33 hours required for the Professional option degree.

Notes:
Courses noted with two asterisks (**) count towards the course work required for Child Life certification.

Master of Science in Child Life
All degree plans are developed in consultation with the student’s advisory committee and are based on current departmental requirements as well as individual student needs and objectives. No grade below B is accepted toward the master’s degree described below.

The Master of Science (M.S.) in Child Life prepares graduates for positions in both healthcare and community settings. Completion of this degree may lead to (but does not guarantee) eligibility to pursue certification through the Association of Child Life Professionals (ACLP). Courses are taught 100% online, and the program has the approval of the Texas Higher Education Coordinating Board.

Total Semester Credit Hours Required
37 semester credit hours

Required
Courses in research and subject matter as specified in degree plan.

Special Requirements
Students who earn two grades of C or below in graduate courses will be dismissed from the program.

The student’s graduate committee should have at least two members (out of three) from ECDE component faculty.

Final Examination
This program requires an oral defense of a thesis, capstone project, professional paper, or professional portfolio. This defense may be repeated if deemed appropriate by student’s graduate committee, with approval of the chair of the department.

Master of Science in Child Life
Program of Study (37 credit hours)

Core Courses (9 hours)
FS 5113 Theories of Human Development 3
FS 5223 Child Growth and Human Development in Early Childhood 3

FS 5193 Independent Study (Child Life I **) 3
FS 5913 Independent Study (Child Life Practicum/Internship **) 3
FS 6323 Health, Illness, and Families (**) 3

Total Semester Credit Hours 39

Texas Woman’s University
Master of Science in Counseling and Development

All degree plans are developed in consultation with the student's advisory committee and are based on current departmental requirements as well as individual student needs and objectives. No grade below B is accepted toward the master's degrees described below.

Master of Science in Counseling and Development

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education (CHEA), has conferred accreditation to the M.S. degree in Counseling and Development, Professional School Counseling and Clinical Mental Health Counseling focal areas.

Total Semester Credit Hours Required

61 semester credit hours, in either of the focal areas of interest listed below:

1. Professional School Counseling: Designed to meet the School Counselor educational requirements of the State Board for Educator Certification.
2. Clinical Mental Health Counseling: Designed to meet the educational requirements for Licensed Professional Counselor (LPC).

Special Requirements

All students admitted to the Counseling and Development Program must meet departmental and program criteria prior to filing a degree plan. Students should refer to the Family Sciences Graduate Handbook and the Counseling and Development Program Guidelines for specific program criteria. Six of the first thirty semester credit hours must be FS 5363 and FS 5373. A grade of CR is required in FS 5363 and at least a B in FS 5373 prior to enrolling in FS 5364. A grade of CR is required in FS 5364 prior to enrolling in FS 5894. A student who 1) earns a grade of less than B (C, D, F, or WF) in two graduate courses or in the same graduate course; 2) earns a grade of PR twice in FS 5363, FS 5364, FS 5373, or FS 5894; or 3) earns one C in a graduate course and one PR in FS courses FS 5363, FS 5373, FS 5364, or FS 5894 will be dismissed from the program.

Passing a criminal background check may be required by TWU and/or certain facilities associated with the required clinical work or for certifications/licensures. If students are unable to be cleared on any of these requirements, they may not be eligible to continue in the program or become certified/licensed.

Dual Degree in Counseling and Development and Music (with emphasis in Music Therapy)

For a minimum of 64 semester credit hours students can meet the educational requirements for Licensed Professional Counselor (LPC) and the educational requirements to sit for the national examination administered by the Certification Board for Music Therapists (MT-BC).

Final Examination

Most programs require an oral defense of the thesis or portfolio. This examination may be repeated if deemed appropriate by the student's advisory committee, with the approval of the chair of the department.

Master of Science in Counseling and Development (emphasis in Professional School Counseling) Program of Study (61 semester credit hours)

Counseling Core (9 hours—to be completed within 21 hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS 5443</td>
<td>Multicultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>FS 5303</td>
<td>Professional Orientation and Ethics in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>FS 5313</td>
<td>Counseling Theory and Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional Counseling Core (16 hours—all required)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS 5003</td>
<td>Lifespan Human Development</td>
<td>3</td>
</tr>
<tr>
<td>FS 5173</td>
<td>Abnormal Behavior: Crisis Impacts and Treatments</td>
<td>3</td>
</tr>
<tr>
<td>FS 5323</td>
<td>Psychological Appraisal of the Individual</td>
<td>3</td>
</tr>
<tr>
<td>FS 5353</td>
<td>Clinical Diagnosis and Treatment Planning for Counselors</td>
<td>3</td>
</tr>
</tbody>
</table>

School Counseling Specialty (9 hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS 5903</td>
<td>Special Topics (Foundations of School Counseling (taken concurrently with Critical Issues))</td>
<td>3</td>
</tr>
<tr>
<td>FS 5903</td>
<td>Special Topics (Critical Issues in School Counseling (taken concurrently with Foundations))</td>
<td>3</td>
</tr>
<tr>
<td>FS 5903</td>
<td>Special Topics (Applied Skills in School Counseling (taken after Critical Issues and Foundations))</td>
<td>3</td>
</tr>
</tbody>
</table>

Research (3 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS 5693</td>
<td>Research Methods in Family Sciences</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives (6 hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS 5143</td>
<td>Addiction Counseling (required for LPC track)</td>
<td>3</td>
</tr>
<tr>
<td>FS 5183</td>
<td>Grief and Bereavement</td>
<td>3</td>
</tr>
<tr>
<td>FS 5163</td>
<td>Play Therapy</td>
<td>3</td>
</tr>
<tr>
<td>FS 5293</td>
<td>Advanced Play Therapy: Theories and Applications</td>
<td>3</td>
</tr>
<tr>
<td>FS 5383</td>
<td>Counseling Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>FS 5903</td>
<td>Special Topics (Expressive Arts)</td>
<td>3</td>
</tr>
</tbody>
</table>

Clinical Competencies (18 hours)
### Master of Science Degree in Counseling and Development (emphasis in Clinical Mental Health Counseling) Program of Study (61 semester credit hours)

**Counseling Core (9 hours—completed within 21 hours):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS 5443</td>
<td>Multicultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>FS 5303</td>
<td>Professional Orientation and Ethics in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>FS 5313</td>
<td>Counseling Theory and Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

**Additional Counseling Core (19—all required):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS 5003</td>
<td>Lifespan Human Development</td>
<td>3</td>
</tr>
<tr>
<td>FS 5143</td>
<td>Addiction Counseling</td>
<td>3</td>
</tr>
<tr>
<td>FS 5173</td>
<td>Abnormal Behavior: Crisis Impacts and Treatments</td>
<td>3</td>
</tr>
<tr>
<td>FS 5323</td>
<td>Psychological Appraisal of the Individual</td>
<td>3</td>
</tr>
<tr>
<td>FS 5353</td>
<td>Clinical Diagnosis and Treatment Planning for Counselors</td>
<td>3</td>
</tr>
<tr>
<td>FS 5453</td>
<td>Counseling for Career Development</td>
<td>3</td>
</tr>
<tr>
<td>FS 5911</td>
<td>Independent Study (Portfolio)</td>
<td>1</td>
</tr>
</tbody>
</table>

**Clinical Mental Health Counseling Specialty (3 hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS 5493</td>
<td>Clinical Mental Health Counseling: Ethics, Law, and Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

**Research**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS 5693</td>
<td>Research Methods in Family Sciences</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives (9 hours including):**

Choose a minimum of 2 courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS 5183</td>
<td>Grief and Bereavement</td>
<td>3</td>
</tr>
<tr>
<td>FS 5163</td>
<td>Play Therapy</td>
<td>3</td>
</tr>
<tr>
<td>FS 5293</td>
<td>Advanced Play Therapy: Theories and Applications</td>
<td>3</td>
</tr>
<tr>
<td>FS 5383</td>
<td>Counseling Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>FS 5903</td>
<td>Special Topics (Expressive Arts)</td>
<td>3</td>
</tr>
<tr>
<td>FS 5903</td>
<td>Special Topics (Counseling an Aging Population)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Clinical Competencies (18 hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS 5363</td>
<td>Prepracticum (required after completion of counseling Core &amp; prior to completion of 30 hours)</td>
<td>3</td>
</tr>
<tr>
<td>FS 5373</td>
<td>Group Counseling Procedures (taken concurrently with Prepracticum)</td>
<td>3</td>
</tr>
<tr>
<td>FS 5364</td>
<td>Practicum in Counseling and Development (1 semester)</td>
<td>4</td>
</tr>
<tr>
<td>FS 5894</td>
<td>Internship in Counseling (2 semesters)</td>
<td>8</td>
</tr>
</tbody>
</table>

Total Semester Credit Hours: 61

---

### Dual Degree: M.S. in Counseling and Development and M.A. in Music (emphasis in Music Therapy)

TWU offers graduate students the opportunity to pursue a dual degree in the Master of Arts in Music (with an emphasis in Music Therapy) and the Master of Science in Counseling and Development. No student will be granted the dual degrees until he/she is eligible for the board certification exam in music therapy (i.e., the student must have completed the equivalency program including internship or already have completed an approved undergraduate degree in music therapy).

Students pursuing the dual degree option will have two advisors – one in the Department of Music and Drama and another in the Department of Family Sciences – to assure proper sequencing of courses.

The guidelines for the master's level preparation in Counseling and Development and Music (emphasis in Music Therapy) Dual Degree within the State Board of Examiners for Professional Counselors (LPC) are listed below. The dual Master's degree in Counseling and Development and Music (emphasis in Music Therapy) consists of 70 semester credit hours.

The Council for Accreditation for Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education (CHEA), has conferred accreditation to the M.S. in Counseling and Development, Community Counseling focal area.

### Total Semester Credit Hours Required

For a minimum of 70 semester credit hours students can meet the educational requirements for Licensed Professional Counselor (LPC) and the educational requirements to sit for the national examination administered by the Certification Board for Music Therapists (MT-BC).

### Admission

Students wishing admission to this program must:

1. Hold Board Certification in Music Therapy through the Certification Board for Music Therapists (MT-BC). Students who are not already board certified or eligible to take the exam may apply for a graduate equivalency program in music therapy to be completed concurrently with the dual master’s degree program. This is possible as long as their undergraduate degree is in music from an NASM accredited college or university or (for international students) as long as their undergraduate degree is equivalent to a music degree from an NASM accredited college of university. Equivalency work usually involves about 50 hours of undergraduate coursework in addition to the 70 hours of graduate coursework involved in the dual degree program. International Students will be required to achieve a score of 550 on the TOEFL or its equivalent.

2. Apply for admission from both departments through the graduate school. Specify the dual degree program and request that the Graduate School send the application to both departments for review. A single online application may be used.

3. Complete an interview with Family Sciences Faculty. Information regarding the interview can be obtained by contacting the Family Sciences Department.

4. Receive admission to the Dual Degree Program by both departments. Entering students must apply for admission to the Dual Degree Program prior to completing 12 graduate semester hours.
5. Enrollment in the Dual Master’s Program may be limited. If all available spaces for Dual Degree students are filled, students may be asked to delay enrollment to a subsequent year or be denied admission. Early application is recommended.

**Special Requirements**

All students admitted to the Counseling and Development Program must meet departmental and program criteria prior to filing a degree plan. Students should refer to the Family Sciences Graduate Handbook and the Counseling and Development Program Guidelines for specific program criteria. Three of the first twenty one semester credit hours must be FS 5363 and FS 5373. A grade of CR is required in FS 5363 and at least a B in FS 5373 prior to enrolling in FS 5364. A grade of CR is required in FS 5364 prior to enrolling in FS 5894. A student who 1) earns a grade of less than B (C, D, F, or WF) in two graduate courses or in the same graduate course; 2) earns a grade of PR twice in FS 5363, FS 5364, FS 5373, or FS 5894; or 3) earns one C in a graduate course and one PR in Family Science courses FS 5363. FS 5373, FS 5364, or FS 5894 will be dismissed from the program.

Passing a criminal background check may be required by TWU and/or certain facilities associated with the required clinical work or for certifications/licensures. If students are unable to be cleared on any of these requirements, they may not be eligible to continue in the program or become certified/licensed.

**Final Examination**

Most programs require an oral defense of the thesis or portfolio. This examination may be repeated if deemed appropriate by the student’s advisory committee, with the approval of the chair of the department.

**Dual Degree Plan: Master of Arts in Music with an Emphasis in Music Therapy and Master of Science in Counseling and Development (70 semester credit hours)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Music Core</strong></td>
<td></td>
</tr>
<tr>
<td>MU 5933</td>
<td>Styles in Music</td>
<td>3</td>
</tr>
<tr>
<td>MU 5643</td>
<td>Research on Music and Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MU 5973</td>
<td>Professional Paper</td>
<td>3</td>
</tr>
<tr>
<td>MU 5403</td>
<td>Music Theory Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>or MU 5903</td>
<td>Special Topics (must be MU 5903 ST: Analytical Techniques)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Music Therapy Area</strong></td>
<td></td>
</tr>
<tr>
<td>MU 5533</td>
<td>Philosophies and Theories of Music Therapy</td>
<td>3</td>
</tr>
<tr>
<td>MU 5543</td>
<td>Multicultural Perspectives in Music Therapy</td>
<td>3</td>
</tr>
<tr>
<td>FS 5894</td>
<td>Internship in Counseling (joint internship in music therapy and counseling with joint supervision by MU and FS faculty)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Counseling Area</strong></td>
<td></td>
</tr>
<tr>
<td>FS 5003</td>
<td>Lifespan Human Development</td>
<td>3</td>
</tr>
<tr>
<td>FS 5143</td>
<td>Addiction Counseling</td>
<td>3</td>
</tr>
<tr>
<td>FS 5173</td>
<td>Abnormal Behavior: Crisis Impacts and Treatments</td>
<td>3</td>
</tr>
<tr>
<td>FS 5303</td>
<td>Professional Orientation and Ethics in Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS 5313</td>
<td>Counseling Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>FS 5323</td>
<td>Psychological Appraisal of the Individual</td>
<td>3</td>
</tr>
<tr>
<td>FS 5353</td>
<td>Clinical Diagnosis and Treatment Planning for Counselors</td>
<td>3</td>
</tr>
<tr>
<td>FS 5363</td>
<td>Prepracticum</td>
<td>3</td>
</tr>
<tr>
<td>FS 5364</td>
<td>Practicum in Counseling and Development</td>
<td>4</td>
</tr>
<tr>
<td>FS 5373</td>
<td>Group Counseling Procedures</td>
<td>3</td>
</tr>
<tr>
<td>FS 5443</td>
<td>Multicultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>FS 5453</td>
<td>Counseling for Career Development</td>
<td>3</td>
</tr>
<tr>
<td>FS 5493</td>
<td>Clinical Mental Health Counseling: Ethics, Law, and Practice</td>
<td>3</td>
</tr>
<tr>
<td>FS 5894</td>
<td>Internship in Counseling</td>
<td>4</td>
</tr>
<tr>
<td>FS 5911</td>
<td>Independent Study (Counseling and Development Portfolio)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total Semester Credit Hours</td>
<td>70</td>
</tr>
</tbody>
</table>

Testing for drugs, specific immunizations in addition to those required by TWU, proof of personal medical insurance, and/or passing a criminal background check may be required by certain facilities associated with the required clinical work or for certification/licensure. If students are unable to be cleared on any of these requirements, they may not be eligible to continue in the program or to become certified/licensed. The cost of any required background checks, immunizations, and/or drug testing are the responsibility of the student.

Certification as a Music Therapist (MT-BC) is achieved by passing a national examination administered by the Certification Board for Music Therapists. Students completing the dual degree program must be eligible for board certification in music therapy prior to the awarding of the dual degree. Eligibility for board certification as a music therapist is achieved EITHER by completing an undergraduate degree in music therapy prior to admission to the dual degree program OR by completing an undergraduate equivalency program in music therapy concurrently with the dual master’s degree curriculum. Completion of the undergraduate equivalency or an undergraduate degree in music therapy does not guarantee eligibility to take the board certification exam. Questions regarding specific criminal background and its possible effects on eligibility for board certification should be addressed directly to the Certification Board for Music Therapists.

Licensure as a Professional Counselor is achieved by passing a state examination, after completion of coursework and the required supervised clinical work (3000 postmaster’s internship clock hours). Questions regarding eligibility for licensure as a counselor should be addressed to the Counseling and Development Program Coordinator in the Department of Family Sciences or directly to the Texas State Board of Examiners of Professional Counselors.

**Special Note #1**

The following courses must be completed prior to enrolling in the Counseling Clinical Competency Sequence:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS 5303</td>
<td>Professional Orientation and Ethics in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>(Fall 4 weekends)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FS 5313</td>
<td>Counseling Theory and Practice</td>
<td>3</td>
</tr>
</tbody>
</table>
Special Note #2
FS 5373 must be taken concurrently with FS 5363.

Special Note #3
Professional competency courses must be taken at TWU in the Department of Family Sciences. The student must take these courses in sequence and earn a grade of CR in each course to advance in the sequence. Any student receiving a PR in one of these courses must retake the course before progressing in the sequence. Students receiving 1(one) PR in a professional competency course must meet with the Counseling and Development faculty before registering for additional courses. Students receiving a C in any course must meet with the Counseling and Development faculty before registering for any additional classes. No two professional competency courses can be taken at the same time. Two grades of C or PR will result in dismissal from the Counseling and Development program.

Special Note #4:
Students who wish to work in Substance Abuse/Chemical Dependency Facilities should consider taking FS 5143 in addition to this 64 semester credit hour curriculum. The substance abuse course may be taken as the counseling elective in the 64 semester credit hour program.

Special Note #5:
Students taking the equivalency program in music therapy while completing the dual degree in counseling and music therapy must complete their music therapy undergraduate internship before beginning the graduate practicum/internship sequence in counseling. Exceptions may be made on an individual basis, but in no case can a student complete the joint internship in Counseling/MT (the 2nd semester of FS 5994) prior to completing the undergraduate MT internship, as per AMTA requirements.

Refer to the TWU Graduate Catalog for further explanation of policy and procedures.

Required for Graduation with Dual Degree:
Eligibility to take the CBMT Board Certification Examination in Music Therapy 64 Semester Credit Hour Dual Master's Degree Program

Required for Licensure as LPC:
LPC Examination and Postgraduate Experience (3000 hours)

Master of Education in Early Childhood Education Program of Study (30 or 37 semester credit hours)

Thesis Option (30 semester credit hours)

Core (6 hours)
FS 5213 Curriculum Development in Early Childhood 3
FS 5223 Child Growth and Human Development in Early Childhood 3

Research (12 hours)
FS 5193 Statistics for Research in Family Sciences 3
FS 5693 Research Methods in Family Sciences 3
FS 5983 Thesis (thesis option only) 3
FS 5993 Thesis (thesis option only) 3

Content Specialization (12 hours)
FS 5203 Language and Literacy in Early Childhood 3
FS 5263 Observation and Assessment in Early Childhood 3
FS 5283 Technology and the Young Learner 3
FS 5773 Home/School/Community Partnerships 3

Total Semester Credit Hours 30

Portfolio Option (37 semester credit hours)

Core (6 hours)
FS 5213 Curriculum Development in Early Childhood 3
FS 5223 Child Growth and Human Development in Early Childhood 3

Research (7 hours)
FS 5193 Statistics for Research in Family Sciences 3
FS 5693 Research Methods in Family Sciences 3
FS 5911 Independent Study (Portfolio) 1

Content Specialization (12 hours)
FS 5203 Language and Literacy in Early Childhood 3
FS 5263 Observation and Assessment in Early Childhood 3
FS 5283 Technology and the Young Learner 3
FS 5773 Home/School/Community Partnerships 3

Related Areas (12 hours)
Select 4 of the following courses: 12
FS 5273 Reflections and Perspectives in Early Childhood

Special Requirements
Students who earn two grades of C or below in graduate classes will be dismissed from the program.

A student’s M.Ed. degree plan committee, thesis committee, or portfolio committee should have at least two members (out of the three total) from ECDE component faculty.

At least 50% (15 hours of 30-hour degree plan or 18 hours of 37-hour degree plan) of graduate coursework toward degree must be taken in face-to-face classes (courses which are less than 50% online).

Final Examination
Most programs require an oral defense of the thesis or portfolio. This examination may be repeated if deemed appropriate by the student’s advisory committee, with the approval of the chair of the department.

Master of Education in Early Childhood Education Program of Study (30 or 37 semester credit hours)

Thesis Option (30 semester credit hours)

Core (6 hours)
FS 5213 Curriculum Development in Early Childhood 3
FS 5223 Child Growth and Human Development in Early Childhood 3

Research (12 hours)
FS 5193 Statistics for Research in Family Sciences 3
FS 5693 Research Methods in Family Sciences 3
FS 5983 Thesis (thesis option only) 3
FS 5993 Thesis (thesis option only) 3

Content Specialization (12 hours)
FS 5203 Language and Literacy in Early Childhood 3
FS 5263 Observation and Assessment in Early Childhood 3
FS 5283 Technology and the Young Learner 3
FS 5773 Home/School/Community Partnerships 3

Total Semester Credit Hours 30

Portfolio Option (37 semester credit hours)

Core (6 hours)
FS 5213 Curriculum Development in Early Childhood 3
FS 5223 Child Growth and Human Development in Early Childhood 3

Research (7 hours)
FS 5193 Statistics for Research in Family Sciences 3
FS 5693 Research Methods in Family Sciences 3
FS 5911 Independent Study (Portfolio) 1

Content Specialization (12 hours)
FS 5203 Language and Literacy in Early Childhood 3
FS 5263 Observation and Assessment in Early Childhood 3
FS 5283 Technology and the Young Learner 3
FS 5773 Home/School/Community Partnerships 3

Related Areas (12 hours)
Select 4 of the following courses: 12
FS 5273 Reflections and Perspectives in Early Childhood
Master of Science in Family Studies

All degree plans are developed in consultation with the student’s advisory committee and are based on current departmental requirements as well as individual student needs and objectives. No grade below B is accepted toward the master’s degrees described below.

Total Semester Credit Hours Required
34 semester credit hours (thesis option or professional paper) or 35 semester credit hours (non-thesis / portfolio option)

Required
Courses in research and subject matter specified in degree plan.

Special Requirements
If a grade of C or below is earned two times while enrolled in any Family Sciences master’s program, the student will be dismissed from the program.

Final Examination
Most programs require an oral defense of the thesis or professional portfolio. This examination may be repeated if deemed appropriate by the student’s advisory committee, with the approval of the chair of the department.

Master of Science in Family Studies Program of Study (34 or 35 semester credit hours)

Thesis Option (34 semester credit hours)

Required Foundation I
To be completed in first 2 semesters.
- FS 5003 Lifespan Human Development (*) 3
- FS 5123 Theories of the Family (*) 3
- FS 5221 Seminar in Family Sciences 1

Required Foundation II
- FS 5823 Families and Public Policy (*) 3
- FS 5833 Family Economics (*) 3

Research
- FS 5193 Statistics for Research in Family Sciences 3
- FS 5693 Research Methods in Family Sciences 3

Content Specialization
Select 12 semester credit hours from the following: 12
- FS 5023 Family Sexuality (*)
- FS 5103 Families as Consumers
- FS 5153 Family Changes and Diversity (*)
- FS 5233 Communication in Marriage and Family (*)
- FS 5243 Adolescents in the Family
- FS 5253 Gender Role Development
- FS 5533 Parenting Education (*)
- FS 5573 Family Crises
- FS 5603 Aging in Families and Society
- FS 5663 Leadership and Staff Development in Family Sciences Programs
- FS 5713 Housing and Families
- FS 5803 Time Management for Families
- FS 5843 Teaching Family Sciences (*)
- FS 5933 Practicum in Family Sciences (*)

Professional Competency
Taken in final semester(s).
- FS 5973 Professional Paper 3

Total Semester Credit Hours
34

Professional Paper Option (34 semester credit hours)

Required Foundation I
To be completed in first 2 semesters.
- FS 5003 Lifespan Human Development (*) 3
- FS 5123 Theories of the Family (*) 3
- FS 5221 Seminar in Family Sciences 1

Required Foundation II
- FS 5823 Families and Public Policy (*) 3
- FS 5833 Family Economics (*) 3

Research
- FS 5193 Statistics for Research in Family Sciences 3
- FS 5693 Research Methods in Family Sciences 3

Content Specialization
Select 12 semester credit hours from the following: 12
- FS 5023 Family Sexuality (*)
- FS 5103 Families as Consumers
- FS 5153 Family Changes and Diversity (*)
- FS 5233 Communication in Marriage and Family (*)
- FS 5243 Adolescents in the Family
- FS 5253 Gender Role Development
- FS 5533 Parenting Education (*)
- FS 5573 Family Crises
- FS 5603 Aging in Families and Society
- FS 5663 Leadership and Staff Development in Family Sciences Programs
- FS 5713 Housing and Families
- FS 5803 Time Management for Families
- FS 5843 Teaching Family Sciences (*)
- FS 5933 Practicum in Family Sciences (*)

Professional Competency
Taken in final semester(s).
- FS 5973 Professional Paper 3

Total Semester Credit Hours
34

Non-thesis / Portfolio Option (35 semester credit hours)

Required Foundation I
To be completed in first 2 semesters.
### Required Foundation I

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS 5003</td>
<td>Lifespan Human Development (*)</td>
<td>3</td>
</tr>
<tr>
<td>FS 5123</td>
<td>Theories of the Family (*)</td>
<td>3</td>
</tr>
<tr>
<td>FS 5221</td>
<td>Seminar in Family Sciences</td>
<td>1</td>
</tr>
</tbody>
</table>

### Research

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS 5193</td>
<td>Statistics for Research in Family Sciences</td>
<td>3</td>
</tr>
<tr>
<td>FS 5693</td>
<td>Research Methods in Family Sciences</td>
<td>3</td>
</tr>
</tbody>
</table>

### Content Specialization

Select 15 semester credit hours from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS 5023</td>
<td>Family Sexuality (*)</td>
<td>3</td>
</tr>
<tr>
<td>FS 5103</td>
<td>Families as Consumers</td>
<td>3</td>
</tr>
<tr>
<td>FS 5153</td>
<td>Family Changes and Diversity (*)</td>
<td>3</td>
</tr>
<tr>
<td>FS 5233</td>
<td>Communication in Marriage and Family (*)</td>
<td>3</td>
</tr>
<tr>
<td>FS 5243</td>
<td>Adolescents in the Family</td>
<td>3</td>
</tr>
<tr>
<td>FS 5253</td>
<td>Gender Role Development</td>
<td>3</td>
</tr>
<tr>
<td>FS 5533</td>
<td>Parenting Education (*)</td>
<td>3</td>
</tr>
<tr>
<td>FS 5573</td>
<td>Family Crises</td>
<td>3</td>
</tr>
<tr>
<td>FS 5603</td>
<td>Aging in Families and Society</td>
<td>3</td>
</tr>
<tr>
<td>FS 5663</td>
<td>Leadership and Staff Development in Family Sciences Programs</td>
<td>3</td>
</tr>
<tr>
<td>FS 5713</td>
<td>Housing and Families</td>
<td>3</td>
</tr>
<tr>
<td>FS 5803</td>
<td>Time Management for Families</td>
<td>3</td>
</tr>
<tr>
<td>FS 5843</td>
<td>Teaching Family Sciences (*)</td>
<td>3</td>
</tr>
<tr>
<td>FS 5933</td>
<td>Practicum in Family Sciences (*)</td>
<td>3</td>
</tr>
</tbody>
</table>

### Professional Competency

Taken in final semester(s).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS 5911</td>
<td>Independent Study (Professional Portfolio)</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Semester Credit Hours** 35

### Family Resource Management Emphasis Option or Content Specialization

**Family Resource Management Emphasis Option or Content Specialization**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS 5103</td>
<td>Families as Consumers</td>
<td>3</td>
</tr>
<tr>
<td>FS 5713</td>
<td>Housing and Families</td>
<td>3</td>
</tr>
<tr>
<td>FS 5803</td>
<td>Time Management for Families</td>
<td>3</td>
</tr>
<tr>
<td>FS 5833</td>
<td>Family Economics</td>
<td>3</td>
</tr>
<tr>
<td>FS 5843</td>
<td>Teaching Family Sciences (*)</td>
<td>3</td>
</tr>
<tr>
<td>FS 5933</td>
<td>Practicum in Family Sciences (*)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Semester Credit Hours** 18

### Certified Family Life Educator

The M.S. in Family Studies has been approved by the National Council on Family Relations as meeting the Standards and Criteria required for the Professional Certified Family Life Educator (CFLE) designation. Courses noted with an asterisk (*) must be completed in order to qualify for the abbreviated CFLE application process.

### Doctor of Philosophy in Family Studies

All degree plans are developed in consultation with the student's advisory committee and are based on current departmental requirements as well as individual student needs and objectives. No grade below B is accepted toward the doctoral degrees described below.

#### Total Semester Credit Hours Required

A minimum of 90 semester credit hours above the bachelor's degree, including 6 semester credit hours for dissertation. (Proficiency in statistics is required as part of the program, including completion of a 6000-level statistics course.) 30 of 90 hours must be research courses. Consult with advisor for appropriate/approved research courses.

#### Major

Two-thirds of the total semester credit hours will determine the major.

Note: The specific course requirements and total semester credit hours are developed in cooperation with and approved in a meeting of the student's graduate advisory committee. The department chair also approves individual doctoral degree plans based on current departmental requirements. If a grade of C or below is earned two times while in any Family Sciences doctoral program, the student will be dismissed from the program.

#### Research Tools

The Department of Family Sciences requirement is currently consistent with the university requirements as described in the Graduate School General Requirements section of this catalog. Check with the department for any possible additions in acceptable courses to meet the research tool requirement. These requirements of 12 student credit hours are a part of the 90 semester credit hours minimum described above and are included in the 30 hours of research courses required.

#### Qualifying Exam

A student seeking the doctoral degree in Family Studies must take a 4-part First Year Program Examination in Family Studies before completing 18 semester credit hours. An acceptable passing score for each section is required. Only one re-take is allowed.

#### Professional Seminars

All doctoral students in Family Studies are required to attend at least 3 professional seminars each calendar year.

#### Comprehensive Exam

All students are required to complete all course work on the degree plan prior to taking comprehensive examinations. A student should enroll for the first semester of dissertation (FS 6983) during the semester when the comprehensive examination is taken.

Family Studies students will take a 2-day written comprehensive exam focusing on 5 areas: 1) Human Development Theories 2) Family Theories, 3) Quantitative Methodology, 4) Qualitative Methodology, and the 5) Content Specialization (Family Studies). An oral exam and/or debriefing will follow successful completion of the written exam. The written and oral examination may be repeated one time.

#### Final Examination

A comprehensive oral examination will include a defense of the dissertation and the research on which it is based, as well as questions...
concerning the major. The final examination may only be repeated one
time.

Certified Family Life Educator

The Ph.D. in Family Studies has been approved by the National Council
on Family Relations as meeting the Standards and Criteria required for
the Professional Certified Family Life Educator (CFLE) designation.
Courses noted with an asterisk (*) must be completed in order to qualify
for the abbreviated CFLE application process.

Committee Requirements

Dissertation Committee

All dissertation committees are comprised of a minimum of three
graduate faculty members. At least two of the committee members
must represent the major discipline (component). The committee chair
must have full graduate faculty standing. Additional committee voting
members must have associate or full graduate faculty standing.

External committee members may be requested by the committee chair
by submitting a CV and request to the Dean of the Graduate School for
approval. They serve in addition to the required three member committee
as an ex-officio committee member.

Degree Plan Committee

All degree plan committees are composed of five graduate faculty
members.

Doctor of Philosophy in Family Studies

Plan of Study (90 semester credit hours, including relevant master's coursework)

Prerequisites

Master's degree in Family Studies or a related field and coursework
equivalent to the following:

- FS 5003 Lifespan Human Development (*)
- FS 5123 Theories of the Family (*)
- FS 5193 Statistics for Research in Family Sciences
- FS 5693 Research Methods in Family Sciences

Doctoral Core (12 hours)

- FS 6003 Advanced Study of the Lifespan (*) 3
- FS 6403 Theory Building in Family Sciences 3
- FS 6443 Research and Issues in Family Sciences 3
- FS 6593 Practicum in Family Sciences (*) offered in Spring 3

Research (21 hours)

- FS 6193 Advanced Statistics for Family Sciences
  (Prerequisite: FS 5193 or equivalent master's level
  statistic course) 3
- FS 6433 Grants Writing in Family Sciences 3
- FS 6693 Advanced Quantitative Research Methods In
  Family Sciences (Prerequisites: A master's level
  research methods course and a graduate-level
  statistics course) 3
- FS 6793 Advanced Qualitative Research Methods In Family
  Sciences (Prerequisite: A master's level research
  methods course) 3

FS 6893 Multivariate Statistics (Prerequisites: FS 5193
or equivalent master's level statistics course,
FS 6193 or equivalent doctoral level statistics
course, and familiarity with SPSS) 3

FS 6983 Dissertation 3
FS 6993 Dissertation 3

Professional Competencies (12 hours)

- FS 6303 Academic Life and Scholarship 3
- FS 6343 Effective College Teaching Methods 3
- FS 6683 Professional Seminar in Family Sciences 3
- FS 6863 Family Financial Counseling 3

Content Specialization (21 hours)

Select 21 semester credit hours from the following: 21

- FS 5023 Family Sexuality (*)
- FS 5103 Families as Consumers
- FS 5153 Family Changes and Diversity (*)
- FS 5233 Communication in Marriage and Family (*)
- FS 5243 Adolescents in the Family
- FS 5253 Gender Role Development
- FS 5533 Parenting Education (*)
- FS 5573 Family Crises
- FS 5603 Aging in Families and Families
- FS 5663 Leadership and Staff Development in Family
  Sciences Programs
- FS 5713 Housing and Families
- FS 5803 Time Management for Families
- FS 5823 Families and Public Policy (*)
- FS 5833 Family Economics (*)
- FS 5843 Teaching Family Sciences (*)
- FS 5883 Family of Origin

No more than 42 semester credit hours of online coursework will count
toward the doctoral degree.

Master of Science in Family Therapy

All degree plans are developed in consultation with the student's advisory
committee and are based on current departmental requirements as well
as individual student needs and objectives. No grade below B is accepted
toward the master's degrees described below.

Total Semester Credit Hours Required

57 semester credit hours (thesis or non-thesis option)

As of August, 2017, the Texas state licensure requirements will include
60 credits in the Master's program. The degree plan for the Master's in
Family Therapy is being revised to reflect this change, and the revised
degree plan will appear in the next graduate catalog.

Required

Courses in family therapy (30 hours), research (6 semester credit hours),
plus a minimum of 12 semester credit hours of clinical internship
specified in degree plan. Students must also pass the Family Therapy
M.S. Final Exam.

Grading Specific to the Family Therapy Program:
All Family Therapy students are required to earn grades of "B" or better in all graduate courses. If less than a "B" is earned, students must retake the course the next available semester the course is offered. If a student earns two non-passing grades in any courses during their program, they will be removed from the program. Even though students have retaken a course and earned a passing grade for one (1) course, it does not negate the consequence associated with this two non-passing grades requirement.

**Final Examination**

Family Therapy requires a final exam. This examination may be repeated once if deemed appropriate by the Family Therapy faculty.

**Criminal Background Check**

Passing a criminal background check is required by TWU and/or certain facilities associated with the required clinical work or for certifications/licensures. If students are unable to be cleared on any of these requirements, they may not be eligible to continue in the program or become certified/licensed.

### Master of Science in Family Therapy Program of Study (57 semester credit hours)

<table>
<thead>
<tr>
<th>Family Therapy Core</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FS 5003 Lifespan Human Development (must be completed before beginning Internship)</td>
<td>3</td>
</tr>
<tr>
<td>FS 5023 Family Sexuality (face-to-face class format only)</td>
<td>3</td>
</tr>
<tr>
<td>FS 5123 Theories of the Family</td>
<td>3</td>
</tr>
<tr>
<td>FS 5353 Clinical Diagnosis and Treatment Planning for Counselors (must be completed before beginning Internship)</td>
<td>3</td>
</tr>
<tr>
<td>FS 5553 Principles of Couple Therapy (must be completed before beginning Internship)</td>
<td>3</td>
</tr>
<tr>
<td>FS 5563 Foundations of Family Therapy Theory (must be completed before beginning Internship)</td>
<td>3</td>
</tr>
<tr>
<td>FS 5853 Family Systems (must be completed before beginning Internship)</td>
<td>3</td>
</tr>
<tr>
<td>FS 5883 Family of Origin (must be completed before beginning Internship)</td>
<td>3</td>
</tr>
<tr>
<td>FS 6233 Issues and Ethics in Professional Development (must be taken at TWU and must be completed before beginning Internship)</td>
<td>3</td>
</tr>
<tr>
<td>FS 6323 Health, Illness, and Families</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Competencies</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FS 5363 Prepracticum (must be completed before beginning Internship)</td>
<td>3</td>
</tr>
<tr>
<td>FS 5544 Internship in Family Therapy</td>
<td>4</td>
</tr>
<tr>
<td>FS 5544 Internship in Family Therapy</td>
<td>4</td>
</tr>
<tr>
<td>FS 5544 Internship in Family Therapy (must complete a minimum of 3 consecutive semesters)</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FS 5693 Research Methods in Family Sciences</td>
<td>3</td>
</tr>
<tr>
<td>FS 5193 Statistics for Research in Family Sciences</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-thesis Option</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 6 semester credit hours as agreed upon by student’s advisory committee. Choices include:</td>
<td>6</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FS 5183 Grief and Bereavement</td>
<td></td>
</tr>
<tr>
<td>FS 5223 Child Growth and Human Development in Early Childhood</td>
<td></td>
</tr>
<tr>
<td>FS 5243 Adolescents in the Family</td>
<td></td>
</tr>
<tr>
<td>FS 5323 Psychological Appraisal of the Individual</td>
<td></td>
</tr>
<tr>
<td>FS 5373 Group Counseling Procedures (Students must complete an application for this course and be approved during the semester preceding enrollment. Must enroll in Family Therapy section only.)</td>
<td></td>
</tr>
<tr>
<td>FS 5443 Multicultural Counseling</td>
<td></td>
</tr>
<tr>
<td>FS 5603 Aging in Families and Society</td>
<td></td>
</tr>
<tr>
<td>FS 5143 Addiction Counseling</td>
<td></td>
</tr>
<tr>
<td>FS 5613 Child Guidance</td>
<td></td>
</tr>
<tr>
<td>FS 5833 Family Economics</td>
<td></td>
</tr>
<tr>
<td>SOCI 5663 Family: Current Topics</td>
<td></td>
</tr>
<tr>
<td>WS 5093 Law, Gender, and Sexuality</td>
<td></td>
</tr>
<tr>
<td>WS 5193 Rights, Race, and Social Justice</td>
<td></td>
</tr>
<tr>
<td>WS 5253 Transgressive Identities: Queer Theories and Critical ‘Race’ Theories</td>
<td></td>
</tr>
<tr>
<td>WS 5263 Feminism and Religion</td>
<td></td>
</tr>
</tbody>
</table>

**OR Thesis Option**

| FS 5983 Thesis |  |
| FS 5993 Thesis |  |

**Total Semester Credit Hours**

57

### Doctor of Philosophy in Family Therapy

All degree plans are developed in consultation with the student’s advisory committee and are based on current departmental requirements as well as individual student needs and objectives. No grade below B is accepted toward the doctoral degrees described below.

The PhD in Family Therapy requires 69 semester hours of courses beyond the master’s degree. The doctoral degree plan must contain at least 90 graduate hours beyond the baccalaureate degree. At least 30 of the 90 hours must be research courses, including the university requirement of 12 semester hours of Research Tool courses or competencies, as approved by the majority of the student’s doctoral committee.

**Total Semester Credit Hours Required**

A minimum of 90 semester credit hours above the bachelor’s degree, including 6 semester credit hours for dissertation. (Proficiency in statistics is required as part of the program, including completion of a 6000-level statistics course.) At least 30 of the 90 hours must be research courses. Consult with advisor for appropriate/approved research courses.

**Major**

Two-thirds of the total semester credit hours will determine the major.

Note: The specific course requirements and total semester credit hours are developed in cooperation with and approved in a meeting of the student’s graduate advisory committee. The department chair also approves individual doctoral degree plans based on current departmental requirements. If a grade of C or below is earned two times while in any
Family Sciences doctoral program, the student will be dismissed from the program.

**Research Tools**
The Department of Family Sciences requirement is currently consistent with the university requirements as described in the Graduate School General Requirements section of this catalog. Check with the advisory committee for any possible additions in acceptable courses to meet the research tool requirement. These requirements of 12 student credit hours are a part of the 90 semester credit hours minimum described above and are included in the 30 hours of research courses required.

**Grading Specific to the Family Therapy Program**
As stated earlier, all Family Therapy students are required to earn grades of "B" or better in all graduate courses. If less than a "B" is earned, students must retake the course the next available semester the course is offered. If a student earns two non-passing grades in any courses during their program, they will be dismissed from the program. Even though students have retaken a course and earned a passing grade for one (1) course, it does not negate the consequence associated with this two non-passing grades requirement.

**Comprehensive Exams**
All Family Therapy students are required to complete all course work on the degree plan with passing grades prior to taking comprehensive examinations. A student should enroll for the first semester of dissertation (FS 6983) during the semester when the comprehensive examination is taken.

The comprehensive exam covers all courses listed on the student’s degree plan. Students who pass the AMFTRB National Examination in Marriage and Family Therapy are exempt from a portion of comprehensive exams. The exams will be prepared by the chair of the advisory committee from questions submitted by the committee members. An oral exam and debriefing will follow successful completion of the written exam, normally within 10 business days. The written and oral exams may only be repeated one time. Failure to pass this exam results in dismissal from the program.

**Final Examination**
A comprehensive oral examination will include a defense of the dissertation and the research on which it is based, as well as questions concerning the major. The final examination may only be repeated one time. Failure to pass this exam results in dismissal from the program.

**Committee Requirements**

**Dissertation Committee**
All dissertation committees are comprised of a minimum of three graduate faculty members. At least two of the committee members must represent the major discipline (component). The committee chair must have full graduate faculty standing. Additional committee voting members must have associate or full graduate faculty standing.

External committee members may be requested by the committee chair by submitting a CV and request to the Dean of the Graduate School for approval. They serve in addition to the required three member committee as an ex-officio committee member.

**Degree Plan Committee**
All degree plan committees are composed of five graduate faculty members.

**Criminal Background Check**
Passing a criminal background check may be required by TWU and/or certain facilities associated with the required clinical work or for certifications/licensures. If students are unable to be cleared on any of these requirements, they may not be eligible to continue in the program or become certified/licensed.

**Doctor of Philosophy in Family Therapy Program of Study (90 semester credit hours, including relevant master's coursework)**

**Prerequisites**
The following prerequisite courses, or reasonable equivalents, will be completed in the student’s Master’s degree program; if not, they must be taken during the Family Therapy doctoral degree program. In addition, students must have completed an internship experience in their Master’s degree program (minimum of 12 credit hours across 12 months & 300 (150 relational) direct client contact hours).

- FS 5003 Lifespan Human Development
- FS 5023 Family Sexuality
- FS 5123 Theories of the Family
- FS 5193 Statistics for Research in Family Sciences
- FS 5353 Clinical Diagnosis and Treatment Planning for Counselors
- FS 5443 Multicultural Counseling
- FS 5693 Research Methods in Family Sciences
- FS 5553 Principles of Couple Therapy
- FS 5563 Foundations of Family Therapy Theory
- FS 5853 Family Systems
- FS 5883 Family of Origin
- FS 6233 Issues and Ethics in Professional Development
- FS 6323 Health, Illness, and Families
- FS 6243 Advanced Applications of Family Therapy to Contemporary Challenges (9 hours)
- FS 6563 Family Therapy II (Advanced Family Therapy Theory)
- FS 6863 Family Financial Counseling
- FS 6253 Supervision in Family Therapy (Application required, with minimum of 100 relational client contact hours and instructor approval)
- FS 6343 Effective College Teaching Methods
- FS 6433 Grants Writing in Family Sciences
- **Advanced Research (21 hours)**
- FS 6003 Advanced Study of the Lifespan
- FS 6193 Advanced Statistics for Family Sciences
- FS 6403 Theory Building in Family Sciences
- FS 6443 Research and Issues in Family Sciences
**Electives (18 hours)**

Students must select a minimum of 18 hours in electives, meeting the following requirements:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS 6903</td>
<td>Special Topics (Social Context and Health)</td>
<td>3</td>
</tr>
<tr>
<td>FS 6903</td>
<td>Special Topics (Advanced Research Methods in Marriage and Family Therapy)</td>
<td>3</td>
</tr>
<tr>
<td>FS 6633</td>
<td>Therapeutic and Crisis Interventions for Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6143</td>
<td>Neurodevelopmental and Genetic Disorders in Children</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6383</td>
<td>Cross Cultural Psychology</td>
<td>3</td>
</tr>
<tr>
<td>HS 6353</td>
<td>Social Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>HS 6443</td>
<td>Foundations of Health Science</td>
<td>3</td>
</tr>
<tr>
<td>HS 6563</td>
<td>Health Advocacy and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>HS 6453</td>
<td>Strategies in Health Education Delivery</td>
<td>3</td>
</tr>
<tr>
<td>HS 6433</td>
<td>History of Health and Medicine</td>
<td>3</td>
</tr>
<tr>
<td>HS 5103</td>
<td>Principles and Methods of Teaching Health Professionals</td>
<td>3</td>
</tr>
<tr>
<td>HS 6423</td>
<td>Global Health</td>
<td>3</td>
</tr>
<tr>
<td>HS 6403</td>
<td>Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 6103</td>
<td>Seminar on Sociological Theory</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 6503</td>
<td>Seminar on Social Organization and Disorganization</td>
<td>3</td>
</tr>
<tr>
<td>FS 6903</td>
<td>Special Topics (Structural Equation Modeling &amp; Dyadic Analysis)</td>
<td>3</td>
</tr>
<tr>
<td>HS 5013</td>
<td>Data Collection and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>READ 6483</td>
<td>Qualitative Research</td>
<td>3</td>
</tr>
<tr>
<td>READ 6493</td>
<td>Advanced Qualitative Research Design and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>WS 5773</td>
<td>Qualitative Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 6203</td>
<td>Seminar on Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 6373</td>
<td>Quantitative Methods and Design</td>
<td>3</td>
</tr>
</tbody>
</table>

**Research Methods and Data Analytic electives (6 hours) Examples:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS 6903</td>
<td>Special Topics (Social Context and Health)</td>
<td>3</td>
</tr>
<tr>
<td>HS 5013</td>
<td>Data Collection and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>READ 6483</td>
<td>Qualitative Research</td>
<td>3</td>
</tr>
<tr>
<td>READ 6493</td>
<td>Advanced Qualitative Research Design and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>WS 5773</td>
<td>Qualitative Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 6203</td>
<td>Seminar on Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 6373</td>
<td>Quantitative Methods and Design</td>
<td>3</td>
</tr>
</tbody>
</table>

**Doctor of Philosophy in Early Child Development and Education**

All degree plans are developed in consultation with the student’s advisory committee and are based on current departmental requirements as well as individual student needs and objectives. No grade below B is accepted toward the doctoral degrees described below.

**Total Semester Credit Hours Required**

A minimum of 90 semester credit hours above the bachelor’s degree, including 6 semester credit hours for dissertation. (Proficiency in statistics is required as part of the program, including completion of two 6000-level statistics courses.) 30 of 90 hours must be research courses. Consult with advisor for appropriate/approved research courses.

**Major**

Two-thirds of the total semester credit hours will determine the major.

Note: The specific course requirements and total semester credit hours are developed in cooperation with and approved in a meeting of the student’s graduate advisory committee. The department chair also approves individual doctoral degree plans based on current departmental requirements. If a grade of C or below is earned two times while in any Family Sciences doctoral program, the student will be dismissed from the program.

**Research Tools**

The Department of Family Sciences requirement is currently consistent with the university requirements as described in the Graduate School General Requirements section of this catalog. Check with the department for any possible additions in acceptable courses to meet the research tool requirement. These requirements of 12 student credit hours are part of the 90 semester credit hours minimum described above and are included in the 30 hours of research courses required.

**Comprehensive Exams**

Early Childhood Development and Education students will take a two-day written comprehensive exam administered on campus. Upon successfully passing the exam, students will be given five days to write a research proposal, which they will defend at an oral examination. Details of the examination procedure and expectations can be found on the ECDE website (http://www.twu.edu/family-sciences/early-childhood-development.asp). Both written and oral examinations may only be repeated one time.

**Final Examination**

A comprehensive oral examination will include a defense of the dissertation and the research on which it is based, as well as questions.
concerning the major. The final examination may only be repeated one time.

Committee Requirements

Dissertation Committee

All dissertation committees are comprised of a minimum of three graduate faculty members. At least two of the committee members must represent the major discipline (component). The committee chair must have full graduate faculty standing. Additional committee voting members must have associate or full graduate faculty standing.

External committee members may be requested by the committee chair by submitting a CV and request to the Dean of the Graduate School for approval. They serve in addition to the required three member committee as ex-officio committee members.

Degree Plan Committee

All degree plan committees are composed of five graduate faculty members.

Three of the five degree plan committee members must be from the student's major component.

Doctor of Philosophy in Early Child Development and Education Program of Study (90 semester credit hours, including relevant master's coursework)

Special Requirements

Students who earn two grades of C or below in graduate classes will be dismissed from the program.

Prerequisites (21 hours)

Completed Master's Degree

The following courses or equivalencies:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS 5113</td>
<td>Theories of Human Development</td>
<td>3</td>
</tr>
<tr>
<td>FS 5193</td>
<td>Statistics for Research in Family Sciences</td>
<td>3</td>
</tr>
<tr>
<td>FS 5693</td>
<td>Research Methods in Family Sciences (research tool)</td>
<td>3</td>
</tr>
</tbody>
</table>

Child Development Specialization

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS 5003</td>
<td>Lifespan Human Development</td>
<td>3</td>
</tr>
<tr>
<td>FS 5123</td>
<td>Theories of the Family</td>
<td>3</td>
</tr>
</tbody>
</table>

ECE Specialization

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS 5213</td>
<td>Curriculum Development in Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>FS 5223</td>
<td>Child Growth and Human Development in Early Childhood</td>
<td>3</td>
</tr>
</tbody>
</table>

Early Child Development and Education Core (12 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS 6513</td>
<td>Language and Cognitive Development in Young Children</td>
<td>3</td>
</tr>
<tr>
<td>FS 6653</td>
<td>Seminar in Developmental Theory (research focused course)</td>
<td>3</td>
</tr>
<tr>
<td>FS 6673</td>
<td>Advanced Seminar in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>FS 6923</td>
<td>Research in Family Sciences (with consent of advisor)(research focused course)</td>
<td>3</td>
</tr>
</tbody>
</table>

Family Science Doctoral Core (9 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS 6003</td>
<td>Advanced Study of the Lifespan</td>
<td>3</td>
</tr>
</tbody>
</table>

FS 6403 Theory Building in Family Sciences (research focused course) 3

FS 6443 Research and Issues in Family Sciences (research focused course) 3

Research Core (18 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS 6193</td>
<td>Advanced Statistics for Family Sciences (Prerequisite: master's level statistics course; research focused course)</td>
<td>3</td>
</tr>
<tr>
<td>FS 6693</td>
<td>Advanced Quantitative Research Methods In Family Sciences (Prerequisites: A master's level research methods course and a graduate-level statistics course; research tool)</td>
<td>3</td>
</tr>
<tr>
<td>FS 6793</td>
<td>Advanced Qualitative Research Methods In Family Sciences (Prerequisite: A master's level research methods course; research tool)</td>
<td>3</td>
</tr>
<tr>
<td>FS 6893</td>
<td>Multivariate Statistics (Prerequisite: FS 6193; research focused course )</td>
<td>3</td>
</tr>
<tr>
<td>FS 6983</td>
<td>Dissertation (research focused course)</td>
<td>3</td>
</tr>
<tr>
<td>FS 6993</td>
<td>Dissertation (research focused course)</td>
<td>3</td>
</tr>
</tbody>
</table>

Specialization

Select one of the following specializations: 12

Child Development Specialization (12 hours)

Select 4 from the following:

- FS 5223 Child Growth and Human Development in Early Childhood
- FS 5243 Adolescents in the Family
- FS 5593 Play, Development, and the Young Learner
- FS 5613 Child Guidance
- FS 5643 The Development of Infants and Toddlers

Early Childhood Education Specialization (12 hours)

Select 2 from the following:

- FS 6623 Social and Cultural Dimensions of Early Language Development
- FS 6663 Foundations of Early Childhood Education
- FS 5263 Observation and Assessment in Early Childhood (research focused course)
- FS 5283 Technology and the Young Learner
- FS 5783 Issues in Early Childhood Research and Evaluation

Professional Development (9 hours)

Select 3 from the following:

- FS 6303 Academic Life and Scholarship
- FS 6343 Effective College Teaching Methods
- FS 6433 Grants Writing in Family Sciences (research focused course)
- FS 6593 Practicum in Family Sciences (with consent of advisor)
- FS 6683 Professional Seminar in Family Sciences (research focused course)

Post-Master's Certificate in School Counseling

The School Counseling Certificate program prepares Post-Master's students to successfully become eligible for a school counseling certification in public schools in the Texas Public School System. The
goal of the certificate is to provide a base of coursework necessary for the taking of the state school counseling exam as well as obtaining employment as a school counselor in the Texas Public School System. Further, it prepares students to successfully execute a school counseling guidance program by aligning coursework with the ASCA (American School Counseling Association) model. Therefore, this certificate program is an approach integrating basic counseling skills and school counseling requirements into a coherently study. Completing this certificate makes the candidate a viable employment option for school districts seeking a school counselor on the elementary or secondary public school levels. Coursework in the certificate program emphasizes the multicultural demographics that exist in the school systems as well as ways to serve these populations’ respective needs. The coursework offered emphasizes the creative use of presenting school guidance programs to students, allowing for potential candidates to find purpose, meaning and the use of individual pioneering spirits in their field of expertise. This eventually may lead to a professional fulfilling life as they are encouraged to amalgamate didactic practices with an inspired approach.

In addition to this certificate, students must satisfy other state mandated criteria for certification in school counseling, which includes holding a teaching certificate in Texas and having taught as the teacher of record in a public or accredited private school for a minimum of two years.

Special Note
FS 5363, 5373, 5903 (all), 5364, and 5894 must be taken through the Counseling and Development Program at TWU. Any grade of “C” or “PR” requires that the course be retaken before credit is given on the deficiency plan. Any student with two grades of “C” or “PR” in any coursework will be dismissed from the Counseling and Development Program. A minimum of 15 hours of the deficiency plan must be completed at TWU. Practicum and Internship experiences must be completed in a TEA accredited school.

Post-master's Certificate in School Counseling Program of Study (44 semester credit hours)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS 5003</td>
<td>Lifespan Human Development</td>
<td>3</td>
</tr>
<tr>
<td>FS 5173</td>
<td>Abnormal Behavior: Crisis Impacts and Treatments</td>
<td>3</td>
</tr>
<tr>
<td>FS 5303</td>
<td>Professional Orientation and Ethics in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>FS 5313</td>
<td>Counseling Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>FS 5323</td>
<td>Psychological Appraisal of the Individual</td>
<td>3</td>
</tr>
<tr>
<td>FS 5364</td>
<td>Practicum in Counseling and Development</td>
<td>4</td>
</tr>
<tr>
<td>FS 5443</td>
<td>Multicultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>FS 5453</td>
<td>Counseling for Career Development</td>
<td>3</td>
</tr>
<tr>
<td>FS 5903</td>
<td>Special Topics (Foundations of School Counseling)</td>
<td>3</td>
</tr>
<tr>
<td>FS 5903</td>
<td>Special Topics (Critical Issues in School Counseling)</td>
<td>3</td>
</tr>
<tr>
<td>FS 5903</td>
<td>Special Topics (Applied Skills in School Counseling)</td>
<td>3</td>
</tr>
<tr>
<td>FS 5363</td>
<td>Prepracticum (Prerequisites: FS 5003, 5303, 5313 *must be taken concurrently with FS 5373)</td>
<td>3</td>
</tr>
<tr>
<td>FS 5373</td>
<td>Group Counseling Procedures (Prerequisites: FS 5003, 5303, 5313 *must be taken concurrently with FS 5363)</td>
<td>3</td>
</tr>
<tr>
<td>FS 5894</td>
<td>Internship in Counseling (Prerequisites: FS 5003, 5303, 5313, 5363, 5373, 5364)</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Semester Credit Hours 44

Master of Arts in Teaching (emphasis in Early Childhood Education)

The M.A.T. is designed as a minimum 32 semester credit hour program.

The M.A.T. (emphasis in Early Childhood Education) is a degree offered by College of Professional Education (COPE) in collaboration with the Department of Family Sciences. All post-baccalaureate and graduate students seeking certification must comply with admission standards required by the major department and the COPE. A student in the M.A.T. program will take 9 Family Sciences Early Childhood Education semester credit hours of their choosing (after advising from the Family Sciences faculty.) The remaining credits are determined and administered by COPE and are as follows:

Master of Arts in Teaching (M.A.T.) Program of Study (32 - 41 semester credit hours)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5113</td>
<td>Foundations of Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5123</td>
<td>Learning Theory, Development, and Research</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5131</td>
<td>Technology in Assessment and Instruction</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 5133</td>
<td>Assessment and Instructional Design and Delivery for Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5143</td>
<td>Effective Design and Management of the Classroom Environment (EC-12)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5173</td>
<td>Diversity in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>READ 5223</td>
<td>Introduction to Literacy and Learning EC-8</td>
<td>3</td>
</tr>
<tr>
<td>OR READ 5543</td>
<td>Literacy in the Content Areas</td>
<td>3</td>
</tr>
</tbody>
</table>

Academic Specialization

This is coursework in the field of study. Students will take the Texas Exam of Educator Standards (TExES) in their field of study before or during their first semester in the program.

Field-Based Experience

A full-time, one-semester unpaid professional practicum in a school setting. (All coursework must be completed before beginning student teaching.)

OR

A full-time, two-semester internship (6 semester credit hours) in a school setting in which the student is employed and paid as the teacher of record. (This option requires that 12 semester credit hours of pedagogy courses must be completed.)

Professional Portfolio and Final Assessment
Each student will maintain a professional portfolio throughout her or his program. The completed portfolio must be submitted for evaluation prior to graduation.

| Total Semester Credit Hours | 32-41 |

## Health Care Administration Program - Houston Center

**Web Site:** [http://www.twu.edu/health-care-administration/](http://www.twu.edu/health-care-administration/)

**Program Director:** Gerald R. Goodman, Professor

**Location:** IHS 7114

**Phone:** 713-794-2061

**Fax:** 713-794-2350

**E-mail:** hcahouston@twu.edu

### Graduate Degree Offered

- Master of Healthcare Administration (M.H.A.) (p. 58) (Pending THECB approval, this degree program will transition from the College of Health Sciences to the School of Management during the 2016-2017 academic year.)

The master's degree program in Health Care Administration prepares graduates for management positions in the variety of firms and organizations that comprise the health services industry. The industry is undergoing rapid and dramatic change. Therefore, the faculty seeks to prepare managers who possess the tools and knowledge that will enable them to analyze problems, formulate solutions, and implement decisions to guide their organizations through dynamic times. The course of study will encourage development of the student's personal and leadership potential by fostering attitudes of lifelong learning, and social and ethical responsibility. The Houston M.H.A. program is accredited by the Commission on Accreditation of Healthcare Management Education (https://www.cahme.org) (CAHME).

The program also offers a CAHME-accredited executive MHA track. The executive track is intended for practicing professionals with management experience. In addition to waiving the requirement for the GRE or GMAT entrance exam, applicants accepted into the executive track may start with the Level 2 Courses in our current Course Sequence, and complete the remaining courses alongside other MHA students in the order which best matches their work and lifestyle responsibilities, with some priority to prerequisites.

The program achieves its goals by:

1. Offering flexible educational opportunities to working students, with particular awareness of the needs of women and minority students.
2. Contributing to the effectiveness of the health care delivery process through faculty and student research and technical consultation.
3. Enhancing the profession of health services through active participation of faculty and students in support of professional health service management associations.

The Health Care Administration curriculum provides professional education in both basic and applied health administration. This educational focus involves providing knowledge and skills required for health services managers to function successfully in a complex and rapidly changing environment. The broad content areas include:

### Health Systems Organization, Policy, and Operations

History and organization of the health care system, financing, and utilization of health services, health status and disease occurrence, legal aspects of health care, and medical sociology. Government health policy formulation and implementation and its impact on health care organizations.

### Finance, Economics, and Accounting

Accounting and financial management tools for health care administrators, budgeting, financial analysis, costing, variance analysis, capital structure, and performance measurement. Fundamentals of microeconomic theory, economic determinants of health, markets for medical care, health insurance, and economic analysis in decision making.

### Management of Health Services Organizations

Organizational theory and behavior, health care planning and marketing, human resource management, and leadership, managerial communications, ethics, legal applications for managers, information systems, and strategic management.

### Quantitative Methods

Application of statistical methods to solving health care management problems, operations research, research design and analysis, epidemiology, and performance and quality assessment.

### M.H.A./M.B.A. Degree Program Agreement with University of St. Thomas

By special agreement, students in the Health Care Administration Program of Texas Woman’s University are provided an opportunity to obtain an M.B.A. through the Cameron School of Business at the University of St. Thomas (http://www.stthom.edu/Academics/Cameron_School_of_Business) (UST). Students obtain both the fundamental set of health services management skills through the M.H.A. and specialized training provided by the M.B.A. program. Students first apply and are accepted into Texas Woman’s University M.H.A. program. Students interested in this option must contact the graduate admissions advisor at the UST Cameron School of Business in order to determine specific course requirements needed to complete the M.B.A. degree and TWU-HCA courses that will qualify for waiver of required M.B.A. courses.


TWU offers the Master of Business Administration (M.B.A.), Master of Business Administration with emphasis in Healthcare Administration (M.B.A.-H.C.A.), Master of Health Systems Management (M.H.S.M.), and Master of Health Care Administration (M.H.A.) degrees. Students desiring both M.B.A. and M.H.A. degrees must apply and be accepted by each program/school separately and fulfill admission requirements defined by each program.

Applicants to the M.H.A. program may request a waiver of courses completed in either the M.B.A. or M.H.S.M. programs toward the M.H.A. degree plan. Waivers are generally limited to no more than 12 semester credit hours and require H.C.A. program approval. Use of M.B.A. or M.H.S.M. courses towards the M.H.A. degree plan are not guaranteed, are evaluated on a case-by-case basis, and must have a grade of B or higher. Students who have not successfully completed all requirements of the M.B.A. program will be required to submit tests scores from the GRE or...
GMAT for consideration of admission into the M.H.A. program. Students who have successfully completed all requirements and earned the M.B.A. or M.H.S.M. degree will be waived from the GRE/GMAT requirement. For additional information review the Health Care Administration (http://www.twu.edu/health-care-administration) website.

Admission Requirements

Admission for graduate study in Health Care Administration is available to applicants who have attained an undergraduate degree, from a regionally accredited institution, with a GPA in the final 60 semester credit hours of 3.0 or greater. Applicants who have undertaken prior graduate study must also have achieved a minimum of 3.0 GPA. In addition, successful applicants will submit evidence of outstanding academic and work or life experiences that demonstrate potential for leadership in the health services environment. Prior health care experience (employment, internship or volunteer) is preferred but not required.

Provisional admission may be considered for an applicant who did not attain an undergraduate GPA of 3.0 but who demonstrates potential for graduate study based on GRE/GMAT scores, as well as work and/or life experiences that show evidence of leadership qualities. Provisional admission is not guaranteed and will be based on an evaluation of the applicants’ record of accomplishments and potential. Students admitted provisionally must achieve a grade of B or better in each course taken during the first 12 course semester credit hours of study. Failure to meet the conditions of provisional admission will result in removal of the student from the degree program without possibility for readmission to this program.

Due Dates for Completed Applications for US residents

- May 30 for Fall semester
- September 30 for Spring semester
- March 1 for Summer semester

Applicants identified by the University as international applicants must adhere to earlier deadlines. These deadlines are identified in the international student section of this catalog.

All applicants must submit the required documentation in the following manner:

Application Documents
- Application
- Transcripts for all previous coursework
- GRE or GMAT Scores
- TOEFL Scores (for international students and permanent residents)

Send Application Documents To:
Texas Woman’s University
Program in Health Care Administration
6700 Fannin
Houston, TX 77030

Resume Documents
- Resume
- Three Letters of Recommendations
- Career Goal Statement

Send Resume Documents To:
Texas Woman’s University
Student Records
P.O. Box 425649
Denton, TX 76204

Advanced standing may be granted to applicants who hold a prior master’s or doctoral degree from an accredited U.S. university. This advanced standing means that an applicant may request and be eligible for waiver of certain foundation or core courses, in addition to the GRE/ GMAT waiver as described above. It is the responsibility of the applicant to make the request for specific course waiver or transfer credit. In addition the applicant must submit evidence of equivalent prior course work. Waivers are not automatic and are made on a case by case basis by examination of the content of each course requested for waiver/transfer credit. Each course accepted for transfer credit of a required core course must have been completed within the 6 years of the date the M.H.A. degree is to be awarded. Otherwise these courses must be repeated.

Students who have completed the M.B.A., E.M.B.A. or M.H.S.M. degree at Texas Woman’s University may be eligible for award of up to 12 semester credit hours of transfer credit toward the M.H.A. degree subject to Graduate School policies.

Non-Degree Admission

The Health Care Administration Program does not normally admit students for non-degree status. The exception is those cases where TWU-HCA has a formal agreement with another University or another TWU department to allow limited enrollment for a specific purpose.

Orientation Requirement

The Health Care Administration Program holds orientation for new students in the fall and spring semesters. It is a requirement that all new students must attend one of these sessions. Information is given at these sessions that will enhance the student’s learning experience.

Deferral

Students may request deferral of admission date up to one year due to personal circumstances. No additional deferrals will be granted and the applicant must reapply.

Certificate in Health Care Administration

- Post-Baccalaureate Certificate in Health Care Management (p. 59)

Courses

HCA 5001. Concepts of Health and Disease for Administrators. Major body systems, definitions of health, illness, disease, pathogenesis, disability, and death. Roles and responsibilities of health care team members in the processes of diagnosis, treatment, and monitoring. Structures, functions, and disease processes of the human body systems and fundamental medical terminology. Designed for the graduate level student with little or no prior clinical experience. Self instructional methods will be utilized for practice and mastery of medical vocabulary and the structure and functions of body systems. One lecture hour a week. Credit: One hour.
HCA 5103. Foundations of Health Services. Structure and operation of U.S. health industry and the political and social environment in which it exists. The health system will be analyzed in terms of cost, access, availability, quality, and appropriateness. Topics include the role of government in regulating health services; health insurance; types, categories, and functions of various health organizations in the health care continuum; and human resources. Three lecture hours a week. Credit: Three hours.

HCA 5193. Health Law. American legal system and its principles and processes; public health law; institutional and professional liability; informed consent; physician-patient relationships, forensic medicine; legislative activities; and controversial medical, legal, and ethical issues. Prerequisite: HCA 5103 or permission of instructor. Three lecture hours a week. Credit: Three hours.

HCA 5213. Managerial Communications. Preparation of managers and leaders for the communication challenges of the workplace. Development and demonstration of effective, business-oriented oral and written skills. Emphasis on organization and delivery of professional presentations, use of effective visual support, and business writing. Three lecture hours a week. Credit: Three hours.

HCA 5223. Strategic Planning in Healthcare. Application of organization strategic planning theory and concepts to health services organizations. Topics include governance, competitive environment, distinctive attributes of health care organizations, vision, mission, goals and strategies, systems thinking, organization structure and design, organizational effectiveness, change management, planning, and management roles. Prerequisite: HCA 5253. Three lecture hours a week. Credit: Three hours.

HCA 5253. Organizational Behavior in Health Care Administration. Application of theories and concepts of management and organizational behavior to health services organizations. Topics include personality, motivation, decision making, stress, interpersonal and group dynamics, communication, leadership, power, conflict, and organizational culture. Three lecture hours a week. Credit: Three hours.

HCA 5343. Human Resources Management in Health Care Administration. Human resources management issues, including strategic role of job analysis and design, recruitment, retention, diversity, performance appraisal, termination, recognition, compensation and development, and Human Resources legal issues relevant to health care organizations. Prerequisites: HCA 5103 and HCA 5223. Three lecture hours a week. Credit: Three hours.

HCA 5383. Ethical Analysis in Health Services. Identification of values and ethical issues in health care administration. Application of ethical principles and theories of decision-making in analysis of ethical dilemmas. Includes moral basis of ethics, organizational philosophy, duties, conflicts of interest, confidentiality, resource allocation, end of life, and other biomedical and administrative issues. Prerequisites: HCA 5103 and HCA 5253, or permission of instructor. Three lecture hours a week. Credit: Three hours.


HCA 5463. Research Methods for Managerial Decision Making. The research process and models available to conduct health services research. Topics include problem identification, computerized literature search, critique of research, theoretical and conceptual frameworks, research questions and hypothesis testing, research design, methodology, data analysis techniques, and ethical issues in research. Prerequisite: Knowledge of basic Excel. Three lecture hours a week. Credit: Three hours.

HCA 5473. Health Information Management. The role of information systems and decision-making models in health care organizations. Health information topics including computer hardware and software, planning information processing, clinical and administrative systems, methods to support decision making, vendor evaluation and selection, and project management. Prerequisites: HCA 5103 and HCA 5223. Three lecture hours a week. Credit: Three hours.

HCA 5483. Epidemiological Models for Health Services. Basic measures and determinants of epidemiology; incorporation of research findings into management decisions. Use of logic and assumptions to assess and understand the health status of populations, the determinants of health and illness, and the factors that influence the delivery and use of health services. Social epidemiology including social and behavioral aspects of health and illness, utilization of health services, and patient and practitioner roles. Prerequisites: HCA 5463 and HCA 5103, or permission of program director. Three lecture hours a week. Credit: Three hours.

HCA 5493. Performance Measurement and Quality in Health Care Administration. Basic measures and analysis of processes for quality and performance assessment utilizing qualitative and quantitative methods. Development of skills in evaluation methods and performance management with particular emphasis on the management of quality. Standard setting, performance assessment processes, and CQI/TQM. Prerequisites: HCA 5463 and HCA 5483, or permission of instructor. Three lecture hours a week. Credit: Three hours.

HCA 5513. Financial Accounting in Health Care Administration. Principles of accounting; types of financial statements; recognizing and measuring transactions; assets, liability, and equity accounts; fund accounting; cash flow statements; financial statement analysis and time value of money. Three lecture hours a week. Credit: Three hours.

HCA 5533. Management Accounting for Health Care Organizations. Principles and methods of cost allocation, job costing, cost-volume profit analysis, budgeting, variance analysis, profitability analysis, and relevant costs for decision-making. Prerequisite: HCA 5513. Three lecture hours a week. Credit: Three hours.


HCA 5633. Health Policy Analysis. Definitions of health policy and the process of policy making. Impact of values on policy and the role of interest groups and political influence. Framework for analyzing policy and methods using the tools of economics to examine health system change. Prerequisites: HCA 5103 and completion of twelve hours in HCA program. Three lecture hours a week. Credit: Three hours.

HCA 5713. Managing the Hospital Setting. The American community hospital within the context of the social, political, and economic environment. Operational aspects of hospital administration from the perspectives of each key stakeholder. Definition of organization structure, interaction of components, governance, financing, medical staff, nursing services, clinical support services, operational and service support, human resources, and quality management. Prerequisite: Completion of twelve hours in HCA program or permission of instructor. Three lecture hours a week. Credit: Three hours.

HCA 5723. Managing the Long-Term Care Setting. Demographic, social, political, and organizational aspects of long-term care services. The process of aging and the social, psychological, and medical needs of the population; populations at risk of requiring long-term care; the knowledge and skills to successfully manage diverse long-term care facilities. Long-term care system, financing care, needs assessment, disabled population, and types of services. Prerequisite: Completion of twelve hours in HCA program or permission of instructor. Three lecture hours a week. Credit: Three hours.

HCA 5733. Managing the Outpatient Setting. Approaches for providing care in the outpatient setting including hospital and free-standing ambulatory care facilities, and single specialty and multi-specialty physician practices. Types of settings, finance, accounting, and human resource management. Prerequisite: Completion of twelve hours in HCA program or permission of instructor. Three lecture hours a week. Credit: Three hours.

HCA 5743. Alternative Systems of Healthcare Delivery. Evolving relationships between the buyers, providers, insurers, patients, and regulators of health services. The dynamic process that influences the organization for delivery, price, utilization, quality, and accountability. Historical development of the U.S. and comparative health systems. Delivery systems, managed care trends, legal and regulatory issues, provider-payer-patient perspectives, insurance products, organizational structures, pricing and reimbursement strategies, quality, and utilization control. Prerequisite: Completion of twelve hours in HCA program or permission of instructor. Three lecture hours a week. Credit: Three hours.

HCA 5753. Development of Health Facilities. Physical aspects of planning, design, and construction of health facilities. The process and participants involved in the development of buildings to serve the health care industry. Facility planning; methods of project delivery; role of owner, architect, and building contractor; construction scheduling, cost estimating, and site analysis. Prerequisite: Completion of twelve hours in HCA program or permission of instructor. Three lecture hours a week. Credit: Three hours.

HCA 5763. Marketing for Health Services. The role of marketing in the process of purchasing and providing health care services. Broad view of marketing as a means of identifying and delivering value to both the provider and consumer of services. Topics including marketing strategy, market research, identifying the customer, business and service delivery, market segmentation, and business development. Prerequisite: Completion of twelve hours in HCA program or permission of instructor. Three lecture hours a week. Credit: Three hours.

HCA 5773. Seminar in Finance and Accounting in Health Care Administration. Identification and development of financial models and solutions. Analysis of causes related to complex health care accounting and financial management issues. Prerequisites: HCA 5513, HCA 5533, and HCA 5543. Three lecture hours a week. Credit: Three hours.

HCA 5783. Interdisciplinary Models of Health Care. The evolving role of the health care team and strategies team members use in providing comprehensive, quality care to the health care consumer. Rationale for the interdisciplinary approach, re-engineering and work redesign, professional autonomy, cross-training, and group dynamics. Prerequisite: Completion of twelve hours in HCA program or permission of instructor. Three lecture hours a week. Credit: Three hours.

HCA 5803. Issues and Trends in Health Care Administration. Group study of current issues and trends in Health Care Administration. Prerequisite: Completion of twelve hours in HCA program or permission of instructor. Three lecture hours a week. Credit: Three hours.

HCA 5883. Professional Portfolio and Healthcare Career Competencies. Final course in the HCA curriculum focusing on the integration of knowledge and application of theories, models, and techniques from preceding courses in the management of a health services organization. Students finalize and present a standardized content of papers, projects, cases, internship activities, awards and related activities to provide evidence of cognitive, behavioral, and developmental characteristics. These are evidence of identified skills and competencies, demonstration of ability in core content areas, identification of relationship of skills to career path, reflection and integration of learning, personal growth and development, and a career plan. Prerequisites: HCA 5363, HCA 5493, HCA 5193, HCA 5543, and HCA 5533; or permission of program director. Co-requisite: HCA 5933. Three lecture hours a week. Credit: Three hours.

HCA 5903. SPECIAL TOPICS. Organized course with each section's title and content varying with specific subject matter and topic offered. May be repeated for credit when topics vary. Three lecture hours a week. Credit: Three hours.

HCA 5911. Independent Study. Advanced work in a specialized field of Health Care Administration. Prerequisite: Completion of twelve hours in HCA program and permission of instructor. Credit: One hour.

HCA 5912. Independent Study. Advanced work in a specialized field of Health Care Administration. Prerequisite: Completion of twelve hours in HCA program and permission of instructor. Credit: Two hours.
HCA 5933. Capstone in Health Care Administration. Final course in the HCA curriculum focusing on the integration of knowledge and application of theories, models, and techniques from preceding courses in the management of a health services organization. Decision making involving strategic, human resources, financial, planning, and operations. Prerequisites: HCA 5363, HCA 5493, and HCA 5533; or permission of program director. Three lecture hours a week. Credit: Three hours.

HCA 5941. Internship. Internship in a health care organization under the supervision of a selected health care administrator and faculty. Prerequisite: Completion of twelve hours in HCA program. Four clinical hours a week. Credit: One hour.

HCA 5942. Internship. Internship in a health care organization under the supervision of a selected health care administrator and faculty. Project assignments are undertaken to integrate and apply administrative skills to practical problems. Prerequisite: Completion of twelve hours in HCA program and approval of faculty advisor. Eight clinical hours a week. Credit: Two hours.

HCA 5981. Fieldwork. Field experience with a health care organization under the supervision of a selected health care administrator and faculty. Prerequisites: HCA 5463, HCA 5483, and completion of twelve hours in HCA program. Four clinical hours a week. Credit: One hour.

HCA 5982. Fieldwork. Field experience with a health care organization under the supervision of a selected health care administrator and faculty. Prerequisites: HCA 5463, HCA 5483, and completion of twelve hours in HCA program. Eight clinical hours a week. Credit: Two hours.

Faculty
Professor
GOODMAN, GERALD R., Professor of Health Care Administration; Program Director of Health Care Administration. B.S., University of Houston; M.S., Texas Woman’s University; M.A.S., Southern Methodist University; D.P.H., University of Texas Health Science Center-Houston.

Associate Professors
SELKER, ANNE D., Associate Professor of Health Care Administration. B.S., Wright State University; M.S., Wright State University; M.A., Fielding Graduate University; M.L.H.R., Ohio State University; Ph.D., Fielding Graduate University.

TSALI, KAI-LI, Associate Professor of Health Care Administration. B.S., China Medical College; M.S., Harvard University; Ph.D., University of California, Los Angeles.

Assistant Professor
MURDOCK, SANDRA, Assistant Professor of Health Care Administration. B.S., St. Ambrose University; M.A., Central Michigan University; Ph.D., University of Texas Health Science Center-Houston.

Associate Clinical Professor
PHELPS, MARK T., Associate Clinical Professor of Health Care Administration. B.S., Baylor University; M.S., Trinity University; J.D., South Texas College of Law.

Master of Healthcare Administration (M.H.A.)
Total Semester Credit Hours Required
51 semester credit hours.

Additional Grading Requirements
In addition to the general University grading requirements, the HCA Program limits the number courses in which a grade of C is made in HCA Program specific courses to two. If a grade of C is made in a third HCA-specific course, then regardless of the cumulative grade point average, the student will be dropped from the HCA Program. Since this is an HCA grading requirement and not a University requirement, the student may enroll in another TWU program.

The two C Rule applies even if the student retakes a course in which the initial grade was a C.

Foundation courses
Foundation courses are the first level of preparation for specialized study in Health Administration. Applicants may request a waiver of any foundation courses by presenting evidence of having completed at least 2 undergraduate or one graduate course in the content area with a grade of B or better. These courses must be completed prior to enrolling in required courses.

Electives
Students, in consultation with a faculty advisor, will select at least 6 semester credit hours of approved elective courses in order to obtain additional breadth or depth in a particular field of Health Care Administration study. Electives from other TWU departments or other Universities may be approved with permission from the advisor if they meet the criteria as related to the study of HCA and student’s career goals. However transfer credits from other Universities or Departments are subject to limits established by the graduate school.

Internship/Fieldwork Opportunities
Internships and field experiences are available with health care organizations. They are designed to provide students with the opportunity to integrate and apply knowledge and skills from their course experiences. While an internship or fieldwork is not required, it is strongly recommended for all individuals who lack health care experience or whose experience is primarily technical or clinical. The decision regarding whether the internship or fieldwork should be included as one of the elective courses is made jointly by the faculty advisor and student at the completion of 12 semester credit hours of study. In addition many courses include fieldwork projects, tours and assessments of local health care organizations. A maximum of 3 semester credit hours may be earned in internship or fieldwork and applied toward the degree. In order to receive academic credit for an internship or fieldwork the student must contact his/her faculty advisor and complete the necessary documentation with the HCA internship/fieldwork coordinator prior to applying or accepting an internship or fieldwork assignment.

Portfolio
Each student is required to develop and maintain a professional portfolio documenting the attainment of goals and skills acquired in the course of their graduate study. This portfolio and student goals are developed jointly by the student and advisor. The portfolio is to be reviewed periodically with the advisor. Students must enroll in HCA 5883 during their final semester to complete their portfolios.

Certificate of Final Examination
Each graduating student will be required to present their completed portfolio to a faculty committee as a final exit exam.
Course Method and Delivery

Some courses in the program may be delivered in a non-traditional distance learning format. As a result, student involvement on campus will vary depending on method of delivery.

Master of Healthcare Administration Program of Study (51 minimum semester credit hours)

Foundation Courses (may be waived with advisor approval)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCA 5001</td>
<td>Concepts of Health and Disease for Administrators</td>
<td>1</td>
</tr>
<tr>
<td>HCA 5103</td>
<td>Foundations of Health Services</td>
<td>3</td>
</tr>
<tr>
<td>HCA 5213</td>
<td>Managerial Communications</td>
<td>3</td>
</tr>
<tr>
<td>HCA 5253</td>
<td>Organizational Behavior in Health Care Administration</td>
<td>3</td>
</tr>
<tr>
<td>HCA 5463</td>
<td>Research Methods for Managerial Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>HCA 5513</td>
<td>Financial Accounting in Health Care Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Courses (Individual course plans may vary)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCA 5193</td>
<td>Health Law</td>
<td>3</td>
</tr>
<tr>
<td>HCA 5223</td>
<td>Strategic Planning in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>HCA 5343</td>
<td>Human Resources Management in Health Care Administration</td>
<td>3</td>
</tr>
<tr>
<td>HCA 5383</td>
<td>Ethical Analysis in Health Services</td>
<td>3</td>
</tr>
<tr>
<td>HCA 5363</td>
<td>Leadership and Career Development in Health Care Administration</td>
<td>3</td>
</tr>
<tr>
<td>HCA 5443</td>
<td>Operations Analysis in Healthcare Administration</td>
<td>3</td>
</tr>
<tr>
<td>HCA 5473</td>
<td>Health Information Management</td>
<td>3</td>
</tr>
<tr>
<td>HCA 5483</td>
<td>Epidemiological Models for Health Services</td>
<td>3</td>
</tr>
<tr>
<td>HCA 5493</td>
<td>Performance Measurement and Quality in Health Care Administration</td>
<td>3</td>
</tr>
<tr>
<td>HCA 5533</td>
<td>Management Accounting for Health Care Organizations</td>
<td>3</td>
</tr>
<tr>
<td>HCA 5543</td>
<td>Health Care Finance</td>
<td>3</td>
</tr>
<tr>
<td>HCA 5623</td>
<td>Economics of Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HCA 5633</td>
<td>Health Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>HCA 5933</td>
<td>Capstone in Health Care Administration</td>
<td>3</td>
</tr>
<tr>
<td>HCA 5883</td>
<td>Professional Portfolio and Healthcare Career Competencies</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select six semester credit hours of electives with approval of faculty advisor</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Semester Credit Hours 67

Master of Healthcare Administration (M.H.A.) - Business Analytics Emphasis

Semester Credit Hours Required

54-70 Semester credit hours required

The M.H.A. with an emphasis in Business Analytics provides the skills needed to gather, analyze, and evaluate meaningful patterns represented in data that all healthcare organizations must understand and manage. The emphasis builds the skills required to communicate this information at various levels within an organization. This program also explores technology, interface, and security issues related to data access and use within healthcare organizations.

Proficiency Courses (may be waived) 0-16

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCA 5001</td>
<td>Concepts of Health and Disease for Administrators</td>
<td>1</td>
</tr>
<tr>
<td>HCA 5103</td>
<td>Foundations of Health Services</td>
<td>3</td>
</tr>
<tr>
<td>HCA 5213</td>
<td>Managerial Communications</td>
<td>3</td>
</tr>
<tr>
<td>HCA 5253</td>
<td>Organizational Behavior in Health Care Administration</td>
<td>3</td>
</tr>
<tr>
<td>HCA 5463</td>
<td>Research Methods for Managerial Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>or HCA 5463</td>
<td>Research Methods for Managerial Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>or BUS 5153</td>
<td>Research Methods in Business</td>
<td>3</td>
</tr>
<tr>
<td>HCA 5513</td>
<td>Financial Accounting in Health Care Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Courses for M.H.A. major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCA 5193</td>
<td>Health Law</td>
<td>3</td>
</tr>
<tr>
<td>HCA 5343</td>
<td>Human Resources Management in Health Care Administration</td>
<td>3</td>
</tr>
<tr>
<td>HCA 5363</td>
<td>Leadership and Career Development in Health Care Administration</td>
<td>3</td>
</tr>
<tr>
<td>HCA 5383</td>
<td>Ethical Analysis in Health Services</td>
<td>3</td>
</tr>
<tr>
<td>HCA 5443</td>
<td>Operations Analysis in Healthcare Administration</td>
<td>3</td>
</tr>
<tr>
<td>HCA 5493</td>
<td>Performance Measurement and Quality in Health Care Administration</td>
<td>3</td>
</tr>
<tr>
<td>HCA 5533</td>
<td>Management Accounting for Health Care Organizations</td>
<td>3</td>
</tr>
<tr>
<td>HCA 5543</td>
<td>Health Care Finance</td>
<td>3</td>
</tr>
<tr>
<td>HCA 5623</td>
<td>Economics of Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HCA 5633</td>
<td>Health Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>HCA 5933</td>
<td>Capstone in Health Care Administration</td>
<td>3</td>
</tr>
<tr>
<td>HCA 5883</td>
<td>Professional Portfolio and Healthcare Career Competencies</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Courses for emphasis in Business Analytics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCA 5473</td>
<td>Health Information Management</td>
<td>3</td>
</tr>
<tr>
<td>or CSCI 5103</td>
<td>Fundamentals of Informatics</td>
<td>3</td>
</tr>
<tr>
<td>HCA 5483</td>
<td>Epidemiological Models for Health Services</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5763</td>
<td>Strategic Information Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5683</td>
<td>Business Decision Process</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5693</td>
<td>Enterprise Applications of Business Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 5673</td>
<td>Big Data: Management, Access, and Use</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Semester Credit Hours 54-70

Post-Baccalaureate Certificate in Health Care Management

The Department of Health Care Administration offers a post-baccalaureate Certificate in Health Care Management that provides students with a foundation of knowledge necessary for a successful career in health care management. The core educational component comprises approximately 18-21 semester credit hours depending on prior academic preparation and student career goals. Students who have successfully completed the certificate program and wish to pursue a master’s degree in health care administration at TWU, may apply.
The program requires that applicants submit:

1. An application for admission to the certificate program and appropriate fees to the Office of Admissions Processing;
2. Evidence of an earned bachelor’s degree with a GPA of 3.0 in the last 60 semester credit hours and complete official transcripts of all undergraduate and graduate study to the Office of Admissions Processing (the GRE or GMAT exam are not required);
3. Resume to the Department of Health Care Administration;
4. Three letters of reference to the HCA Department;
5. Provide a statement of your goals and reason for seeking a certificate.

Certificate in Healthcare Administration Program of Study (18-21 semester credit hours)

Students will learn about the organizational structure and operations of the health care system, and gain expertise in managing both human and financial resources. In addition to these fundamentals, students will be exposed to the ever-present social responsibility and ethical concerns facing those in decision-making roles.

Select 18-21 semester credit hours from the following: (with Academic Advisor approval) 18-21

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCA 5103</td>
<td>Foundations of Health Services</td>
</tr>
<tr>
<td>HCA 5223</td>
<td>Strategic Planning in Healthcare</td>
</tr>
<tr>
<td>HCA 5513</td>
<td>Financial Accounting in Health Care Administration (Additional course for non-business majors)</td>
</tr>
<tr>
<td>HCA 5253</td>
<td>Organizational Behavior in Health Care Administration</td>
</tr>
<tr>
<td>HCA 5343</td>
<td>Human Resources Management in Health Care Administration</td>
</tr>
<tr>
<td>HCA 5533</td>
<td>Management Accounting for Health Care Organizations</td>
</tr>
<tr>
<td>HCA 5383</td>
<td>Ethical Analysis in Health Services</td>
</tr>
</tbody>
</table>

Total Semester Credit Hours 18-21

Department of Health Studies

Web Site: http://www.twu.edu/health-studies/

Interim Chair: Roger Shipley, Associate Professor

Location: CFO 1006
Phone: 940-898-2860
Fax: 940-898-2859
E-mail: HealthStudiesInfo@twu.edu

Graduate Degrees Offered

- M.S. In Health Studies (p. 65)
- Dual Degree: M.S. in Health Studies/ Master of Library Science (p. 66)
- Ph.D. in Health Studies (p. 67)

Mission Statement

The Department of Health Studies is dedicated to improving the health of communities by conducting research, teaching evidence-based practice, educating future health education/promotion professionals, and developing leaders and scholars who translate research into practice. Through responsive, collaborative relationships with faculty, staff, students, alumni, schools, and populations, the department's purpose is to graduate professionals of high esteem who impact behavioral and social determinants of societal health.

Master’s Program

The Master of Science (M.S.) degree program in the department of Health Studies prepares graduates for leadership positions in the disciplines of health education and health promotion. The M.S. Program is built upon the competencies as framed in the entry-level competencies of the National Commission for Health Education Credentials’ latest Competency Update Project Model.

Master’s Programs Goal

To prepare graduates to become health education leaders and practitioners in the profession.

Master’s Programs Objectives

The Master’s Programs curricula are designed to provide students with the knowledge and skills to:

- Assess the health needs and interests of individuals, groups, and communities in relation to cultural, ethnic, and demographic factors.
• Plan, implement and evaluate health education and health promotion programs in a variety of settings.
• Approach health education and health promotion from a multicultural perspective and sensitivity to diversity.
• Develop appropriate strategies to effect positive health behavior among the groups or populations addressed.
• Coordinate the provision of health education services and serve as a resource person in health education and health promotion.

Courses are taught 100% online. The online M.S. in Health Studies began operating more than a decade ago with approval of the Texas Higher Education Coordinating Board.

Dental Hygiene Focal/Emphasis
Students may pursue a M.S. in Health Studies with a focal/emphasis in Dental Hygiene that will prepare leaders in dental hygiene and health education. This focal area will provide students the opportunity to learn to access, plan, implement and evaluate dental hygiene programs. In addition, successful completion of the program may help qualify graduates of the program for positions such as dental career educator, wellness coordinator and dental health administration/management.

Dual Degree Program
Through a joint program of the Department of Health Studies and the School of Library and Information Studies, students may also pursue a dual master’s degree in Health Studies and Library Science. This dual degree program prepares specialized professionals for careers in health sciences information services and medical library services, as well as in the field of health education and health promotion. Graduates of this program will have the combined professional expertise of both disciplines to address society’s growing needs for health information stemming from the rapid advances in information technologies.

M.S. in Informatics
Informatics is the study and application of information science, computer science, cognitive science, and organizational science to the arts, sciences, and professions. The Master of Science program in Informatics at TWU provides students with a flexible, adaptable, interprofessional, and interdisciplinary approach to the study of Informatics in a hybrid learning environment. The program will provide students with the skills needed for success in high-demand professions and careers in the areas of Clinical Informatics, Data Science, Data Analytics, Health Studies, and Community Informatics. The program is delivered collaboratively by Academic Components including Computer Science, Nursing, Health Studies, and Library and Information Studies.

Doctoral Program
The Doctor of Philosophy (Ph.D.) degree program in the department of Health Studies prepares graduates to be effective health education leaders, researchers, and scholars in the profession. The Health Studies Doctoral Program is built upon the entry-level, advanced 1, and advanced 2 level competencies of the National Commission for Health Education Credentialing’s latest Strategic Plan.

Doctoral Program Goal
To prepare graduates to be effective health education leaders, researchers, and scholars in the profession.

Doctoral Program Objectives
The Doctoral Program curriculum is designed to provide students with the knowledge and skills to:
• Assess the health needs and interests of individuals, groups, and communities in relation to cultural, ethnic, and demographic factors.
• Plan and implement health education and health promotion programs in a variety of settings.
• Evaluate health education and health promotion programs in a variety of settings.
• Approach health education and health promotion from a multicultural perspective and sensitivity to diversity.
• Develop appropriate strategies to effect positive health behavior among the groups or populations addressed.
• Coordinate the provision of health education services and serve as a resource.
• Serve as an advocate to both the community and the profession.
• Critically analyze and communicate current and future health education and health promotion needs.
• Apply appropriate research principles and methods in health education and health promotion to make scholarly contributions to the profession.
• Apply ethical principles in the practice of health education and health promotion.

Admission Requirements
Applicants may be admitted for graduate study in the Department of Health Studies either unconditionally or provisionally. In addition to the general admission requirements presented in the admissions section of this catalog, the Department of Health Studies has established the following criteria for unconditional and provisional admission.

Master of Science in Health Studies
Unconditional admission
1. Undergraduate degree from accredited university.
2. Undergraduate GPA of 3.0 or higher for the last 60 semester credit hours of bachelor’s degree coursework, as evidenced by official transcripts.
3. Appropriate academic background and professional/volunteer experience for graduate study as evidenced by a professional resume/vita, submitted via the Health Studies Graduate Application Portal (https://twuhealthstudies.slideroom.com/#/login).
4. Two recommendations by faculty members or employers, submitted via the Health Studies Graduate Application Portal (https://twuhealthstudies.slideroom.com/#/login).
6. For international students only, a minimum score of 550/213/79 on the Test of English as a Foreign Language (TOEFL).

Provisional admission
For applicants who do not meet the minimum requirements for unconditional admission to the master’s degree program, provisional admission will be considered, dependent upon the relative strength of the applicant’s undergraduate GPA, academic background, professional experience, and Personal Statement Letter. A student’s performance
on graduate coursework taken prior to application for admission to the Health Studies master's degree program will be considered.

**Doctor of Philosophy in Health Studies**

**Unconditional admission**

1. Preferred graduate GPA of 3.5 or higher, as evidenced by official transcripts.
2. Preferred GRE scores of 152 verbal and 140 quantitative, or waiver if eligible. Ph.D. applicants are eligible for a GRE waiver if they have a master's GPA of 3.5 or higher and meet two of the following: 5 years of health-related work, 5 years of research experience, 3 publications or 5 presentations (peer-reviewed) in the last 5 years.
3. Appropriate academic background and professional/volunteer experience for doctoral study as evidenced by a professional resume/vita, submitted via the Health Studies Graduate Application Portal (https://twuhealthstudies.slideroom.com/#/login).
4. Two recommendations by faculty members or employers, submitted via the Health Studies Graduate Application Portal (https://twuhealthstudies.slideroom.com/#/login).
7. **For international students only:** a minimum score of 575 on the Test of English as a Foreign Language (TOEFL).

**Provisional admission**

For applicants who do not meet the minimum requirements for unconditional admission to the master's degree program, provisional admission will be considered, dependent upon the relative strength of the applicant’s master’s GPA, academic background, professional experience, and Personal Statement Letter. A student’s performance on graduate coursework taken prior to application for admission to the Health Studies master's degree program will be considered.

**Minors Offered to Students From Other Departments**

For a minor in Health Studies the hour and course requirements are flexible and are determined by major and minor committee members and the student’s background and interests. Minor: 12-18 hours

**Courses**

**Courses**

**HS 5003. Practicum in Health Education.** Internship experiences with health-related agencies or in the development of an original contribution to teaching and learning materials. Six practicum hours a week. Credit: Three hours.

**HS 5006. Practicum in Health Education.** Internship experiences with health-related agencies or in the development of an original contribution to teaching and learning materials. Twelve practicum hours a week. Credit: Six hours.

**HS 5013. Data Collection and Analysis.** Overview of data collection and analysis. Covers health education principles such as age-adjustment, relative risk, vital statistics, life tables, and health surveys. Analyzing retrospective and prospective studies, specifically in health education. Three lecture hours a week. Credit: Three hours.

**HS 5023. Methods in Health Education Research.** Required for Master's Thesis Option only. Focus on basic research skills including library skills, the reading and interpretation of research, writing style, research planning and design, methodologies, and research as they relate to health education. Prerequisite or Co-requisite: One graduate-level statistics course. Three lecture hours a week. Credit: Three hours.

**HS 5053. Psychosocial Aspects of Health.** Emphasis on theory, research, and application of the interrelationships of the social and psychological aspects of health and wellness, including concepts of stress management and the impact of organizational factors. Three lecture hours a week. Credit: Three hours.

**HS 5063. Aging and Health.** Aging as part of the life cycle; special health concerns of the elderly; current life extending research and technology for successful aging. Three lecture hours a week. Credit: Three hours.

**HS 5103. Principles and Methods of Teaching Health Professionals.** Development of classroom and clinical teaching competencies with emphasis on identification of resources, planning and implementation of instructional units, and instructional strategies for health professionals. Three lecture hours a week. Credit: Three hours.

**HS 5113. Curriculum Development for Health Professionals.** Theoretical concepts of curricular design; identification and implementation of unique factors that determine health curricula. Three lecture hours a week. Credit: Three hours.
HS 5343. Risk Reduction. Identification and analysis of risk-taking behaviors and application of health risk assessment theory, tools, data sources, and methodology. Use of risk assessments, demographic data, and behavior-change theories to determine appropriate health risk reduction and health enhancement strategies for various populations and settings. Three lecture hours a week. Credit: Three hours.

HS 5353. Epidemiology. Study of disease occurrence in human populations and the understanding of the various methods used in the study of disease. Three lecture hours a week. Credit: Three hours.

HS 5363. Population Health. Dimensions of population health; application of community health concepts through the use of multicultural approaches; effective capacity building in coalitions and other populations. Community health agency organization, role, and structure. Three lecture hours a week. Credit: Three hours.

HS 5383. Program Development and Coordination. Development and evaluation of community and worksite health education programs. Review of approaches to program design, criteria for content selection, writing of programs, and community resources and support. Prerequisite: HS 5423. Three lecture hours a week. Credit: Three hours.

HS 5413. Current Issues in Health Studies. Introduction to the professions of health science and allied health: role, credentialing, ethics, journals, associations and organizations, leaders in the field, and current and future trends in health science. Three lecture hours a week. Credit: Three hours.

HS 5423. Ethnic and Cultural Factors in Health Decisions. Consideration of major chronic, degenerative, and communicable diseases in light of socio-cultural influences; exploration of myths and misconceptions in ethnic groups and the related health implications; alternative strategies for minorities to improve health through education. Three lecture hours a week. Credit: Three hours.

HS 5433. Community-Based Health Informatics. Use of informatics to promote community health; basic technological tools needed to develop and manage public health data collection systems that meet analytical needs of community-based organizations. Three lecture hours a week. Credit: Three hours.

HS 5563. Consumer Health. Information concerning health care products, services, and consumer protection. Strategies for effective delivery of information to the public concerning consumer health related products and problems. Three lecture hours a week. Credit: Three hours.

HS 5613. Worksite Health Promotion. Design and management of effective worksite health promotion programs; organizational aspects of healthy work environments; critical issues related to health behavior change and intervention programs in the workplace setting. Three lecture hours a week. Credit: Three hours.


HS 5713. Dental Hygiene Leadership and Advocacy. Appraisal of selected theories of leadership and identification of practical methods to inspire excellence in individuals, in community, and/or in organizations; to create and communicate a shared vision; and to successfully manage change both to attain individual and organizational strategic goals and successful performance. Develop advocacy skills from local, state, and national perspectives to contribute to the advancement of the profession and to the improvement of oral health. Prerequisite: Registered Dental Hygienist. Three lecture hours a week. Credit: Three hours.

HS 5723. Health Care in a Culture of Poverty. Research and development of healthcare or oral healthcare plans for under-served populations throughout the world based on the synthesis of the worldview of stakeholders including political, economic and other relevant factors affecting healthcare and oral healthcare delivery. Three lecture hours a week. Credit: Three hours.

HS 5733. Dental Hygiene Clinical Education. Study of educational methodology as it applies to the clinical education environment or for self-evaluation and improvement of clinical skills in the practice of dental hygiene. Access to a dental hygiene program clinic, clinical facility, or dental office is required; however, no clinical treatment of human subjects will be required. Prerequisite: Registered Dental Hygienist. Two lecture and three laboratory hours a week. Credit: Three hours.

HS 5743. Dental Hygiene Educational Concepts. A focused study of educational concepts, including educational theory and methodology, as related to adult learners with the purpose of application in clinical dental patient education encounters and/or formal education of entry-level dental hygiene students.


HS 5803. Writing for Health Studies. Concepts and techniques for effective writing practices within the field of Health Studies. Analysis of professional writing and strategies to improve written communication in a range of writing genres (basic correspondence, essays, literature reviews, abstracts, research-based writing). Three lecture hours a week. Credit: Three hours.

HS 5901. Special Topics. Concentrated study of a particular topic in health education. May be repeated for credit when topic varies. One lecture hour a week. Credit: One hour.

HS 5903. Special Topics. Concentrated study of a particular topic in health education. May be repeated for credit when topic varies. Three lecture hours a week. Credit: Three hours.

HS 5911. Independent Study. Advanced study in a selected area of health education leading to the solution of a problem of professional interest and significance. May be repeated for additional credit when topic varies. Credit: One hour.

HS 5913. Independent Study. Advanced study in a selected area of health education leading to the solution of a problem of professional interest and significance. May be repeated for additional credit when topic varies. Credit: Three hours.
HS 5923. Capstone in Informatics. Culminating organization and/or community-based interdisciplinary/interprofessional project supported through informatics and technology and applied to a specific domain to demonstrate knowledge and skills acquired in the informatics program. Immersive, investigative, and reflective opportunity for deep study on a selected area of practice/application domain. Prerequisite: Completion of 24 semester credit hours. Credit: Three hours.

HS 5993. Thesis. Prerequisite: HS 5983. Credit: Three hours.

HS 6043. Methods in Health Education Research. Review of library skills and writing style, reading and interpreting of research, research planning and design, methodologies, and research reporting as they relate to dissertation prospectus preparation in health education; advanced research skills and health behavior research; appropriate selection of qualitative versus quantitative methodologies; community-based participatory research. Prerequisites: HS 5013, HS 6483, HS 6073, and six hours of statistics. Three lecture hours a week. Credit: Three hours.

HS 6053. Qualitative Research Methods in Health Studies. An overview of epistemological and theoretical perspectives underlying qualitative methods in health science research; techniques for gathering and analyzing qualitative data; and issues relative to publishing qualitative research in health science. Prerequisite: HS 6043. Three lecture hours a week. Credit: Three hours.

HS 6073. Seminar in Health Education. Capstone course that draws from skills learned in other courses throughout the program; synthesis of theory and methods of health education; needs assessment and program planning; implementation; and evaluation into advanced application through grant writing activities; seven areas of responsibility of a graduate level health education specialist. Prerequisites: HS 5423, HS 6453, and HS 5383. Co-requisite: HS 6483. Three seminar hours a week. Credit: Three hours.

HS 6353. Social Epidemiology. Epidemiological methods with focus on social determinants of diseases, including the theoretical foundation and processes involved in conducting social epidemiological research. Prerequisite: HS 5533 or permission of instructor. Three lecture hours a week. Credit: Three hours.

HS 6403. Environmental Health. Basic principles of ecology as they apply to the health of human beings; analysis of modern developments in technology and science and their resultant effects on human beings; development of community efforts in establishing environmental quality. Three lecture hours a week. Credit: Three hours.

HS 6423. Global Health. Health status, health delivery systems, and health policy issues affecting human populations around the world; roles of selected international organizations in advancing the health status of certain populations. Three lecture hours a week. Credit: Three hours.

HS 6433. History of Health and Medicine. Significant historical events with emphasis upon ideas, personalities, institutions, and cultural factors of each era as they affected the origin and development of health education. Three lecture hours a week. Credit: Three hours.

HS 6443. Foundations of Health Science. Introduction of theories and concepts related to health science. Includes rational, psychodynamic, and behavioral theories from education, psychology, and sociology. Applications of theory to health education practice and research. Three lecture hours a week. Credit: Three hours.

HS 6453. Strategies in Health Education Delivery. Identification of the various entities within the health education system which influence decisions about accepting health information and changing unhealthful lifestyles. Development of strategies for effective utilization of health information. Prerequisite: HS 5423. Three lecture hours a week. Credit: Three hours.

HS 6483. Evaluation in Health Education. Evaluative tools for individuals, groups, and programs in health education; methods for selecting instruments and collecting data; advanced interpretation and reporting evaluation results through a formal evaluation plan. Prerequisites: HS 5353, HS 5383, HS 5423, and HS 6443. Co-requisite: HS 6453. Three lecture hours a week. Credit: Three hours.

HS 6563. Health Advocacy and Leadership. Exploration of advocacy, including building coalitions, creating media messages, meeting with decision-makers, and impacting health policy. Three lecture hours a week. Credit: Three hours.

HS 6901. Special Topics. Concentrated study of a particular topic of current interest in health education. May be repeated for credit when topic varies. One lecture hour a week. Credit: One hour.

HS 6903. Special Topics. Concentrated study of a particular topic of current interest in health education. May be repeated for credit when topic varies. Three lecture hours a week. Credit: Three hours.

HS 6911. Independent Study. Individual study in health studies leading to the solution of a problem of professional interest and significance. May be repeated for credit. Credit: One hour.

HS 6913. Independent Study. Individual study in health studies leading to the solution of a problem of professional interest and significance. May be repeated for credit. Credit: Three hours.


HS 6993. Dissertation. Prerequisite: HS 6983. Credit: Three hours.

Faculty

Associate Professors

MASSEY-STOKES, MARILYN, Associate Professor of Health Studies. B.S., Southwestern Oklahoma State University; M.Ed., Southwestern Oklahoma State University; Ed.D., Oklahoma State University.

PARKER, KIMBERLY A., Associate Professor of Health Studies. B.S., South Carolina State University; M.P.H., University of South Carolina, Columbia; M.A., South Carolina State University; Ph.D., University of Georgia.

WIGINTON, KRISTIN L., Associate Professor of Health Studies. B.S.Ed., Baylor University; M.S.Ed., Baylor University; Ph.D., Texas Woman's University.

Assistant Professors

AMUTA, ANN O., Assistant Professor of Health Studies. M.P.H., Texas A & M University; Ph.D., Texas A & M University.

ESPINOZA, LUIS ENRIQUE, Assistant Professor of Health Studies. B.S., The University of Texas-Pan American; B.A., The University of Texas-Pan American; M.S., The University of Texas-Pan American; M.P.H., University of North Texas Health Science Center; Ph.D., Texas Woman's University.

GOLMAN, MANDY A., Assistant Professor of Health Studies. B.A., University of Texas, Austin; M.S., Texas Woman's University; Ph.D., Texas Woman's University.
MENN, MINDY, Assistant Professor of Health Studies. B.A., Texas A&M University; M.S., Texas A&M University; Ph.D., University of Florida, Gainesville.

Master of Science in Health Studies

Program Options
1. Thesis (42 semester credit hours)
   18 semester credit hours (required program courses), 9 semester credit hours (focal area courses), 9 semester credit hours (research tools), 6 semester credit hours (thesis)

2. Non-Thesis (36 semester credit hours)
   18 semester credit hours (required program courses), 12 semester credit hours (focal area courses), 6 semester credit hours (research tools)

3. Emphasis in Dental Hygiene (36 semester credit hours)
   18 semester credit hours (required program courses), 12 semester credit hours (Dental Hygiene focal), 6 semester credit hours (research tools)

Emphasis
9 semester credit hours (Thesis Option) or 12 semester credit hours (Non-Thesis Option) from one of three focal areas offered among higher education, community/population health, or work-site health (except for Dental Hygiene).

Residence Requirement
None for Non-Thesis/Dental Hygiene Option. For Thesis Option, campus visits are required to defend prospectus and again to defend final thesis.

Prerequisites or Co-requisites
1. Undergraduate degree from accredited university
2. Successful completion of new student online orientation within the first year.

Final Examination
For thesis option the defense of thesis; for non-thesis/Dental Hygiene option a written comprehensive core project on the core coursework is required. The project will be included as a portion of HS 5383. Final Project passing grade will be a minimum of 80%. The course may be repeated once if the minimum passing grade is not achieved.

Master of Science in Health Studies
Program of Study (36 or 42 semester credit hours)

Thesis Option (42 semester credit hours)

Required Courses
- HS 5413 Current Issues in Health Studies 3
- HS 5353 Epidemiology 3
- HS 6443 Foundations of Health Science 3
- HS 5423 Ethnic and Cultural Factors in Health Decisions 3
- HS 5383 Program Development and Coordination 3
- HS 6453 Strategies in Health Education Delivery 3

Focal Area
9 semester credit hours from one of the following Focal Areas: 9
Leadership Elective (speak with advisor)

Higher Education
- HS 5113 Curriculum Development for Health Professionals
- HS 5103 Principles and Methods of Teaching Health Professionals
- HS 5103 Principles and Methods of Teaching Health Professionals
- Leadership Elective (speak with advisor)

Community/Population Health
- HS 5363 Population Health
- HS 5053 Psychosocial Aspects of Health
- Leadership Elective (speak with advisor)

Worksite Health
- HS 5613 Worksite Health Promotion
- HS 5343 Risk Reduction
- Leadership Elective (speak with advisor)

Research Tools
- HS 5013 Data Collection and Analysis 3
- HS 5023 Methods in Health Education Research 3
- Select one from the following: 3
  - PSY 5304 Advanced Psychological Statistics I
  - KINS 5033 Applied Statistical Principles
  - HS 5703 Applied Statistics for Health Educators
  - MATH 5573 Statistical Methods I

Thesis
- HS 5983 Thesis (during semester prospectus meeting is scheduled) 3
- HS 5993 Thesis (every semester chair advises defense) 3

Total Semester Credit Hours 42

Non-Thesis Option (36 semester credit hours)

Required Courses
- HS 5413 Current Issues in Health Studies 3
- HS 5353 Epidemiology 3
- HS 6443 Foundations of Health Science 3
- HS 5423 Ethnic and Cultural Factors in Health Decisions 3
- HS 5383 Program Development and Coordination 3
- HS 6453 Strategies in Health Education Delivery 3

Focal Area
Select 12 semester credit hours from one of the following Focal Areas: 12
Leadership Elective (speak with advisor)

Higher Education
- HS 5113 Curriculum Development for Health Professionals
- HS 5103 Principles and Methods of Teaching Health Professionals
- Leadership Elective (speak with advisor)

Community/Population Health
- HS 5363 Population Health
- HS 5053 Psychosocial Aspects of Health
- Leadership Elective (speak with advisor)

Final Examination
For thesis option the defense of thesis; for non-thesis/Dental Hygiene option a written comprehensive core project on the core coursework is required. The project will be included as a portion of HS 5383. Final Project passing grade will be a minimum of 80%. The course may be repeated once if the minimum passing grade is not achieved.

Prerequisites or Co-requisites
1. Undergraduate degree from accredited university
2. Successful completion of new student online orientation within the first year.

Master of Science in Health Studies
Program of Study (36 or 42 semester credit hours)

Thesis Option (42 semester credit hours)

Required Courses
- HS 5413 Current Issues in Health Studies 3
- HS 5353 Epidemiology 3
- HS 6443 Foundations of Health Science 3
- HS 5423 Ethnic and Cultural Factors in Health Decisions 3
- HS 5383 Program Development and Coordination 3
- HS 6453 Strategies in Health Education Delivery 3
- HS 5113 Curriculum Development for Health Professionals
- HS 5103 Principles and Methods of Teaching Health Professionals
- Leadership Elective (speak with advisor)

Community/Population Health
- HS 5363 Population Health
- HS 5053 Psychosocial Aspects of Health
- Leadership Elective (speak with advisor)
Worksite Health
HS 5613 Worksite Health Promotion
HS 5343 Risk Reduction
Leadership Elective (speak with advisor)
HS 5003 Practicum in Health Education

Research Tools
HS 5013 Data Collection and Analysis 3
Select one from the following:
PSY 5304 Advanced Psychological Statistics I 3
KINS 5033 Applied Statistical Principles
HS 5703 Applied Statistics for Health Educators
MATH 5573 Statistical Methods I

Total Semester Credit Hours 36

Master of Science in Health Studies (emphasis in Dental Hygiene) Program of Study (36 semester credit hours)

Required Courses
HS 5413 Current Issues in Health Studies 3
HS 5353 Epidemiology 3
HS 6443 Foundations of Health Science 3
HS 5423 Ethnic and Cultural Factors in Health Decisions 3
HS 6453 Strategies in Health Education Delivery 3
HS 5383 Program Development and Coordination 3

Dental Hygiene
HS 5903 Special Topics (Dental Hygiene) 3
HS 5903 Special Topics (Global Oral Health) 3
HS 5903 Special Topics (Alternative Dental Hygiene Careers) 3
HS 5903 Special Topics (Dental Hygiene Educational Methodology) 3

Research Tools
HS 5013 Data Collection and Analysis 3
HS 5703 Applied Statistics for Health Educators 3

Total Semester Credit Hours 36

Dual Degree: Master of Science in Health Studies and Master of Library Science Program of Study (54 semester credit hours)

Required Library Science Courses
LS 5083 Foundations of Library and Information Studies 3
LS 5053 Information Retrieval 3
LS 5043 Information and Communication Technology 3
LS 5003 Collection Development 3
LS 5363 Health Sciences Information Services Management 3
LS 5473 Health Reference Services and Resources 3
LS 5483 Consumer Health Information Resources 3

Required Health Studies Course
HS 5413 Current Issues in Health Studies 3
HS 5353 Epidemiology 3
HS 6443 Foundations of Health Science 3
HS 5423 Ethnic and Cultural Factors in Health Decisions 3
HS 6453 Strategies in Health Education Delivery 3
HS 5383 Program Development and Coordination 3
HS 5013 Data Collection and Analysis 3
HS Elective (speak with advisor) 3

Total Semester Credit Hours 54

Dual Degree Requirements
Graduate Level Statistics Course 3
HS 5023 Methods in Health Education Research 3
LS 5843 Practicum 3

Total Semester Credit Hours Required
54 semester credit hours consisting of:

- 21 semester credit hours of Library Science courses
- 24 semester credit hours of Health Studies courses
- 9 semester credit hours of Dual Degree courses

Residence Requirement
Successful completion of new HS student online orientation during the first year in the program.

Prerequisites or Co-requisites
A bachelor’s degree from a regionally accredited university.

Final Examination
Health Studies: A written comprehensive core project on the core coursework is required. The project will be included as a portion of HS 5383. Final Project passing grade will be a minimum of 80%. The course may be repeated once if the minimum passing grade is not achieved.

Library Science: The SLIS Final Exam comprises submission of the Final Exam Portfolio, to be reviewed by the Final Exam Committee.

Dual Degree: Master of Science in Health Studies and Master of Library Science Program of Study (54 semester credit hours)

Code Title Semester Credit Hours

Required Library Science Courses
LS 5083 Foundations of Library and Information Studies 3
LS 5053 Information Retrieval 3
LS 5043 Information and Communication Technology 3
LS 5003 Collection Development 3
LS 5363 Health Sciences Information Services Management 3
LS 5473 Health Reference Services and Resources 3
LS 5483 Consumer Health Information Resources 3

Required Health Studies Course
HS 5413 Current Issues in Health Studies 3
HS 5353 Epidemiology 3
HS 6443 Foundations of Health Science 3
HS 5423 Ethnic and Cultural Factors in Health Decisions 3
HS 6453 Strategies in Health Education Delivery 3
HS 5383 Program Development and Coordination 3
HS 5013 Data Collection and Analysis 3
HS Elective (speak with advisor) 3

Total Semester Credit Hours 54

Dual Degree Requirements
Graduate Level Statistics Course 3
HS 5023 Methods in Health Education Research 3
LS 5843 Practicum 3

Total Semester Credit Hours Required
54 semester credit hours consisting of:

- 21 semester credit hours of Library Science courses
- 24 semester credit hours of Health Studies courses
- 9 semester credit hours of Dual Degree courses

Residence Requirement
Successful completion of new HS student online orientation during the first year in the program.

Prerequisites or Co-requisites
A bachelor’s degree from a regionally accredited university.

Final Examination
Health Studies: A written comprehensive core project on the core coursework is required. The project will be included as a portion of HS 5383. Final Project passing grade will be a minimum of 80%. The course may be repeated once if the minimum passing grade is not achieved.

Library Science: The SLIS Final Exam comprises submission of the Final Exam Portfolio, to be reviewed by the Final Exam Committee.
Doctor of Philosophy in Health Studies

Total Semester Credit Hours Required
96 semester credit hours.

Interdisciplinary Studies and/or Transferred Semester Credit Hours
Up to 39 semester credit hours of interdisciplinary study and/or semester credit hours transferred from the master’s degree.

Departmental Required Curriculum
24 semester credit hours of Health Studies required course work.

Emphasis/Focal
9 semester credit hours from one of three focal areas: higher education, population health, or environmental health.

Research Tools
6 semester credit hours of research methods and 6 semester credit hours of statistics. Students pursuing research in qualitative research must also take a qualitative research methods course in addition to these 6 semester credit hours.

Electives
6 semester credit hours of electives (consult with advisor)

Dissertation
6 semester credit hours of dissertation work with committee chair

Prerequisites or Co-requisites
1. A prior degree in health education, health promotion, public health, or community health or HS 5413;
2. HS 5003 must be taken after program required courses are completed or the student must sit for the CHES certification;
3. three semester credit hours of graduate-level research methods; and
4. new doctoral program students will be required to successfully complete an orientation within the first year.

Qualifying Examination
Candidates for the doctoral degree must pass a three-part qualifying exam, consisting of:
1. a multiple-choice statistics and research design examination,
2. a written multiple-question essay examination; and
3. an oral examination based on the candidate’s written responses in the essay examination.

The written essay and oral portions of the examination will be permitted only when the candidate has successfully completed all coursework and the statistical exam has been successfully completed. The exams may be repeated only once. A student who fails a second qualifying exam will be removed from the Health Studies doctoral program.

Final Examination
Successful oral defense of dissertation.

Minor (if sought by student)
12 to 18 semester credit hours (Department in which the minor is sought will determine the total hours required)

Doctor of Philosophy in Health Studies
Program of Study (96 semester credit hours)

Prerequisite - may not count as an elective
| HS 5413 | Current Issues in Health Studies (if no degree in Health Education, Health Promotion, Health Behavior, Community Health, or Public Health) |

Co-requisite
| HS 5003 | Practicum in Health Education (if no CHES certification) |

Interdisciplinary Studies and/or Transferred Hours (if approved) 39

Required Courses
| HS 6353 | Social Epidemiology 3 |
| HS 6443 | Foundations of Health Science 3 |
| HS 5423 | Ethnic and Cultural Factors in Health Decisions 3 |
| HS 6563 | Health Advocacy and Leadership 3 |
| HS 5383 | Program Development and Coordination 3 |
| HS 6453 | Strategies in Health Education Delivery 3 |
| HS 6483 | Evaluation in Health Education 3 |
| HS 6073 | Seminar in Health Education 3 |

Emphasis Area
Select one of the following Emphasis Areas: 9

Higher Education
| HS 6433 | History of Health and Medicine |
| HS 5103 | Principles and Methods of Teaching Health Professionals |
| HS 5113 | Curriculum Development for Health Professionals |

Population Health
| HS 6423 | Global Health |
| HS 5053 | Psychosocial Aspects of Health |
| HS 5363 | Population Health |

Environmental Health
| HS 6403 | Environmental Health |
| HS 5343 | Risk Reduction |

Independent Study or Practicum in Environmental Health

Electives
Select two electives from Health Studies in consultation with advisor 6

Research Tools
Level 1 select 3-4 semester credit hours from the following: 3
| HS 5703 | Applied Statistics for Health Educators |
| FS 5903 | Special Topics |
| PSY 5304 | Advanced Psychological Statistics I |
| KINS 5033 | Applied Statistical Principles |

Level 2 select 3-4 semester credit hours from the following: 3
| FS 6893 | Multivariate Statistics |
| PSY 6204 | Advanced Psychological Statistics II |
| KINS 6043 | Statistical Inference |

Tool Two Research Methods
The Department of History and Government offers two master's degrees, one in history and one in government. A minor in either history or government is also available to master's-level graduate students. Students in other graduate departments are welcome to take graduate courses in the department with the consent of the instructor.

The M.A. in government provides a postgraduate study of U.S. and global politics, political processes, and government institutions. In history, the M.A. emphasizes social and political history in the United States, Europe, Latin America, and the Caribbean. The extensive Women’s Collection at the Blagg-Huey Library is an excellent research resource for graduate students. Students are encouraged by the faculty to consider courses from other disciplines outside the department as part of their graduate program. Course selection should be made with the advice and approval of the student’s graduate committee.

The department’s programs include internships in both the public and private sectors and opportunities to participate in oral history projects.

**Admission Requirements**

Please see the admission’s section (p. 231) in this catalog. In addition to these general requirements, the Department of History and Government requires the following for admission to its graduate degree programs:

1. A student’s record overall clearly should reflect the ability to pursue advanced study, conduct research, and write effectively in the field selected.
2. Applicants should document a strong preparation in the liberal arts.
3. The applicant is expected to have at least a 3.25 average in the last 60 semester credit hours of course work and at least 12 semester credit hours of upper-division undergraduate or graduate work in the major field.
4. Applicants are required to submit a statement of purpose to the department. Two letters of recommendation are required. Applicants who do not meet the above prerequisites at the time of application may, under exceptional circumstances, be recommended for provisional admission by the department.

**Minors Offered to Students from Other Departments**

**Master’s level**

All minors must be approved by the student's graduate committee and must include at least 6 graduate semester credit hours in history.

**Courses**

**Government Courses**

**GOV 5003. Comparative Politics.** Review of major theoretical models and approaches in the field of comparative politics including group politics, elite analysis, class analysis, structural functional analysis, and systems theory with emphasis upon modernization and political development. Three seminar hours a week. Credit: Three hours.

**GOV 5013. American National Defense Policy.** Review of alternative theories of American national defense policy with emphasis upon historical development of current U.S. policy, including nuclear strategies, mutual defense agreements, regional conflicts, guerilla warfare, terrorism, and protection of strategic resources. Three lecture hours a week. Credit: Three hours.

**GOV 5033. Research Methods in Government.** Examination of methodology used in Government/Political Science research. Prerequisite: Must be taken in the first 12 hours of graduate study. Three seminar hours a week. Credit: Three hours.

**GOV 5053. The Presidency and Public Policy.** Personnel politics and policy process of the executive branch. Advanced reading, research, and group discussion. Three lecture hours a week. Credit: Three hours.

**GOV 5063. Political Women.** The participant style, background, perspective, and role of female political elite. Current status of the Constitutional rights of women, women's political issues, and women's pressure groups. Three lecture hours a week. Credit: Three hours.

**GOV 5073. Issues in Constitutional Law.** Review and examination of selected issues in U.S. constitutional development including judicial politics, governmental structure, judicial review, separation of powers, federalism, due process, equal protection, and individual liberties. Three seminar hours a week. Credit: Three hours.

**GOV 5093. Law, Gender, and Sexuality.** Evolution of legal rights for women and sexual minorities and theoretical issues raised in concrete legal cases. Examination of debates over equality approaches in law; ways in which law constructs gender and sexuality; and the intersecting roles of gender, sexuality, and race in legal doctrine and theory. Three lecture hours a week. Credit: Three hours.

**GOV 5133. Leadership and Women.** An examination of the principles and exercise of leadership. Emphasis on women as leaders. Three lecture hours a week. Credit: Three hours.

**GOV 5183. Civil War: Culture, History, and Law.** Social, political, and legal context of the War between the States. Analysis of southern secession from the Union, the struggle to restore the Union, and the political and legal struggles of former slaves and their descendants. Three seminar hours a week. Credit: Three hours.
GOV 5193. Rights, Race, and Social Justice. Interpretations of the utility of constitutional rights in movements for social justice, with special attention to struggles for racial equality. Readings in legal studies, social sciences, critical legal studies, and critical race theory that address the relationship of legal rights and change. Three lecture hours a week. Credit: Three hours.

GOV 5303. Problems in the Legislative Process. Legislative decision making in selected areas of public policy; appraisals of strengths and weaknesses in the American legislative process. Three lecture hours a week. Credit: Three hours.

GOV 5413. Civil Rights: Culture, History, and Law. Social, political, and legal concepts of the Civil Rights Movement; historical and legal issues of Jim Crow laws, Plessy vs. Ferguson, and Brown vs. Board of Education Supreme Court decisions; peaceful protests; forms of social disorder in a quest for equal rights. Three seminar hours a week. Credit: Three hours.

GOV 5423. Native Americans: Culture, History, and Law. Relations between European settlers and Native American tribes with emphasis on cultural differences, land use, and government-tribe relations. Three seminar hours a week. Credit: Three hours.

GOV 5473. Vietnam War: Culture, History, and Law. Historical context of American involvement in the Vietnam conflict; political decisions of the Kennedy, Johnson, and Nixon administrations; impact of the war on political protest and social unrest; courts resolution of related controversies; legacy of the war. Three seminar hours a week. Credit: Three hours.

GOV 5483. War, National Security, and Civil Liberties. Public policy solutions regarding the balance between maintaining national security and protecting civil liberties; history of the nation's attempts to evaluate security policies from colonial times to current events. Three seminar hours a week. Credit: Three hours.

GOV 5523. American International Relations. The revolution in American foreign policy in the twentieth century; America's leading role in the world today. Three lecture hours a week. Credit: Three hours.

GOV 5723. Seminar in Political Theory. A study of contemporary debates concerning fundamental political issues and principles of good government; analysis and discussion of ideas on class, race, sex, power, citizenship, and justice. May be repeated for credit when topics vary. Three lecture hours a week. Credit: Three hours.

GOV 5753. Age of Industrialism. Historical, cultural, and legal context for transformation of United States to urbanized, industrial power between 1870 and 1920; impact of railroads, the "Robber Barons," and struggles between organized labor and management. Three seminar hours a week. Credit: Three hours.

GOV 5833. Seminar in Government. Individual research topics; methodology and bibliography. May be repeated for credit when topics vary. Three seminar hours a week. Credit: Three hours.

GOV 5903. Special Topics. Organized course with each section's title and content varying with specific subject matter and topic offered. May be repeated for credit when topics vary. Three lecture hours a week. Credit: Three hours.

GOV 5911. Independent Study. Independent study of selected topics in government. May be repeated for credit when topics vary. Credit: One hour.

GOV 5913. Independent Study. Independent study of selected topics in government. May be repeated for credit when topics vary. Credit: Three hour.

GOV 5933. Internship. Supervised practical experience, related to the academic and career objectives of the student, in a public or private agency. A paper will be required. May be repeated for a total of six hours. Eight practicum hours a week. Credit: Three hours.

GOV 5936. Internship. Supervised practical experience, related to the academic and career objectives of the student, in a public or private agency. Sixteen practicum hours a week. Credit: Six hours.

GOV 5973. Professional Paper. The research and writing of a professional paper by each student on a topic selected jointly by the student and the instructor. Credit: Three hours.

GOV 5983. Thesis. Credit: Three hours.

GOV 5993. Thesis. Prerequisite: GOV 5983. Credit: Three hours.

History Courses

HIST 5003. Studies in 19th Century U.S. A study of the 19th century with discussion and analysis of various historians' interpretations of the same events. Increased knowledge of the events of this period and the study of how one writes history. May be repeated for credit when topics vary. Three seminar hours a week. Credit: Three hours.

HIST 5033. Research Methods in History. Research trends, methods, and theories in historical inquiry. Prerequisite: Must be taken in the first 12 hours of graduate study. Three seminar hours a week. Credit: Three hours.

HIST 5083. Studies in 20th Century America. Examination through directed discussions of selected topics on the political, social, and cultural aspects of the American experience since the turn of the century with particular emphasis on reform and social change. May be repeated for credit when topics vary. Three seminar hours a week. Credit: Three hours.

HIST 5093. Women in Early America. Critical analysis of the lives and experiences of Native American, African-American, and European-American women from 1600 through 1830 through the lenses of race, sexuality, identity, labor, spirituality, and legal status. Three seminar hours a week. Credit: Three hours.

HIST 5103. Renaissance and Reformations. Cross-cultural study of European culture and society from 1350-1600; Italian, French, Dutch, English, and German artistic achievements, social and political development, and religious reformations compared and contrasted. Three seminar hours a week. Credit: Three hours.

HIST 5123. Religion in an Atlantic World, 1450-1776. Cross-cultural study of religious ideas and practice in colonial America from the pre-Columbian era through 1776; varied religious experiences of indigenous groups, Spanish, French, English, Dutch, and German colonists, and enslaved African Americans are compared and contrasted. Three seminar hours a week. Credit: Three hours.

HIST 5183. Civil War: Culture, History, and Law. Social, political, and legal context of the War between the States. Analysis of southern secession from the Union, the struggle to restore the Union, and the political and legal struggles of former slaves and their descendants. Three seminar hours a week. Credit: Three hours.

HIST 5203. Jefferson to Jackson. Period from Thomas Jefferson to Andrew Jackson; historical events concerning the political and social circumstances with a young government. Three seminar hours a week. Credit: Three hours.

HIST 5253. History of France. Critical analysis of early French history and culture including the Roman conquest, medieval France, the growth of the French monarchy, the Renaissance, the Age of Louis XIV, and the Enlightenment. Three seminar hours a week. Credit: Three hours.

HIST 5303. Progressives. The early twentieth century era and its social movements; politics, gender, and race issues along with the nation’s foreign policy and the continuity of society’s social development from a historical perspective. Three seminar hours a week. Credit: Three hours.

HIST 5333. The Gilded Age. Transformation from an agricultural economy to the mercantile society of American industrialism; impact of speculators, entrepreneurs, industry leaders, and railroad promoters. Three seminar hours a week. Credit: Three hours.

HIST 5403. American Experience in World War II. How America shaped the War and how the War shaped America including military, social, political, and economic aspects; traditional historians’ view on the period. Three lecture hours a week. Credit: Three hours.

HIST 5413. Civil Rights: Culture, History, and Law. Social, political, and legal concepts of the Civil Rights Movement; historical and legal issues of Jim Crow laws, Plessy vs. Ferguson, and Brown vs. Board of Education Supreme Court decisions; peaceful protests; forms of social disorder in a quest for equal rights. Three seminar hours a week. Credit: Three hours.

HIST 5423. Native Americans: Culture, History, and Law. Relations between European settlers and Native American tribes with emphasis on cultural differences, land use, and government-tribe relations. Three seminar hours a week. Credit: Three hours.

HIST 5473. Vietnam War: Culture, History, and Law. Historical context of American involvement in the Vietnam conflict; political decisions of the Kennedy, Johnson, and Nixon administrations; impact of the war on political protest and social unrest; courts resolution of related controversies; legacy of the War. Three seminar hours a week. Credit: Three hours.

HIST 5483. War, National Security, and Civil Liberties. Public policy solutions regarding the balance between maintaining national security and protecting civil liberties; history of the nation’s attempts to evaluate security policies from colonial times to current events. Three seminar hours a week. Credit: Three hours.

HIST 5503. Between the Wars. Social, political, and economic history of the U.S. and the wars for particular eras; consumerism, conflicts, music, and literature during the interwar time period. Three lecture hours a week. Credit: Three hours.

HIST 5703. U.S. Since 1945. Social, political, economic, and multicultural history of the United States from 1945 to September 11th; the Cold War and its influence on American politics, beliefs, and post-Cold War realities; military conflicts, foreign policy, multicultural experiences, and domestic challenges. Three lecture hours a week. Credit: Three hours.

HIST 5753. Age of Industrialism. Historical, cultural, and legal context for transformation of United States to urbanized, industrial power between 1870 and 1920; impact of railroads, the "Robber Barons," and struggles between organized labor and management. Three seminar hours a week. Credit: Three hours.

HIST 5803. Oral History Methodology. Theories, methods, and debates surrounding the oldest historical tool, oral history; methodology for conducting oral histories, debate, and completing transcripts; consideration of privacy, storage, and accessibility. Three lecture hours a week. Credit: Three hours.

HIST 5863. Studies in Women's History. Study of shifting roles of women and their struggle for equality in relationship to changes in social, economic, and political institutions in American society. May be repeated for credit when topics vary. Three seminar hours a week. Credit: Three hours.

HIST 5883. Seminar in European History. Focused study on a selected theme, issue, problem, region, country, or period in the history of Europe prior to 1900. May be repeated for credit when topics differ. Three seminar hours a week. Credit: Three hours.

HIST 5903. Special Topics. Organized course with section’s title and content varying with specific subject matter and topic offered. May be repeated for credit when topics vary. Three lecture hours a week. Credit: Three hours.

HIST 5911. Independent Study. Independent study of selected topics in history. May be repeated for credit when topics vary. Credit: One hour.

HIST 5913. Independent Study. Independent study of selected topics in history. May be repeated for credit when topics vary. Credit: Three hours.

HIST 5933. Internship. Supervised practical experience, related to the academic and career objectives of the student, in a public or private agency. May be repeated for a total of six hours. Eight practicum hours a week. Credit: Three hours.

HIST 5936. Internship. Supervised practical experience, related to the academic and career objectives of the student, in a public or private agency. Sixteen practicum hours a week. Credit: Six hours.

HIST 5973. Professional Paper. The research and writing of a professional paper by each student on a topic selected jointly by the student and the instructor. Credit: Three hours.

HIST 5981. The Professional Portfolio. Development of a professional portfolio by students in the Master of Arts in Teaching program demonstrating the student's growth in the Learner-Centered Competencies. Pass-fail grade only. May be repeated. Credit: One hour.

HIST 5983. Thesis. Credit: Three hours.

HIST 5993. Thesis. Prerequisite: HIST 5983. Credit: Three hours.

Faculty
Professors
HODGES, LYDIA “LYBETH” E., Professor of History. B.S., University of North Texas; M.A., Texas Woman’s University; Ph.D., Texas Tech University.

HOYE, TIMOTHY K., Professor of Government. B.A., East Texas State University; M.A., East Texas State University; Ph.D., Duke University.

OLSEN, JONATHAN, Professor of Government; Chair of the Department of History and Government. B.A., University of Texas at Austin; M.A., The
University of Kansas; M.A., University of Maryland; Ph.D., University of Maryland.

PRESNALL, BARBARA A., Professor of Government. B.A., George Washington University; M.A., George Washington University; Ph.D., American University.

TRAVIS, PAUL D., Professor of History. B.A., The Wichita State University; M.A., Wichita State University; Ph.D., University of Oklahoma.

Associate Professors

BLOSSER, JACOB M., Associate Professor of History. B.A., Milligan College; M.A., James Madison University; Ph.D., University of South Carolina Columbia.

FANNING, SARA C., Associate Professor of History. B.A., University of Texas, Austin; M.A., National University of Ireland; Ph.D., University of Texas at Austin.

LANDDECK, KATHERINE E., Associate Professor of History. B.A., University of Arkansas; M.A., University of Tennessee, Knoxville; Ph.D., University of Tennessee, Knoxville.

Assistant Professor

HEVRON, PARKER R., Assistant Professor of Government. B.A., Austin College; Ph.D., University of Southern California.

Master of Arts in History

Total Semester Credit Hours Required

30-39 semester credit hours minimum with at least 21 semester credit hours of course work in the major.

Major

The student will select one of the options with consultation and approval of her or his graduate committee. The student’s graduate committee may require completion of more than the minimum number of semester credit hours indicated and specify courses to be included in the student’s individual degree.

At least 30 semester credit hours of course work in the specified program of study. Six elective hours can optionally be applied towards a minor (in consultation with advising committee). Completion of the mandatory course in Research Methods, with a four course distribution, is required.

Minor

Optional. All minors must be approved by the student’s graduate committee and must include at least 6 semester credit hours.

Special Requirement

No grade lower than B can be counted toward meeting the minimum number of semester credit hours required.

Final Examination

An oral defense of the thesis or professional paper is required.

Master of Arts in History Program of Study (30 – 39 semester credit hours)

Students will take at least 9 semester credit hours in U.S. history and 3 semester credit hours in non-U.S. history. Students are encouraged to distribute the 9 U.S. history semester credit hours across the following fields: 17th or 18th century US history, 19th century U.S. history, and U.S. history since 1900.

**Thesis Option**

Minimum of 30 semester credit hours, including 6 semester credit hours for the thesis.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>17th or 18th century U.S. history</td>
<td>3</td>
</tr>
<tr>
<td>19th century U.S. history</td>
<td>3</td>
</tr>
<tr>
<td>U.S. history since 1900</td>
<td>3</td>
</tr>
<tr>
<td>Non-U.S. history</td>
<td>3</td>
</tr>
<tr>
<td>HIST 5033 Research Methods in History</td>
<td>3</td>
</tr>
<tr>
<td>Electives (additional graduate hours in history)</td>
<td>9</td>
</tr>
<tr>
<td>HIST 5983 Thesis</td>
<td>3</td>
</tr>
<tr>
<td>HIST 5993 Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Semester Credit Hours 30

**Professional Paper Option**

Minimum of 36 semester credit hours, including 3 semester credit hours for the professional paper.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>17th or 18th century U.S. history</td>
<td>3</td>
</tr>
<tr>
<td>19th century U.S. history</td>
<td>3</td>
</tr>
<tr>
<td>U.S. history since 1900</td>
<td>3</td>
</tr>
<tr>
<td>Non-U.S. history</td>
<td>3</td>
</tr>
<tr>
<td>HIST 5033 Research Methods in History</td>
<td>3</td>
</tr>
<tr>
<td>Electives (additional graduate hours in history)</td>
<td>18</td>
</tr>
<tr>
<td>HIST 5973 Professional Paper</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Semester Credit Hours 36

**Public History Option**

Minimum of 36 semester credit hours. Students in history, in consultation with their graduate committee, may take 3-6 credit hours in Public History and 3-6 credit hours of internship plus a professional paper.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>17th or 18th century U.S. history</td>
<td>3</td>
</tr>
<tr>
<td>19th century U.S. history</td>
<td>3</td>
</tr>
<tr>
<td>U.S. history since 1900</td>
<td>3</td>
</tr>
<tr>
<td>Non-U.S. history</td>
<td>3</td>
</tr>
<tr>
<td>HIST 5033 Research Methods in History</td>
<td>3</td>
</tr>
<tr>
<td>Choose from the following options to total 18 semester credit hours</td>
<td>18</td>
</tr>
<tr>
<td>HIST 5933 Internship</td>
<td>3</td>
</tr>
<tr>
<td>or HIST 5936 Internship</td>
<td></td>
</tr>
<tr>
<td>At least three hours Public History</td>
<td></td>
</tr>
<tr>
<td>Electives (additional graduate hours in history)</td>
<td></td>
</tr>
<tr>
<td>HIST 5973 Professional Paper</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Semester Credit Hours 36

**Combined History and Government Option (History Emphasis)**

Couples 21 hours of graduate study in history with 18 hours of graduate study in government. Graduates of the combined program write a professional paper and receive an M.A. in History but have enough graduate hours to teach both history and government in Texas community colleges. Graduates are also qualified to teach dual credit courses in both history and government in Texas high schools.
Minimum of 39 semester credit hours, including 3 semester credit hours for the professional paper. (Note: Student must select one field as major and one as a minor.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>17th or 18th century U.S. history</td>
<td>3</td>
</tr>
<tr>
<td>19th century U.S. history</td>
<td>3</td>
</tr>
<tr>
<td>U.S. history since 1900</td>
<td>3</td>
</tr>
<tr>
<td>Non-U.S. history</td>
<td>3</td>
</tr>
<tr>
<td>HIST 5033 Research Methods in History</td>
<td>3</td>
</tr>
<tr>
<td>Electives (additional graduate hours in history)</td>
<td>3</td>
</tr>
<tr>
<td>Electives (graduate hours in government)</td>
<td>18</td>
</tr>
<tr>
<td>HIST 5973 Professional Paper</td>
<td>3</td>
</tr>
<tr>
<td>Total Semester Credit Hours</td>
<td>39</td>
</tr>
</tbody>
</table>

**Master of Arts in Government**

**Total Semester Credit Hours Required**
30-39 semester credit hours minimum with at least 21 semester credit hours of course work in the major.

**Major**
The student will select one of the options with consultation and approval of her or his graduate committee. The student’s graduate committee may require completion of more than the minimum number of semester credit hours indicated and specify courses to be included in the student’s individual degree.

At least 30 semester credit hours of course work in the specified program of study. Six elective hours can optionally be applied towards a minor (in consultation with advising committee). Completion of the mandatory course in Research Methods, with a four course distribution, is required.

**Minor**
Optional. All minors must be approved by the student’s graduate committee and must include at least 6 semester credit hours.

**Special Requirement**
No grade lower than B can be counted toward meeting the minimum number of semester credit hours required.

**Final Examination**
An oral defense of the thesis, professional paper, or practicum capstone paper is required.

**Master of Arts in Government Program of Study (30 – 39 semester credit hours)**
Students must take the course in Professional Practices, in addition to the four course distribution requirement, with at least one course in U.S. politics, law, and government; global/comparative politics; political theory; and public policy.

**Thesis Option**
Minimum of 30 semester credit hours, including 6 semester credit hours for the thesis.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. politics, law and government</td>
<td>3</td>
</tr>
<tr>
<td>Global/comparative politics</td>
<td>3</td>
</tr>
<tr>
<td>Political theory</td>
<td>3</td>
</tr>
<tr>
<td>GOV 5033 Research Methods in Government</td>
<td>3</td>
</tr>
<tr>
<td>Electives (additional graduate hours in government)</td>
<td>18</td>
</tr>
<tr>
<td>GOV 5973 Professional Paper</td>
<td>3</td>
</tr>
<tr>
<td>Total Semester Credit Hours</td>
<td>39</td>
</tr>
</tbody>
</table>

**Professional Paper Option**
Minimum of 36 semester credit hours, including 3 semester credit hours for the professional paper.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. politics, law and government</td>
<td>3</td>
</tr>
<tr>
<td>Global/comparative politics</td>
<td>3</td>
</tr>
<tr>
<td>Political theory</td>
<td>3</td>
</tr>
<tr>
<td>Public policy</td>
<td>3</td>
</tr>
<tr>
<td>GOV 5033 Research Methods in Government</td>
<td>3</td>
</tr>
<tr>
<td>Electives (additional graduate hours in government)</td>
<td>18</td>
</tr>
<tr>
<td>GOV 5973 Professional Paper</td>
<td>3</td>
</tr>
<tr>
<td>Total Semester Credit Hours</td>
<td>36</td>
</tr>
</tbody>
</table>

**Practicum Capstone Option**
Minimum of 36 semester credit hours.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. politics, law, and government</td>
<td>3</td>
</tr>
<tr>
<td>Global/comparative politics</td>
<td>3</td>
</tr>
<tr>
<td>Political theory</td>
<td>3</td>
</tr>
<tr>
<td>Public policy</td>
<td>3</td>
</tr>
<tr>
<td>GOV 5033 Research Methods in Government</td>
<td>3</td>
</tr>
<tr>
<td>Electives (additional graduate hours in government)</td>
<td>15</td>
</tr>
<tr>
<td>GOV 5936 Internship</td>
<td>6</td>
</tr>
<tr>
<td>Total Semester Credit Hours</td>
<td>36</td>
</tr>
</tbody>
</table>

**Combined History and Government (Government Emphasis)**
Couples 21 hours of graduate study in government with 18 hours of graduate study in history. Graduates of the combined program write a professional paper and receive an M.A. in Government but have enough graduate hours to teach both history and government in Texas community colleges. Graduates are also qualified to teach dual credit courses in both history and government in Texas high schools.

Minimum of 39 semester credit hours, including 3 semester credit hours for the professional paper. (Note: Student must select one field as major and one as a minor).

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. politics, law, and government</td>
<td>3</td>
</tr>
<tr>
<td>Global/comparative politics</td>
<td>3</td>
</tr>
<tr>
<td>Political theory</td>
<td>3</td>
</tr>
<tr>
<td>Public policy</td>
<td>3</td>
</tr>
<tr>
<td>GOV 5033 Research Methods in Government</td>
<td>3</td>
</tr>
<tr>
<td>Electives (additional graduate hours in government)</td>
<td>18</td>
</tr>
<tr>
<td>GOV 5973 Professional Paper</td>
<td>3</td>
</tr>
<tr>
<td>Total Semester Credit Hours</td>
<td>39</td>
</tr>
</tbody>
</table>
Department of Kinesiology

Web Site: http://www.twu.edu/kinesiology/

Interim Chair: David Nichols, Professor
Location: Pioneer Hall 208
Phone: 940-898-2575
Fax: 940-898-2581
E-mail: dnichols@twu.edu

Graduate Degrees Offered

- M.S. in Kinesiology (p. 77) (with instruction available in the support areas of Sport Management, Biomechanics, Exercise Physiology, Adapted Physical Education, and Coaching)
- M.S. in Exercise and Sports Nutrition (p. 77)
- Ph.D. in Kinesiology (p. 78) (with instruction available in the support areas of Adapted Physical Education, Sport Management, Biomechanics, and Exercise Physiology)

Graduate courses in the Department of Kinesiology are designed to provide qualified individuals with the opportunity to pursue advanced study beyond the baccalaureate level. Objectives in the degree programs are:

1. to ensure that students have a broad philosophical, educational, and scientific background on which to base their work as professionals;
2. to acquaint students with current thinking, practices, trends, and problems related to physical education and kinesiology;
3. to prepare students to assume leadership roles in educational, industrial, business, public, or private agency settings;
4. to provide students with the evaluative, statistical, research methodological, and critical thinking strategies that will enable them to contribute to the advancement of the field; and
5. to offer sequences of coursework leading to specialization in a particular subdiscipline of kinesiology.

The particular objective of non-degree graduate study is to provide personal and professional enrichment opportunities for the individual. For the persons who wish to become qualified to teach in the public schools of Texas, a certification program is also available. See the General Catalog for requirements.

Facilities for Graduate Instruction and Research

The Pioneer Hall was completed in the Spring of 1998. This state-of-the-art facility contains accessible classrooms, multimedia centers, dance studios, laboratories, a large gymnasium, an 8-lane natatorium, an indoor track, a weight training room, an athletic training room, racquetball courts, climbing wall, dressing rooms, and administrative and faculty offices.

Biomechanics, exercise physiology, biochemistry, and motor behavior/pedagogy laboratories have been dedicated specifically for teaching and research. These well equipped facilities permit research studies on persons with and without disabilities in the areas of stress testing, body composition assessment, bone density, cardiovascular respiratory analysis, blood biochemistry analysis that includes glucose, lactate, insulin, C-peptide, and a variety of other hormones and metabolites; isokinetic, isometric, and isotonic strength testing; anthropometry; telemetry; and high speed motion analysis, among others. Portable and online computer capabilities facilitate analysis of digital kinetic and kinematic data gathered with a three-dimensional high speed video system, electromyographic equipment, and electronic forceplates. Computerized data collection and analysis systems are available for motor learning studies.

Outdoor facilities include playing fields, tennis courts, softball diamond, a swimming pool, and soccer field.

Computer facilities of the University are extensively utilized by the department programs as are the many other fine features of the campus and Metroplex, including the Cooper Aerobic Center and the Tom Landry Center.

Admission Requirements

Please see the admission section (p. 231) of this catalog. In addition to these general requirements, the Department of Kinesiology requires the following.

All written materials (application, transcripts, letters of recommendation, vita, statement of intent, and designation of an area of specialization) need to be submitted according to the following deadlines:

- For admission for the following fall semester – July 15
- For admission for the following spring semester – November 1
- For admission for the following summer semester – April 1
- International students are admitted only in the fall (deadline is March 1) or spring (deadline is July 1) semesters. Admission documents for international students must be submitted by the deadline stated on the Office of International Education Website (http://www.twu.edu/international-education).

The application and transcripts are submitted to the Office of Admissions Processing (http://www.twu.edu/admissions-processing). The remaining written materials to be presented by graduate degree-seeking individuals are to be submitted to the Graduate Coordinator of the Department of Kinesiology (http://www.twu.edu/kinesiology).

Master of Science in Kinesiology

1. The applicant will submit two satisfactory letters of recommendation that may include one from the last employer if the student has had work experience and one from the last school attended.
2. For applicants without an undergraduate degree in kinesiology, undergraduate prerequisites may be required. Each specialization will determine the appropriateness of additional requirements for the student.
3. The applicant will submit a vita/resume with emphasis on educational background and any training or work experience in kinesiology or related areas.
4. The applicant will specify an area of specialization (Adapted Physical Education, Biomechanics, Coaching, Exercise Physiology, or Sport Management).
5. Any applicant may submit additional materials that they deem appropriate to his/her application.
6. The appropriate faculty admissions committee will review the total application.
Master of Science in Exercise and Sports Nutrition

The Master of Science in Exercise and Sports Nutrition program is administered through the Department of Nutrition and Food Sciences (p. 132).

Doctor of Philosophy in Kinesiology

1. The applicant will submit three satisfactory letters of recommendation that may include one from the last employer if the student has had work experience and others from the last school attended.
2. For applicants without an undergraduate degree in kinesiology, undergraduate prerequisites may be required. Each specialization will determine the appropriateness of additional requirements for the student.
3. The applicant will submit a vita with emphasis on educational background, research experience and any training or work experience in kinesiology or related areas.
4. The applicant will submit a statement of intent that briefly describes his/her background, research goals, personal growth and development, future goals, and reasons for applying to the Department of Kinesiology doctoral program.
5. The applicant will specify an area of specialization (Adapted Physical Education, Sport Management, Biomechanics, Exercise Physiology).
6. The applicant will have a formal interview with the Doctoral Admission Committee (or its designated representatives).
7. Students who have not written a master’s thesis will complete an original research project with an individual faculty member during the first year in the doctoral program. A total of 3 semester credit hours may be earned.
8. Any applicant may submit additional materials that they deem appropriate to his/her application.
9. The appropriate Doctoral Admissions Committee will review the total application and forward their decision to the Graduate Coordinator.

Certificates in Kinesiology

- Post-Baccalaureate Certificate in Adapted Physical Education (p. 79)
- Post-Baccalaureate Certificate in Leadership in Education and Sport (p. 79)

Minors Offered to Students from Other Departments

A minor is offered to doctoral students within each of the four specializations in the doctoral program in Kinesiology: Adapted Physical Education, Administration, Biomechanics, and Exercise Physiology. Students wishing to pursue a minor in Kinesiology should meet with a faculty member from the chosen area of specialization to determine the appropriate coursework. Undergraduate prerequisites may be necessary depending on the specialization chosen. A minimum of 12 semester credit hours is required for the minor.

Courses

Courses

KINS 5023. Methods of Research. Types of research; development of research designs; procedures for collection and treatment of data; application of introductory statistics for planning research designs, analyzing data, and interpreting findings; critical analysis of research. Three lecture hours a week. Credit: Three hours.

KINS 5033. Applied Statistical Principles. Statistical principles and their applications to problems in kinesiology and other related areas. Three lecture hours a week. Credit: Three hours.

KINS 5113. Professional Internship in Sport Management. Application of sport management knowledge in varied environments under the supervision of a mentor. Completion of 120 clock hours of experience required. Eight practicum hours a week. Credit: Three hours.

KINS 5123. Professional Affiliation. Practicum experience in educational, clinical, or recreational settings. A minimum of nine hours a week will be spent in the practicum setting. Two semesters are required of students specializing in adapted and developmental physical education. Nine laboratory hours a week. Credit: Three hours.

KINS 5203. Theory of Coaching. Theoretical base with practical application for teaching sport and sport skills; sport coaching responsibilities including developing a coaching philosophy and establishing an effective coaching style; effective communication, management responsibilities, skill development, sport physiology, and productive planning. Designed for coaches at all levels and for all sports. Three lecture hours a week. Credit: Three hours.

KINS 5243. Sport Injury Prevention and First Aid. Recognition and emergency treatment of sports injuries; roles, responsibilities, and limitations of coaches concerning sport injuries; prevention of and response to sports injury; developing a medical emergency plan; includes CPR certification. Three lecture hours a week. Credit: Three hours.

KINS 5253. Organization and Administration for Effective Team Management. Organization and administration of staff, budgeting, personnel, and effective team function. Topics include risk management, recruiting, safety positive learning environment, technology, and legal concerns. Three lecture hours a week. Credit: Three hours.

KINS 5263. Sport Psychology. Sport psychology principles utilized in a coaching environment; enhancing athletic performance through psychological assessment and goal setting; coach-athlete relationships; various psychological problems of athletes. Three lecture hours a week. Credit: Three hours.

KINS 5273. Sport Conditioning and Nutrition. Planning and monitoring strength and conditioning training programs by coaches; development of resistance training programs to improve sport performance; nutritional concepts tailored for athletes in any sport. Three lecture hours a week. Credit: Three hours.

KINS 5293. Technical Skills Analysis. Sport skill analysis; use of biomechanical principles to analytical sport movement; effective communication, feedback, and cues for skill teaching. Three lecture hours a week. Credit: Three hours.

KINS 5303. Coaching Tactical Skills. Competitive tactics and strategies for all sports; analysis of tactical skills and games approach strategies; developing effective practice plans; developing effective decision making for athletes. Three lecture hours a week. Credit: Three hours.
KINS 5413. The Sport Industry. Sport-related industries and organizations; examination of dimensions of structure, design processes, theories, and behaviors related to the sport domain. Three lecture hours a week. Credit: Three hours.

KINS 5423. Governance, Policy Development, and Ethics in Sport. Ethical issues, theory, and decision making as applied to the sport industry. Analysis of governance structures and policy development utilized within sport agencies with an emphasis on the organizational structure, strategic management, ethics, politics, policy, and influence of governing bodies. Three lecture hours a week. Credit: Three hours.

KINS 5433. Sport Promotion and Publicity. Principles of organizing and promoting events and activities associated with the sport industry. Three lecture hours a week. Credit: Three hours.

KINS 5443. Sport for Development. Social issues, sport for development, and the use of sport as a means of improving individuals and local and global communities. Examination of social development goals and program theory, development, and assessment with emphasis on sport intervention, volunteerism, and evidence-based decision making. Three lecture hours a week. Credit: Three hours.

KINS 5453. Financing the Sport Enterprise. Funding principles and financial practices in the organization and operation of a sport enterprise. Three lecture hours a week. Credit: Three hours.

KINS 5463. Legal Issues in Sport. Application of legal theories to the sport industry with specific focus on tort law, constitutional law, contract law, negligence and risk management, and Title IX. Three lecture hours a week. Credit: Three hours.

KINS 5473. Sport Media and Stakeholder Relations. Application of communication and sport information practices to the sport enterprise; examination of persuasion techniques and strategies for the sport enterprise with a special focus on key stakeholders. Three lecture hours a week. Credit: Three hours.

KINS 5483. Sport Sales, Sponsorship, and Fundraising. The application of ticketing and sponsorship sales strategies to the sport industry. Examination of sport sponsorship retention strategies and sponsorship evaluation methods in sport. Three lecture hours a week. Credit: Three hours.

KINS 5503. Physiological Responses During Alternative Modes of Exercise. Examination of acute physiological responses to alternative modes of exercise and therapies, including hippotherapy, whole-body vibration, dance, functional electrical stimulation, aquatic exercise, and crossfit exercise. Three lecture hours a week. Credit: Three hours.

KINS 5513. Mechanical Analysis of Human Motion. Kinematics and kinetics of human motion with emphasis on the principles describing human motion and the effects of external and internal forces on the human body and motion. Three lecture hours a week. Credit: Three hours.

KINS 5553. Advanced Exercise Physiology. Energy production and control of energy systems; effect of lactate accumulation during exercise; control of the cardiovascular system; adaptations to aerobic and anaerobic exercise training; influence of drugs on exercise performance. Prerequisite: An undergraduate course in exercise physiology. Three lecture hours a week. Credit: Three hours.

KINS 5573. Graded Exercise Testing. Administration and evaluation of graded exercise tests and electrocardiograph results. Two lecture and three laboratory hours a week. Credit: Three hours.


KINS 5593. Environmental Exercise Physiology. Examination of the acute physiological responses to head, cold, microgravity, altitude, aquatic environments, and air pollution; how to properly adapt to these environments with regard to training; and how the circadian cycle affects exercise performance. Three lecture hours a week. Credit: Three hours.


KINS 5613. Cardiovascular Response to Exercise. General and specific effects of exercise upon the cardiovascular system of the human body, with emphasis upon research techniques relevant to the testing of these systems. Two lecture and three laboratory hours a week. Credit: Three hours.

KINS 5683. Exercise Evaluation and Prescription. Measurement of health-related physical fitness and exercise capacity in healthy individuals and populations requiring special considerations; population-appropriate exercise prescription; underlying physiological mechanisms controlling physical fitness and exercise capacity. Prerequisite: Undergraduate course in exercise physiology. Two lecture and two laboratory hours a week. Credit: Three hours.

KINS 5693. Applied Techniques in Biomechanics and Exercise Physiology. Application of principles of biomechanics and exercise physiology using novel equipment in a field setting. Three lecture hours a week. Credit: Three hours.

KINS 5723. Sport in American Society. Role of sports and games in American culture as expressive of meanings and values; cognizance of the feminine role in sports; contributions of sports and games to human welfare. Three lecture hours a week. Credit: Three hours.

KINS 5793. Pedagogy I: Behavior Management in APE Environments. Techniques of effectively managing behavior and promoting learning of individuals of all ages and levels of abilities who have disabilities and are at risk. Underlying theories and research applications. Three lecture hours a week. Credit: Three hours.

KINS 5813. Research in Kinesiology. Individualized research in a specific area of kinesiology. May be repeated for additional credit. Eight laboratory hours a week. Credit: Three hours.

KINS 5843. Pedagogy III: APA and the APENS Theory to Practice. Assessment, planning, and implementation of evidence-based physical education classes for students with low-incidence disabilities. Focus on competencies guided by the Adapted Physical Education National Standards (APENS). Three lecture hours a week. Credit: Three hours.
KINS 5853. Assessment in Adapted Physical Education. Conditions which impede psychomotor functioning; application and evaluation of assessment instruments pertaining to the motor domain; determination of educational placement; role of the physical educator for the Admission, Review, and Dismissal (ARD) / Individualized Education Program (IEP) Committee; and development of Full Individual Evaluation (FIE) and appropriate goals and objectives for the IEP. Focus on evidence-based research and universal design for learning and instruction. Development of competencies directed toward achievement of the Adapted Physical Education National Standards (APENS). Three lecture hours a week. Credit: Three hours.

KINS 5863. Pedagogy II: Instructional Strategies in APE Environments. Selecting and presenting appropriate intervention strategies for individuals with varying disabling conditions. Techniques for modifying environmental conditions to increase attending behaviors. Three lecture hours a week. Credit: Three hours.

KINS 5883. APA II: Disability Sport and Fitness. Developmental and competitive sports in school/community settings; Paralympics, Special Olympics, and deaf sport; wheelchair and ambulatory sports for all groups/ability levels; assessment, athletic training, coaching, organization, and administration. Three lecture hours a week. Credit: Three hours.

KINS 5903. Special Topics. Specially scheduled course on topic of current interest. May be repeated for additional credit when topic varies. Three lecture hours a week. Credit: Three hours.

KINS 5911. Independent Study. Study of a specific topic in physical education leading to the solution of a problem of interest to the profession or the student. May be repeated for additional credit. Prerequisite: Permission of the instructor. Credit: One hour.

KINS 5913. Independent Study. Study of a specific topic in physical education leading to the solution of a problem of interest to the profession or the student. May be repeated for additional credit. Prerequisite: Permission of the instructor. Credit: Three hours.

KINS 5963. APA I: Disability Sport and Fitness Populations. Fitness assessment, program development, and implementation for individuals with disabilities and/or related conditions in a clinical setting leading to preparation for the Certified Inclusive Fitness Trainer Exam (CIFT). Two lecture and two laboratory hours a week. Credit: Three hours.

KINS 5973. Professional Paper and Project. Credit: Three hours.

KINS 5981. The Professional Portfolio. Development of a professional portfolio by students in the Master of Arts in Teaching program demonstrating the student's growth in the Learner-Centered Competencies. Pass-fail grade only. May be repeated. Credit: One hour.

KINS 5983. Thesis. Prerequisite: KINS 5023 or equivalent. Credit: Three hours.

KINS 5993. Thesis. Prerequisite: KINS 5983. Credit: Three hours.

KINS 6043. Statistical Inference. Application of analysis of variance and covariance, factorial analysis of variance, and multiple regression to research design problems in Kinesiology and other related areas. Special emphasis will be given to repeated measures designs used in conjunction with between subjects designs, as well as to multivariate designs. Prerequisite: KINS 5033 or equivalent. Three lecture hours a week. Credit: Three hours.

KINS 6113. Seminar. Informal, individual, or small group study of a special problem or current issue in physical education. May be repeated for additional credit. Three seminar hours a week. Credit: Three hours.

KINS 6133. Professional Internship. Guided field experience in administrative, supervisory, consultant, or similar level positions. Field experiences may not be part of the student's regular job responsibilities. May be repeated for three additional credit hours. One lecture and eight practicum hours a week. Credit: Three hours.

KINS 6143. Research Design in Kinesiology. Considerations of research designs with emphasis upon statistics involving multi-group models. Prerequisites: KINS 5023, KINS 5033, and KINS 6043; or permission of instructor. Three lecture hours a week. Credit: Three hours.

KINS 6413. Research Seminar in Sport Management. Research intensive doctoral seminar analyzing the sport industry. Prerequisite: KINS 5413. Three lecture hours a week. Credit: Three hours.

KINS 6423. Research Seminar in Sport Promotion and Sponsorship. Research intensive doctoral seminar analyzing the field of sport promotion and sport sponsorship. Three lecture hours a week. Credit: Three hours.

KINS 6443. Research Seminar in Electronic Sport Information. Research intensive doctoral examination of electronic sport information as it relates to sport management. Three lecture hours a week. Credit: Three hours.

KINS 6523. Advanced Biomechanics. Advanced biomechanical issues such as inertial properties of the human body, mathematical body modeling, numerical methods in biomechanics, advanced joint kinematics and kinetics, and musculoskeletal modeling. Prerequisite: KINS 5513. Three lecture hours a week. Credit: Three hours.

KINS 6611. College Level Instructional Design and Delivery in Kinesiology. Design and implement course, instructional strategies, and evaluation techniques. Prerequisite: Master's degree in Kinesiology or advisor approval. Three laboratory hours a week. Credit: One hour.

KINS 6623. Biomechanical Analysis I: Motion Analysis. Advanced motion and analysis techniques including human body modeling, high-speed videography, manual and automatic marker tracking, data reduction and processing, 2- and 3-dimensional analysis, inverse dynamics, and computer procedures. Prerequisite: KINS 5513 or approval of instructor. Two lecture and two laboratory hours a week. Credit: Three hours.

KINS 6643. Biomechanical Analysis II: Data Acquisition and Instrumentation. Advanced data acquisition issues including A/D conversion, device interface, programming, force plate and ground reaction force analysis, electrode placement and EMG analysis, EMG normalization and force processing, and biomechanical instrumentation. Prerequisite: KINS 6623. Two lecture and two laboratory hours a week. Credit: Three hours.

KINS 6711. Advanced Research in Adapted Physical Activity Doctoral Seminar. Research involving development of scholarship (manuscripts, presentations, and grants) to share with other researchers. Variable content will be related to problems of professional significance. Prerequisite: Master's degree in Kinesiology or consent from student's program advisory committee chair. One seminar hour a week. Credit: One hour.

KINS 6811. Advanced Research in Kinesiology. In-depth research involving literature review, identification of research question, research design, development of research tools and analysis protocols, data collection and analysis, report writing, and presentation. May be repeated for additional credit. Credit: One hour.
KINS 6813. Advanced Research in Kinesiology. Kinesiology research involving literature review, identification of the research question, research design, development of research tools and analysis protocols, data collection and analysis, manuscript writing, and presentation. May be repeated for additional credit. Eight laboratory hours a week. Credit: Three hours.

KINS 6821. Research in Exercise Physiology. Research in exercise physiology involving literature review, identification of the research questions, research design, laboratory techniques, data collection and analysis, manuscript writing, and presentation. May be repeated for additional credit. Credit: One hour.

KINS 6853. Practicum: Appraisal in Adapted Physical Education. Administration of tests of psychomotor functioning; interpretation of findings; writing the I.E.P.’s; participation in multidisciplinary staffing. May be repeated for up to six credit hours. Six practicum hours a week. Credit: Three hours.

KINS 6903. Special Topics. Specially scheduled course on topic of current interest. May be repeated for additional credit when topic varies. Three lecture hours a week. Credit: Three hours.

KINS 6911. Independent Study. Study of a specific topic in physical education leading to the solution of a problem of interest to the profession or the student. May be repeated for additional credit. Prerequisite: Permission of the instructor. Credit: One hour.

KINS 6913. Independent Study. Study of a specific topic in physical education leading to the solution of a problem of interest to the profession or the student. May be repeated for additional credit. Prerequisite: Permission of the instructor. Credit: Three hours.


KINS 6993. Dissertation. Prerequisite: KINS 6983. Credit: Three hours.

**Faculty**

**Professors**

BEN-EZRA, VICTOR, Professor of Kinesiology. B.S., City University of New York City College; M.S., Springfield College; Ph.D., University of Maryland, College Park.

DAVIS, RONALD W., Professor of Kinesiology. B.S., University of Wisconsin, Oshkosh; M.S., University of Wisconsin, LaCrosse; Ph.D., Texas Woman’s University.

KWON, YOUNG-HOO, Professor of Kinesiology. B.S., Seoul National University; M.Ed., Seoul National University; Ph.D., Pennsylvania State University, University Park.

NICHOLS, DAVID L., Professor of Kinesiology; Interim Co-chair, Department of Kinesiology. B.S., Central State University, Oklahoma; M.S., Texas Woman’s University; Ph.D., Texas Woman’s University.

SENNE, TERRY A., Professor of Kinesiology; Director of Academic Assessment. B.S., George Williams College; M.S., University of Illinois, Chicago; Ph.D., North Carolina State University.

SILLIMAN-FRENCH, LISA M., Professor of Kinesiology. B.S., State University of New York College at Cortland; M.A., Texas Woman’s University; Ph.D., Texas Woman’s University.

**Associate Professors**

BIGGERSTAFF, KYLE D., Associate Professor of Kinesiology. B.A., Southern Methodist University; M.S., University of North Texas; Ph.D., Florida State University.

DILLON, SUZANNA, Associate Professor of Kinesiology. B.S., Alma College; M.A., Western Michigan University; Ph.D., Texas Woman’s University.

**Assistant Professors**

BECKER, KEVIN, Assistant Professor of Kinesiology. B.S., University of Wisconsin-LaCrosse; M.S., Illinois State University; Ph.D., University of Tennessee-Knoxville.

MANN, MARK D., Assistant Professor of Kinesiology. B.A., Southwestern University; M.A., Southern Nazarene University; M.S., Nova Southeastern University; M.S., Pittsburg State University; Ed.D., Oklahoma State University; Ph.D., University of Arkansas.

RIGBY, BRANDON RHETT, Assistant Professor of Kinesiology. B.S., LeTourneau University; M.S., Baylor University; Ph.D., Baylor University.

WEATHERFORD, GWENDOLYN, Assistant Professor of Kinesiology. B.S., Texas A&M, Commerce; M.S., Texas A&M, Commerce; Ph.D., Texas Woman’s University.

**Lecturer**

BROWN, KATHRYN G., Senior Lecturer of Kinesiology. B.S., Oklahoma Panhandle State University; M.S., Oklahoma State University; M.Ed., Northwestern Oklahoma State University.

**Master of Science in Exercise and Sports Nutrition**

The first interdisciplinary graduate program on the Denton Campus meets all the recommended competencies for master’s level education outlined in the Texas Higher Education Coordinating Board’s (http://www.thecb.state.tx.us) Guidelines for Fitness and Health Programs in Texas.

The Master’s of Science in Exercise and Sports Nutrition program is administered through the Department of Nutrition and Food Sciences. Both the departments of Kinesiology and Nutrition and Food Sciences are responsible for the majority of didactic hours, including an internship in one or more settings in the Dallas-Fort Worth metroplex, and a thesis or a professional paper. The course of study will include Research Methods, Statistics, Graded Exercise Testing, Exercise Evaluation and Prescription, Advanced Nutrition, Cardiovascular Response to Exercise, Nutrition and Exercise, Effect of Nutrition and Exercise in the Disease State, and Advanced Analysis of a Small Business.

For complete information and the Program of Study, please visit the Department of Nutrition and Food Sciences (p. 132) section of the catalog.

**Master of Science in Kinesiology**

**Total Semester Credit Hours Required**

30-36 semester credit hours
Required Courses
6 semester credit hours

Major/Emphasis
An area of emphasis must be selected. Number of semester credit hours varies according to program of study.

Minor
Optional, 6 semester credit hours

Final Examination
Oral defense evaluated by the thesis, professional paper, or culminating experience committee. May be repeated at the discretion of the committee.

Master of Science in Kinesiology Program of Study (30-36 semester credit hours)

Required Courses
KINS 5023 Methods of Research 3
KINS 5033 Applied Statistical Principles 3

Emphasis Area 18-24
Select 18-24 semester credit hours from the following (depending on emphasis area):

KINS 5113 Professional Internship in Sport Management
KINS 5123 Professional Affiliation
KINS 5203 Theory of Coaching
KINS 5243 Sport Injury Prevention and First Aid
KINS 5253 Organization and Administration for Effective Team Management
KINS 5263 Sport Psychology
KINS 5273 Sport Conditioning and Nutrition
KINS 5293 Technical Skills Analysis
KINS 5303 Coaching Tactical Skills
KINS 5413 The Sport Industry
KINS 5423 Governance, Policy Development, and Ethics in Sport
KINS 5433 Sport Promotion and Publicity
KINS 5443 Sport for Development
KINS 5453 Financing the Sport Enterprise
KINS 5463 Legal Issues in Sport
KINS 5473 Sport Media and Stakeholder Relations
KINS 5483 Sport Sales, Sponsorship, and Fundraising
KINS 5503 Physiological Responses During Alternative Modes of Exercise
KINS 5513 Mechanical Analysis of Human Motion
KINS 5553 Advanced Exercise Physiology
KINS 5573 Graded Exercise Testing
KINS 5583 Hormonal Responses during Exercise
KINS 5593 Environmental Exercise Physiology
KINS 5603 Growth and Perceptual Motor Development for Individuals with Low Incidence Disabilities
KINS 5613 Cardiovascular Response to Exercise
KINS 5683 Exercise Evaluation and Prescription

Culminating Experience 3-6
Select 3-6 semester credit hours from the following:
KINS 5123 Professional Affiliation
KINS 5903 Special Topics
KINS 5973 Professional Paper and Project
KINS 5983 Thesis
KINS 5993 Thesis

Doctor of Philosophy in Kinesiology

Total Semester Credit Hours Required
96 semester credit hours, including semester credit hours from master’s level work, and 6 semester credit hours for dissertation.

Required Courses
18 semester credit hours

Major/Emphasis
21-36 semester credit hours, depending on area of study.

Minor/Related Area
Optional, number of semester credit hours variable.

Special Requirements
At least nine semester credit hours of course work must be taken outside the department.

Research Tools
The student in consultation with the advisory committee will determine 12 semester credit hours of research tools.

Qualifying Examination
The exam is comprised of four written sections over selected areas of the student’s emphases and an oral section. May be repeated once.

Final Examination
Oral examination conducted by the Dissertation Committee over the candidate’s research after the dissertation is completed. May be repeated at the discretion of the committee.
Doctor of Philosophy in Kinesiology
Program of Study (96 semester credit hours)

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINS 5033</td>
<td>Applied Statistical Principles</td>
<td>3</td>
</tr>
<tr>
<td>KINS 6043</td>
<td>Statistical Inference</td>
<td>3</td>
</tr>
<tr>
<td>KINS 6113</td>
<td>Seminar</td>
<td>3</td>
</tr>
<tr>
<td>KINS 6143</td>
<td>Research Design in Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>KINS 6983</td>
<td>Dissertation (I)</td>
<td>3</td>
</tr>
<tr>
<td>KINS 6993</td>
<td>Dissertation (II)</td>
<td>3</td>
</tr>
</tbody>
</table>

Emphasis Area 21-30

Select 21-30 semester credit hours from the following (depending on emphasis area):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINS 5413</td>
<td>The Sport Industry</td>
</tr>
<tr>
<td>KINS 5423</td>
<td>Governance, Policy Development, and Ethics in Sport</td>
</tr>
<tr>
<td>KINS 5433</td>
<td>Sport Promotion and Publicity</td>
</tr>
<tr>
<td>KINS 5443</td>
<td>Sport for Development</td>
</tr>
<tr>
<td>KINS 5453</td>
<td>Financing the Sport Enterprise</td>
</tr>
<tr>
<td>KINS 5463</td>
<td>Legal Issues in Sport</td>
</tr>
<tr>
<td>KINS 5473</td>
<td>Sport Media and Stakeholder Relations</td>
</tr>
<tr>
<td>KINS 5483</td>
<td>Sport Sales, Sponsorship, and Fundraising</td>
</tr>
<tr>
<td>KINS 5503</td>
<td>Physiological Responses During Alternative Modes of Exercise</td>
</tr>
<tr>
<td>KINS 5513</td>
<td>Mechanical Analysis of Human Motion</td>
</tr>
<tr>
<td>KINS 5533</td>
<td>Advanced Exercise Physiology</td>
</tr>
<tr>
<td>KINS 5573</td>
<td>Graded Exercise Testing</td>
</tr>
<tr>
<td>KINS 5583</td>
<td>Hormonal Responses during Exercise</td>
</tr>
<tr>
<td>KINS 5593</td>
<td>Environmental Exercise Physiology</td>
</tr>
<tr>
<td>KINS 5603</td>
<td>Growth and Perceptual Motor Development for Individuals with Low Incidence Disabilities</td>
</tr>
<tr>
<td>KINS 5613</td>
<td>Cardiovascular Response to Exercise</td>
</tr>
<tr>
<td>KINS 5683</td>
<td>Exercise Evaluation and Prescription</td>
</tr>
<tr>
<td>KINS 5693</td>
<td>Applied Techniques in Biomechanics and Exercise Physiology</td>
</tr>
<tr>
<td>KINS 5723</td>
<td>Sport in American Society</td>
</tr>
<tr>
<td>KINS 5793</td>
<td>Pedagogy I: Behavior Management in APE Environments</td>
</tr>
<tr>
<td>KINS 5843</td>
<td>Pedagogy III: APA and the APENS Theory to Practice</td>
</tr>
<tr>
<td>KINS 5853</td>
<td>Assessment in Adapted Physical Education</td>
</tr>
<tr>
<td>KINS 5863</td>
<td>Pedagogy II: Instructional Strategies in APE Environments</td>
</tr>
<tr>
<td>KINS 5883</td>
<td>APA II: Disability Sport and Fitness</td>
</tr>
</tbody>
</table>

Total Semester Credit Hours 96

Post-Baccalaureate Certificate in Adapted Physical Education

Program of Study (15 semester credit hours)

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINS 5603</td>
<td>Growth and Perceptual Motor Development for Individuals with Low Incidence Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>KINS 5793</td>
<td>Pedagogy I: Behavior Management in APE Environments</td>
<td>3</td>
</tr>
<tr>
<td>KINS 5853</td>
<td>Assessment in Adapted Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>KINS 5863</td>
<td>Pedagogy II: Instructional Strategies in APE Environments</td>
<td>3</td>
</tr>
<tr>
<td>KINS 5883</td>
<td>APA II: Disability Sport and Fitness</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Semester Credit Hours 15

Post-Baccalaureate Certificate in Leadership in Education and Sport

In the Department of Kinesiology, students may earn a graduate certificate in Leadership in Education and Sport. Upon completion of the certificate, the candidate may apply, with adviser approval, the semester credit hours toward a master’s degree.

Program of Study (18 semester credit hours)

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINS 5203</td>
<td>Theory of Coaching</td>
<td>3</td>
</tr>
<tr>
<td>KINS 5253</td>
<td>Organization and Administration for Effective Team Management</td>
<td>3</td>
</tr>
<tr>
<td>KINS 5413</td>
<td>The Sport Industry</td>
<td>3</td>
</tr>
<tr>
<td>KINS 5453</td>
<td>Financing the Sport Enterprise</td>
<td>3</td>
</tr>
<tr>
<td>KINS 5463</td>
<td>Legal Issues in Sport</td>
<td>3</td>
</tr>
<tr>
<td>KINS 5483</td>
<td>Sport Sales, Sponsorship, and Fundraising</td>
<td>3</td>
</tr>
<tr>
<td>KINS 5523</td>
<td>Advanced Biomechanics</td>
<td>3</td>
</tr>
<tr>
<td>KINS 5623</td>
<td>Biomechanical Analysis I: Motion Analysis</td>
<td>3</td>
</tr>
<tr>
<td>KINS 5643</td>
<td>Biomechanical Analysis II: Data Acquisition and Instrumentation</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Semester Credit Hours 18
School of Library and Information Studies

Web Site: http://www.twu.edu/slis/

Director: Ling Hwey Jeng, Professor
Location: SH 404
Phone: 940-898-2602
Fax: 940-898-2611
E-mail: slis@twu.edu

Graduate Degrees Offered

- Master of Library Science (M.L.S.) (p. 83)
- M.A. in Library Science (p. 84)
- Dual Program: M.L.S. and M.S. in Health Studies (p. 84)

Texas Woman’s University School of Library and Information Studies educates professionals to become leaders in evidence-based practice and research in the field of library and information services; inspires intellectual curiosity, innovation, scholarship, and research to expand knowledge in library and information studies; and develops leaders who promote exceptional services in libraries and diverse communities.

The School of Library and Information Studies prepares students for professional and leadership roles in library and information services who:

1. Cultivate professional competencies that reflect an appropriate balance between theory and practice.
2. Develop and advocate for exceptional services within diverse communities.
3. Use technological advances to meet the changing information needs of a knowledge society.
4. Contribute to library and information services.
5. Understand the dynamic role of librarianship as a profession and the changing roles of libraries as agencies.

The programs of study leading to the degrees of Master of Library Science and Master of Arts in Library Science are accredited by the American Library Association. The master’s degree programs are designed to prepare information professionals who will:

1. Apply professional competencies in acquiring, organizing, delivering, and preserving information and knowledge;
2. Demonstrate evidence-based practice in professional decision-making;
3. Plan for community-embedded practice to meet the needs of diverse constituencies;
4. Apply technologies to meet information needs in a variety of contexts;
5. Disseminate professional knowledge through venues such as teaching, research, publication, and service activities;
6. Plan for continuous, career-long professional development.

The School is located in Stoddard Hall, a beautiful building which includes multi-purpose seminar rooms, offices, laboratories, and lounges which provide meeting space for faculty and students.

M.S. in Informatics

Informatics is the study and application of information science, computer science, cognitive science, and organizational science to the arts, sciences, and professions. The Master of Science program in Informatics at TWU provides students with a flexible, adaptable, interprofessional, and interdisciplinary approach to the study of Informatics in a hybrid learning environment. The program will provide students with the skills needed for success in high-demand professions and careers in the areas of Clinical Informatics, Data Science, Data Analytics, Health Studies, and Community Informatics. The program is delivered collaboratively by Academic Components including Computer Science, Nursing, Health Studies, and Library and Information Studies.

Admission Requirements

Applicants to all programs in the School of Library and Information Studies must:

1. Apply to the TWU Graduate School (http://www.twu.edu/admissions/)

   - No standard test score is required if your undergraduate GPA is 3.0 or above, or if you have another graduate degree.
   - If your undergraduate GPA is below 3.0, you are required to submit an official standardized test score as part of the application to the Graduate School. Official test scores are accepted from the GRE, LSAT, MCAT, or Miller Analogies Test (MAT).

2. Apply to SLIS. Only complete application packets will be considered. Applicants are responsible for keeping their contact information current.

Submit the following materials, in a single, complete mailing, to TWU SLIS, PO Box 425769, Denton, TX 76204-5769, OR submit the materials via email to slis@twu.edu.

- A SLIS application form (http://www.twu.edu/downloads/library-science/masters-admission-application.pdf) [fillable PDF form]
- A resume
- A 2-page statement of intent (your professional goals and career interests)
- 3 professional reference letters sent via postal mail on official letterhead OR sent via email (to slis@twu.edu) directly from the name of the reference

Note: Those applying to the Dual Degree program (M.L.S. and M.S. in Health Studies) must also apply to the Department of Health Studies (http://www.twu.edu/admissions/health-studies).

Certificates in Library and Information Studies

- Post-Master’s Certificate in Evidence-Based Health Science Librarianship (p. 85)
- Post-Master’s Certificate in School Librarianship (p. 85)
- Post-Baccalaureate Certificate in Interprofessional Informatics (p. 132) (offered through the College of Nursing)

Minors Offered to Students from Other Departments

The requirements for a minor in Library Science on the graduate level vary according to the student’s degree program and are subject to agreement.
between the student's advisory committee and the appropriate faculty member(s) in the School of Library and Information Studies.

- Master’s level: A minor is commonly defined as six to twelve semester credit hours.
- Doctoral level: Twelve to eighteen semester credit hours is common.

Courses

LS 5003. Collection Development. Introduction to collection development, evaluation, selection criteria, and tools. Discussion of community analysis, censorship, library standards, and the publishing industry. Three lecture hours a week. Credit: Three hours.

LS 5023. Information Organization. Introduction to the organization of information and the tools used to represent and provide access to information in libraries and information agencies. Three lecture hours a week. Credit: Three hours.

LS 5043. Information and Communication Technology. Concept and management of information technology related to library and information work; databases, networking, web technologies, and social and ethical aspects of information and communication technology applied to libraries and information agencies. Three lecture hours a week. Credit: Three hours.

LS 5053. Information Retrieval. Introduction to online retrieval of information, information retrieval theories and models, and evaluation of information retrieval systems used to retrieve and provide access to information in libraries and information agencies. Three lecture hours a week. Credit: Three hours.

LS 5083. Foundations of Library and Information Studies. Purposes, challenges, and principles of library and information studies; its organization and operations as a profession. Three lecture hours a week. Credit: Three hours.

LS 5103. Cataloging and Classification. Theories, standards, and practices of library cataloging and classification; practice in descriptive and subject cataloging of library materials; use of online cataloging tools and databases. Three lecture hours a week. Credit: Three hours.

LS 5133. Indexing and Abstracting. Theory and techniques of indexing journal literature, books, and newspapers; database production; survey of commercially available products; theory and techniques of preparation of abstracts, annotations, and other condensed versions of documents. Three lecture hours a week. Credit: Three hours.

LS 5213. Information Sources in Business. Study of literature, information sources and services, and bibliographical aids in various fields of business such as marketing, advertising, finance, banking, management, accounting, insurance, and corporate statistics; consideration of business library operations. Three lecture hours a week. Credit: Three hours.

LS 5233. Multimedia Resources and Services. Existing and emerging multimedia information technologies with emphasis on the design, production, and organization of multimedia resources for K-12 settings: classrooms, libraries, media centers, and network-accessible information sites. Three lecture hours a week. Credit: Three hours.

LS 5263. Information Sources and Services. Survey of print and electronic reference tools; terminology, techniques, and concepts of modern reference service; question-negotiation and formulation of effective search strategies; evaluation of information sources and services. Three lecture hours a week. Credit: Three hours.

LS 5303. The Public Library. Background of modern American public library; organization and administration; philosophy; services for types of patrons with special needs; performance measures; regional and state development; federal and state aid programs; current trends. Three lecture hours a week. Credit: Three hours.

LS 5313. The College and University Library. Administrative principles and practices as applied to college and university libraries; standards, services, materials, personnel, budget, quarters, reports, and statistics. Three lecture hours a week. Credit: Three hours.

LS 5323. The Special Library. History and theory of special library management; organization; management of special materials; relationship of librarian to staff, clientele, and upper management; standards of special librarianship. Three lecture hours a week. Credit: Three hours.

LS 5333. School Library Media Center. Philosophy, management and planning of resources, personnel, programs, and facilities; budgeting; collection building; instructional design; services to students and teachers; program evaluation; public relations. Three lecture hours a week. Credit: Three hours.

LS 5343. Youth Programs. History, philosophy, and objectives of library service to youth; organization and administration; emphasis on programming and service with special attention to multicultural needs of today's youth; techniques of booktalking and storytelling. Three lecture hours a week. Credit: Three hours.

LS 5363. Health Sciences Information Services Management. History and development of current healthcare environment; focus on the emergence of evidence-based practices as ongoing drivers for change in health sciences library professional practices and services. Three lecture hours a week. Credit: Three hours.

LS 5383. Library Management. Administrative theory, organizational planning, leadership styles, decision-making, problem solving, and other aspects of the management process applied to libraries. Three lecture hours a week. Credit: Three hours.

LS 5403. Library Technology Systems. Planning, selection, migration, implementation, and assessment of library-related issues and trends involving library systems, including software, hardware, metadata, library and technology industry standards and trends. Three lecture hours a week. Credit: Three hours.

LS 5413. Systems Analysis and Design for Libraries. Systems concepts: analysis of libraries as systems; systems analysis tools; functional models; information flow models; project and process management models. Three lecture hours a week. Credit: Three hours.

LS 5443. Librarians as Instructional Partners. Learning and libraries; the role of the librarian and resource-based learning within the curriculum; the librarian as a teaching partner, team member, and instructional consultant. Learning theory and educational issues as they apply to cooperative planning and implementation of projects designed to improve information literacy and scholastic achievement. Prerequisite: LS 5333. Three lecture hours a week. Credit: Three hours.

LS 5473. Health Reference Services and Resources. Survey of health care reference resources, techniques, and services. Emphasis on evidence-based practice in research, retrieval, and evaluation of quality health information in support of patient care. Topics include reference service practices, information seeking behaviors of healthcare professions, education and training for use of health information resources, and emergent trends and issues in health reference services. Three seminar hours a week. Credit: Three hours.

LS 5493. Information Sources and Services in Humanities and Social Sciences. Survey of print and electronic tools and services in the humanities and the social sciences; terminology, techniques, information needs, and seeking behavior of researchers, practitioners, and general public. Three lecture hours a week. Credit: Three hours.

LS 5513. Online Information Retrieval. Online retrieval of information, organization of search systems, search strategies, search aids, search evaluation, and evaluation of information retrieval systems used to retrieve and provide access to information in libraries and information agencies. Three lecture hours a week. Credit: Three hours.

LS 5523. Multicultural Librarianship. Identification and selection of materials appropriate for diverse cultures; services and programs in school and public libraries. Three lecture hours a week. Credit: Three hours.

LS 5533. Internet Research for Non-Library Science Majors. Internet information research including file structures, web browsers, and online communication. Current Internet trends, issues, practices, and standardization; tools for research and evaluation of online resources. (Not available for M.L.S. or M.A. in Library Science degree credit.) Three lecture hours a week. Credit: Three hours.

LS 5573. Web Development for the Information Professions. Techniques, concepts, and principles and techniques associated with learning (X)HTML and CSS coding for user-friendly website development. Identifying, using, and evaluating Internet information resources. Learning the history of the Internet. Understanding current Internet issues and trends. Three lecture hours a week. Credit: Three hours.

LS 5603. Literature for Children and Young Adults. Survey of literature and reference materials for children and young adults. Emphasis on reading interests, professional evaluation, educational uses, and readers' advisory. Three lecture hours a week. Credit: Three hours.

LS 5623. Advanced Literature for Young Adults. Selection and evaluation of literature meeting interests, needs, and abilities of young adults in a contemporary, pluralistic society; techniques of reading guidance; emphasis on current issues; individual study project required. Prerequisite: LS 5603. Three lecture hours a week. Credit: Three hours.

LS 5633. Art of Storytelling. Examination of folk literature of world cultures as a source of materials for storytelling; storytelling techniques including selection of materials, preparation, and presentation; planning story hours and other folk literature based programs. Three lecture hours a week. Credit: Three hours.

LS 5643. Literacy Programs in Libraries. Role of libraries in promoting literacy. Particular emphasis upon public library family literacy programs, the emergent literacy process, government programs, workplace literacy, ESL literacy programs, and cultural literacy. Planning and proposal development for literacy programs, including needs assessment, goal setting, and evaluative methods. Three lecture hours a week. Credit: Three hours.

LS 5653. Multicultural Literature for Children and Young Adults. Literature for children and young adults which reflects the culture and experiences of African Americans, Asian Americans, Hispanic/Latino Americans, and Native Americans; selection guidelines, evaluation of literary quality, cultural authenticity, and educational uses. Prerequisite: LS 5603. Three lecture hours a week. Credit: Three hours.

LS 5663. Poetry for Children and Young Adults. Major poets, titles, and anthologies of contemporary poetry published for children and young adults; reading and responding to poetry for young people; sharing poetry with children; understanding poetic forms and formats, incorporating multicultural poetry, making curricular connections, and fostering children's responses to poetry. Prerequisite: LS 5603. Three lecture hours a week. Credit: Three hours.

LS 5723. Advanced Cataloging and Classification. Advanced theory and practice in library cataloging and classification in a wide variety of formats and subjects; study of current trends and issues. Prerequisite: LS 5103 or equivalent. Three lecture hours a week. Credit: Three hours.

LS 5733. Research Methods. Methods and techniques of research applicable to problems in library and information studies. Three lecture hours a week. Credit: Three hours.

LS 5823. Library Marketing and Advocacy. Customer service, publicity, use of technology for publicity, public relations, networking, professionalism, and other aspects of marketing and advocacy applied to public, school, academic, and special libraries. Three lecture hours a week. Credit: Three hours.

LS 5833. Information Ethics. History of ethics and ethical issues librarians will encounter as information professionals; framework in which to analyze ethical concerns. Three lecture hours a week. Credit: Three hours.

LS 5843. Practicum. Professionally supervised work experience in approved school, public, academic, or special libraries. One-hundred and twenty hours of work experience; students seeking School Librarian Certification admitted to MLS program complete one-hundred and sixty hours of work experience. Eight practicum hours a week. Credit: Three hours.

LS 5901. Special Topics. An organized class for the study of a particular area or subject not offered in another scheduled course. May be repeated for credit when the specific topic of investigation varies. One lecture hour a week. Credit: One hour.

LS 5903. Special Topics. Investigation under faculty direction of special topics of particular interest to the individual student. May be repeated for credit when the specific topic of investigation varies. Three lecture hours a week. Credit: Three hours.

LS 5911. Independent Study. Individual study of topics in librarianship, research, or information science selected in accordance with student's interests and needs. Prerequisite: Permission of instructor. Credit: One hour.

LS 5913. Independent Study. Individual study of topics in librarianship, research, or information science selected in accordance with student's interests and needs. Prerequisite: Permission of instructor. Credit: Three hours.
LS 5923. Capstone in Informatics. Culminating organization and/or community-based interdisciplinary/interprofessional project supported through informatics and technology and applied to a specific domain to demonstrate knowledge and skills acquired in the informatics program. Immersive, investigative, and reflective opportunity for deep study on a selected area of practice/application domain. Prerequisite: Completion of 24 semester credit hours. Credit: Three hours.

LS 5953. Cooperative Education. Credit: Three hours.


LS 5993. Thesis. Prerequisite: LS 5983. Credit: Three hours.

LS 6903. Special Topics. Investigation of topics or problems in librarianship by advanced graduate students under the direction of a professor. May be repeated for credit when the specific topic varies. Three lecture hours a week. Credit: Three hours.

LS 6911. Independent Study. Individual study of topics in librarianship, research, or information sciences selected in accordance with student’s interests and needs. Prerequisite: Permission of instructor. Credit: One hour.

LS 6913. Independent Study. Independent reading and research by advanced graduate student. Prerequisite: Permission of instructor. Credit: Three hours.

LS 6983. Dissertation. May be repeated for an additional three hours of credit. Prerequisite: Permission of major professor. Restricted to doctoral students. Credit: Three hours.

LS 6993. Dissertation. May be repeated for an additional three hours of credit. Prerequisite: Permission of major professor. Restricted to doctoral students. Credit: Three hours.

Faculty

Professors

JENG, LING HWY, Professor of Library and Information Studies; Director of the School of Library and Information Studies. B.A., National Taiwan University; M.L.I.S., University of Texas at Austin; Ph.D., University of Texas at Austin.

VARDELL, SYLVIA M., Professor of Library and Information Studies. B.S., University of Texas at Austin; M.L.I.S., University of Texas at Austin; Ph.D., University of Texas at Austin.

Associate Professors

AKIN, LYNN K., Associate Professor of Library and Information Studies. B.A., Trenton State College; M.L.S., Texas Woman’s University; Ph.D., Texas Woman’s University.

HOFFMAN, GRETCHEL L., Associate Professor of Library and Information Studies. B.A., University of Nevada, Reno; M.L.S., Emporia State University; Ph.D., Emporia State University.

LEE, HYUK-JIN, Associate Professor of Library and Information Studies. B.A., Yonsei University; M.S., University of Michigan, Ann Arbor; Ph.D., Rutgers University.

Assistant Professors

CURRY, EVELYN L., Assistant Professor of Library and Information Studies. B.A., Prairie View A&M University; M.A., University of Wisconsin, Madison; Ph.D., University of Illinois, Urbana-Champaign.

ELKINS, AARON, Assistant Professor of Library and Information Studies. B.S., University of South Florida; M.A., University of South Florida; Ph.D., Florida State University.

McELRATH, EILEEN T., Assistant Professor of Library and Information Studies. B.A., Murray State University; M.S.L.S., Murray State University; M.A., University of Kentucky; Ph.D., Florida State University.

MOORE, JENNIFER E., Assistant Professor of Library and Information Studies. B.S., Friends University; M.S., University of Illinois, Urbana-Champaign; Ph.D., University of North Carolina, Chapel Hill.

Master of Library Science

The Master of Library Science (M.L.S.) degree is available entirely online and is designed to prepare professionals to work in information environments including:

• Academic libraries
• Public libraries
• School libraries
• Corporate and other special libraries

This preparation is achieved by: 1) the acquisition of knowledge in a set of courses basic to an understanding of library and information studies; 2) advanced instruction in courses selected according to the student’s career goals; 3) completion of a practicum or internship (may be waived if the student has had comparable and substantial experience in a library or other information environment, to be replaced with an advisor approved elective).

The Master of Library Science degree program at Texas Woman’s University is accredited by the American Library Association Committee on Accreditation (http://www.ala.org/groups/committees/ala/ala-coa), with the status of Continued accreditation. The next comprehensive review visit is scheduled for Spring 2017.

Master of Library Science Program of Study (36 semester credit hours)

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LS 5083</td>
<td>Foundations of Library and Information Studies</td>
<td>3</td>
</tr>
<tr>
<td>LS 5053</td>
<td>Information Retrieval</td>
<td>3</td>
</tr>
<tr>
<td>LS 5043</td>
<td>Information and Communication Technology</td>
<td>3</td>
</tr>
<tr>
<td>LS 5023</td>
<td>Information Organization</td>
<td>3</td>
</tr>
<tr>
<td>LS 5003</td>
<td>Collection Development</td>
<td>3</td>
</tr>
<tr>
<td>LS 5263</td>
<td>Information Sources and Services</td>
<td>3</td>
</tr>
<tr>
<td>LS 5383</td>
<td>Library Management</td>
<td>3</td>
</tr>
<tr>
<td>LS 5843</td>
<td>Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

Library Science Electives

12 semester credit hours approved by advisor

Total Semester Credit Hours 36

For information on the M.L.S. with special focus, please see the SLIS website (http://www.twu.edu/slis).
Special Requirements
A cumulative B average must be maintained. Any course with a grade of C cannot be applied toward the student’s degree. Students are allowed to repeat a course once to improve a grade. No graduate library science course may be taken more than twice.

Final Examination
The Final Exam comprises submission of the Final Exam Portfolio, to be reviewed by the Final Exam Committee.

Master of Arts in Library Science
The Master of Arts in Library Science (M.A. in Library Science) degree is available entirely online and is designed to prepare library and information professionals to conduct research in an information environment. This includes positions in:

- Academic libraries
- Public libraries
- School libraries
- Corporate and other special libraries

This preparation is achieved by: 1) the acquisition of knowledge in a set of courses basic to an understanding of library and information studies; 2) advanced instruction in a set of research courses; 3) completion of a thesis; and 4) experience in a research setting. As graduates conduct their professional research and/or move into doctoral programs in librarianship, they will make effective contributions to library research.

Goals of the M.A. in Library Science degree, in addition to goals for the M.L.S., are: 1) to contribute to the improvement of library and information services through research; 2) to produce graduates who can work in association with researchers in other disciplines; and 3) to produce graduates with research expertise needed to work in academic libraries, government agencies, etc.

The Master of Arts in Library Science degree program at Texas Woman's University is accredited by the American Library Association Committee on Accreditation (http://www.ala.org/groups/committees/ala/ala-coa), with the status of Continued accreditation. The next comprehensive review visit is scheduled for Spring 2017.

Master of Arts in Library Science Program of Study (39 semester credit hours)

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>3 semester credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LS 5083 Foundations of Library and Information Studies</td>
<td>3</td>
</tr>
<tr>
<td>LS 5053 Information Retrieval</td>
<td>3</td>
</tr>
<tr>
<td>LS 5043 Information and Communication Technology</td>
<td>3</td>
</tr>
<tr>
<td>LS 5023 Information Organization</td>
<td>3</td>
</tr>
<tr>
<td>LS 5003 Collection Development</td>
<td>3</td>
</tr>
<tr>
<td>LS 5263 Information Sources and Services</td>
<td>3</td>
</tr>
<tr>
<td>LS 5383 Library Management</td>
<td>3</td>
</tr>
<tr>
<td>LS 5753 Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>LS 5843 Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
</tr>
</tbody>
</table>

3 semester credit hours in Library Science and other disciplines as approved by faculty advisor

Research Tool

3 semester credit hours 3
Thesis
LS 5983 Thesis 3
LS 5993 Thesis 3

Total Semester Credit Hours 39

Special Requirements
A cumulative B average must be maintained. Any course with a grade of C cannot be applied toward the student’s degree. Students are allowed to repeat a course once to improve a grade. No graduate library science course may be taken more than twice.

Dual Degree: Master of Library Science and Master of Science in Health Studies
Graduates of the dual degree program will earn two degrees: the Master of Library Science and the Master of Science in Health Studies. The degree programs are available entirely online.

The Master of Library Science (M.L.S.) degree prepares professionals for leadership roles as information specialists in hospitals, medical centers, medical schools, nursing colleges, and other public and private agencies. The Department of Health Studies, College of Health Sciences, prepares students for leadership positions in the disciplines of health education and health promotion.

Total Semester Credit Hours Required
54 semester credit hours consisting of:

- 21 semester credit hours of Library Science courses
- 24 semester credit hours of Health Studies courses
- 9 semester credit hours of Dual Degree courses

Residence Requirement
Successful completion of new HS student online orientation during the first year in the program.

Prerequisites or Co-requisites
A bachelor's degree from a regionally accredited university.

Final Examination
Health Studies: A written comprehensive core project on the core coursework is required. The project will be included as a portion of HS 5383. Final Project passing grade will be a minimum of 80%. The course may be repeated once if the minimum passing grade is not achieved.

Library Science: The SLIS Final Exam comprises submission of the Final Exam Portfolio, to be reviewed by the Final Exam Committee.
Dual Degree: Master of Science in Health Studies and Master of Library Science Program of Study (54 semester credit hours)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Required Library Science Courses</td>
<td></td>
</tr>
<tr>
<td>LS 5083</td>
<td>Foundations of Library and Information Studies</td>
<td>3</td>
</tr>
<tr>
<td>LS 5053</td>
<td>Information Retrieval</td>
<td>3</td>
</tr>
<tr>
<td>LS 5043</td>
<td>Information and Communication Technology</td>
<td>3</td>
</tr>
<tr>
<td>LS 5003</td>
<td>Collection Development</td>
<td>3</td>
</tr>
<tr>
<td>LS 5363</td>
<td>Health Sciences Information Services</td>
<td>3</td>
</tr>
<tr>
<td>LS 5473</td>
<td>Health Reference Services and Resources</td>
<td>3</td>
</tr>
<tr>
<td>LS 5483</td>
<td>Consumer Health Information Resources</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Required Health Studies Course</td>
<td></td>
</tr>
<tr>
<td>HS 5413</td>
<td>Current Issues in Health Studies</td>
<td>3</td>
</tr>
<tr>
<td>HS 5353</td>
<td>Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>HS 6443</td>
<td>Foundations of Health Science</td>
<td>3</td>
</tr>
<tr>
<td>HS 5423</td>
<td>Ethnic and Cultural Factors in Health Decisions</td>
<td>3</td>
</tr>
<tr>
<td>HS 6453</td>
<td>Strategies in Health Education Delivery</td>
<td>3</td>
</tr>
<tr>
<td>HS 5383</td>
<td>Program Development and Coordination</td>
<td>3</td>
</tr>
<tr>
<td>HS 5013</td>
<td>Data Collection and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>HS Elective (speak with advisor)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dual Degree Requirements</td>
<td></td>
</tr>
<tr>
<td>Graduate Level Statistics Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>HS 5023</td>
<td>Methods in Health Education Research</td>
<td>3</td>
</tr>
<tr>
<td>LS 5843</td>
<td>Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Semester Credit Hours 54

Post-Master's Certificate in Evidence-Based Health Science Librarianship

The post-master's Certificate in Evidence-Based Health Science Librarianship provides the knowledge and skills to be competent in practicing evidence-based librarianship in the health profession. The curriculum consists of the fundamental knowledge of library science and focuses on resources and services in health science librarianship, with a capstone practicum in a health science library or information center. The Post-Master's Certificate program is available entirely online.

The Post-Master's Certificate is for those interested in becoming:

- a health science librarian
- a manager in a health science or nursing facility
- an evidence-based practicing professional in a health science or nursing facility
- a faculty member in health science librarianship

Total hours: 21 for those without the M.L.S. degree; 12 for those holding the M.L.S.

Program Requirements

Applicants for the post-master's certificate program must meet one of the following two conditions:

- Possession of a graduate degree (master's or doctoral) in a discipline in Nursing, Health Sciences, or Library Science; OR
- Admission to a graduate degree program in the TWU College of Nursing, College of Health Sciences, or School of Library and Information Studies.

For students with a master's degree, a Post-master's Certificate in Evidence-Based Health Science Librarianship is awarded when the student completes all course requirements for the certificate program. For students pursuing a master's degree concurrently, the certificate is awarded after the student completes all requirements for the graduate degree.

The curriculum for the certificate program consists of three required library science courses, three required courses in health science librarianship, and one required practicum as the capstone course.

Post-Master's Certificate in Evidence-Based Health Science Librarianship Program of Study (21 semester credit hours)

Required Library Science Courses (for those without the M.L.S. degree)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LS 5083</td>
<td>Foundations of Library and Information Studies</td>
<td>3</td>
</tr>
<tr>
<td>LS 5053</td>
<td>Information Retrieval</td>
<td>3</td>
</tr>
<tr>
<td>LS 5043</td>
<td>Information and Communication Technology</td>
<td>3</td>
</tr>
<tr>
<td>LS 5363</td>
<td>Health Sciences Information Services</td>
<td>3</td>
</tr>
<tr>
<td>LS 5473</td>
<td>Health Reference Services and Resources</td>
<td>3</td>
</tr>
<tr>
<td>LS 5483</td>
<td>Consumer Health Information Resources</td>
<td>3</td>
</tr>
<tr>
<td>LS 5843</td>
<td>Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Semester Credit Hours 21

Post-Master's Certificate in School Librarianship

The Post-Master's Certificate in School Librarianship provides an opportunity for students to pursue the State of Texas School Librarian Certification program. The School Librarian Certification (SLC) program offered by the TWU School of Library and Information Studies meets all requirements of the State of Texas State Board of Educator Certification (http://tea.texas.gov) for certification in public schools in Texas. The certification program is available entirely online.

Requirements for School Librarian Certification (SLC)

- An official record of two-year classroom teaching in an accredited school to enter the SLC program;
- Upon admission to SLIS, response with acceptance to an invitation to enter the SLC program;

The post-master’s Certificate in School Librarianship provides the knowledge and skills to be competent in practicing evidence-based librarianship in the health profession. The curriculum consists of the fundamental knowledge of library science and focuses on resources and services in health science librarianship, with a capstone practicum in a health science library or information center. The Post-Master's Certificate program is available entirely online.

Requirements for School Librarian Certification (SLC)

- An official record of two-year classroom teaching in an accredited school to enter the SLC program;
- Upon admission to SLIS, response with acceptance to an invitation to enter the SLC program;


Post-Master's Certificate in School Librarianship Program of Study (24 semester credit hours)

Required Library Science Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LS 5083</td>
<td>Foundations of Library and Information Studies</td>
<td>3</td>
</tr>
<tr>
<td>LS 5233</td>
<td>Multimedia Resources and Services</td>
<td>3</td>
</tr>
<tr>
<td>LS 5003</td>
<td>Collection Development</td>
<td>3</td>
</tr>
<tr>
<td>LS 5103</td>
<td>Cataloging and Classification</td>
<td>3</td>
</tr>
<tr>
<td>LS 5603</td>
<td>Literature for Children and Young Adults</td>
<td>3</td>
</tr>
<tr>
<td>LS 5333</td>
<td>School Library Media Center</td>
<td>3</td>
</tr>
<tr>
<td>LS 5443</td>
<td>Librarians as Instructional Partners</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Practicum

- LS 5843: Practicum 3

Total Semester Credit Hours 24

If pursuing the Post-Master's Certificate in School Librarianship as part of the M.L.S. degree, see the School Librarian Certification information on the SLIS website (http://www.twu.edu/slis).

Out-of-State students seeking School Librarian Certification, see the SLIS website (http://www.twu.edu/slis).

Master of Arts in Teaching - Graduate Interdisciplinary Degree

Web Site: http://www.twu.edu/teacher-education/graduate-program-areas/master-of-arts-in-teaching/

Director: Karen Dunlap, Associate Professor

The M.A.T. is a Master of Arts in Teaching degree program leading to initial teacher certification. Certification is awarded by the State Board for Educator Certification. The Master of Arts in Teaching (M.A.T.) emphasizes professional academic preparation that requires graduate students to become knowledgeable about academic disciplines and to develop effective teaching practices.

Admission Requirements for the M.A.T.

All new students seeking admission to Texas Woman's University must apply to the university (http://www.twu.edu/admissions).

To be accepted into the MAT program, you must have:

- An undergraduate degree from an accredited college or university;
- Must have a 2.75 cumulative GPA on all coursework with a 3.0 on the last 60 hours of coursework (includes all coursework taken even if it did not count for your initial degree);
- Graduates of universities outside of the U.S. where English is not the language of instruction must pass the speaking portion of TOEFL (Test of English as a Foreign Language) with a score of at least 26; and
- Pre-Admission Interview with an assigned TWU Faculty member.

General Requirements for the M.A.T.

The M.A.T. is a 32-41 semester credit hour degree: 19 semester credit hours of pedagogy and professional responsibilities/diversity in education; 6-9 semester credit hours of coursework in selected content area; and 6-12 semester credit hours supervised teaching experience. Students may have to enroll in a one semester credit hour course for the professional portfolio depending on the certification route.

Special Requirements

- Students take the practice TExES in the content area (teaching field or academic specialization) during the semester of their admission. Test results are used to select the coursework required in the academic specialization.
- Students must meet all TWU certification requirements to receive authorization to take the TExES examination in either their academic specialization or Pedagogy and Professional Responsibilities (PPR).
- A degree plan can be submitted only after the content test is taken and test results are received.
- For clinical student teaching, students must take the content area and pass the PPR.
- For professional internship, students must pass the content area and pass the PPR.
- Only courses in which the student achieved a grade of ‘B’ or better may be included on the degree plan.
- Students are required to enroll in courses each long term/semester (fall and spring) until they complete their program, although they have the option of summer enrollment. Not maintaining enrollment in the long terms/semesters requires permission of the Director for the Master of Arts in Teaching. Unapproved absence from one or
more long terms/semesters inactivates the student’s status and the student must reapply for program admission before taking courses again.

- Continuous enrollment refers to enrollment in at least 1 semester credit hour of course work each long (fall and spring) semester.

Master of Arts in Teaching (M.A.T.) Program of Study (32 - 41 semester credit hours)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5113</td>
<td>Foundations of Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5123</td>
<td>Learning Theory, Development, and Research</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5131</td>
<td>Technology in Assessment and Instruction</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 5133</td>
<td>Assessment and Instruction Design and Delivery for Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5143</td>
<td>Effective Design and Management of the Classroom Environment (EC-12)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5173</td>
<td>Diversity in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>READ 5223</td>
<td>Introduction to Literacy and Learning (EC-8)</td>
<td>3</td>
</tr>
<tr>
<td>or READ 5543</td>
<td>Literacy in the Content Areas</td>
<td></td>
</tr>
</tbody>
</table>

Academic Specialization

This is coursework in the field of study. Students will take the Texas Exam of Educator Standards (TExES) in their field of study before or during their first semester in the program.

Field-Based Experience

A full-time, one-semester unpaid professional practicum in a school setting. (All coursework must be completed before beginning student teaching.)

OR

A full-time, two-semester internship (6 semester credit hours) in a school setting in which the student is employed and paid as the teacher of record. (This option requires that 12 semester credit hours of pedagogy courses must be completed.)

Professional Portfolio and Final Assessment

Each student will maintain a professional portfolio throughout her or his program. The completed portfolio must be submitted for evaluation prior to graduation.

Total Semester Credit Hours

32-41

School of Management

Web Site: [http://www.twu.edu/som/](http://www.twu.edu/som/)

Director: Margaret A. Young, Professor

Location: CFO 507

Phone: 940-898-2111

Fax: 940-898-2120

E-mail: som@twu.edu

MHSM Program Director: Rob Maurer, Associate Professor

Location: IHSD 8706

Phone: 214-689-6560, 940-898-2111

Fax: 214-689-6591

E-mail: rmaurer@twu.edu

Graduate Degrees Offered

- Master of Business Administration (M.B.A.) - Accounting Emphasis (p. 91)
- Master of Business Administration (M.B.A.) - Business Analytics Emphasis (p. 91)
- Master of Business Administration (M.B.A.) - Healthcare Administration Emphasis (p. 92)
- Master of Business Administration (M.B.A.) - Human Resources Management Emphasis (p. 92)
- Master of Business Administration (M.B.A.) - Management Emphasis (p. 93)
- Master of Health Systems Management (M.H.S.M.) (p. 93)
- Dual Degree: M.B.A. and M.H.S.M. (p. 94)
- Master of Healthcare Administration (M.H.A.) (p. 54) (Pending THECB approval, this degree program will transition from the College of Health Sciences to the School of Management during the 2017-2018 academic year.)

The primary objective of the graduate degree programs offered in the School of Management (SOM) is to produce intellectually well-developed graduates who are capable of responding to the changing needs of business, industry, health care, government, and education. The School of Management recognizes the worth of every graduate student in the University and strives to provide all students with learning opportunities that will assist them in discovering, using, and optimally developing their individual skills, perspectives, and knowledge. A wide selection of course offerings permits the student to gain a comprehensive view of the fields of business, economics, and healthcare administration.

Foundation coursework may be required for students who have not completed undergraduate coursework in business, or do not have appropriate business experience. The need for foundation coursework is assessed on an individual case basis, by evaluating the student’s undergraduate transcripts and current resume. A student may be assigned any of the following foundations courses: BUS 5013, BUS 5093, and BUS 5753.

Master of Business Administration (M.B.A.)

The Master of Business Administration (M.B.A.) is designed to provide a broad foundation in business and economics for individuals interested in a variety of managerial and/or leadership positions. Emphases are available in the following disciplines:

- Accounting
- Business Analytics
- Health Care Administration
- Human Resources Management
- Management

Courses in the M.B.A. program are offered in a variety of formats (primarily online or hybrid) in a number of locations (currently Denton, Fort Worth, Plano, Dallas, and Houston). Courses may be offered for an entire semester or for a designated shorter period within a semester (e.g., 5 weeks). Most face-to-face meetings for hybrid courses are scheduled on Saturdays.
Master of Health System Management (M.H.S.M.)
The Master of Health System Management (M.H.S.M.) is designed to prepare future executives to assume responsible positions in health care organizations and meet the needs of the working professional. Courses in the M.H.S.M. program are offered in a variety of formats. M.H.S.M. course meetings are always held at the TWU Dallas campus, usually in the evening. M.B.A. courses that are a part of the M.H.S.M. program are offered as described in the M.B.A. section above.

Dual Degree: M.B.A. and M.H.S.M.
The M.B.A.-/M.H.S.M. dual degree is designed to combine study of both general business and the business of health services. Graduates will be required to complete 57 credit hours and will receive both degrees. The strength of the dual degree lies in the fact that it applies the theoretical concepts of business administration to the management of health care organizations.

Admission Requirements
Please see the TWU Graduate School admissions requirements section (p. 231) at the beginning of this catalog. In addition to these requirements, the minimum standard for unconditional admission is:

- A GPA of at least 3.0 for the last 60 hours of undergraduate coursework. For applicants who have completed post-baccalaureate or graduate coursework, a GPA of at least 3.0 for such coursework is also required. Applicants with a GPA of at least 2.75 may be considered for provisional admission.
- Individuals applying to dual-degree programs must apply and be accepted to each program (both M.B.A. and M.H.S.M.)
- Prerequisite coursework will be required of a particular student based on the desired course of study and their previous academic and/or professional record.
- Students are expected to be proficient in the current tools of Business: Microsoft Office suite of products (Word, PowerPoint, Excel, and Access), and in the use of Internet browsers, prior to commencing studies. For students that need to enhance their proficiency in any of these areas, free tutorials are available at Lynda.com.
- Applicants to a School of Management (SOM) Graduate Degree program must submit two letters of reference and a resume directly to the SOM before their applications will be reviewed by the SOM.

School of Management
P.O. Box 425738
Denton, TX 76204-5738

- Applicants may also be asked to participate in a brief interview.

Full time enrollment for graduate students is nine semester credit hours. It is advised that students not enroll in more than nine semester credit hours. This is especially true for working professionals.

Graduate Certificate in Accounting
- Certificate in Accounting (p. 94)

Minors Offered to Students from Other Departments
Master’s level requirements are established by student’s committee in consultation with the School of Management.

Courses

Business Courses

BUS 5013. Foundations in Business. Demonstration and application of the functional areas of the business environment with specific emphasis on marketing, management, business ethics, and the global dimensions of business. Three lecture hours a week. Credit: Three hours.

BUS 5093. Financial Accounting. Accounting for service organizations, partnerships, and corporations. Topics include inventory depreciation, fixed assets, short and long-term liabilities, and statement preparation and analysis. Three lecture hours a week. Credit: Three hours.

BUS 5133. Marketing Management. Application of analytical concepts and principles to marketing strategy. Application of marketing concepts such as target marketing, positioning, customer satisfaction, product development, pricing, distribution, and promotion to cases and contemporary issues from a manager’s point of view. Three lecture hours a week. Credit: Three hours.


BUS 5203. Accounting Information Systems II - Modeling. Computer programs to create simple-to-sophisticated financial models for use in business problem solving and decision making. Prerequisite or co-requisite: BUS 4173 or BUS 5433. Three lecture hours a week. Credit: Three hours.

BUS 5243. Managerial Finance. Analysis of the financial administration of sole proprietorships, corporations, government agencies, and non-profit organizations; short- and long-range financial planning; cash management; capital budgeting; social responsibilities. Three lecture hours a week. Credit: Three hours.

BUS 5263. Organizational Behavior in Business Administration. Organizational problems which involve the human factor; perspective for understanding and predicting behavior in formal organizations; interrelationships of structural and behavioral changes. Survey of research on organization in private and public organizations. Prerequisite: Degree in business or permission of instructor. Three lecture hours a week. Credit: Three hours.

BUS 5273. Human Resource Administration. Human resource programming, job requirements, sources of labor supply, selection procedures, training programs, job evaluation, salary administration, employee communication, union-management relations. Three lecture hours a week. Credit: Three hours.

BUS 5423. Advanced Auditing. An advanced study of auditor’s attest function with emphasis on recent developments using practice cases. Topics include: risk assessment, fraud, SEC, and Sarbanes-Oxley. Three lecture hours a week. Credit: Three hours.

BUS 5433. Managerial Accounting. Use of accounting information in decision-making; statement of changes in financial position; budgets, responsibility accounting, and quantitative techniques. Three lecture hours a week. Credit: Three hours.

BUS 5453. Business Leadership. Study of the dynamics of leadership of small groups to large organizations. The application of leadership theory is stressed for both profit and not-for-profit environments. Three lecture hours a week. Credit: Three hours.
BUS 5473. Financial Statement Analysis. In-depth discussion and practice in use of standard tools and methods for the analysis of financial statements. Prerequisite: BUS 3103 or BUS 5433. Three lecture hours a week. Credit: Three hours.

BUS 5483. Accounting for Management Control. Advanced topics in management accounting, such as budgeting, pricing decisions, indirect cost allocations, customer profitability, quality costs, just-in-time and virtual inventory systems, balance scorecard, environmental costing, capacity measurement, benchmarking practices, and performance measurement and compensation. Prerequisite: BUS 3103 or BUS 5433. Three lecture hours a week. Credit: Three hours.

BUS 5493. Accounting Theory. Financial accounting topics related to partnership accounting and consolidations; advanced topics covered on the CPA exam are also covered. Prerequisites: BUS 3023 and BUS 3043. Three lecture hours a week. Credit: Three hours.

BUS 5503. International Business and Economic Study Tour. Directed international Business and Economic Study tour; examination of major trends in a selected foreign country's economic, cultural, and business structures. May be repeated. Three lecture hours a week. Credit: Three hours.

BUS 5513. International Accounting. International accounting principles, reporting and practices in economic development, and changes with FASB and IASB. Prerequisites: BUS 2043 and BUS 2053, or BUS 5433. Three lecture hours a week. Credit: Three hours.

BUS 5553. Conflict Resolution. Application of principles and technical tools to solve human resource problems as found in employment, employee education and training, and labor relations. Three lecture hours a week. Credit: Three hours.

BUS 5563. Accounting Ethics. Discussion of ethical theory, analysis of social and professional issues such as ethical decision making, independence, integrity, objectivity, core values and ethical dilemmas from the point of view of a professional accountant. Approved by the Texas State Board of Public Accountancy in sitting for the Uniform CPA Exam. Three lecture hours a week. Credit: Three hours.


BUS 5583. Accounting Regulation. Advanced study of Individual, Corporate and Partnership taxation based on review of appropriate laws, regulations and administrative guidance: includes use of cases and research tools. Three lecture hours a week. Credit: Three hours.


BUS 5613. Staffing. Principles of employment selection: workforce planning and forecasting, job analysis, sourcing and recruiting, measurement, reliability, validity, selection measures, interviews, ability tests, personality tests, and making a selection decision. Prerequisite: BUS 5273. Three lecture hours a week. Credit: Three hours.

BUS 5623. Compensation and Benefits. Principles of compensation and benefits including internal alignment of compensation, job analysis, job evaluation, determine pay based on external factors, design pay levels, mix, and structure, pay for performance, performance appraisal, benefits, legally required benefits, retirement plans, and health care plans. Three lecture hours a week. Credit: Three hours.

BUS 5633. Principles of Talent Development. Adult learning theory; needs assessment; creating objectives; design and development of programs using a variety of methods; evaluation; transfer of training; experiential learning. Three seminar hours a week. Credit: Three hours.

BUS 5663. Decision Analysis for Managers. Advanced topics in statistical inference relating to decision-making and research in business and economics; probability theory, tests of hypotheses, sampling and experimental design, multiple correlation and non-parametric statistical methods. Three lecture hours a week. Credit: Three hours.

BUS 5683. Business Decision Process. Multiple regression analysis and other widely used statistical methodologies, and their assumptions and approaches, as applied to business decision making. Students practice analyzing and solving data-driven business problems, making recommendations based on their solutions, and communicating results. Prerequisite: BUS 5663. Three lecture hours a week. Credit: Three hours.

BUS 5693. Enterprise Applications of Business Intelligence. Business intelligence concepts, methodologies and tools used in effective managerial decision making. Application of business intelligence tools to identify business problems and then compare and contrast different solutions to them. Prerequisite: BUS 5663. Three lecture hours a week. Credit: Three hours.

BUS 5713. Consumer Ethics. Ethical behaviors crucial to personal and corporate success; the historical concepts of a consumer-based culture; codes of ethics; theoretical models and managerial behaviors as the foundation to investigate ethics and social responsibility. Three lecture hours a week. Credit: Three hours.

BUS 5733. Accounting Research. Study of research sources and practices associated with accounting and auditing standards as principally promoted or required by national board of accounting standards. Three lecture hours a week. Credit: Three hours.

BUS 5743. Project Management. Tools and techniques of project selection and management as defined by the Project Management Institute, including network diagrams, critical path analysis, critical chain scheduling, cost estimates, earned value management, and completion of team project management software required. Three lecture hours a week. Credit: Three hours.


BUS 5763. Strategic Information Systems. Foundation, structure, development, and implementation of information systems; management and control of corporate information systems; decision-support systems and expert systems; information technology economics; global information systems and knowledge management. Three lecture hours a week. Credit: Three hours.

BUS 5773. Forensic Accounting. Comprehensive coverage of fraud, its make-up, types, forensic detection and deterrence techniques; analysis of the broader educational material of the forensic accounting/examination field. Three lecture hours a week. Credit: Three hours.
BUS 5893. Business Strategy and Policy. Capstone course in the MBA program using strategic business analysis to integrate the student’s graduate business experience. Comprehensive business case analysis for proposed or actual companies. Three lecture hours a week. Credit: Three hours.

BUS 5903. Special Topics. Variable content. Three lecture hours a week. Credit: Three hours.

BUS 5913. Independent Study. Individual study of specific problems in business. Prerequisite: Permission of instructor. Credit: Three hours.

BUS 5923. Global Business. Similarities and differences in business practices and management styles of global firms across a variety of industries; strategies employed to gain competitive advantage in international markets in the context of NAFTA; impact of history, culture, and current political environment on the global economy. Three lecture hours a week. Credit: Three hours.

BUS 5933. Business Ethics and Legal Environment. A critical examination/evaluation and discussion of ethical alternatives with respect to decision-making and action in business and managerial practice. Examines contemporary cases involving personal, social, and legal issues as well as theoretical and empirical foundations in the classical system of ethics. Three lecture hours a week. Credit: Three hours.

BUS 5953. Cooperative Education. Cooperative work-study arrangement between business, industry, or selected institutions with the University. Preplanning and evaluation will involve 10% of the laboratory hours per week. Maximum enrollment is twelve hours. Nine practicum hours a week. Credit: Three hours.

BUS 5956. Cooperative Education. Cooperative work-study arrangement between business, industry, or selected institutions with the University. Preplanning and evaluation will involve 10% of the laboratory hours per week. Maximum enrollment is twelve hours. Eighteen practicum hours a week. Credit: Three hours.

BUS 5963. Management Operations. Process and project management and development of functional strategies to create value for an employer and their consumers; management tools and approaches for analyzing operations and applications to a wide variety of managerial decisions. Three lecture hours a week. Credit: Three hours.

BUS 5973. Professional Paper. Credit: Three hours.

BUS 5981. The Professional Portfolio. Development of a professional portfolio by students in the Master of Arts in Teaching program demonstrating the student’s growth in the Learner-Centered Competencies. Pass-fail grade only. May be repeated. Credit: One hour.

BUS 5983. Thesis. Prerequisite: Permission of instructor. Credit: Three hours.

BUS 5993. Thesis. Prerequisite: Permission of instructor. Credit: Three hours.

Economics Courses
ECO 5143. Advanced Managerial Economics. Application of economic principles and techniques in solving management problems in the areas of demand analysis, sales forecasting, production and cost analyses, pricing policies, capital budgeting, and economic controls; use of linear programming techniques. Three lecture hours a week. Credit: Three hours.

Faculty
Professors
DRISCOLL, PATRICIA T., Professor of Health Systems Management. B.S.N., Incarnate Word; M.S., Texas Woman’s University; J.D., Southern Methodist University.

RAISINGHANI, MAHESH, Professor of Business and Economics. B.Comm., Osmania University, India; M.S., University of Texas at Arlington; M.B.A., University of Central Oklahoma; Ph.D., University of Texas at Arlington.

RAMAN, PUSHKALA, Professor of Marketing. B.Sc., University of Madras; M.B.A., Indian Institute of Management; Ph.D., Texas A&M University.

RYLANDER, DAVID H., Professor of Business and Economics. B.S., Trinity University; M.B.A., Texas A&M University; Ph.D., University of North Texas.

STANKEY, MICHAEL J., Professor of Business and Economics. B.S., Purdue University; M.S., University of Illinois: Urbana-Champaign; Ph.D., University of Illinois: Urbana-Champaign.

Associate Professors
BAKER, PAMELA E., Associate Professor of Business and Economics. B.A., Hendrix College; M.S., University of Houston, Clear Lake; Ph.D., University of North Texas.

CREWS, DEREK, Associate Professor of Management. B.B.A., University of North Texas; M.B.A., University of North Texas; Ed.D., Nova Southeastern University.

MAURER, ROBERT T., Associate Professor of Health Systems Management; Program Director of Health Systems Management: Dallas. B.A., University of Virginia; M.S., Texas Tech University; M.B.A., University of Texas at Austin; Ph.D., University of Texas at Dallas.

NUGENT, JOHN H., Associate Professor of Accounting. B.A., Columbia University; M.B.A., Southeastern University, Washington, DC; D.B.A., Business School Lausanne, Switzerland.

RUSS, MOLLY, Associate Professor of Business and Economics. B.A., University of North Texas; M.A., Louisiana State University; Ph.D., Louisiana State University.

TENGESDAL, MARK O., Associate Professor of Business and Economics. B.A., Pacific Lutheran University; M.A., University of California, Riverside; Ph.D., University of California, Riverside.

WEBB, KERRY S., Associate Professor of Business and Economics. B.A., East Texas Baptist University; M.A., Southwestern Seminary; Ph.D., University of North Texas.

ZOU, LIN, Associate Professor of Finance. B.S., Nanjing University; M.A., Shanghai University of Finance and Economics; M.S., University of Texas at Dallas; Ph.D. (Acct.), Ph.D. (Finance), University of Texas at Dallas.

Assistant Professors
BARUA, MARIA E., Assistant Professor of Business and Economics. B.B.A., University of Texas, El Paso; M.B.A., University of Texas, El Paso; Ph.D., University of Texas at El Paso.
BOONME, KITTIPONG (KEN), Assistant Professor of Business and Economics. B.B.A., University of North Texas; M.B.A., University of North Texas; Ph.D., University of North Texas.

HARRIS, CHRISTOPHER M., Assistant Professor of Business and Economics. B.B.A., Belmont University; M.B.A., University of Nebraska, Omaha; Ph.D., University of Texas at Arlington.

HORN, DEWAYNNA R., Assistant Professor of Business and Economics. B.S., Belhaven College; M.B.A., Millsaps College; Ph.D., Jackson State University.

RADIGHIERI, JEFFREY, Assistant Professor of Business and Economics. B.B.A., Texas A&M University; M.B.A., University of Montana; Ph.D., Washington State University at Pullman.

Visiting Lecturers
CARFAGNO, LOUIS F., Visiting Lecturer I of Business and Economics. B.S., Embry-Riddle Aeronautical University; M.S., Embry-Riddle Aeronautical University; D.M., University of Phoenix.

POMELNIKOV, ALEXEY G., Visiting Lecturer I of Business and Economics. B.B.A., University of Texas System: Arlington; M.B.A., University of Dallas; M.S., Ivanovo State Power University; Ph.D., Ivanovo State Power University.

Master of Business Administration
(M.B.A.) - Accounting Emphasis

Semester Credit Hours Required
36 semester credit hours.

33 semester credit hours for students with a B.B.A. in Accounting from TWU.

Prerequisites
While a student pursuing this program does not need to have completed an undergraduate degree in Accounting, it is expected that the following TWU courses (or their equivalent) will have been satisfactorily completed prior to enrollment in the graduate Accounting courses required in this program: BUS 2043, BUS 2053, BUS 3023, BUS 3043, BUS 3063, BUS 4163, and BUS 4423.

Program of Study
Courses may be taken in any sequence, with the exception of BUS 5983 and BUS 5493. Students should enroll in BUS 5893 Business Strategy and Policy their final semester of the program, as they will be required to integrate the knowledge and skills gained in all of the other required courses. For the Accounting program, BUS 5493 Accounting Theory is the Capstone course and should be taken in the final semester of the program. All of the undergraduate Accounting prerequisite courses and at least four of the other required graduate Accounting courses must be successfully completed before the start of BUS 5493.

Required Courses
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 5243</td>
<td>Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5263</td>
<td>Organizational Behavior in Business Administration</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5763</td>
<td>Strategic Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5893</td>
<td>Business Strategy and Policy (taken in final semester)</td>
<td>3</td>
</tr>
</tbody>
</table>

ECO 5143 Advanced Managerial Economics 3

Required Courses in Accounting Emphasis
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 5423</td>
<td>Advanced Auditing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5473</td>
<td>Financial Statement Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5483</td>
<td>Accounting for Management Control</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5493</td>
<td>Accounting Theory (Capstone for emphasis)</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5563</td>
<td>Accounting Ethics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5583</td>
<td>Accounting Regulation</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective
Select one additional graduate business course from BUS, ECO, or HSM. (excluding BUS 5433) 3

Additional elective not required for students with a BBA in Accounting from TWU.

Total Semester Credit Hours
36

Master of Business Administration
(M.B.A.) - Business Analytics Emphasis

Semester Credit Hours Required
39-48 Semester credit hours required

The Business Analytics emphasis teaches students to solve analytical problems from diverse disciplines including healthcare, marketing, accounting, finance, economics, and human resource using classroom experiences in data mining, statistics, and information systems. As part of the MBA, this emphasis gives students the expertise employers are seeking to manage, organize and analyze complex data in a rapidly changing business environment. This degree pathway also prepares students to become certified business analysts. Such certifications are available through various organizations such as SAS.

Courses may be taken in any sequence, with 3 exceptions:
1. Students should complete BUS 5433, prior to enrolling in BUS 5243.
2. Students must have successfully completed BUS 5133, BUS 5433, BUS 5243, BUS 5263, and BUS 5663 before attempting BUS 5893.
3. Students should enroll in BUS 5893 in their last semester of the program.

BUS 5893 is the Capstone course for the program. In this class, students will be required to integrate the knowledge and skills gained in all of the other required courses.

Code   | Title                                      | Semester Credit Hours |
|--------|--------------------------------------------|-----------------------|

Proficiency Courses (may be waived)
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 5013</td>
<td>Foundations in Business</td>
<td>0-9</td>
</tr>
<tr>
<td>BUS 5093</td>
<td>Financial Accounting</td>
<td></td>
</tr>
<tr>
<td>BUS 5753</td>
<td>Foundations of Financial Management</td>
<td></td>
</tr>
</tbody>
</table>

Required Courses for B.B.A. major
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 5133</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5243</td>
<td>Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5263</td>
<td>Organizational Behavior in Business Administration</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5433</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
</tbody>
</table>

Texas Woman's University 91
Master of Business Administration (M.B.A.) - Healthcare Administration Emphasis

Semester Credit Hours Required
36-46 Semester credit hours required.

The Healthcare Administration emphasis in the MBA provides graduate business students with a broad overview of the business aspects of the healthcare industry. Performance and quality issues that are specific to healthcare organizations are covered. This emphasis gives aspiring healthcare professionals a deeper understanding of the healthcare industry, and prepares business professionals for a career in the complex business of healthcare.

Courses may be taken in any sequence, with 3 exceptions:

1. Students should complete BUS 5433, prior to enrolling in BUS 5243.
2. Students must have successfully completed BUS 5133, BUS 5433, BUS 5243, BUS 5263, and BUS 5663 before attempting BUS 5893.
3. Students should enroll in BUS 5893 in their last semester of the program.

BUS 5893 is the Capstone course for the program. In this class, students will be required to integrate the knowledge and skills gained in all of the other required courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 5663</td>
<td>Decision Analysis for Managers</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5893</td>
<td>Business Strategy and Policy (Capstone, must be taken in FINAL semester.)</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5933</td>
<td>Business Ethics and Legal Environment</td>
<td>3</td>
</tr>
<tr>
<td>Total Semester Credit Hours</td>
<td></td>
<td>21-30</td>
</tr>
</tbody>
</table>

Required Courses for emphasis in Business Analytics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 5133</td>
<td>Research Methods in Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5683</td>
<td>Business Decision Process</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5693</td>
<td>Enterprise Applications of Business Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5763</td>
<td>Strategic Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 5103</td>
<td>Fundamentals of Informatics</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 5673</td>
<td>Big Data: Management, Access, and Use</td>
<td>3</td>
</tr>
<tr>
<td>Total Semester Credit Hours</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

Master of Business Administration (M.B.A.) - Human Resources Management Emphasis

Semester Credit Hours Required
36-45 Semester credit hours required.

The M.B.A. emphasis in Human Resources Management is designed for students seeking to improve their business knowledge to pursue a career in the field of human resources management. Human resources management involves many functions to manage an organization’s most important asset, its employees. These functional areas include, but are not limited to staffing, training and development, compensation and benefits, performance management/appraisal, employment law, and labor relations. The M.B.A.-H.R. emphasis prepares students to pursue certification as a Human Resources professional through either the Society for Human Resources Management (SHRM) or Human Resource Certification Institute (HRCI).

Courses may be taken in any sequence, with 3 exceptions:

1. Students should complete BUS 5433, prior to enrolling in BUS 5243.
2. Students must have successfully completed BUS 5133, BUS 5433, BUS 5243, BUS 5263, and BUS 5663 before attempting BUS 5893.
3. Students should enroll in BUS 5893 in their last semester of the program.

BUS 5893 is the Capstone course for the program. In this class, students will be required to integrate the knowledge and skills gained in all of the other required courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 5013</td>
<td>Foundations in Business</td>
<td>0-9</td>
</tr>
<tr>
<td>BUS 5093</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5753</td>
<td>Foundations of Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>Required Courses for M.B.A. major</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS 5133</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5243</td>
<td>Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5263</td>
<td>Organizational Behavior in Business Administration</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5433</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5663</td>
<td>Decision Analysis for Managers</td>
<td>3</td>
</tr>
<tr>
<td>Total Semester Credit Hours</td>
<td></td>
<td>15-16</td>
</tr>
</tbody>
</table>
### Required Courses for M.B.A. major

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 5133</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5243</td>
<td>Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5263</td>
<td>Organizational Behavior in Business Administration</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5433</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5663</td>
<td>Decision Analysis for Managers</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5893</td>
<td>Business Strategy and Policy (Capstone, must be taken in FINAL semester.)</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5933</td>
<td>Business Ethics and Legal Environment</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Semester Credit Hours: 21-30

### Required Courses for emphasis in Human Resources Management

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 5143</td>
<td>Advanced Managerial Economics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5273</td>
<td>Human Resource Administration</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5613</td>
<td>Staffing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5623</td>
<td>Compensation and Benefits</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5633</td>
<td>Principles of Talent Development</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Semester Credit Hours: 15

### Master of Business Administration (M.B.A.) - Management Emphasis

#### Semester Credit Hours Required

36-45 Semester credit hours required.

The M.B.A. emphasis in Management prepares business students to effectively lead and manage in complex organizations. The emphasis focuses on both general management problems that are behavioral in nature and analytical management issues. Students should choose their courses in consultation with an advisor.

Courses may be taken in any sequence, with 3 exceptions:

1. Students should complete BUS 5433, prior to enrolling in BUS 5243.
2. Students must have successfully completed BUS 5133, BUS 5433, BUS 5243, BUS 5263, and BUS 5663 before attempting BUS 5893.
3. Students should enroll in BUS 5893 in their last semester of the program.

BUS 5893 is the Capstone course for the program. In this class, students will be required to integrate the knowledge and skills gained in all of the other required courses.

#### Code | Title
---|---
Bus 5013 | Foundations in Business
Bus 5093 | Financial Accounting
Bus 5753 | Foundations of Financial Management

#### Required Courses for M.B.A. major

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 5133</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5243</td>
<td>Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5263</td>
<td>Organizational Behavior in Business Administration</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5433</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Required Courses for emphasis in Management

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 5153</td>
<td>Research Methods in Business</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>(choose in consultation with advisor)</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose three of the following courses:

- BUS 5273 | Human Resource Administration
- BUS 5453 | Business Leadership
- BUS 5763 | Strategic Information Systems
- ECO 5143 | Advanced Managerial Economics

Total Semester Credit Hours: 15

### Master of Health Systems Management (M.H.S.M.)

#### Semester Credit Hours Required

45 semester credit hours.

#### Master of Health Systems Management (M.H.S.M.) Program of Study (45 semester credit hours)

Recommendations regarding course sequence:

1. HSM 5003, HSM 5033, HSM 5053, HSM 5183, HSM 5083, BUS 5433 should be taken early in the program.
2. BUS 5433, HSM 5063, and HSM 5263 must be taken in this order.
3. HSM 5043 should be taken toward the end of the program.
4. HSM 5933 serves as the Capstone course for the program and should be taken in a student’s final semester. Enrollment in HSM 5933 will not be allowed prior to completion of all of the HSM courses listed in the above recommendations.

#### Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 5133</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5243</td>
<td>Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5433</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>HSM 5003</td>
<td>Management of Health Services Organizations</td>
<td>3</td>
</tr>
<tr>
<td>HSM 5033</td>
<td>Health Services Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>HSM 5043</td>
<td>Legal Foundations of Health Systems Management</td>
<td>3</td>
</tr>
<tr>
<td>HSM 5053</td>
<td>Quantitative Methods in Health Systems Management</td>
<td>3</td>
</tr>
<tr>
<td>HSM 5063</td>
<td>Financial Management for Health Systems Management</td>
<td>3</td>
</tr>
<tr>
<td>HSM 5083</td>
<td>Analysis and Management of Health in Populations</td>
<td>3</td>
</tr>
<tr>
<td>HSM 5183</td>
<td>Health Resources and Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>HSM 5263</td>
<td>Advanced Financial Management for Health Systems Management</td>
<td>3</td>
</tr>
</tbody>
</table>
Dual Degree: M.B.A. and M.H.S.M.
Semester Credit Hours Required
57 semester credit hours.

Dual Degree: M.B.A. and M.H.S.M.
Program of Study (57 semester credit hours)

Recommendations regarding course sequence:

1. HSM 5003, HSM 5033, HSM 5053, HSM 5183, HSM 5083, BUS 5433 should be taken early in the program.
2. BUS 5433, HSM 5063, and HSM 5263 must be taken in this sequence.
3. HSM 5043 should be taken toward the end of the program.
4. HSM 5933 serves as the Capstone course for the program and should be taken in a student’s final semester. Enrollment in HSM 5933 will not be allowed prior to completion of all of the HSM courses listed in the above recommendations.
5. The remaining BUS courses and electives may be taken at any time.

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 5133</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5263</td>
<td>Organizational Behavior in Business Administration</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5433</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5453</td>
<td>Business Leadership</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5663</td>
<td>Decision Analysis for Managers</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5923</td>
<td>Global Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5963</td>
<td>Management Operations</td>
<td>3</td>
</tr>
<tr>
<td>HSM 5003</td>
<td>Management of Health Services Organizations</td>
<td>3</td>
</tr>
<tr>
<td>HSM 5033</td>
<td>Health Services Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>HSM 5043</td>
<td>Legal Foundations of Health Systems Management</td>
<td>3</td>
</tr>
<tr>
<td>HSM 5053</td>
<td>Quantitative Methods in Health Systems Management</td>
<td>3</td>
</tr>
<tr>
<td>HSM 5063</td>
<td>Financial Management for Health Systems Management</td>
<td>3</td>
</tr>
<tr>
<td>HSM 5083</td>
<td>Analysis and Management of Health in Populations</td>
<td>3</td>
</tr>
<tr>
<td>HSM 5183</td>
<td>Health Resources and Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>HSM 5263</td>
<td>Advanced Financial Management for Health Systems Management</td>
<td>3</td>
</tr>
<tr>
<td>HSM 5933</td>
<td>Capstone Seminar in Health Systems Management (taken in final semester)</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Select nine semester credit hours from any graduate level HSM, BUS, or ECO course not shown above.

Total Semester Credit Hours
45

Post-Baccalaureate Certificate in Accounting

Semester Credit Hours Required
18 semester credit hours.

Prerequisites

While a student pursuing this program does not need to have completed an undergraduate degree in Accounting, it is expected that the following TWU courses (or their equivalent) will have been satisfactorily completed prior to enrollment in the graduate Accounting courses required in this program: BUS 2043, BUS 2053, BUS 3023, BUS 3043, BUS 3063, BUS 4163, and BUS 4423.

Post-Baccalaureate Certificate in Accounting Program of Study

A student may take the courses in any sequence, except for BUS 5493 Accounting Theory, which serves as the Capstone course in this certificate program. A student must satisfactorily complete all of the undergraduate Accounting prerequisite courses and at least four of the other graduate Accounting courses prior to enrollment in BUS 5493.

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 5423</td>
<td>Advanced Auditing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5473</td>
<td>Financial Statement Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5483</td>
<td>Accounting for Management Control</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5493</td>
<td>Accounting Theory (taken in last semester of enrollment)</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5563</td>
<td>Accounting Ethics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5583</td>
<td>Accounting Regulation</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Semester Credit Hours
18

Department of Mathematics and Computer Science

Web Site: http://www.twu.edu/math-computer-science/

Chair: Don E. Edwards, Professor
Location: MCL 302
Phone: 940-898-2166
Fax: 940-898-2179
E-Mail: mathcs@twu.edu

Graduate Degrees Offered

• M.S. in Informatics (http://catalog.twu.edu/graduate/arts-sciences/mathematics-computer-science/informatics-ms)
• M.S. in Mathematics (p. 99)
• M.S. in Mathematics Teaching (p. 100)
• M.A.T. (emphasis in Mathematics or Computer Science) (p. 101)

The Department of Mathematics and Computer Science offers graduate studies leading to the following degrees: Master of Science in
Informatics, Master of Science in Mathematics and Master of Science in Mathematics Teaching.

The Master of Science prepares the student to enter the workforce or to pursue doctoral degree programs in informatics, data science, mathematics, statistics, applied mathematics, or related fields.

The Master of Science in Mathematics also provides the student an opportunity to include computer science and statistics in the plan of study. An emphasis in applied mathematics is available for those desiring to pursue further graduate study, pursue a career in a mathematics-related area in industry or government, or teach at the community college level. An emphasis in statistics is available for those interested in careers as applied statisticians or statistical programmers.

The Master of Science in Mathematics Teaching is especially designed for elementary or secondary school teachers of mathematics. Course work emphasizes topics needed for the elementary or secondary mathematics teacher. The department also provides a plan of study designed to prepare current teachers for Master Mathematics Certification at the 4-8 or 8-12 level.

The Master of Arts in Teaching (M.A.T.) degree offered through the College of Professional Education prepares graduate students to be future mathematics teachers at the 4-8 or the 7-12 levels in mathematics or the 8-12 level in computer science. Mathematics or computer science courses required for the degree are determined in consultation with a departmental advisor.

M.S. in Informatics
Informatics is the study and application of information science, computer science, cognitive science, and organizational science to the arts, sciences, and professions. The Master of Science program in Informatics at TWU provides students with a flexible, adaptable, interprofessional, and interdisciplinary approach to the study of Informatics in a hybrid learning environment. The program will provide students with the skills needed for success in high-demand professions and careers in the areas of Clinical Informatics, Data Science, Data Analytics, Health Studies, and Community Informatics. The program is delivered collaboratively by Academic Components including Computer Science, Nursing, Health Studies, and Library and Information Studies.

Admission Requirements
In addition to the general requirements for admission to the TWU Graduate School (p. 231), the Department of Mathematics and Computer Science requires the following for:

Admission to the Master of Science in Mathematics or Mathematics Teaching:
A bachelor’s degree with a cumulative 3.0 GPA in the last 60 credit hours and grade of C or better in the following courses:

1. two semesters of introductory calculus,
2. two additional departmentally approved advanced mathematics courses,
3. two letters of reference.

Admission to the Master of Science in Informatics:
A bachelor’s degree with a cumulative 3.00 GPA in the last 60 hours and:

1. demonstrated skills and competencies in information and communication technology as evident in work experience or prior coursework
2. statement of intent and career goals in informatics provided in an essay no longer than two pages
3. resume and two letters of recommendation

Minors Offered to Students from Other Departments
Graduate students in other departments who desire concentrated study in mathematics, informatics, or computer science as a related field should contact the Department of Mathematics and Computer Science to discuss an appropriate plan of study.

Courses
Computer Science Courses

CSCI 5103. Fundamentals of Informatics. Fundamental computing concepts for informatics study. Topics include problem-solving logic and algorithms, data management, information and knowledge discovery, security and ethics issues related to informatics, technology project management, user interface, and interprofessional application of informatics in specific fields’ case studies. Prerequisites: Computer competence and experience with data analysis applications such as spreadsheet software. Three lecture hours a week. Credit: Three hours.

CSCI 5203. Database Systems. Design, implementation, and use of relational database systems (model and query language SQL). Examination of file organization, database storage, indexing and hashing, query evaluation and optimization, transaction processing, concurrency control and recovery, and database integrity and security. Investigation of latest developments in other large-scale data management techniques and systems. Prerequisite: CSCI 5103 or permission of instructor. Three lecture hours a week. Credit: Three hours.

CSCI 5413. Data Communication Networks. Analysis of networks and data communication avenues to gather, transfer, manage, and manipulate data for making contextualized data-driven decisions; network and communication security and integrity to support private and confidential data contexts; strengths and weaknesses of communication technologies at various levels and contexts. Prerequisite: CSCI 5103 or permission of instructor. Three lecture hours a week. Credit: Three hours.

CSCI 5443. Human-Computer Interface. Critique, refinement, and creation of intermediate and advanced human/computer interfaces; stakeholder needs and data flexibility/transferability of technical interfaces; traditional, mobile, and wearable computing. Prerequisite: CSCI 5103 and knowledge of web/scripting language, or permission of instructor. Three lecture hours a week. Credit: Three hours.

CSCI 5513. Data and Information Visualization. Transformation of data into interactive visual representations for effective analytical reasoning and decision making; acquisition, preparation, and analysis of large data sets; techniques, algorithms, and software tools to create visualizations; techniques for analytical reasoning and data representation and transformation to support production, presentation and dissemination of visualization results. Prerequisite: CSCI 5103. Three lecture hours a week. Credit: Three hours.
CSCI 5643. Internet/Intranet Services: Design and Implementation. Design and implementation of Internet/Intranet network information services including FTP, World Wide Web, and conferencing. Preparation and integration of digital graphics, animation, video, audio, and script-based (Java/Java Script) content. Students will design and build an intranet, install and maintain servers, and prepare multimedia rich content. Prerequisites: CSCI 1403 and CSCI 3002, or equivalents. Three lecture hours a week. Credit: Three hours.

CSCI 5653. Technology Issues, Achievements and Challenges in Education. Current developments and open research issues for technology in education. Includes current and future trends in multimedia, simulation, communication, networks, AI, intelligent tutoring systems, learning communities, learning technologies, security concerns, communication strategies, ethical, and leadership issues. Prerequisites: Completion of other Master Technology Teacher courses or permission of instructor. Three lecture hours a week. Credit: Three hours.

CSCI 5663. Statistical Programming. Design of statistical programs to manipulate raw data, generate reports, and analyze data. Numerous case studies demonstrate appropriate analysis based on the experimental design. Advanced statistical research methods such as ANOVA, MANOVA, repeated measures ANOVA, Multiple Linear and Logistic regression, factor analysis, and survival analysis SAS. Prerequisite: Six hours undergraduate statistics, or three hours graduate level statistics, or equivalent. Three lecture hours a week. Credit: Three hours.

CSCI 5673. Big Data: Management, Access, and Use. Fundamentals of big data and big data analytics; NoSQL systems and tools and techniques used in big data scenarios. Exploration of the big data phenomenon from multiple perspectives: historical, theoretical, statistical, philosophical, ontological, and ethical. Possible solutions to the problems of big data involving compression, mining, database design, visualization, interface design, security, management, and use, with application to multiple fields. Prerequisite: CSCI 5103. Three lecture hours a week. Credit: Three hours.

CSCI 5673. Statistical Computer Packages. Survey of major statistical computation program systems with special emphasis on SPSSX and BMDP. Basic concepts of control language and data set preparation, program execution, and interpretation of statistical program output. Prerequisite: Intermediate statistics or permission of the instructor. Three lecture hours a week. Credit: Three hours.

CSCI 5793. Statistical Computer Packages II. A further survey of major statistical computation program systems. Concepts of control language and data set preparation, program execution, and interpretation of statistical program output will be studied. Prerequisite: CSCI 5793. Three lecture hours a week. Credit: Three hours.

CSCI 5903. Special Topics. Variable content. May be repeated for additional credit. Three lecture hours a week. Credit: Three hours.

CSCI 5913. Independent Study. Selected topics in advanced computer science. May be repeated for additional credit. Credit: Three hours.

CSCI 5921. Statistical Analysis With Computers. Exposure to available University resources in research design and data analysis, including fully computerized statistical analysis techniques. Appropriate for graduate students who are at least in the proposal/prospectus phase. May be repeated for additional credit. Prerequisite: Permission of the instructor. Credit: One hour.

CSCI 5923. Capstone in Informatics. Culminating organization and/or community-based interdisciplinary/interprofessional project supported through informatics and technology and applied to a specific domain to demonstrate knowledge and skills acquired in the informatics program. Immersive, investigative, and reflective opportunity for deep study on a selected area of practice/application domain. Prerequisite: Completion of 24 semester credit hours. Credit: Three hours.

CSCI 5953. Cooperative Education. Cooperative work-study arrangement between business, industry, or selected institutions with the University. Nine practicum hours a week. Credit: Three hours.

CSCI 5981. The Professional Portfolio. Development of a professional portfolio by students in the Master of Arts in Teaching program demonstrating the student’s growth in the Learner-Centered Competencies. Pass-fail grade only. May be repeated. Credit: One hour.

Mathematics Courses

MATH 5033. Advanced Calculus. Development of the limit processes including continuity, sequences, series, differentiation, and integration. Emphasis on proofs of the fundamental theorems of mathematical analysis, including Rolle’s and Lagrange’s theorems. Multivariable analysis, constrained optimization. Prerequisite: Permission of advisor. Three lecture hours a week. Credit: Three hours.

MATH 5203. Problem Solving in the Math Classroom. Study of problems with multiple solutions or alternative approaches in grades 4-12; strategies for solving problems; assessment techniques; cooperative grouping methods; critical thinking skills. Three lecture hours a week. Credit: Three hours.

MATH 5303. Algebra in the Mathematics Classroom. Topics in algebra with an emphasis in problem solving, patterns, relationships, order pairs, prime and composite numbers, orders of operations, exponents number sentences, ratios, proportions, percents, modeling, formulas, equations, graphs, functions, and systems of equations. Three lecture hours a week. Credit: Three hours.

MATH 5313. Geometry in the Mathematics Classroom. Topics in geometry with an emphasis in problem solving, shapes, angles, polygons, circles, Pythagorean Theorem, symmetry, transformations, measurement of area, and volume with an emphasis on technology. Three lecture hours a week. Credit: Three hours.

MATH 5323. Euclidean Geometry. Euclidean geometry from a problem solving approach. Topics include shapes, measurement, perimeter, area, volume, geometric proofs, congruence, triangles, quadrilaterals, similarity, circles, and coordinate geometry. Three lecture hours a week. Credit: Three hours.
MATH 5333. Technology in the Math Classroom. Technologies and their use in teaching mathematical concepts in grades 4-12; includes graphing calculators, and computer software programs and pedagogical technology. Prerequisite: Permission of academic advisor. Three lecture hours a week. Credit: Three hours.

MATH 5423. History of Mathematics. A survey of the historical development of various mathematical topics, including geometry, algebra, and number theory. A study of the work of past mathematicians, including Archimedes, Euclid, Fermat, Newton, and mathematicians of the 19th and 20th centuries. Three lecture hours a week. Credit: Three hours.

MATH 5483. Theory of Probability and Statistics I. Basic principles of probability; combinations and permutations; conditional probability and independence; common discrete and continuous probability distributions, their properties, and applications. Three lecture hours a week. Credit: Three hours.

MATH 5493. Theory of Probability and Statistics II. Sampling distribution theory and the Central Limit Theorem; point and interval estimation; hypothesis testing. Prerequisite: MATH 5483 or equivalent. Three lecture hours a week. Credit: Three hours.


MATH 5523. Introduction to Number Theory. Understanding and creating proofs related to divisibility, congruences, Diophantine equations, and applications. Three lecture hours a week. Credit: Three hours.

MATH 5543. Symbolic Logic. Development of Symbolic Logic as a mathematical system. Starting with axioms and definitions, theorems will be proved. Application of Symbolic Logic to set theory is considered. Three lecture hours a week. Credit: Three hours.

MATH 5573. Statistical Methods I. Probability distributions, graphical representations, curve fitting, hypothesis testing, regression and correlation, and applications. Prerequisite: Permission of the instructor. Three lecture hours a week. Credit: Three hours.

MATH 5583. Statistical Methods II. Statistical research tools including analysis of variance, chi-square tests, regression (simple and multiple), logistic regression, correlation, non parametric method, and survival analysis. Use of SPSS for the PC. Prerequisite: MATH 5573 or consent of instructor. Three lecture hours a week. Credit: Three hours.

MATH 5593. Differential Equations. The existence and uniqueness for differential equations and systems of differential equations. General theory to specific types of differential equations of a single variable. Basic theory for linear and nonlinear systems; linearization; stability; Hamiltonian Systems; applications with MAPLE. Three lecture hours a week. Credit: Three hours.


MATH 5863. Applied Statistics and Convex Optimization. Organizing, analyzing, and summarizing data through statistical methods. Combination of computational and statistical methods and convex optimization techniques to find solutions to big data found in diverse fields such as business, engineering, biological, and health sciences. Regularized and large-scale modeling techniques such as boosting and the lasso as well as model averaging techniques. Consideration of both frequentist and Bayesian perspectives. Prerequisites: Calculus, probability, and statistical concepts; or permission of instructor. Three lecture hours a week. Credit: Three hours.

MATH 5873. Real Analysis and Topology. Metric Spaces and Measure and Integration Theories such as integration theory on general measure spaces including the Lebesque integral and Lebesque-Stieljes integral on the line, Lusin's Theorem, Egoroff's Theorem, Fatour's Lemma, and the Monotone and Dominated Convergence Theorems. Prerequisite: MATH 4873 or equivalent. Three lecture hours a week. Credit: Three hours.

MATH 5883. Algebraic Geometry. The connection between algebra and geometry via problem-solving and visualization techniques: topics including conics, cubics, quartics and higher-degree curves, and real-world applications such as modern cryptography. Prerequisite: MATH 5513. Three lecture hours a week. Credit: Three hours.

MATH 5903. Special Topics. Variable content. May be repeated for additional credit. Three lecture hours a week. Credit: Three hours.

MATH 5911. Independent Study. Selected topics in advanced mathematics. May be repeated for additional credit. Credit: One hour.

MATH 5913. Independent Study. Selected topics in advanced mathematics. May be repeated for additional credit. Credit: Three hours.

MATH 5953. Cooperative Education. Cooperative work-study arrangement between business, industry, or selected institutions with the University. Nine practicum hours a week. Credit: Three hours.

MATH 5973. Professional Paper. Credit: Three hours.

MATH 5981. The Professional Portfolio. Development of a professional portfolio by students in the Master of Arts in Teaching program demonstrating the student's growth in the Learner-Centered Competencies. Pass-fail grade only. May be repeated. Credit: One hour.

MATH 5983. Thesis. Credit: Three hours.

MATH 5993. Thesis. Prerequisite: MATH 5983. Credit: Three hours.

Faculty

Professors

DEMUYNCK, MARIE-ANNE, Professor of Computer Science. B.A., Catholic University of Leuven; M.A., Catholic University of Leuven; M.S., Texas Woman’s University; Ph.D., University of North Texas.

EDWARDS, DONALD, Professor of Mathematics and Computer Science; Chair of the Department of Mathematics and Computer Science; Special Assistant to the Provost. B.S., University of North Texas; M.S., University of North Texas; Ph.D., Texas Christian University.

GRIGORIEVA, ELLINA, Professor of Mathematics. B.S., Moscow State Lomonosov University; M.S., Moscow State University; Ph.D., Moscow State University.

MALLAM, WINIFRED A., Professor of Mathematics. B.A., Shaw University; M.S.S.E., Texas Woman’s University; Ph.D., University of Jos.
MARSHALL, DAVID D., Professor of Computer Science. B.A., Baldwin-Wallace College; M.A., Cleveland State University; Ph.D., University of Illinois, Chicago.

**Associate Professors**

HAMNER, MARK S., Associate Professor of Mathematics; Associate Provost of Institutional Research and Data Management. B.A., University of Texas at Austin; M.S., Baylor University; Ph.D., Baylor University.

NAVARRA-MADSEN, JUNALYN, Associate Professor of Mathematics. B.S., University of Utah; M.S., University of Texas at Dallas; Ph.D., University of Texas at Dallas.

WHEELER, ANN M., Associate Professor of Mathematics. B.S., Henderson State University; M.S.E., Henderson State University; Ph.D., University of Northern Colorado.

ZHANG, JIAN, Associate Professor of Computer Science. B.S., Hefei University of Technology, China, P.R.; M.S., Tulane University; Ph.D., Tulane University.

**Assistant Professor**

FALLEY, BRANDI N., Assistant Professor of Mathematics. B.A., Ouachita Baptist University; M.S., Baylor University; Ph.D., Baylor University.

**Lecturer**

BANKS, CATHERINE CLEAVELAND, Senior Lecturer of Mathematics. B.S., Stephen F. Austin State University; M.S., Stephen F. Austin State University.

**Master of Science in Informatics**

The M.S. in Informatics program provides graduate students with a flexible, adaptable, interprofessional and interdisciplinary approach to the study of informatics, delivered in a hybrid learning environment. Majors in this program will build upon a set of foundational courses and choose discipline specific courses within an approved Application Area (Clinical Applications, Data Science/Data Analytics, Health Studies, or Community Informatics) to complete the major.

The degree program consists of a minimum of 36 semester credit hours (SCH) of graduate coursework comprised of 15 hours of foundations specific coursework in one of the application areas above, and 3 hours in software/statistical tools. The program is completed with an interprofessional, interdisciplinary capstone project.

Course content for the degree provides a central set of knowledge and skills that all informatics students will possess and then allows students to explore and refine their understanding of informatics as it is applied to high-demand professions and careers.

Majors will learn to use technology and data analytics to derive meaningful information from data for data and decision-driven practice in user-centered systems.

- Informatics is the interprofessional study and application of information science, computer science, cognitive science, and organizational science to the arts, sciences, and professions.
- Informatics includes a formal study of information including:
  - its structure, properties, uses and function in society,
  - the people who use the information and the technologies that are developed to record, organize, store, retrieve and disseminate the information.

**Special Requirements**

Only courses in which a student achieved a grade of B or higher may be counted toward the degree.

**Cooperative Education**

In order for coursework in Cooperative Education to be counted as degree credit, department and advisory committee approval must be received during the semester in which the course is taken. This approval is in addition to approval to enroll in Cooperative Education coursework. Only three semester credit hours of Cooperative Education may be counted toward the Master’s degree.

**Master of Science in Informatics Program of Study (36 semester credit hours)**

**Computer Science Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 5103</td>
<td>Fundamentals of Informatics</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 5203</td>
<td>Database Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 5673</td>
<td>Big Data: Management, Access, and Use</td>
<td>3</td>
</tr>
</tbody>
</table>

Select Two Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 5413</td>
<td>Data Communication Networks</td>
<td></td>
</tr>
<tr>
<td>CSCI 5443</td>
<td>Human-Computer Interface</td>
<td></td>
</tr>
<tr>
<td>CSCI 5513</td>
<td>Data and Information Visualization</td>
<td></td>
</tr>
<tr>
<td>CSCI 5803</td>
<td>Data Warehousing</td>
<td></td>
</tr>
<tr>
<td>CSCI 5813</td>
<td>Concepts of Data Warehousing and Data Mining</td>
<td></td>
</tr>
</tbody>
</table>

**Software/Statistical Tools**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 5123</td>
<td>Biostatistics</td>
<td></td>
</tr>
<tr>
<td>BUS 5153</td>
<td>Research Methods in Business</td>
<td></td>
</tr>
<tr>
<td>CSCI 5663</td>
<td>Statistical Programming</td>
<td></td>
</tr>
<tr>
<td>CSCI 5793</td>
<td>Statistical Computer Packages</td>
<td></td>
</tr>
<tr>
<td>CSCI 5893</td>
<td>Statistical Packages II</td>
<td></td>
</tr>
<tr>
<td>HS 5703</td>
<td>Applied Statistics for Health Educators</td>
<td></td>
</tr>
<tr>
<td>HSM 5053</td>
<td>Quantitative Methods in Health Systems Management</td>
<td></td>
</tr>
<tr>
<td>KINS 5033</td>
<td>Applied Statistical Principles</td>
<td></td>
</tr>
<tr>
<td>LS 5213</td>
<td>Information Sources in Business</td>
<td></td>
</tr>
<tr>
<td>MATH 5573</td>
<td>Statistical Methods I</td>
<td></td>
</tr>
<tr>
<td>NURS 5024</td>
<td>Research and Quality Improvement in Nursing</td>
<td></td>
</tr>
<tr>
<td>NURS 6933</td>
<td>Analysis of Nurse-Generated Data</td>
<td></td>
</tr>
<tr>
<td>PT 6043</td>
<td>Statistical Methods I for the Health Care Professional</td>
<td></td>
</tr>
</tbody>
</table>

Application Area (see options below) 15

**Interprofessional Capstone**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 5923</td>
<td>Capstone in Informatics</td>
<td></td>
</tr>
<tr>
<td>LS 5923</td>
<td>Capstone in Informatics</td>
<td></td>
</tr>
</tbody>
</table>

Select One Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 5923</td>
<td>Capstone in Informatics</td>
<td></td>
</tr>
<tr>
<td>HS 5923</td>
<td>Capstone in Informatics</td>
<td></td>
</tr>
<tr>
<td>LS 5923</td>
<td>Capstone in Informatics</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Hours</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>NURS 5923</td>
<td>Capstone in Informatics</td>
<td>36</td>
</tr>
</tbody>
</table>

**Application Area: Clinical Applications Option**

**Select Five Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 5123</td>
<td>Introduction to Applied Health Informatics</td>
<td>15</td>
</tr>
<tr>
<td>NURS 5143</td>
<td>Application of Technology Enhanced Health Promotion</td>
<td></td>
</tr>
<tr>
<td>NURS 5373</td>
<td>Advanced Applied Health Informatics</td>
<td></td>
</tr>
<tr>
<td>NURS 5393</td>
<td>Application of Telehealth and Remote Monitoring</td>
<td></td>
</tr>
<tr>
<td>NURS 5453</td>
<td>User Interface Design in Healthcare</td>
<td></td>
</tr>
<tr>
<td>NURS 5593</td>
<td>Data Applications for Foundational Health Promotion</td>
<td></td>
</tr>
<tr>
<td>BUS 5743</td>
<td>Project Management</td>
<td></td>
</tr>
</tbody>
</table>

**Total Semester Credit Hours**

15

**Application Area: Data Science/Data Analytics Option**

**Select Five Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 5413</td>
<td>Data Communication Networks</td>
<td>15</td>
</tr>
<tr>
<td>CSCI 5443</td>
<td>Human-Computer Interface</td>
<td></td>
</tr>
<tr>
<td>CSCI 5513</td>
<td>Data and Information Visualization</td>
<td></td>
</tr>
<tr>
<td>CSCI 5803</td>
<td>Data Warehousing</td>
<td></td>
</tr>
<tr>
<td>CSCI 5813</td>
<td>Concepts of Data Warehousing and Data Mining</td>
<td></td>
</tr>
<tr>
<td>MATH 5483</td>
<td>Theory of Probability and Statistics I</td>
<td></td>
</tr>
<tr>
<td>MATH 5493</td>
<td>Theory of Probability and Statistics II</td>
<td></td>
</tr>
<tr>
<td>MATH 5833</td>
<td>Computer-Aided Mathematical Modeling</td>
<td></td>
</tr>
<tr>
<td>MATH 5853</td>
<td>Statistical Methods II</td>
<td></td>
</tr>
<tr>
<td>MATH 5863</td>
<td>Applied Statistics and Convex Optimization</td>
<td></td>
</tr>
<tr>
<td>BUS 5743</td>
<td>Project Management</td>
<td></td>
</tr>
</tbody>
</table>

**Total Semester Credit Hours**

15

**Application Area: Health Studies Option**

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 5353</td>
<td>Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>HS 5453</td>
<td>Community-Based Health Informatics</td>
<td>3</td>
</tr>
<tr>
<td>HS 5773</td>
<td>Social and Organizational Issues in Health Informatics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Select Two Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 5343</td>
<td>Risk Reduction</td>
<td>6</td>
</tr>
<tr>
<td>HS 5363</td>
<td>Population Health</td>
<td></td>
</tr>
<tr>
<td>HS 5413</td>
<td>Current Issues in Health Studies</td>
<td></td>
</tr>
<tr>
<td>HS 5613</td>
<td>Worksite Health Promotion</td>
<td></td>
</tr>
<tr>
<td>HS 6423</td>
<td>Global Health</td>
<td></td>
</tr>
<tr>
<td>HS 6443</td>
<td>Foundations of Health Science</td>
<td></td>
</tr>
<tr>
<td>BUS 5743</td>
<td>Project Management</td>
<td></td>
</tr>
</tbody>
</table>

**Total Semester Credit Hours**

15

**Application Area: Community Informatics Option**

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LS 5903</td>
<td>Special Topics (Communities in Knowledge Economy)</td>
<td>3</td>
</tr>
<tr>
<td>LS 5903</td>
<td>Special Topics (Community Based Project Design)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Select Three Courses**

9

**Master of Science in Mathematics**

**Thesis Option (Total of 36 semester credit hours)**

30 semester credit hours course work
6 semester credit hours thesis

**Non-thesis option (Total of 36 semester credit hours)**

33 semester credit hours course work
3 semester credit hours professional paper

**Special Requirements**

Only courses in which a student achieved a grade of B or better may be counted toward the degree.

**Cooperative Education**

In order for coursework in Cooperative Education to be counted as degree credit, department approval must be received during the semester in which the course is taken. This approval is in addition to approval to enroll in Cooperative Education coursework. Cooperative Education coursework, as with any coursework, must also be approved by the student’s advisory committee in order to be included on the degree plan. Only three semester credit hours of Cooperative Education may be counted toward the Master’s degree.

**Final Examination**

A comprehensive written examination upon completion of the coursework and an oral examination upon completion of the thesis or professional paper are required for all degrees.

**Master of Science in Mathematics with an Applied Mathematics Emphasis Program of Study (36 semester credit hours)**

This is a 36 semester credit hour degree with all coursework approved by a departmental advisor. Students must choose either a thesis or professional paper option. Those choosing the thesis option must include MATH 5983 and MATH 5993. Students selecting the professional paper option must include MATH 5973 and an additional course approved by an advisor. Substitutions may be made with permission from a mathematics advisor.

**Master of Science in Mathematics with an Applied Mathematics Emphasis Program of Study (36 semester credit hours)**

**Required Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 5033</td>
<td>Advanced Calculus</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5513</td>
<td>Matrix Algebra</td>
<td>3</td>
</tr>
</tbody>
</table>
### Master of Science in Mathematics Teaching

#### Special Requirements
- Only courses in which a student achieved a grade of B or better may be counted toward the degree.
- Cooperative Education
  - In order for coursework in Cooperative Education to be counted as degree credit, department approval must be received during the semester in which the course is taken. This approval is in addition to approval to enroll in Cooperative Education coursework. Cooperative Education coursework, as with any coursework, must also be approved by the student's advisory committee in order to be included on the degree plan. Only three semester credit hours of Cooperative Education may be counted toward the Master's degree.

#### Master of Science in Mathematics Teaching Program of Study (36 semester credit hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 5203</td>
<td>Problem Solving in the Math Classroom</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5303</td>
<td>Algebra in the Mathematics Classroom</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5313</td>
<td>Geometry in the Mathematics Classroom</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5323</td>
<td>Euclidean Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5423</td>
<td>History of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5523</td>
<td>Introduction to Number Theory</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5533</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5543</td>
<td>Computer-Aided Mathematical Modeling</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5573</td>
<td>Real Analysis and Topology</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5583</td>
<td>Statistical Methods I</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 5663</td>
<td>Statistical Programming</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5513</td>
<td>Matrix Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5543</td>
<td>Symbolic Logic</td>
<td>3</td>
</tr>
<tr>
<td>Choose three courses from:</td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>MATH 5033</td>
<td>Advanced Calculus</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5323</td>
<td>Euclidean Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5423</td>
<td>History of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5523</td>
<td>Introduction to Number Theory</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5593</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5833</td>
<td>Computer-Aided Mathematical Modeling</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5863</td>
<td>Applied Statistics and Convex Optimization</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5873</td>
<td>Real Analysis and Topology</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 5793</td>
<td>Statistical Computer Packages</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 5893</td>
<td>Statistical Packages II</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 5813</td>
<td>Concepts of Data Warehousing and Data Mining</td>
<td>3</td>
</tr>
<tr>
<td>Choose seven courses from:</td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>MATH 5033</td>
<td>Advanced Calculus</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5423</td>
<td>History of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5483</td>
<td>Theory of Probability and Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5493</td>
<td>Theory of Probability and Statistics II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5513</td>
<td>Matrix Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5523</td>
<td>Introduction to Number Theory</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5543</td>
<td>Symbolic Logic</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5573</td>
<td>Statistical Methods I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5583</td>
<td>Statistical Methods II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5593</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5873</td>
<td>Real Analysis and Topology</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5973</td>
<td>Professional Paper</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Semester Credit Hours:** 36
**Master of Arts in Teaching (emphasis in Mathematics or Computer Science)**

The M.A.T. (emphasis in Mathematics or Computer Science) is a degree offered through the College of Professional Education (COPE) in collaboration with the Department of Mathematics and Computer Science. All post-baccalaureate and graduate students seeking certification must comply with admission standards required by the major department and the College of Professional Education. A student in the M.A.T. program will take at least 9 hours of coursework designed to prepare future mathematics teachers at the 4-8 or 7-12 levels or computer science teachers at the 8-12 level with coursework approved by the mathematics and computer science faculty advisor. The remaining credits are determined and administered by COPE and are as follows:

**Master of Arts in Teaching (M.A.T.) Program of Study (32 - 41 semester credit hours)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5113</td>
<td>Foundations of Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5123</td>
<td>Learning Theory, Development, and Research</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5131</td>
<td>Technology in Assessment and Instruction</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 5133</td>
<td>Assessment and Instruction Design and Delivery for Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5143</td>
<td>Effective Design and Management of the Classroom Environment (EC-12)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5173</td>
<td>Diversity in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>READ 5223</td>
<td>Introduction to Literacy and Learning EC-8</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>or READ 5543 Literacy in the Content Areas</td>
<td></td>
</tr>
</tbody>
</table>

**Pedagogy and Professional Responsibilities**

**Academic Specialization**

This is coursework in the field of study. Students will take the Texas Exam of Educator Standards (TExES) in their field of study before or during their first semester in the program.

**Field-Based Experience**

A full-time, one-semester unpaid professional practicum in a school setting. (All coursework must be completed before beginning student teaching.)

OR

A full-time, two-semester internship (6 semester credit hours) in a school setting in which the student is employed and paid as the teacher of record. (This option requires that 12 semester credit hours of pedagogy courses must be completed.)

**Professional Portfolio and Final Assessment**

Each student will maintain a professional portfolio throughout her or his program. The completed portfolio must be submitted for evaluation prior to graduation.

**Total Semester Credit Hours**

32-41

---

**Department of Music and Drama**

**MUSIC**

http://www.twu.edu/music/

**Chair:** Pamela Youngblood, Professor  
**Location:** MUSIC 114  
**Phone:** 940-898-2500  
**Fax:** 940-898-2494  
**Email:** music@twu.edu

**Degrees in Music**

- **M.A. in Music with Emphases in:**
  - Music Education (p. 105)  
  - Music Pedagogy (p. 106)  
  - Music Performance (p. 105)  
  - Music Therapy (p. 107)  
  - Dual Degree: M.A. in Music with an Emphasis in Music Therapy/ M.S. in Counseling and Development (p. 107)

**Degrees in Drama**

- **M.A. in Drama** (p. 109)  
- **Online-Hybrid M.A. in Drama** (p. 110)

The Department of Music and Drama, housed within the School of the Arts, offers the Master of Arts degree in both drama and music, the latter with emphases in music education, music pedagogy, music performance, and music therapy. Description of the drama program begins immediately below. Description of the music programs follows.

**Programs in Music**

The Master of Arts degree in Music allows qualified students to pursue advanced studies in music with an emphasis in music education, music pedagogy, music performance, or music therapy. The degree offers students the opportunity to expand the depth and breadth of knowledge in their area of emphasis, develop research skills, and engage in career-related experiences. The Master of Arts in Music prepares students for professional careers as therapists, teachers, and performers and serves as a foundation for pursuing doctoral studies in music.

The Master of Arts degree with an emphasis in music education also offers an option leading to Texas music teacher certification. Additional information, including certification requirements, is available at College of Professional Education (p. 200).

**Private Music Lessons**

Consult the class schedule for course numbers.

**Program in Drama**

Course work and stage experience are designed to train well-rounded theatre practitioners who have the ability to function creatively and skillfully in a variety of theatrical situations. Committed to top quality theatre performance and excellence in the classroom, the graduate drama program provides practical as well as academic training for students pursuing careers in professional and educational theatre.
Degree concentrations emphasize acting/directing, design/production, or literary/criticism.

Successful completion of a professional paper is required for the Master of Arts Degree. The culminating project can be creative, scholarly or a creative/scholarly hybrid and must meet professional standards. Projects may be selected from such focus areas as directing, acting; stage management; playwriting; technical direction; design; theatre history; or criticism. With permission of the faculty, a project may be completed off the Denton campus.

**Music Admissions**

Graduate students take placement examinations in music history and music theory/aural skills at the beginning of the first year of graduate course work. Appropriate keyboard skills required of the major emphasis will be tested during the first term of enrollment. See the Music Department Graduate Handbook (http://www.twu.edu/music) for additional details.

**Master of Arts in Music with an Emphasis in Music Therapy**

Students whose bachelor’s degrees are in music, but not in music therapy, may apply for admission to the graduate program. However, these students will be admitted provisionally with the stipulation that they complete all equivalency coursework and clinical experience that make them eligible for board certification by the Certification Board for Music Therapists. This equivalency coursework usually consists of about 50 undergraduate semester hours, most of which can be taken concurrently with graduate coursework in a carefully planned program. As part of the undergraduate equivalency coursework, a six-month internship is required prior to removal from provisional status and enrollment in any graduate practicum coursework.

Students whose undergraduate degree is not in music will not be admitted to the graduate program in music with an emphasis in music therapy. Rather, they may apply as post-bachelor’s degree students to complete equivalency requirements and/or a second bachelor’s degree. Completion of these requirements will lead to eligibility to take the national board certification examination in music therapy.

Music therapy students who do not have the appropriate professional certification (i.e., MT-BC) must complete all eligibility requirements for that exam prior to the awarding of the master’s degree in Music with an emphasis in Music Therapy. See the Music Department Graduate Handbook (http://www.twu.edu/music) for current information on admission requirements.

**Dual Degree: Master of Arts in Music with an Emphasis in Music Therapy and Master of Science in Counseling and Development**

Students interested in completing the dual degree must complete separate applications to BOTH departments/programs through the Graduate School. If a student has already been admitted to the music program, it is only necessary to complete the application process for the M.S. in Counseling and Development and declare the intention to pursue the dual degree option. Dual degree students must declare their intentions to pursue this option prior to the completion of 12 semester credit hours of graduate credit toward their degrees.

**Drama Admissions**

To apply for admission a prospective student must submit the following materials to the Drama program for review:

1. Letter of intent/application
2. Sample of academic writing
3. Undergraduate GPA of at least 3.0
4. Audition and/or design portfolio (Optional)
5. Interview
6. Resume or CV

Please refer to the Drama Student Handbook at the Drama website (http://www.twu.edu/drama) for additional information, course rotations, and teaching formats.

**Minors offered to students from other Departments**

**Music**

Coursework equivalent to the undergraduate minor in music is required. Six additional graduate semester credit hours of music must be selected in conference with the major and minor advisors.

**Drama**

Coursework equivalent to the undergraduate minor in Drama is required. Six additional graduate semester credit hours of drama must be selected in conference with the major and minor advisors.

**Courses**

**Drama Courses**

**DRAM 5403. Problems in Production.** Advanced theory and practice in the areas of theatrical design, play directing, and acting; practical experience provided by TWU Theatre productions. May be repeated for up to nine hours of credit. Two lecture and two laboratory hours a week. Credit: Three hours.

**DRAM 5433. Contemporary Theatre.** A study in the trends and developments in the modern theatre, focusing attention on new plays, expanding scenographic ideas, and directorial methods. Three lecture hours a week. Credit: Three hours.

**DRAM 5473. Dramatic Criticism and Play Analysis.** Analysis of dramatic literature for the theatrical practitioner. Special consideration will be given to the major theories of drama as they pertain to the production of plays. Three seminar hours a week. Credit: Three hours.

**DRAM 5483. Theatre History I.** A history of the theatre from Ancient Greece through the English Restoration with analysis of the dramatic literature from each major period serving as the basis for discussion. Three lecture hours a week. Credit: Three hours.

**DRAM 5493. Theatre History II.** A history of the theatre from the eighteenth century to the present with analysis of the dramatic literature from each major period serving as the basis for discussion. Three lecture hours a week. Credit: Three hours.

**DRAM 5503. Styles of Acting.** Lecture and laboratory experience in the theories and styles of performance, from presentation to representational. Two lecture and two laboratory hours a week. Credit: Three hours.
DRAM 5513. Theatre Management. Instruction in budgets, season selection, grants preparation, long range planning, house management, techniques, and marketing as related to educational and professional theaters. Three lecture hours a week. Credit: Three hours.

DRAM 5521. Theatre in Performance. Laboratory experience course required of all drama master's candidates. Minimum 40 clock hours in rehearsal, performance, or technical crew work. May be repeated for credit. Three laboratory hours a week. Credit: One hour.

DRAM 5533. Advanced Theatrical Design. Lecture and studio experience in the theories and principles of scenic, lighting, costume, or makeup design. May be repeated for up to nine hours of credit. Two lecture and two laboratory hours a week. Credit: Three hours.

DRAM 5543. Speech for the Stage. Instruction and laboratory study of the mechanisms of speech for the actor; training in breath control, articulation, enunciation, pronunciation, and speech melody for the stage. Three lecture hours a week. Credit: Three hours.

DRAM 5901. Special Topics. An organized class for the study of particular area or subject not offered in another scheduled course. Prerequisite: Permission of instructor. One lecture hour a week. Credit: One hour.

DRAM 5903. Special Topics. An organized class for the study of particular area or subject not offered in another scheduled course. Prerequisite: Permission of instructor. Three lecture hours a week. Credit: Three hours.

DRAM 5911. Independent Study. Individual supervisory and tutorial instruction; content might include directed readings, a research project, or other similar studies. Prerequisite: Permission of instructor. Credit: One hour.

DRAM 5913. Independent Study. Individual supervisory and tutorial instruction; content might include directed readings, a research project, or other similar studies. Prerequisite: Permission of instructor. Credit: Three hours.

DRAM 5973. Professional Paper. Credit: Three hours.

Music Courses

MU 5001. Woodwinds. Private lessons for woodwind instruments. One-half hour a week. Credit: One hour.

MU 5002. Woodwinds. Private lessons for woodwind instruments. One hour a week. Credit: Two hours.


MU 5012. Organ. Private organ lessons. One hour a week. Credit: Two hours.


MU 5022. Brass. Private lessons for brass instruments. One hour a week. Credit: Two hours.


MU 5032. Piano. Private piano lessons. One hour a week. Credit: Two hours.

MU 5061. Strings. Private lessons for stringed instruments. One-half hour a week. Credit: One hour.

MU 5062. Strings. Private lessons for stringed instruments. One hour a week. Credit: Two hours.


MU 5201. Practicum in Music Therapy. Advanced practice of clinical music therapy with diverse populations. Completion of 34 clock hours of clinical experience under the supervision of a board-certified music therapist. Prerequisites: Satisfactory completion of music therapy internship and permission of instructor. Three practicum hours a week. Credit: One hour.

MU 5202. Practicum in Music Therapy. Advanced practice of clinical music therapy with diverse populations. Completion of 67 clock hours of clinical experience. Prerequisites: Satisfactory completion of music therapy internship and permission of instructor. Six practicum hours a week. Credit: Two hours.

MU 5203. Practicum in Music Therapy. Advanced practice of clinical music therapy with diverse populations. Completion of 100 clock hours of clinical experience. Prerequisites: Satisfactory completion of music therapy internship and permission of instructor. Nine practicum hours a week. Credit: Three hours.

MU 5321. Models of Music Therapy Supervision: Graduate Practicum. Examination of various models of music therapy supervision appropriate for graduate education and professional practice. Includes supervision of undergraduate practicum students. Meets requirement for one credit of post-internship graduate practicum. Prerequisite: Music Therapist - Board Certified. May be repeated three times for credit. Two practicum hours a week. Credit: One hour.

MU 5322. Models of Music Therapy Supervision: Advanced Practicum. In-depth examination of various models of music therapy supervision appropriate for graduate education and professional practice. Meets requirement for two credits of post-internship graduate practicum. May be repeated two times for credit. Four practicum hours a week. Credit: Two hours.

MU 5333. Models of Supervision and Administration : Graduate Practicum. An in-depth examination of various models of music therapy supervision and educational administration appropriate for graduate education and professional practice. Meets the requirement for three credits of graduate practicum to be taken post-internship. Not repeatable. Two lecture and two laboratory hours a week. Credit: Three hours.

MU 5343. Musical Development. Enhanced understanding of the philosophies and theories of emotional and developmental responses to music with school-aged youth. Three lecture hours a week. Credit: Three hours.

MU 5391. Percussion. Private percussion lessons. One-half hour a week. Credit: One hour.

MU 5392. Percussion. Private percussion lessons. One hour a week. Credit: Two hours.

MU 5403. Music Theory Pedagogy. Analysis, evaluation, and practical application of current pedagogical approaches and materials used in teaching music theory at the college level. Three seminar hours a week. Credit: Three hours.

MU 5423. Research in Music Education. Examination of methodologies, techniques, and procedures for interpreting and conducting research in music education. Critique of relevant studies in music education with an emphasis on preparation of a research proposal. Three lecture hours a week. Credit: Three hours.

MU 5432. Guitar. Private guitar lessons. One hour a week. Credit: Two hours.

MU 5433. Psychological Foundations of Music Education. Investigation of the psychological foundations of music; music perception, physiological responses to music, music and the brain, musical attributes, music learning, and the measurement of musical behavior. Three lecture hours a week. Credit: Three hours.

MU 5511. Opera Ensemble. Provides singers the opportunity to experience all facets of operatic production, including acting, movement: set building; hair, costume, and makeup design; lighting; and directing small scenes. May be repeated for credit: repertoire varies each semester. Four laboratory hours a week. Credit: One hour.

MU 5531. University Chorus. A choral ensemble designed to provide group singing/leadership opportunities for all graduate students. Open to all students regardless of major and/or musical background, without audition. May be repeated for credit. Two rehearsal hours a week. Credit: One hour.

MU 5533. Philosophies and Theories of Music Therapy. A study of therapeutic theories as they relate to music therapy theory and clinical practice. Students will develop a personal philosophy of music therapy as a course outcome. Three seminar hours a week. Credit: Three hours.

MU 5541. Wind Symphony. Performance of standard band repertoire and music from modern composers by students who play wind and percussion instruments. May be repeated for credit: repertoire varies each semester. Four rehearsal hours a week. Credit: One hour.

MU 5543. Multicultural Perspectives in Music Therapy. An exploration of musical idioms, aesthetics, and functions within diverse cultural contexts. Therapeutic issues related to working with clients of diverse backgrounds will be explored and treatment strategies will be developed. Three lecture hours a week. Credit: Three hours.

MU 5551. Concert Choir. A select choral ensemble including leadership experiences for students in graduate school. May be repeated for credit. Prerequisite: Approval of Director. Four rehearsal hours a week. Credit: One hour.

MU 5553. Seminar in Music. Selected research projects in music literature. Prerequisite: Permission of instructor. Three seminar hours a week. Credit: Three hours.

MU 5571. Jazz Ensemble. Performance of standard and modern jazz repertoire for large ensemble and combo by students who play wind and percussion instruments. May be repeated for credit: repertoire varies each semester. Three rehearsal hours a week. Credit: One hour.

MU 5581. Chamber Music. A select chamber ensemble for students in graduate level music curriculum. May be repeated for credit. Prerequisite: Permission of instructor. Two rehearsal hours a week. Credit: One hour.

MU 5591. Vocal Ensemble. Select opera workshop, music theatre ensemble, or mixed vocal ensemble. May be repeated for credit. Prerequisite: Audition. Three to five rehearsal hours a week. Credit: One hour.

MU 5643. Research on Music and Behavior. An advanced study of the relationships among music, behavior, and therapeutic interventions with an emphasis on qualitative, small-sample, and quantitative experimental proposals suitable for their professional papers/thesis as a course outcome. Prerequisite: Permission of instructor. Three lecture hours a week. Credit: Three hours.

MU 5653. History and Philosophy of Music Education. Historical perspective and philosophical issues that provide the basis for contemporary music education. Three seminar hours a week. Credit: Three hours.

MU 5663. Seminar in Music Curriculum and Methodology. Evaluation of teaching methods, learning processes, curriculum, and teacher identity as a basis for improving music pedagogy. Three seminar hours a week. Credit: Three hours.

MU 5753. Music Pedagogy I. A comparison and analysis of current pedagogical approaches to the teaching of voice or instrument; attention to specific problems of the literature and technique, including appropriate studies in anatomy, physiology, and acoustics; particular emphasis upon the teaching of the younger student. Three lecture hours a week. Credit: Three hours.

MU 5763. Music Pedagogy II. A continuation of MU 5753 with additional emphasis on advanced pedagogy suited to a university setting and/or the private studio. Class/studio observation is required. Three lecture hours a week. Credit: Three hours.

MU 5803. Graduate Recital. Preparation and presentation of a public recital; content selected in consultation with applied teacher. May be repeated for credit. Prerequisite: Permission of instructor. Credit: Three hours.

MU 5901. Special Topics. An organized class for the study of particular area of subject not offered in another scheduled course. Prerequisite: Permission of instructor. One lecture hour a week. Credit: One hour.

MU 5903. Special Topics. An organized class for the study of particular area or subject not offered in another scheduled course. Three lecture hours a week. Prerequisite: Permission of instructor. Credit: Three hours.

MU 5911. Independent Study. Individual supervisory and tutorial instruction; content might include directed readings, a research project, practicum, or other similar studies. Prerequisite: Permission of instructor. Credit: One hour.

MU 5913. Independent Study. Individual supervisory and tutorial instruction; content might include directed readings, a research project, or other similar studies. Prerequisite: Permission of instructor. Credit: Three hours.

MU 5933. Styles in Music. A comprehensive review of music literature, theory, performance practice, and cultural trends from specific historic periods. Three lecture hours a week. Credit: Three hours.

MU 5973. Professional Paper. Credit: Three hours.

MU 5981. The Professional Portfolio. Development of a professional portfolio by students in the Master of Arts in Teaching program demonstrating the student’s growth in the Learner-Centered Competencies. Pass-fail grade only. May be repeated. Credit: One hour.

MU 5983. Thesis. Credit: Three hours.

MU 5993. Thesis. Prerequisite: MU 5983. Credit: Three hours.

Faculty
Professors
COHEN, NICKI S., Professor of Music. B.S., Duquesne University; M.A., University of Denver; Ph.D., University of Kansas.

SHUSTER, RICHARD J., Professor of Music. B.Mus., Indiana University-Bloomington; M.M., University of Rochester; D.M.A., University of Rochester.
YOUNGBLOOD, PAMELA J., Professor of Music; Chair of the Department of Music and Drama; Co-Coordinator of the School of the Arts. B.M., Union University; M.M., University of North Texas; D.M.A., University of North Texas.

Associate Professors
BAKER, VICKI D., Associate Professor of Music. B.A., Texas A&M University, Corpus Christi; M.A., Texas Woman's University; Ph.D., Texas Tech University.

BYNANE, PATRICK M., Associate Professor of Drama; Program Director of Drama. B.A, Ashland University; M.A., Southwest Missouri State University; Ph.D., Louisiana State University.

JENSEN, JONI L., Associate Professor of Music. B.Mus., Brigham Young University; M.M., Brigham Young University; D.M.A., University of Arizona.

Assistant Professors
THOMAS, PAUL D., Assistant Professor of Music. B.A., Cedarville University; M.M., Bowling Green State University; Ph.D., University of North Texas.

WOOLERY, DANIELLE N., Assistant Professor of Music. B.M., University of North Texas; M.M., Webster University; D.M.A., University of Miami.

ZANDERS, MICHAEL L., Assistant Professor of Music. B.M., Temple University; M.M., Temple University; Ph.D., Temple University.

Master of Arts in Music with an Emphasis in Music Performance
Total Semester Credit Hours Required
36 semester credit hours

Special requirement
A grade of A or B for courses to be counted toward the degree.

Final Examination
An oral examination will include a comprehensive review of the major area of emphasis, the culminating project, and evaluation of musical styles. The result of the exam will be reported as:

1. pass;
2. not pass;
3. deferral (exam may only be repeated once).

Master of Arts in Music with an Emphasis in Music Performance Program of Study (36 semester credit hours)

Major Area
MU 5803 Graduate Recital 3
Performance- Select 12 semester credit hours on major instrument 12
from the following:

MU 5001 Woodwinds
MU 5002 Woodwinds
MU 5021 Brass
MU 5022 Brass
MU 5031 Piano

MU 5032 Piano
MU 5061 Strings
MU 5062 Strings
MU 5091 Voice
MU 5092 Voice
MU 5391 Percussion
MU 5392 Percussion
MU 5431 Guitar
MU 5432 Guitar
MU 5541 Wind Symphony
MU 5511 Opera Ensemble
MU 5551 Concert Choir
MU 5571 Jazz Ensemble
MU 5581 Chamber Music
MU 5591 Vocal Ensemble

Other Studies in Music
MU 5423 Research in Music Education 3
MU 5933 Styles in Music 3
MU 5403 Music Theory Pedagogy 3
or MU 5903 Special Topics
(Must be MU 5903 ST: Analytical Techniques)
MU 5553 Seminar in Music 3

Electives
Not specified. Select nine semester credit hours 9

Total Semester Credit Hours 36

Master of Arts in Music with an Emphasis in Music Education
The Master of Arts in Music with an emphasis in Music Education is designed for music educators seeking to extend their knowledge of teaching methodologies, pedagogy, and curriculum development. Elective courses are offered on a variety of topics including: teaching exceptional learners, music history, and theory. For students seeking Texas music teacher certification, we offer an option to complete the required coursework while simultaneously working on the M.A. in Music degree.

Total Semester Credit Hours Required
36 semester credit hours

Special requirement
A grade of A or B for courses to be counted toward the degree.

Final Examination
An oral examination will include a comprehensive review of the major area of emphasis, the culminating project, and evaluation of musical styles. The result of the exam will be reported as:

1. pass;
2. not pass;
3. deferral (exam may only be repeated once).
Master of Arts in Music with an Emphasis in Music Education Program of Study (36 semester credit hours)

**Major Area**
- MU 5423 Research in Music Education 3
- MU 5433 Psychological Foundations of Music Education 3
- MU 5653 History and Philosophy of Music Education 3
- MU 5663 Seminar in Music Curriculum and Methodology 3

**Other Studies in Music**
- MU 5933 Styles in Music 3

Choose one of the following: 3
- MU 5403 Music Theory Pedagogy
- MU 5903 Special Topics (Analytical Techniques)

**Thesis or Professional Paper Options. Select one of the following options:**

Professional Paper Option
- MU 5973 Professional Paper

Music Electives (3 credits)

**Thesis Option**
- MU 5983 Thesis
- MU 5993 Thesis

Select 12 semester credit hours from music or education. 12

**Total Semester Credit Hours** 36

**MA in Music with an Emphasis in Education and EC-12 Teacher Certification**

49 semester credit hours

Our master of arts (MA) degree in music with an emphasis in education offers a specialized track that leads to Texas teacher certification for grades K-12. Our program will provide you with the option of teaching instrumental or vocal music at the elementary or secondary level, and our comprehensive curriculum will prepare you for work as:

- An elementary music specialist.
- A middle or high school band, orchestra or choir director.

The elective semester credit hours from the major requirements above and the additional 13 semester credit hours for the certification must include:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5113</td>
<td>Foundations of Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5123</td>
<td>Learning Theory, Development, and Research</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5131</td>
<td>Technology in Assessment and Instruction</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 5133</td>
<td>Assessment and Instructional Design and Delivery for Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5143</td>
<td>Effective Design and Management of the Classroom Environment (EC-12)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5173</td>
<td>Diversity in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>READ 5543</td>
<td>Literacy in the Content Areas</td>
<td>3</td>
</tr>
</tbody>
</table>

Field-Based Experience

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5936</td>
<td>Professional Internship</td>
<td>6</td>
</tr>
</tbody>
</table>

More information regarding the teacher certification process is available at College of Professional Education. (http://catalog.twu.edu/graduate/professional-education)

Master of Arts in Music with an Emphasis in Music Pedagogy

**Total Semester Credit Hours Required**

36 semester credit hours

**Special requirement**

A grade of A or B for courses to be counted toward the degree.

**Final Examination**

An oral examination will include a comprehensive review of the major area of emphasis, the culminating project, and evaluation of musical styles. The result of the exam will be reported as:

1. pass;
2. not pass;
3. deferral (exam may only be repeated once).

Master of Arts in Music with an Emphasis In Music Pedagogy Program of Study (36 semester credit hours)

A lecture-recital will satisfy the recital requirement. Voice pedagogy students take a placement exam in sight reading and keyboard proficiency, and are expected to be proficient in German, French, and Italian diction.

**Major Area**
- MU 5553 Seminar in Music 3
- MU 5753 Music Pedagogy I 3
- MU 5763 Music Pedagogy II 3
- MU 5803 Graduate Recital 3

**Other Studies in Music**
- MU 5423 Research in Music Education 3
- MU 5933 Styles in Music 3
- MU 5403 Music Theory Pedagogy 3
  or MU 5903 Special Topics (Must be MU 5903 ST: Analytical Techniques)

**Performance: Select 9 semester credit hours from the following:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU 5001</td>
<td>Woodwinds</td>
<td></td>
</tr>
<tr>
<td>MU 5002</td>
<td>Woodwinds</td>
<td></td>
</tr>
<tr>
<td>MU 5021</td>
<td>Brass</td>
<td></td>
</tr>
<tr>
<td>MU 5022</td>
<td>Brass</td>
<td></td>
</tr>
<tr>
<td>MU 5031</td>
<td>Piano</td>
<td></td>
</tr>
<tr>
<td>MU 5032</td>
<td>Piano</td>
<td></td>
</tr>
<tr>
<td>MU 5061</td>
<td>Strings</td>
<td></td>
</tr>
<tr>
<td>MU 5062</td>
<td>Strings</td>
<td></td>
</tr>
<tr>
<td>MU 5091</td>
<td>Voice</td>
<td></td>
</tr>
</tbody>
</table>
Master of Arts in Music with an Emphasis in Music Therapy

Total Semester Credit Hours Required
36 semester credit hours

Special requirement
A grade of A or B for courses to be counted toward the degree.

Final Examination
An oral examination will include a comprehensive review of the major area of emphasis, the culminating project, and evaluation of musical styles. The result of the exam will be reported as:

1. pass;
2. not pass;
3. deferral (exam may only be repeated once).

Master of Arts in Music with an Emphasis In Music Therapy Program of Study (36 semester credit hours)

Major Area

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU 5533</td>
<td>Philosophies and Theories of Music Therapy</td>
<td>3</td>
</tr>
<tr>
<td>MU 5543</td>
<td>Multicultural Perspectives in Music Therapy</td>
<td>3</td>
</tr>
<tr>
<td>MU 5911</td>
<td>Independent Study (Taken 3 times. Music Therapy Clinical Electives: relaxation, imagery, improvisation, practicum.)</td>
<td>3</td>
</tr>
</tbody>
</table>

Professional Paper or Thesis Options. Select One of the following options: 6

Professional Paper Option

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU 5973</td>
<td>Professional Paper</td>
<td>3</td>
</tr>
<tr>
<td>Music Electives (3 credits)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OR Thesis Option

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU 5983</td>
<td>Thesis</td>
<td>3</td>
</tr>
<tr>
<td>MU 5993</td>
<td>Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

Other Studies in Music

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU 5933</td>
<td>Styles in Music</td>
<td>3</td>
</tr>
<tr>
<td>MU 5643</td>
<td>Research on Music and Behavior</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Not specified. Select 6 semester credit hours. 6

Total Semester Credit Hours 36

Dual Degree: M.A. in Music (Emphasis in Music Therapy)/M.S. in Counseling and Development

TWU offers graduate students the opportunity to pursue a dual degree in the Master of Arts in Music (with an emphasis in Music Therapy) and the Master of Science in Counseling and Development. No student will be granted the dual degrees until she/he is eligible for the board certification exam in music therapy (i.e., the student must have completed the equivalency program including internship or already have completed an approved undergraduate degree in music therapy).

Students pursuing the dual degree option will have two advisors – one in the Department of Music and Drama and another in the Department of Family Sciences – to assure proper sequencing of courses.

The guidelines for the master’s level preparation in Counseling and Development and Music (emphasis in Music Therapy) Dual Degree within the State Board of Examiners for Professional Counselors (LPC) are listed below. The dual Master’s degree in Counseling and Development and Music (emphasis in Music Therapy) consists of 70 semester credit hours.

The Council for Accreditation for Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the...
Counsel for Higher Education (CHEA), has conferred accreditation to the M.S. in Counseling and Development, Community Counseling focal area.

**Total Semester Credit Hours Required**

For a minimum of 70 semester credit hours students can meet the educational requirements for Licensed Professional Counselor (LPC) and the educational requirements to sit for the national examination administered by the Certification Board for Music Therapists (MT-BC).

**Admission**

Students wishing admission to this program must:

1. Hold Board Certification in Music Therapy through the Certification Board for Music Therapists (MT-BC). Students who are not already board certified or eligible to take the examination may apply for a graduate equivalency program in music therapy to be completed concurrently with the dual master's degree program. This is possible as long as their undergraduate degree is in music from an NASM accredited college or university or (for international students) as long as their undergraduate degree is equivalent to a music degree from an NASM accredited college or university. Equivalency work usually involves about 50 hours of undergraduate coursework in addition to the 70 hours of graduate coursework involved in the dual degree program. International Students will be required to achieve a score of 550 on the TOEFL or its equivalent.

2. Apply for admission from both departments through the graduate school. Specify the dual degree program and request that the Graduate School send the application to both departments for review. A single online application may be used.

3. Complete an interview with Family Sciences Faculty. Information regarding the interview can be obtained by contacting the Family Sciences Department.

4. Receive admission to the Dual Degree Program by both departments. Entering students must apply for admission to the Dual Degree Program prior to completing 12 graduate semester hours.

5. Enrollment in the Dual Master’s Program may be limited. If all available spaces for Dual Degree students are filled, students may be asked to delay enrollment to a subsequent year or be denied admission. Early application is recommended.

**Special Requirements**

All students admitted to the Counseling and Development Program must meet departmental and program criteria prior to filing a degree plan. Students shall refer to the Family Sciences Graduate Handbook and the Counseling and Development Program Guidelines for specific program criteria. Three of the first twenty one semester credit hours must be FS 5363 and FS 5373. A grade of CR is required in FS 5363 and at least a B in FS 5373 prior to enrolling in FS 5364. A grade of CR is required in FS 5364 prior to enrolling in FS 5894. A student who 1) earns a grade of less than B (C, D, F, or WF) in two graduate courses or in the same graduate course; 2) earns a grade of PR twice in FS 5363, FS 5364, FS 5373, or FS 5894; or 3) earns one C in a graduate course and one PR in Family Science courses FS 5363. FS 5373, FS 5364, or FS 5894 will be dismissed from the program.

Passing a criminal background check may be required by TWU and/or certain facilities associated with the required clinical work or for certifications/licensures. If students are unable to be cleared on any of these requirements, they may not be eligible to continue in the program or become certified/licensed.

**Final Examination**

Most programs require an oral defense of the thesis or portfolio. This examination may be repeated if deemed appropriate by the student’s advisory committee, with the approval of the chair of the department.

**Dual Degree Plan: Master of Arts in Music with an Emphasis in Music Therapy and Master of Science in Counseling and Development (70 semester credit hours)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Music Core</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU 5933</td>
<td>Styles in Music</td>
<td>3</td>
</tr>
<tr>
<td>MU 5643</td>
<td>Research on Music and Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MU 5973</td>
<td>Professional Paper</td>
<td>3</td>
</tr>
<tr>
<td>MU 5403</td>
<td>Music Theory Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>or MU 5903</td>
<td>Special Topics (must be MU 5903 ST: Analytical Techniques)</td>
<td></td>
</tr>
<tr>
<td><strong>Music Therapy Area</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU 5533</td>
<td>Philosophies and Theories of Music Therapy</td>
<td>3</td>
</tr>
<tr>
<td>MU 5543</td>
<td>Multicultural Perspectives in Music Therapy</td>
<td>3</td>
</tr>
<tr>
<td>FS 5894</td>
<td>Internship in Counseling (joint internship in music therapy and counseling with joint supervision by MU and FS faculty)</td>
<td>4</td>
</tr>
<tr>
<td><strong>Counseling Area</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FS 5003</td>
<td>Lifespan Human Development</td>
<td>3</td>
</tr>
<tr>
<td>FS 5143</td>
<td>Addiction Counseling</td>
<td>3</td>
</tr>
<tr>
<td>FS 5173</td>
<td>Abnormal Behavior: Crisis Impacts and Treatments</td>
<td>3</td>
</tr>
<tr>
<td>FS 5303</td>
<td>Professional Orientation and Ethics in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>FS 5313</td>
<td>Counseling Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>FS 5323</td>
<td>Psychological Appraisal of the Individual</td>
<td>3</td>
</tr>
<tr>
<td>FS 5353</td>
<td>Clinical Diagnosis and Treatment Planning for Counselors</td>
<td>3</td>
</tr>
<tr>
<td>FS 5363</td>
<td>Prepracticum</td>
<td>3</td>
</tr>
<tr>
<td>FS 5364</td>
<td>Practicum in Counseling and Development</td>
<td>4</td>
</tr>
<tr>
<td>FS 5373</td>
<td>Group Counseling Procedures</td>
<td>3</td>
</tr>
<tr>
<td>FS 5443</td>
<td>Multicultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>FS 5453</td>
<td>Counseling for Career Development</td>
<td>3</td>
</tr>
<tr>
<td>FS 5493</td>
<td>Clinical Mental Health Counseling: Ethics, Law, and Practice</td>
<td>3</td>
</tr>
<tr>
<td>FS 5894</td>
<td>Internship in Counseling</td>
<td>4</td>
</tr>
<tr>
<td>FS 5911</td>
<td>Independent Study (Counseling and Development Portfolio)</td>
<td>1</td>
</tr>
</tbody>
</table>

Course in couples, marriage, or families (consult Advisor) 3

**Total Semester Credit Hours** 70

Testing for drugs, specific immunizations in addition to those required by TWU, proof of personal medical insurance, and/or passing a criminal background check may be required by certain facilities associated with the required clinical work or for certification/licensure. If students are
unlucky to be cleared on any of these requirements, they may not be eligible to continue in the program or to become certified/licensed. The cost of any required background checks, immunizations, and/or drug testing are the responsibility of the student.

Certification as a Music Therapist (MT-BC) is achieved by passing a national examination administered by the Certification Board for Music Therapists. Students completing the dual degree program must be eligible for board certification in music therapy prior to the awarding of the dual degree. Eligibility for board certification as a music therapist is achieved EITHER by completing an undergraduate degree in music therapy prior to admission to the dual degree program OR by completing an undergraduate equivalency program in music therapy concurrently with the dual master's degree curriculum. Completion of the undergraduate equivalency or an undergraduate degree in music therapy does not guarantee eligibility to take the board certification exam. Questions regarding specific criminal background and its possible effects on eligibility for board certification should be addressed directly to the Certification Board for Music Therapists.

Licensure as a Professional Counselor is achieved by passing a state examination, after completion of coursework and the required supervised clinical work (3000 postmaster’s internship clock hours). Questions regarding eligibility for licensure as a counselor should be addressed to the Counseling and Development Program Coordinator in the Department of Family Sciences or directly to the Texas State Board of Examiners of Professional Counselors.

Special Note #1
The following courses must be completed prior to enrolling in the Counseling Clinical Competency Sequence:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS 5303</td>
<td>Professional Orientation and Ethics in Counseling (Fall 4 weekends)</td>
<td>3</td>
</tr>
<tr>
<td>FS 5313</td>
<td>Counseling Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>FS 5443</td>
<td>Multicultural Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>

Special Note #2
FS 5373 must be taken concurrently with FS 5363.

Special Note #3
Professional competency courses must be taken at TWU in the Department of Family Sciences. The student must take these courses in sequence and earn a grade of CR in each course to advance in the sequence. Any student receiving a PR in one of these courses must retake the course before progressing in the sequence. Students receiving 1(one) PR in a professional competency course must meet with the Counseling and Development faculty before registering for additional courses. Students receiving a C in any course must meet with the Counseling and Development faculty before registering for any additional classes. No two professional competency courses can be taken at the same time. Two grades of C or PR will result in dismissal from the Counseling and Development program.

Special Note #4:
Students who wish to work in Substance Abuse/Chemical Dependency Facilities should consider taking FS 5143 in addition to this 64 semester credit hour curriculum. The substance abuse course may be taken as the counseling elective in the 64 semester credit hour program.

Special Note #5:
Students taking the equivalency program in music therapy while completing the dual degree in counseling and music therapy must complete their music therapy undergraduate internship before beginning the graduate practicum/internship sequence in counseling. Exceptions may be made on an individual basis, but in no case can a student complete the joint internship in Counseling/MT (the 2nd semester of FS 5894) prior to completing the undergraduate MT internship, as per AMTA requirements.

Refer to the TWU Graduate Catalog for further explanation of policy and procedures.

Required for Graduation with Dual Degree:
Eligibility to take the CBMT Board Certification Examination in Music Therapy 64 Semester Credit Hour Dual Master’s Degree Program

Required for Licensure as LPC:
LPC Examination and Postgraduate Experience (3000 hours)

Master of Arts in Drama

Total Semester Credit Hours Required
36 semester credit hours, including 6 semester credit hours for culminating creative projects.

Special Requirements
1. Students are required to maintain a grade point average of 3.0 or better in all courses applied to the graduate degree. A grade of C or below in any drama course will not count toward the Master of Arts degree.
2. No student may begin project work without prior approval of the student’s Graduate Committee. Students with limited experience in drama may be asked to take some undergraduate courses as prerequisites for graduate courses.
3. All M.A. candidates will complete a professional paper of no less than 45 pages in length. The paper will emerge from the culminating project created by the student in conjunction with his or her adviser and professional paper committee.

Final Examination
An oral final examination by the student’s professional paper committee of the culminating creative project and paper will be given the assessment of one of the following: 1) approval, 2) disapproval, or 3) revise. If either the project or paper is not approved, the student’s graduate committee may advise

1. completion of an additional project in the same focus area,
2. a switch in focus areas and completion of a new qualifying and final project, or
3. additional course work before any further project work is attempted.

A student may attempt Project I or Project II no more than two times each with special permission from the drama faculty.

Master of Arts in Drama Program of Study (36 semester credit hours)

Required Courses
### Online-Hybrid Master of Arts in Drama

The TWU Master of Arts in Drama online-hybrid option is designed for Texas residents who are unable to attend traditional face-to-face courses while they earn college credit towards their Master of Arts in Drama degree.

At least 51% of the total institutional degree is offered by distance learning methods. Some courses are presented in traditional, face-to-face, evening sessions. Other courses combine face-to-face class meetings with regular on-line communication. Still other courses are completely on-line while some are administered through independent study with a Drama Program faculty member. Courses offered as hybrid classes will require 3-6 campus meetings per class.

Classes are offered in the Redbud Theater Complex in Hubbard Hall on the TWU Denton campus and on-line. The TWU Master of Arts degree plan requires 36 semester credit hours for successful completion. The core courses below are mandated; all others are electives.

#### Online-Hybrid Master of Arts in Drama Program of Study (36 semester credit hours)

**Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DRAM 5433</td>
<td>Contemporary Theatre (offered online)</td>
<td>3</td>
</tr>
<tr>
<td>DRAM 5473</td>
<td>Dramatic Criticism and Play Analysis</td>
<td>3</td>
</tr>
<tr>
<td>DRAM 5483</td>
<td>Theatre History I</td>
<td>3</td>
</tr>
<tr>
<td>DRAM 5493</td>
<td>Theatre History II</td>
<td>3</td>
</tr>
<tr>
<td>DRAM 5521</td>
<td>Theatre in Performance (take 4 times for a total of four credit hours)</td>
<td>1</td>
</tr>
<tr>
<td>DRAM 5913</td>
<td>Independent Study (Project I)</td>
<td>3</td>
</tr>
<tr>
<td>DRAM 5973</td>
<td>Professional Paper (Project II)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

The remaining 16 semester credit hours are electives offered by the Drama Program and taken after advisement with the program advisor. Select 16 semester credit hours from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DRAM 5403</td>
<td>Problems in Production (Advanced Directing)</td>
<td></td>
</tr>
<tr>
<td>DRAM 5403</td>
<td>Problems in Production (Characterization)</td>
<td></td>
</tr>
<tr>
<td>DRAM 5503</td>
<td>Styles of Acting</td>
<td></td>
</tr>
<tr>
<td>DRAM 5513</td>
<td>Theatre Management</td>
<td></td>
</tr>
<tr>
<td>DRAM 5533</td>
<td>Advanced Theatrical Design (Scenery)</td>
<td></td>
</tr>
<tr>
<td>DRAM 5533</td>
<td>Advanced Theatrical Design (Costumes)</td>
<td></td>
</tr>
<tr>
<td>DRAM 5533</td>
<td>Advanced Theatrical Design (Make-Up)</td>
<td></td>
</tr>
<tr>
<td>DRAM 5533</td>
<td>Advanced Theatrical Design (Lighting)</td>
<td></td>
</tr>
<tr>
<td>DRAM 5543</td>
<td>Speech for the Stage</td>
<td></td>
</tr>
<tr>
<td>DRAM 5901</td>
<td>Special Topics (Stage Management)</td>
<td></td>
</tr>
<tr>
<td>DRAM 5901</td>
<td>Special Topics (Sound for the Theatre)</td>
<td></td>
</tr>
<tr>
<td>DRAM 5903</td>
<td>Special Topics (History of Musical Theatre)</td>
<td></td>
</tr>
<tr>
<td>DRAM 5903</td>
<td>Special Topics (History of Costume)</td>
<td></td>
</tr>
<tr>
<td>DRAM 5903</td>
<td>Special Topics (Playwriting)</td>
<td></td>
</tr>
<tr>
<td>DRAM 5903</td>
<td>Special Topics (Intro to Film)</td>
<td></td>
</tr>
</tbody>
</table>

**Department of Multicultural Women's and Gender Studies**

**Web Site:** [http://www.twu.edu/ws/](http://www.twu.edu/ws/)

**Interim Chair:** Dr. Mark Kessler  
**Location:** HDB 307  
**Phone:** 940-898-2119  
**Fax:** 940-898-2101  
**E-mail:** womenstudies@twu.edu

**Graduate Degrees Offered**

- M.A. in Multicultural Women's and Gender Studies (p. 113)  
- Ph.D. in Multicultural Women's and Gender Studies (p. 114)

The Department of Multicultural Women's and Gender Studies offers an exciting curriculum that integrates diverse perspectives and critically applies feminist/womanist scholarship on behalf of social justice. The Master of Arts degree in Multicultural Women's and Gender Studies and the Doctor of Philosophy degree in Multicultural Women's and Gender Studies emphasize an understanding and appreciation of Women's and Gender Studies (WGS) as a transdisciplinary field of study. Undergraduate and graduate courses are regularly taught by over thirty faculty from across the University. WGS uses multiple critical lenses to question, expand, and transform existing modes of knowledge and power in the service of social justice. It provides a curriculum grounded in diverse feminist and womanist theories, methodologies, and ethics; promotes interdisciplinary scholarly endeavors; and seeks to prepare
leaders, particularly women, who will have the skills to negotiate change in academic and community settings.

**M.A. in Multicultural Women's and Gender Studies**

The M.A. degree is a two-year program that prepares students for Ph.D. work in Multicultural Women's and Gender Studies or a traditional discipline with a focus in Women's and Gender Studies, for careers in agencies and organizations that serve women, or for advanced professional training in interdisciplinary fields such as law and public policy. Students in Multicultural Women's and Gender Studies examine issues related to understanding difference, identity, and power across a variety of contexts. In addition to coursework, students may assist in teaching Women's and Gender Studies courses, work in community agencies, participate in professional development and mentoring programs, or take part in feminist activities on campus and in the community.

**Ph.D. in Multicultural Women's and Gender Studies**

The Ph.D. degree prepares students to revitalize academic life by producing new forms of knowledge through transdisciplinary and transformative dialogues among faculty and students in diverse disciplines. Doctoral degree recipients will emerge from this program grounded in a rigorous graduate school education and equipped with effective communication and research skills, holistic-critical thinking skills, and transformative teaching techniques. As part of the program's unique transdisciplinary focus, students will obtain a deep understanding of scholarly production, research methodologies, and pedagogies in various academic disciplines in the humanities and social sciences. They will use this knowledge to create new dialogues among academic disciplines.

**Admission Requirements**

**Master of Arts program in Multicultural Women's and Gender Studies**

In addition to the requirements for admission to the Graduate School (p. 231), the Department of Multicultural Women's and Gender Studies (WGS) requires the following for unconditional admission into the master's degree program (all items listed below should be submitted directly to the department):

1. A 3.0 GPA with supporting course work in the liberal arts and sciences or interdisciplinary studies.
2. A written statement of the applicant's background, interests, and goals as these relate to Women's and Gender Studies (approximately 3-5 pages in length).
3. An 8-10 page writing sample, preferably a paper from an academic course, including notes and references.
4. Two letters of recommendation from individuals (preferably professors) familiar with the applicant's academic and/or professional work.

The GRE is not required for admission to the M.A. program in Multicultural Women's and Gender Studies. M.A. applications are reviewed on a rolling basis throughout the year.

**Doctor of Philosophy program in Multicultural Women's and Gender Studies**

In addition to the requirements for admission to the Graduate School (p. 231), the Department of Multicultural Women's and Gender Studies requires the following for unconditional admission into the Ph.D. degree program (all items listed below should submitted directly to the department):

1. A completed master's degree.
2. A grade point average of 3.5 or above on prior graduate-level course work.
3. Two letters of recommendation from individuals who can address the applicant's past academic performance and future academic potential in the field of WGS.
4. A statement of purpose: a short essay (approximately 1,000 words) discussing the applicant's personal and professional goals and how TWU's Ph.D. program in Multicultural Women's and Gender Studies can assist the applicant in meeting these goals.
5. A writing sample: an academic paper not to exceed twenty-five pages, including notes and references.
6. A current curriculum vitae or resumé.

The GRE is not required for admission to the Ph.D. program in Multicultural Women's and Gender Studies. We admit students into the doctoral program in alternating years. Specific application procedures and deadlines are available at the TWU Multicultural Women's and Gender Studies website (http://www.twu.edu/ws/graduate-programs/doctor-of-philosophy-in-multicultural-womens-and-gender-studies).

**Prerequisite coursework for the Ph.D. degree program in Multicultural Women's and Gender Studies**

Ideally, the previously-earned master's degree should include foundational courses in WGS or other feminist scholarship, with at least one course in each of the following areas: feminist/womanist theories, U.S. women of colors, and feminist pedagogies. If comparable courses have not been part of the prerequisite master's degree program, they must be completed as part of the doctoral degree in Multicultural Women's and Gender Studies. Applicants should have an understanding of the field of WGS and familiarity with feminist and/or womanist theories.

**Provisional admission to the Ph.D. degree program in Multicultural Women's and Gender Studies**

Admission to the Ph.D. program in Multicultural Women's and Gender Studies may also be awarded on a provisional basis. Applicants who do not meet the unconditional criteria for admission, but who have a GPA of at least 3.0 on prior graduate-level course work, may be considered for provisional admission on an individual basis. Additional factors that may be considered in the provisional decision include the following:

- scores on the Graduate Record Examination (GRE (http://www.ets.org/gre)),
- scholarly activities, and/or
- professional leadership activities.

**Certificate in Multicultural Women's and Gender Studies**

- Post-Baccalaureate Certificate in Multicultural Women's and Gender Studies (p. 114)

**Minors Offered to Students from Other Departments**

Students may minor in Multicultural Women's and Gender Studies at both the master's and doctoral levels. Courses designed to complement the student's major field will be selected in consultation with the student's
Courses

Courses

WS 5023. Foundations for Scholarly Inquiry in Women's and Gender Studies. Historical origins and development of Women's and Gender Studies within higher education, including critiques and contributions by women of color; relationships between theorizing and activism; the challenges of multi-, inter-, and transdisciplinarity; and emerging issues. Emphasis on development of research, writing, and communication skills. Three lecture hours a week. Credit: Three hours.

WS 5043. Art, Activism, and Social Justice. Investigation of history and contemporary examples of the use of artistic works by activists and social movements. Focus on feminist art, art activism, and artists who create art for political purposes. Exploration of theoretical frameworks to analyze art, aesthetics, performance, and visual culture. Three seminar hours a week. Credit: Three hours.

WS 5093. Law, Gender, and Sexuality. Evolution of legal rights for women and sexual minorities and theoretical issues raised in concrete legal cases. Examination of debates over equality approaches in law; ways in which law constructs gender and sexuality; and the intersecting roles of gender, sexuality, and race in legal doctrine and theory. Three lecture hours a week. Credit: Three hours.

WS 5193. Rights, Race, and Social Justice. Interpretations of the utility of constitutional rights in movements for social justice, with special attention to struggles for racial equality. Readings in legal studies, social sciences, critical legal studies, and critical race theory that address the relationship of legal rights and change. Three lecture hours a week. Credit: Three hours.

WS 5253. Transgressive Identities: Queer Theories and Critical 'Race' Theories. Feminist and womansist interventions into recent developments in queer theories and critical "race" theories; the effects of racial, sexual, and gender impersonation, passing, and masquerade on identity categories. Three lecture hours a week. Credit: Three hours.

WS 5263. Feminism and Religion. Women's contributions to the formation and development of religious traditions with emphasis on Judaism, Christianity, and Islam; interconnections between religion, gender, sexuality, race, ethnicity, and culture; feminist critiques and transformations of religious traditions; relationships between spirituality and social change. Three lecture hours a week. Credit: Three hours.

WS 5283. Ecofeminist Theorizing, Spirituality, and Activism. Ecofeminist theorizing concerning interconnections between environmental degradation, sexism, racism, and globalization; spiritual dimensions of ecofeminism; and ecofeminist approaches to social change and environmental justice. Three lecture hours a week. Credit: Three hours.

WS 5293. Gloria Anzaldua Seminar: Theories, Politics, and Transformation. Investigation of the theories and literature of Gloria E. Anzaldua, focusing on her contributions to feminist theory, queer theory, poststructuralism, and other contemporary theoretical movements in the social sciences and the humanities. Examination of Anzaldua's impact on Women's and Gender Studies, ethnic studies, and other academic disciplines. Three lecture hours a week. Credit: Three hours.

WS 5353. Feminist Pedagogies. Feminist philosophies of education and their significance to Women's and Gender Studies; pedagogical strategies for developing critical consciousness about social inequalities; preparation for teaching undergraduate courses in Women's and Gender Studies. Prerequisite: Three graduate credit hours in Multicultural Women's and Gender Studies. Three lecture hours a week. Credit: Three hours.

WS 5363. Feminist/Womanist Epistemologies. Feminist, womanist, and indigenous engagements with Cartesian knowledge systems, focusing on recent developments in epistemology/ontology/metaphysics and their potential contributions to social-justice work; investigations of how social, geographical, historical, and bodily location(s) affect knowledge production, consumption, and transformation. Prerequisites: WS 5463 and three additional graduate credit hours in Multicultural Women's and Gender Studies, or permission of instructor. Three seminar hours a week. Credit: Three hours.

WS 5373. Black Feminist Thought. Examination of various strands of black feminist thought from the nineteenth century to the present. Distinct methodologies of black feminist theorists and how theories may be used for political and social transformation. Three seminar hours a week. Credit: Three hours.

WS 5383. Women At Work: Race, Migration, Labors. Investigation of impact of race, class, and gender politics on the migration and labor experiences of women. Examination of media representations of women workers and similarities and differences in work experiences among women from diverse cultural backgrounds. Three seminar hours a week. Credit: Three hours.

WS 5463. U.S. Women of Colors. Histories, theories, cultures, consciousness, and lives of U.S. women of colors from a variety of perspectives; issues related to conflict, agency, survival, resistance, intervention, and transformation. May be repeated for credit when topics vary. Three seminar hours a week. Credit: Three hours.

WS 5773. Qualitative Research Methods. Qualitative research philosophies including phenomenological, critical, and feminist perspectives. Research design, data collection, analysis, and writing. Strategies for studying women's lives and developing culturally sensitive models. Responsible research and professional ethics including IRB process. Hands-on research. May be repeated for credit with permission of instructor. Three lecture hours a week. Credit: Three hours.

WS 5843. Feminist/Womanist Theories. Exploration of feminist/womanist critical inquiry, focusing on particular theoretical issues, historical writings, and/or disciplinary contexts within the diverse body of scholarship of feminist/womanist theories. May be repeated for credit when topics vary. Three seminar hours a week. Credit: Three hours.

WS 5853. Spiritual Activism: Social Justice Theories for Holistic Transformation. Exploration of issues related to spirituality, political activism, personal changes, and social transformation, focusing on multicultural approaches to social change. Investigates the roles of the imagination, creativity, and the arts in struggles for social justice. Examines indigenous contributions to holistic forms of activism. Prerequisites: WS 5463 and six additional hours of graduate credit in Multicultural Women's and Gender Studies or permission of instructor. Three lecture hours a week. Credit: Three hours.

WS 5903. Special Topics. Seminars on topics related to womansist/ feminist theories or current areas of inquiry in Multicultural Women's and Gender Studies. Three lecture hours a week. Credit: Three hours.
WS 5911. Independent Study. Individual study of topics in Multicultural Women's and Gender Studies. May be repeated for credit. Prerequisite: Permission of instructor. Credit: One hour.

WS 5913. Independent Study. Individual study of topics in Multicultural Women's and Gender Studies. May be repeated for credit. Credit: Three hours.

WS 5933. Internship in Women's and Gender Studies. Supervised practical experience in an agency or organization related to the intellectual and career interests of students. Ten practicum hours a week. Credit: Three hours.


WS 6103. New Directions in Feminist/Womanist Theories. Recent controversies, significant research questions, and new directions in feminist/womanist theorizing. Investigation of recent interventions in Women's and Gender Studies and feminist/womanist theories and theorizing. May be repeated for additional credit when content varies. Three seminar hours a week. Credit: Three hours.

WS 6203. Women's and Gender Studies Disciplinary / Interdisciplinary Knowledges. History of academic disciplines and knowledge production, the challenge of Women's and Gender Studies to conventional academic divisions, and the potential of Women's and Gender Studies to transform academic disciplines. Prerequisite: WS 5363 or instructor approval. Three seminar hours a week. Credit: Three hours.

WS 6303. Transdisciplinary Feminist Research Methods. Relational exploration of feminist, womanist, and multicultural research methods from a variety of disciplines including those in the social sciences and humanities, focusing especially on Women's and Gender Studies' impact on research methods. Overview of research tools and techniques, including qualitative, quantitative, historical, and literary research methods. Three seminar hours a week. Credit: Three hours.

WS 6403. The Politics of Publication and Writing. Issues related to academic writing and publishing, especially focusing on the fields of Women's and Gender Studies and multicultural-feminist scholarship. Submission of at least one article to a peer-review journal and one abstract for a conference presentation. Three seminar hours a week. Credit: Three hours.

WS 6911. Independent Study. Individual study of topics in womanist/ feminist theory, scholarship, or student’s interests and needs. Credit: One hour.

WS 6912. Independent Study. Individual study of topics in womanist/ feminist theory, scholarship, or student’s interests and needs. Credit: Two hours.

WS 6913. Independent Study. Individual study of topics in womanist/ feminist theory, scholarship, or student’s interests and needs. Credit: Three hours.

WS 6983. Dissertation. May be repeated for additional credit. Prerequisite: Successful completion of the qualifying examinations. Credit: Three hours.

WS 6993. Dissertation. May be repeated for additional credit. Prerequisite: WS 6983. Credit: Three hours.

Faculty
Profsesors
KEATING, ANALOUISE, Professor of Multicultural Women's and Gender Studies. B.A., Wheaton College; M.A., University of Illinois at Chicago; Ph.D., University of Illinois at Chicago.

KESSLER, MARK, Professor of Multicultural Women's and Gender Studies. B.A., University of Pittsburgh; M.A., Pennsylvania State University; Ph.D., Pennsylvania State University.

SAHLIN, CLAIRE L., Cornaro Professor of Multicultural Women's and Gender Studies; Associate Dean of the College of Arts and Sciences. B.A., Bethel College: St. Paul, Minnesota; M.T.S., Harvard Divinity School; M.A., Harvard University; Ph.D., Harvard University.

Assistant Professors
BEINS, AGATHA, Assistant Professor of Multicultural Women's and Gender Studies. B.A., Carleton College; M.A., University of Arizona; M.F.A., Eastern Washington University; Ph.D., Rutgers University.

PHILLIPS, DANIELLE, Assistant Professor of Multicultural Women's and Gender Studies. B.A., Spelman College; Ph.D., Rutgers University.

Master of Arts in Multicultural Women's and Gender Studies

Total Semester Credit Hours Required
30 or 36 semester credit hours minimum beyond the baccalaureate depending on option selected with at least 18 semester credit hours in the field of Women's and Gender Studies. See the M.A. program on the Multicultural Women's and Gender Studies website (http://www.twu.edu/ws/graduate-programs/master-of-arts-in-multicultural-womens-and-gender-studies) for further information about guidelines and contact information.

Thesis Option
Minimum of 30 semester credit hours, including 24 semester credit hours of course work, 6 semester credit hours for thesis, and oral exam. WS 5773 is required for the thesis option.

Course Work Option
Minimum of 36 semester credit hours of course work and a comprehensive examination.

Course Requirements for Both Options

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>WS 5023</td>
<td>Foundations for Scholarly Inquiry in Women's and Gender Studies</td>
<td>3</td>
</tr>
<tr>
<td>WS 5463</td>
<td>U.S. Women of Colors</td>
<td>3</td>
</tr>
<tr>
<td>WS 5843</td>
<td>Feminist/Womanist Theories</td>
<td>3</td>
</tr>
</tbody>
</table>

Final Examination
An oral examination for the thesis option and a comprehensive examination for the course work option.

Minor
Optional, 6 semester credit hours.
Sample Programs of Study for the Master of Arts Degree (30 or 36 semester credit hours)

**Thesis Option (30 semester credit hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>WS 5023</td>
<td>Foundations for Scholarly Inquiry in Women's and Gender Studies</td>
<td>3</td>
</tr>
<tr>
<td>WS 5463</td>
<td>U.S. Women of Colors</td>
<td>3</td>
</tr>
<tr>
<td>WS 5773</td>
<td>Qualitative Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>WS 5843</td>
<td>Feminist/Womanist Theories</td>
<td>3</td>
</tr>
<tr>
<td>WS 5983</td>
<td>Thesis</td>
<td>3</td>
</tr>
<tr>
<td>WS 5993</td>
<td>Thesis</td>
<td>3</td>
</tr>
<tr>
<td>Electives (approved in consultation with advisor)</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td><strong>Total Semester Credit Hours</strong></td>
<td><strong>30</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Course Work Option (36 semester credit hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>WS 5023</td>
<td>Foundations for Scholarly Inquiry in Women's and Gender Studies</td>
<td>3</td>
</tr>
<tr>
<td>WS 5463</td>
<td>U.S. Women of Colors</td>
<td>3</td>
</tr>
<tr>
<td>WS 5843</td>
<td>Feminist/Womanist Theories</td>
<td>3</td>
</tr>
<tr>
<td>Electives (approved in consultation with advisor)</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td><strong>Total Semester Credit Hours</strong></td>
<td><strong>36</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Doctor of Philosophy in Multicultural Women's and Gender Studies**

**Total Semester Credit Hours Required**

A minimum of 90 semester credit hours beyond the baccalaureate, including a minimum of 15 semester credit hours of guided electives and 12 semester credit hours for dissertation. The doctoral degree is flexible and individually-tailored in order to most effectively meet each student’s research interests and career goals. In addition to a set of required program courses, each student will develop an individualized degree plan composed of guided electives in American Studies, Health Studies, Multicultural Studies, Rhetoric/English, or Sociology; research tools; a qualifying examination; a dissertation; and a dissertation defense. Students will select specific courses under the guidance of their graduate committee. See the Ph.D. program (http://www.twu.edu/ws/phd-program.asp) page on the Multicultural Women’s and Gender Studies website for further information about guidelines and contacts.

**Required Program Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>WS 5363</td>
<td>Feminist/Womanist Epistemologies</td>
<td>3</td>
</tr>
<tr>
<td>WS 6103</td>
<td>New Directions in Feminist/Womanist Theories</td>
<td>3</td>
</tr>
<tr>
<td>WS 6203</td>
<td>Women’s and Gender Studies Disciplinary / Interdisciplinary Knowledges</td>
<td>3</td>
</tr>
<tr>
<td>WS 6303</td>
<td>Transdisciplinary Feminist Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>WS 6403</td>
<td>The Politics of Publication and Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

**Guided Electives**

To enhance the transdisciplinary nature of the Ph.D. in Multicultural Women’s and Gender Studies and to assist students in developing additional sets of innovative knowledges and skills, each student, in consultation with the student’s graduate committee, will select a 15 semester credit hour concentration in one of the following interdisciplinary or disciplinary areas: American Studies, Health Studies, Multicultural Studies, Rhetoric/English, or Sociology. The specific courses selected should complement or enhance knowledge in the student’s anticipated area of research for the dissertation.

**Qualifying Examination**

A written qualifying examination portfolio will be submitted. Students are expected to submit their qualifying examination portfolio within one calendar year of completing the coursework.

**Dissertation Defense**

An oral defense of the dissertation is required.

**Post-Baccalaureate Certificate in Multicultural Women's and Gender Studies**

The Department of Multicultural Women’s and Gender Studies offers a post-baccalaureate Graduate Certificate, which provides opportunities to develop understanding of Women’s and Gender Studies scholarship, including diverse theories of knowledge, power, and social transformation. The Graduate Certificate program is open to students enrolled in any graduate degree program at Texas Woman’s University as well as to qualified individuals seeking only the Certificate. For students enrolled in graduate degree programs at TWU, the Certificate provides grounding in feminist research methods and approaches to traditional academic disciplines, while strengthening credentials for college-level teaching in Women’s and Gender Studies. For students enrolled only in the Certificate program, the Certificate complements professional work in community agencies and institutions that seek to enhance women’s lives and promote social justice.

**Admission Requirements for the Certificate Program**

Students already admitted to another graduate program at TWU should submit a letter requesting admission and a statement of purpose (500-700 words) describing the relationship of the Certificate to their intellectual and professional goals. These materials should be submitted to the Multicultural Women’s and Gender Studies Graduate Certificate Advisor.

TWU graduate students should consult the Chair or Graduate Advisor of their graduate program to determine whether the coursework taken for the Graduate Certificate in Multicultural Women’s and Gender Studies will apply toward their degree program. Also, students seeking admission to a TWU master’s or doctoral program, in addition to the Graduate Certificate in Multicultural Women’s and Gender Studies, must meet the entrance requirements of the degree program. Coursework taken as part of the certificate program may not be counted toward a graduate degree without approval of both the degree-granting department and the Graduate Dean.

Students entering TWU only for the Graduate Certificate in Multicultural Women’s and Gender Studies must apply for admission to the Graduate School (http://www.twu.edu/gradschool). In addition to the general requirements for admission to the Graduate School, the Department of Multicultural Women’s and Gender Studies also requires a statement of purpose (500-700 words) describing the relationship of the Graduate Certificate to the student’s intellectual and professional goals. The statement of purpose should be submitted to the Multicultural Women’s and Gender Studies Graduate Certificate Advisor.
Course Requirements for the Certificate Program (minimum of 18 semester credit hours)

A minimum of 18 semester credit hours of coursework at the 5000-level or above, completed with an average grade of B or better and selected in consultation with the Multicultural Women's and Gender Studies Graduate Certificate Advisor.

At least 9 semester credit hours must be selected from the following:

- WS 5023 Foundations for Scholarly Inquiry in Women's and Gender Studies
- WS 5353 Feminist Pedagogies
- WS 5363 Feminist/Womanist Epistemologies
- WS 5463 U.S. Women of Colors
- WS 5843 Feminist/Womanist Theories

At least 3-9 semester credit hours must be selected from the following:

- WS 5043 Art, Activism, and Social Justice
- WS 5093 Law, Gender, and Sexuality
- WS 5193 Rights, Race, and Social Justice
- WS 5253 Transgressive Identities: Queer Theories and Critical 'Race' Theories
- WS 5263 Feminism and Religion
- WS 5283 Ecofeminist Theorizing, Spirituality, and Activism
- WS 5293 Gloria Anzaldua Seminar: Theories, Politics, and Transformation
- WS 5373 Black Feminist Thought
- WS 5383 Women At Work: Race, Migration, Labors
- WS 5853 Spiritual Activism: Social Justice Theories for Holistic Transformation
- WS 5903 Special Topics

Any remaining semester credit hours must be selected in consultation with the Multicultural Women's and Gender Studies Graduate Certificate Advisor. All coursework must be taken from offerings at the 5000 level or above in Multicultural Women's and Gender Studies. For more information and contacts, visit the Graduate Certificate page on the Multicultural Women's and Gender Studies website (http://www.twu.edu/ws/graduate-programs/graduate-certificate-in-multicultural-womens-and-gender-studies).

College of Nursing

Web Site: http://www.twu.edu/nursing/

Dean: Anita Hufft, Professor
Location: ASB 216, Denton
Phone: 940-898-2401
Fax: 940-898-2437

Denton: 940-898-2401
Assistant Dean, Denton: Damon Cottrell, Clinical Professor

Dallas: 214-689-6510
Associate Dean, Dallas: Stephanie Woods, Associate Professor

Houston: 713-794-2100
Associate Dean, Houston: Ainslie Nibert, Associate Professor

Graduate Degrees Offered

- M.S. in Nursing
  - Adult Gerontology Acute Care Nurse Practitioner
  - Adult Gerontology Nurse Practitioner
  - Family Nurse Practitioner
  - Pediatric Nurse Practitioner
  - Women's Health Nurse Practitioner
  - Clinical Nurse Leader
  - Nursing Education
  - Nursing Health Systems Management (minor in health care administration or business)

- D.N.P., Doctor of Nursing Practice
- Ph.D. in Nursing Science
  - D.N.P. Bridge Program to Ph.D.
- RN to MS
- PB to MS (p. 126)

The College of Nursing offers the Master of Science degree (M.S.), the Doctor of Philosophy degree (Ph.D.) in Nursing Science, and the Doctor of Nursing Practice degree (D.N.P.). The Master of Science degree and Doctor of Nursing Practice degree are accredited by the Commission on Collegiate Nursing Education (http://www.aacn.nche.edu/ccne-accreditation). The master's and doctoral degrees are offered part-time or full-time.

The M.S. prepares professional nurses for leadership roles in the management and promotion of healthcare, and nursing education. Graduate study in nursing requires the acquisition and systematic application of knowledge and skills in nursing practice, nursing research, and nursing role. Critical thinking skills are enhanced through the study of nursing theory and research.

The Ph.D. is designed for nurses who have developed specialized expertise in health care. The primary goal of the program is to develop leaders and scholars who will make a significant contribution to the nursing profession in the discovery, integration, application, and dissemination of knowledge.

The D.N.P. is designed to improve practice expertise and accelerate the translation of evidence into practice. The D.N.P. prepares graduates to practice at the most advanced level of nursing and to improve practice and health outcomes.

M.S. in Informatics

Informatics is the study and application of information science, computer science, cognitive science, and organizational science to the arts, sciences, and professions. The Master of Science program in Informatics at TWU provides students with a flexible, adaptable, interprofessional, and interdisciplinary approach to the study of Informatics in a hybrid learning environment. The program will provide students with the skills needed for success in high-demand professions and careers in the areas of Clinical Informatics, Data Science, Data Analytics, Health Studies, and Community Informatics. The program is delivered collaboratively by Academic Components including Computer Science, Nursing, Health Studies, and Library and Information Studies.
Degrees/Certifications Offered by Campus

<table>
<thead>
<tr>
<th>Masters Degrees or Certifications</th>
<th>Campus/Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurse Practitioner Programs</td>
<td>Denton/Dallas/Houston</td>
</tr>
<tr>
<td>Family</td>
<td></td>
</tr>
<tr>
<td>Adult/Gerontology</td>
<td>Dallas/Houston</td>
</tr>
<tr>
<td>Adult/Gerontology Acute Care</td>
<td>Houston</td>
</tr>
<tr>
<td>Child Health</td>
<td>Dallas</td>
</tr>
<tr>
<td>Women's Health</td>
<td>Dallas</td>
</tr>
<tr>
<td>Clinical Nurse Leader</td>
<td>Houston</td>
</tr>
<tr>
<td>Nursing Health Systems Management (Minor: Health Care Administration or Business)</td>
<td>Houston</td>
</tr>
<tr>
<td>Nursing Education (100% on line)</td>
<td>Denton/Dallas/Houston</td>
</tr>
</tbody>
</table>

Admission Requirements for Graduate Programs in Nursing

In addition to the general admission requirements to the Graduate School, the CON requires the following:

<table>
<thead>
<tr>
<th>Master of Science</th>
<th>RN-MS Program</th>
<th>Post Baccalaureate RN-MS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current US RN License (unencumbered)</td>
<td>Current US RN License (unencumbered)</td>
<td>Current US RN License (unencumbered)</td>
</tr>
<tr>
<td>Basic statistics course</td>
<td>Basic statistics course</td>
<td>Basic statistics course</td>
</tr>
<tr>
<td>BS/BSN Nursing major from a nationally accredited program</td>
<td>Associate degree or diploma prepared RN from a nationally accredited program</td>
<td>Associate degree or diploma prepared RN with a prior baccalaureate degree in another field from a nationally accredited program</td>
</tr>
<tr>
<td>3.0 GPA last 60 hours of nursing coursework</td>
<td>3.0 GPA in all prerequisite and prior nursing courses</td>
<td>3.0 GPA in all prerequisite and prior nursing courses</td>
</tr>
<tr>
<td>GRE or MAT scores</td>
<td>GRE or MAT scores</td>
<td>GRE or MAT scores</td>
</tr>
<tr>
<td>Prior to enrollment in the first clinical nursing course, it is recommended that the student have completed the equivalent of one year of full-time clinical experience in the specialty area for which they have applied.</td>
<td>Prior to enrollment in the first clinical nursing course, it is recommended that the student have completed the equivalent of one year of full-time clinical experience in the specialty area for which they have applied.</td>
<td>Prior to enrollment in the first clinical nursing course, it is recommended that the student have completed the equivalent of one year of full-time clinical experience in the specialty area for which they have applied.</td>
</tr>
<tr>
<td>Minimum grade of &quot;C&quot; in A&amp;P and Microbiology</td>
<td>Minimum grade of &quot;C&quot; in A&amp;P and Microbiology</td>
<td></td>
</tr>
</tbody>
</table>

Prerequisites for Doctoral Programs in Nursing

<table>
<thead>
<tr>
<th>PhD in Nursing Science</th>
<th>Doctor of Nursing Practice (DNP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistics course</td>
<td>Graduate level statistics course</td>
</tr>
<tr>
<td>Graduate level research course</td>
<td>Graduate level research course</td>
</tr>
<tr>
<td>Graduate level theory course</td>
<td></td>
</tr>
<tr>
<td>Master's degree with nursing major from a nationally accredited program (preferred)</td>
<td>Master's degree with nursing major from a nationally accredited program (preferred)</td>
</tr>
<tr>
<td>Two recommendation letters</td>
<td>Two recommendation letters</td>
</tr>
<tr>
<td>Letter addressing professional goals and research interest</td>
<td>Letter addressing professional goals</td>
</tr>
<tr>
<td>Current US RN license (unencumbered)</td>
<td>Current US RN &amp; APRN license (unencumbered)</td>
</tr>
<tr>
<td>Curriculum vita or resume</td>
<td>Curriculum vita or resume</td>
</tr>
<tr>
<td>GRE or MAT scores</td>
<td>GRE or MAT scores</td>
</tr>
<tr>
<td>APRN certification (nationally accredited) or eligibility to be recognized as an APRN</td>
<td></td>
</tr>
</tbody>
</table>

Progression & Readmission

<table>
<thead>
<tr>
<th>Master of Science Programs</th>
<th>Doctoral Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>A &quot;B&quot; or better is required on all coursework</td>
<td>A &quot;B&quot; or better is required on all coursework</td>
</tr>
<tr>
<td>A student who has earned a grade of less than &quot;B&quot; in two courses or a grade of less than &quot;B&quot; twice in the same course, will be dismissed from the program</td>
<td>A student who has earned a grade of less than &quot;B&quot; in two courses or a grade of less than &quot;B&quot; twice in the same course, will be dismissed from the program</td>
</tr>
<tr>
<td>Provisionally admitted students must complete the first 12 hours of coursework with a grade of &quot;B&quot; or better or be dismissed from the program</td>
<td>Provisionally admitted students must complete the first 12 hours of coursework with a grade of &quot;B&quot; or better or be dismissed from the program</td>
</tr>
<tr>
<td>An interruption in coursework of more than two years, requires readmission to the program</td>
<td>An interruption in coursework of more than two years, requires readmission to the program</td>
</tr>
<tr>
<td>Six year time limit for completion of program</td>
<td>Ten year time period for completion of program</td>
</tr>
<tr>
<td>After an unsuccessful progression in the program, a mandatory 6 year wait period is required</td>
<td>Students not eligible for readmission:</td>
</tr>
</tbody>
</table>

1. Students not in good standing at the time they cease coursework |
2. Students dismissed from the program |
Graduate Certificates Offered

Post-master’s certification is available in:

- Clinical Nurse Leader (p. 130)
- Nursing Education (p. 130)
- Nursing/Health Systems Management (p. 130)
- Nurse Practitioner (p. 130)

Post-baccalaureate certification is available in:

- Inter-Professional Informatics (p. 132)

Courses

Courses

NURS 5001. Advanced Practice Nursing Seminar. An integration course that emphasizes application of knowledge about advanced practice nursing scope of practice, health policy, and health care delivery as they relate to functioning as an effective health care professional. Prerequisite: NURS 5015, NURS 5305, NURS 5405, NURS 5505, or NURS 5605 (Second Clinical Nursing Course). One seminar hour a week. Credit: One hour.

NURS 5002. Advanced Practice Nursing Role. Examines the impact of health care policy, health care organizations, and health care reimbursement on the advanced practice nurse. Further examines the scope of practice of different advanced practice nurse roles and the collaborative relationships with other health care professionals. Two seminar hours a week. Credit: Two hours.

NURS 5003. Health Policy and Health Promotion. Principles of health policy advocacy, health promotion, and disease prevention in individuals and communities as a foundation for nursing practice. Examination of ethical issues; policy processes; and influence of regulations, legislation, and public policy on various client populations. Three lecture hours a week. Credit: Three hours.

NURS 5005. Adult/Gerontology Acute Care Nurse Practitioner I. Diagnostic and management issues related to care of acutely ill adults across the life span. Health promotion, protection, disease prevention, and treatment. Exploration of pathophysiologic/psychosocial influences of acute illness and injury. Evidence-based practice approaches used to determine nursing, medical, and pharmacologic management. Prerequisites: NURS 5013, BIOL 5333, NURS 5644, and NURS 5663. Prerequisite or Co-requisites: NURS 5002 and NURS 5003. Three lecture and six clinical hours a week. Credit: Five hours.

NURS 5013. Theoretical Foundations of Nursing Practice. Examination, critique, and evaluation of theories that provide the basis for nursing practice; application and use of appropriate theories for nursing practice and research; cyclical nature of theory, research, and practice in health care. Three lecture hours a week. Credit: Three hours.

NURS 5015. Adult/Gerontology Acute Care Nurse Practitioner II. Diagnostic and management issues related to chronically ill young, middle, and older adults. Evidence-based interventions to determine nursing, medical, and pharmacologic management of patients with chronic and co-morbid illnesses. Prerequisite: NURS 5005 and NURS 5024. Three lecture and six clinical hours a week. Credit: Five hours.

NURS 5016. Clinical Nurse Leader I. Environmental, fiscal, policy, and regulations issues in healthcare. 90 practicum hours must be completed. Prerequisite: NURS 5013. Prerequisite or co-requisite: NURS 5024. Four lecture and six clinical hours a week. Credit: Six hours.

NURS 5024. Research and Quality Improvement in Nursing. Application of research and quality improvement initiatives in clinical settings. Problem identification, examination of evidence, and development of strategies to incorporate research and quality-driven changes in practice. Critique and use of research design, statistical methods, and use of computer information systems. Prerequisite: Basic statistics course. Prerequisite or co-requisite: NURS 5013 or permission of instructor. Four lecture hours a week. Credit: Four hours.

NURS 5025. Adult/Gerontology Acute Care Nurse Practitioner III. Diagnostic and management issues of critically ill young, middle, and older adults. Emphasis on pathophysiologic and psychosocial influences of critically ill and injured adults. Evidence-based interventions used to determine nursing, medical, and pharmacologic management. Prerequisite: NURS 5015. Co-requisite: NURS 5001. Two lecture and nine clinical hours a week. Credit: Five hours.

NURS 5026. Clinical Nurse Leader II. Quality, safety, and outcomes at the microsystem (unit) level for cohorts of patients. 90 practicum hours must be completed. Prerequisite: NURS 5016. Prerequisites or Co-requisites: NURS 5003 and NURS 5663. Four lecture and six clinical hours a week. Credit: Six hours.

NURS 5034. Clinical Nurse Leader Immersion Experience I. Clinical practice to implement the clinical nurse leader role in a selected healthcare microsystem. Emphasis on nursing leadership, clinical outcomes management, and care environment management. Prerequisite: NURS 5026. Twelve clinical hours a week. Credit: Four hours.

NURS 5044. Clinical Nurse Leader Immersion Experience II. Clinical experience in the setting in which students will practice following program completion. Emphasis on synthesis of nursing leadership competencies, clinical outcomes, and care environment management. Students will complete a project and sit for certification examination. Co-requisite: NURS 5034. Twelve clinical hours a week. Credit: Four hours.

NURS 5123. Introduction to Applied Health Informatics. Overview and application for the field of health informatics using approaches such as human-technology interface, data analytics, and mobile/remote patient management. Health care delivery-based integration of design, configuration, usability, analysis, and maintenance of technology interventions resulting in development of information technology-based skills that improve patient care delivery. Prerequisites: CSCI 5103 and CSCI 5203. Three lecture hours a week. Credit: Three hours.

NURS 5143. Application of Technology Enhanced Health Promotion. Interactive selection and application of current technological advances and software for health promotion and self-management of well-served and under-served populations across disciplines. Prerequisite: NURS 5123. Three lecture hours a week. Credit: Three hours.

NURS 5203. Theoretical Bases for Nursing Education. Overview of education and theories of teaching and learning related to nursing education and practice. Focus is on general categories of cognitive and behavioral theories. Selection of appropriate teaching/learning theories to address the learning needs of culturally diverse groups and individuals. Three lecture hours a week. Credit: Three hours.
NURS 5244. Clinical Specialization: Nurse Educator. Delivery of safe, quality nursing care to diverse populations in variety of settings; includes individual/system assessment, technology integration, inter-professional communication, direct/indirect advanced nursing interventions, and nursing outcome evaluation in complex health care systems. Prerequisites: NURS 5013, NURS 5024 (or faculty permission), BIOL 5333, and NURS 5644. Co-requisites: NURS 5003 and NURS 5663. Two lecture and six clinical hours a week. Credit: Four hours.

NURS 5253. Curriculum Design and Management in Nursing. Focus on nursing curriculum design from mission statement and philosophy. Includes examination of a variety of conceptual frameworks and their appropriateness for various settings, students, and knowledge components (curriculum elements). Emphasis on curriculum development at institutional level, course level, and individual class level in academic and clinical settings. Prerequisites or co-requisites: NURS 5013 and NURS 5203. Three lecture hours a week. Credit: Three hours.


NURS 5273. Measurement and Assessment in Nursing. Selection and preparation of a variety of methodologies to assess learning. Application of educational statistics to evaluate various forms of testing and to measure learning. Includes item analysis of standardized and teacher-made exams. Work with on-campus faculty for mastery of content. Prerequisites: NURS 5013, NURS 5203, and NURS 5024. Three lecture hours a week. Credit: Three hours.

NURS 5283. Evaluation Models for Curriculum Management. Utilization of various models to assess learner achievement, faculty or teacher performance, achievement of course objectives, and measurement of program outcomes in academic or clinical educational settings. Examination of accreditation models. Prerequisites: NURS 5013, NURS 5203, and NURS 5253. Three lecture hours a week. Credit: Three hours.

NURS 5294. Teaching Practicum in Nursing. Application of the nurse's role as teacher in educational setting of choice: academia, staff development, or patient education. Focus on integrating theory and practice of education role with socialization into role of nurse educator. Demonstration of mastery of knowledge and skills through teaching project. Prerequisite: NURS 5203 and NURS 5253. One lecture and nine practicum hours a week. Credit: Four hours.

NURS 5305. Child Health Nursing II. Focuses on the clinical management of common acute illnesses experienced by children and adolescents; physical and behavioral problems are discussed. Related to culture and health beliefs are incorporated. Prerequisite: NURS 5255. Prerequisite or co-requisites: NURS 5204. Three lecture hours and six clinical hours a week. Credit: Five hours.

NURS 5315. Child Health Nursing III. Emphasizes theories related to chronic illness and coping in children and adolescents. Physiological, behavioral, and family theories are applied to management of chronic illness. Clinical knowledge and skills are applied in hospital and community settings. Prerequisite: NURS 5305. Co-requisite: NURS 5001. Two lecture and nine clinical hours a week. Credit: Five hours.

NURS 5325. Child Health Nursing I. Provides the foundation for assessment and intervention with well children and their families. Integrates concepts of growth and development and common health problems experienced by children from birth through adolescence. Emphasizes developmental screening tests and anticipatory guidance. Prerequisites: NURS 5013, BIOL 5333, and NURS 5644. Prerequisite or co-requisites: NURS 5002, NURS 5003, and NURS 5663. Three lecture and six clinical hours a week. Credit: Five hours.

NURS 5373. Advanced Applied Health Informatics. Critical analysis of complex health informatics industry components such as economics, ethics, information management, electronic health records, telemedicine and patient portals. Promotion of information technology-based skills to improve health care delivery. Prerequisite: NURS 5123. Three lecture hours a week. Credit: Three hours.


NURS 5405. Women's Health Nursing II. Emphasizes the collaborative management of reproductive health of non-childbearing adolescents and women utilizing current theory, research, and clinical practice findings. Examines developmental dynamics and family structure throughout the life span in relation to women's health. Incorporates appropriate treatment modalities, pharmacologic interventions, and referral criteria for gynecological problems in advanced nursing practice. Prerequisite: NURS 5425. Prerequisite or co-requisite: NURS 5024. Three lecture and six clinical hours a week. Credit: Five hours.

NURS 5415. Women's Health Nursing III. Emphasizes the collaborative clinical management of non-reproductive health care needs of women throughout the life span utilizing current theory, research, and clinical practice findings. Class focuses on diagnosis and advanced nursing management of problems relevant to adult and older women with acute and/or chronic diseases. Clinical practice includes treatment modalities, pharmacologic interventions, and referral for reproductive and non-reproductive problems. Prerequisite: NURS 5405. Co-requisite: NURS 5001. Two lecture hours and nine clinical hours a week. Credit: Five hours.

NURS 5425. Women's Health Nursing I. Emphasizes the collaborative management of the reproductive health of women utilizing current theory, research, and clinical practice findings. Examines developmental dynamics and family structure throughout the lifespan in relation to childbearing. Incorporates appropriate treatment modalities, pharmacologic interventions, and referral criteria for advanced nursing practice. Prerequisites: NURS 5013, BIOL 5333, and NURS 5644. Prerequisites or co-requisites: NURS 5002, NURS 5003, and NURS 5663. Three lecture and six clinical hours a week. Credit: Five hours.

NURS 5453. User Interface Design in Healthcare. Human-computer user-centered interaction design and application to health information systems, medical devices, consumer health websites, and other healthcare-related systems. Fundamental principles of user-centered design, usability, and human-computer interaction. Prerequisite: NURS 5123. Three lecture hours a week. Credit: Three hours.
NURS 5505. Adult/Gerontology Nursing II. Management of commonly encountered health deviations in young, middle, and older adult populations; protocols for treatment decisions, referrals, and follow-up and patient/family teaching relative to management of health problems and concerns. Prerequisite: NURS 5525. Co-requisite: NURS 5024. Three lecture and six clinical hours a week. Credit: Five hours.


NURS 5525. Adult/Gerontology Nursing I. Health promotion and maintenance for young, middle, and older adults incorporating theory and research-based interventions and management using critical thinking and diagnostic reasoning; consideration of families when assessing health status; delivery of health care in a variety of settings. Prerequisites: NURS 5013, BIOL 5333, NURS 5644, and NURS 5663. Prerequisites or Co-requisites: NURS 5002 and NURS 5003. Three lecture and six clinical hours a week. Credit: Five hours.

NURS 5543. Outcomes Assessment Practicum. Assessment of the structural, process, and summative outcomes of healthcare organizations. Emphasis on the decision making and planned change process used by the nurse administrator in responding to legal, ethical, and economic issues which drive changes in processes and impact outcomes in health care facilities. The clinical practicum will be one of four healthcare environments: acute care, ambulatory, long-term care, or community/home health care. Prerequisites/HCA minor: NURS 5013, NURS 5024, NURS 5003, HCA 5223, and HCA 5493. Prerequisites or Co-requisites: NURS 5013, NURS 5024, NURS 5003, BUS 5263, BUS 5273, and BUS 5963. One lecture and six clinical hours a week. Credit: Three hours.

NURS 5544. Organizational Assessment Practicum. Focus is on the exploration of the nurse administrator’s role in complex health care settings. Emphasis is on the assessment of the health care organization and the integration of management, business, and nursing concepts as they relate to the delivery of nursing care. The clinical practicum will be one of four healthcare environments: acute care, ambulatory, long-term care, or community/home health care. Prerequisites/HCA minor: NURS 5003, NURS 5013, NURS 5024, and HCA 5223. Prerequisites or Co-requisites: NURS 5013, NURS 5024, NURS 5003, BUS 5263, BUS 5273, and BUS 5963. Two lecture and six clinical hours a week. Credit: Four hours.

NURS 5553. Fiscal Assessment Practicum. Emphasis is on the financial management of health care institutions and its impact on the nursing unit, impact of regulatory agencies, and the development of budgets and RFPs. The clinical practicum will be one of four healthcare environments: acute care, ambulatory, long-term care, or community/home health care. Prerequisites/HCA minor: NURS 5013, NURS 5023, NURS 5003, HCA 5223, HCA 5533, and HCA 5623. Prerequisites or Co-requisites: NURS 5013, NURS 5024, NURS 5003, BUS 5263, 5523, BUS 5433, and BUS 5273. One lecture and six clinical hours a week. Credit: Three hours.

NURS 5554. Health Systems Management Challenges and Opportunities. Current issues in nursing practice related to future trends in health care delivery and financial reimbursement. Emphasis is on development of a proposal and project to solve an administrative issue to demonstrate mastery of program content. Prerequisites: NURS 5543, NURS 5544, and NURS 5553. Four lecture hours a week. Credit: Four hours.

NURS 5593. Data Applications for Foundational Health Promotion. Exploration of publicly available and proprietary healthcare resource data sites; examination of the incorporation of healthcare data applications into practice. Emphasis on data management, utilization of healthcare data, and trend analysis for health promotion enhancement. Prerequisite: NURS 5123. Three lecture hours a week. Credit: Three hours.

NURS 5605. Family Health Nursing II. Delivery of primary health care services to culturally diverse and medically underserved families across the life span, emphasizing health promotion and health maintenance. Emphasizes common acute/chronic problems. Utilizes role concepts and theories. Prerequisite: NURS 5625. Prerequisite or Co-requisite: NURS 5024. Three lecture and six clinical hours a week. Credit: Five hours.

NURS 5615. Family Health Nursing III. Synthesizes concepts from theory based family-centered nursing, pathophysiology, assessment, pharmacotherapeutics, and role practice for the management of culturally diverse and medically underserved families from across the life span. Focuses on health promotion and health maintenance in primary health care settings. Prerequisite: NURS 5605. Co-requisite: NURS 5001. Two lecture and nine clinical hours a week. Credit: Five hours.

NURS 5625. Family Health Nursing I. Family theory based nursing practice in the assessment and management of health needs across the life span. Emphasizes wellness and primary prevention for culturally diverse and medically underserved families. Integrates knowledge of growth and development. Promotes critical thinking and diagnostic reasoning skills in clinical decision making. Prerequisites: NURS 5013, BIOL 5333, and NURS 5644. Prerequisites or Co-requisites: NURS 5002, NURS 5003, and NURS 5663. Three lecture and six clinical hours a week. Credit: Four hours.

NURS 5644. Advanced Assessment/Differential Diagnosis. Examination of the systematic process involved in performing a holistic health assessment on individuals throughout the lifespan. Includes knowledge and skills necessary to gather data, interpret findings, make health diagnoses, communicate results, and empower clients. Prerequisite or Co-requisite: BIOL 5333. Three lecture and three laboratory hours a week. Credit: Four hours.

NURS 5663. Pharmacotherapeutics for Advanced Nursing Practice. Advanced course based upon the previous knowledge of pharmacology and pharmacotherapeutics obtained in undergraduate education and clinical practice. Content in this course will provide a foundation for the pharmacotherapeutic management of common health problems across the lifespan encountered in advanced nursing practice. Three lecture hours a week. Credit: Three hours.

NURS 5683. Nurse Preceptorship I. Clinical practice course to implement the nurse practitioner role. Emphasis is on synthesizing nursing and medical knowledge to maintain and promote health in well clients and families and to clinically manage clients and families with common acute and chronic illnesses. Prerequisites: NURS 5025, NURS 5315, NURS 5415, NURS 5515, or NURS 5615 (Third Clinical Courses); and NURS 5001. Nine clinical preceptorship hours a week. Credit: Three hours.

NURS 5695. Nurse Preceptorship II. Synthesis of knowledge and skills in health promotion and maintenance across the lifespan. Clinical management of clients and families with common acute and chronic illnesses. Demonstration of mastery of knowledge and skills through a clinical project. Prerequisites: NURS 5415, NURS 5515, NURS 5515, NURS 5615, or NURS 5025; and NURS 5001. Prerequisite or Co-requisite: NURS 5683. Eleven clinical hours a week. Credit: Five hours.

NURS 5901. Special Topics. Systematic study of a designated topic in advanced nursing. One lecture hour a week. Credit: One hours.
NURS 5903. Special Topics. Systematic study of a designated topic in advanced nursing. Three lecture hours a week. Credit: Three hours.

NURS 5911. Independent Study. Individual study of a selected problem in nursing. May be repeated for credit. Prerequisite: Permission of instructor. Credit: One hour.

NURS 5913. Independent Study. Individual study of a selected problem in nursing. May be repeated for credit. Prerequisite: Permission of instructor. Credit: Three hours.

NURS 5923. Capstone in Informatics. Culminating organization and/or community-based interdisciplinary/interprofessional project supported through informatics and technology and applied to a specific domain to demonstrate knowledge and skills acquired in the informatics program. Immersive, investigative, and reflective opportunity for deep study on a selected area of practice/application domain. Prerequisite: Completion of 24 semester credit hours. Credit: Three hours.

NURS 5943. Interprofessional Informatics Project. Culminating organization and/or community-based interdisciplinary/interprofessional project supported through informatics and technology, and applied to a selected course-specific domain for demonstrating knowledge and skills acquired in the Interprofessional Informatics Certificate program; focus on improvement of health care delivery and quality outcomes. Prerequisite: Take three from NURS 5143, NURS 5393, NURS 5453, NURS 5393, and NURS 5593. Three seminar hours a week. Credit: Three hours.

NURS 5963. Professional Project. Synthesis and application of information gained in the master’s program through an individually-identified professional project. Integrates knowledge and skills, analytical and critical thinking skills, and writing and presentation skills. Prerequisites: NURS 5023 and completion of the first clinical course in the sequence. Credit: Three hours.

NURS 5983. Thesis. Credit: Three hours.

NURS 5993. Thesis. Prerequisite: NURS 5983. Credit: Three hours.

NURS 6002. Multicultural Nursing. Focuses on development of the student as a member of a culture within the context of a global paradigm. Students will develop an appreciation for their own culture as well as appreciation of other cultures. Universal view will result in the development of a theoretical framework for the incorporation of cultural competence at each level of doctoral study and post-doctoral practice. Two lecture hours a week. Credit: Two hours.

NURS 6003. Grant Writing. Comprehensive introduction to the components of a grant. Basic steps for skill development in preparation, design, and evaluation are included. Three lecture hours a week. Credit: Three hours.

NURS 6004. Theory and Foundations of Nursing Research. Critical analysis of theory and study of qualitative and quantitative methods. Emphasis on inductive and deductive logic involved in knowledge development and testing. Examines limitations posed by quantitative and qualitative methods. Prior statistical and philosophical content is applied in examining current problems of concern to nurses. Independent literature reviews and utilization of basic research theory provide opportunities to pose questions for future research. Prerequisites: NURS 6023 and completion of statistics research tool. Co-requisite: NURS 6053. Four lecture hours a week. Credit: Four hours.

NURS 6014. Theory and Methods of Quantitative Nursing Research. Application of quantitative theories and methods through proposal development and participation in ongoing research to address substantive health problems. Prerequisite: NURS 6004 or permission of instructor. Three lecture and three laboratory hours a week. Credit: Four hours.

NURS 6023. Philosophy of Nursing Science. Overview of concepts related to philosophy, philosophy of science, and philosophy of nursing. Includes exploration and analysis of major philosophers, comparison of Eastern and Western philosophy, and the contribution of these philosophies to the origin and development of nursing philosophy and science. Three lecture hours a week. Credit: Three hours.

NURS 6024. Theory and Methods of Qualitative Nursing Research. Explores methods of qualitative research including the choice of design and methods to address substantive human health problems. Examines qualitative data analysis techniques, including the use of software programs. Practicum provides opportunity to collect data for analysis and prepare a report. Prerequisite: NURS 6004 or permission of the instructor. Three lecture and three practicum hours a week. Credit: Four hours.

NURS 6033. Ethical Dimensions of Nursing. Examines ethical issues in contemporary nursing practice from the perspective of nursing as a moral enterprise. Focuses on nurses making informed and responsible choices that shape the future of society as well as the nursing profession. Traditional and contemporary ethical positions will be explored as they apply to common ethical and moral problems found in nursing. Three lecture hours a week. Credit: Three hours.

NURS 6034. Research/Theory Synthesis. Synthesizes theory development knowledge with strategies for testing theoretical statements pertaining to the student’s selected research. Students will develop a formal proposal and conduct a pilot study. Students will present work for critique and engage in scholarly critique of peer’s work. Prerequisites: NURS 6014 and NURS 6024. One lecture and nine laboratory hours a week. Credit: Four hours.

NURS 6035. DNP Practicum I. Clinical course designed for Advanced Practice Registered Nurse (APRN) to provide increased expertise in a specific area. The APRN will function as an interdisciplinary team member, providing care to a select patient population. Includes assessment and evaluation of informatics, genetics, and technology use in selected clinical site. Prerequisites: NURS 6023, NURS 6033, NURS 6043, and NURS 6163. Fifteen clinical hours a week. Credit: Five hours.

NURS 6043. Policy, Power, and Politics. Examines concepts of social policy, power and political behaviors, and generates strategies for exercising professional leadership in effecting change in health disciplines. Exploration and analysis of theories supporting policy making as a decision-making body or power base for action or inaction. Role of health politics in the work place, organization, government, and community will be examined with special emphasis on the politics of women's health care. Three lecture hours a week. Credit: Three hours.

NURS 6045. DNP Practicum II. Clinical course designed to refine skills developed in NURS 6035. The Advanced Practice Registered Nurse (APRN) will select and implement evidence-based strategies, utilize genetics, demonstrate leadership within the context of the health care team, and measure outcomes using informatics for quality improvement. Prerequisite: NURS 6035. Fifteen clinical hours a week. Credit: Five hours.
NURS 6053. Exploring Scholarship. Introductory course will prepare the doctoral student to examine scholarship in detail and identify mechanisms to enhance own scholarship. Three lecture hours a week. Credit: Three hours.

NURS 6063. Financial Management for Advanced Practice Nurses. Sustainable and measurable improvements to health practice through the implementation of financial structures to support nursing practice. Evaluation of the cost-effectiveness of care and use of principles of economics and finance to redesign effective and realistic care delivery strategies. Three lecture hours a week. Credit: Three hours.

NURS 6124. Role Differentiation: Practice to Research. Comprehensive overview and differentiation of roles and opportunities for nurses involved in practice and research. Consideration of varied factors impacting the two roles including multiculturalism, ethics, philosophy, and policy. Four seminar hours a week. Credit: Four hours.

NURS 6173. Instrumentation in Nursing Research. Development of the knowledge base and skills needed for locating, evaluating, constructing, testing, and administering instruments that measure phenomena related to nursing and healthcare. Focus on approaches to instrument development, evaluation of the psychometric properties of existing instruments, and issues related to various types of data collection in the clinical setting that will support independent research and clinical practice. Prerequisites: NURS 6004 and completion of a graduate level statistics course, or permission of instructor. Three lecture hours a week. Credit: Three hours.

NURS 6193. Family Violence across the Lifespan. The problem of family violence across the lifespan, including precursors to family violence, nursing assessment, and nursing interventions for both victims and perpetrators of family violence. Development of research questions related to family violence. Three seminar hours a week. Credit: Three hours.

NURS 6223. Threats to Women’s Health. Familiarizes students with the leading causes of morbidity and mortality among American women. Identifies feminist issues raised by the health of American women. Addresses influence of race, class, and gender upon health. Current analyses of women’s health by contemporary scholars provides context for raising research questions. Explores potential research projects. Three lecture hours a week. Credit: Three hours.

NURS 6303. Doctor of Nursing Practice Scholarly Project. Clinical project based upon selection and implementation of evidence-based interventions supported through informatics and technological advances and measurement of outcomes in selected clinical site. Includes written and public presentation of findings and submission of article for publication in a peer-reviewed scholarly journal. Prerequisite: NURS 6163. Prerequisite or co-requisite: NURS 6035. Three hours a week. Credit: Three hours.


NURS 6333. Current Topics in Informatics and Research in Nursing and Health. Emerging informatics trends and anticipated developments such as patient safety, consumer informatics, system implementation issues, human factors design, interoperability, privacy, and security. Examination of informatics theories, translational informatics research, and generating evidence for practice. Prerequisite: NURS 6323 or permission of instructor. Three lecture hours a week. Credit: Three hours.

NURS 6343. Writing for Publication. Synthesis of relative nursing literature and application of specific journal manuscript criteria and formal rules of writing. Analysis of critiques of manuscripts and appreciation of the editorial process. Preparation and submission of manuscript to nursing peer-reviewed journal. Three seminar hours a week. Credit: Three hours.

NURS 6613. Introduction to Clinical Investigation in Nursing. Quantification and interpretation of clinical nursing phenomena with emphasis on analysis of relational statements and propositions in theories and conceptual frameworks. Three lecture hours a week. Credit: Three hours.

NURS 6623. Systematic Inquiry in Nursing. Analysis of clinical nursing phenomena with emphasis on advanced quantification and interpretation of clinical data in analysis of models and theoretical statements in nursing. Three lecture hours a week. Credit: Three hours.

NURS 6813. Data Applications for Health Promotion in Nursing. Exploration of publicly available and proprietary health care resource data sites for data extraction, data management, and trend analysis for the enhancement of health promotion in nursing and other health fields. Three seminar hours a week. Credit: Three hours.

NURS 6853. Interaction Design in Healthcare. Advanced human-computer user-centered interaction design and application to health information systems, medical devices, consumer health websites, and other healthcare-related systems; user-centered design, usability, and human-computer interaction. Three lecture hours a week. Credit: Three hours.

NURS 6893. INTERPROF INFORMATICS SYNTHES. Culminating organization and/or community-based interdisciplinary/interprofessional project supported through informatics and technology and applied to a selected course-specific domain to demonstrate knowledge and skills acquired in the Interprofessional Informatics certificate program; focus on improvement of health care delivery and quality outcomes. Immersive, investigative, and reflective opportunity for deep study on a selected area of practice/application domain. Three seminar hours a week. Credit: Three hours.
NURS 6903. Special Topics. Selected current topics in nursing. Three lecture hours a week. Credit: Three hours.

NURS 6911. Independent Study. Individual study of a selected problem in nursing. Prerequisite: Permission of instructor. Credit: One hour.

NURS 6913. Independent Study. Individual study of a selected problem in nursing. Prerequisite: Permission of instructor. Credit: Three hours.

NURS 6923. Review of Literature. Development of a structure for identifying appropriate literature and preparing the analysis necessary for writing a comprehensive review of nursing research literature. Prerequisite: Permission of instructor. Three lecture hours a week. Credit: Three hours.

NURS 6933. Analysis of Nurse-Generated Data. Use of SPSS software for preparation and evaluation of nurse-generated data. Emphasis on selection and performance of descriptive and inferential statistical tests, and interpretation and reporting of results of nursing studies. May not be taken to replace a required statistics course. Three seminar hours a week. Credit: Three hours.

NURS 6943. Technology-Enhanced Health Promotion. Interactive selection and application of current technological advances and software for health promotion and self-management of underserved populations across disciplines. Three lecture hours a week. Credit: Three hours.

NURS 6963. Telehealth and Remote Monitoring. Telehealth and remote monitoring in post-acute delivery of care services provided in an inter-professional education competency framework aimed at healthcare improvement for underserved populations. Includes skills development for telemedicine cart use. Three lecture hours a week. Credit: Three hours.


NURS 6993. Dissertation. Prerequisite: NURS 6983. Credit: Three hours.

Faculty
Professors

CESARIO, SANDRA K., Professor of Nursing. B.S.N., Fort Hays State University; M.S., University of Oklahoma; Ph.D., Texas Woman's University.

CHANNEY, SUSAN GOAD, Cornaro Professor of Nursing. B.S.N., Incarnate Word College; M.S., Texas Woman's University; Ed.D., University of Houston.

CHO, HO SOON MICHELLE, Professor of Nursing. B.S., Texas Woman's University; M.S., Texas Woman's University; Ph.D., Texas Woman's University.

DENHAM, SHARON A., Professor and Endowed Chair of Teaching Excellence of Nursing. B.S.N., Ohio State University-Athens; M.S.N, Bellarmine University; D.S.N., University of Alabama, Birmingham.

FREDLAND, NINA M., Professor of Nursing. B.S., Niagara University; M.S., University of Pennsylvania; Ph.D., Johns Hopkins University.

HUFFT, ANITA, Professor of Nursing; Dean of the College of Nursing. B.S.N., University of Maryland; M.N., Louisiana State University; Ph.D., Texas Woman's University.

KEELE, REBECCA, Assistant Professor of Nursing. B.S., University of Central Arkansas; M.S., The University of Kansas; Ph.D., The University of Kansas.

KOCI, ANNE, Professor of Nursing. B.S.N., Tennessee Technological University; M.S.N., University of Tennessee, Knoxville; Ph.D., Emory University.

LANGFORD, RAE W., Professor of Nursing. B.S., Texas Woman's University; M.S., Ohio State University, Columbus; Ed.D., University of Houston.

MALECHA, ANN T., Professor of Nursing. B.S.N., Loyola University, Chicago; M.S., Northwestern University; Ph.D., Texas Woman's University.

MANCUSO, PEGGY J., Professor of Nursing; Associate Dean for Research. B.S., University of Tulsa; M.S., University of Texas at Arlington; Ph.D., Texas Woman's University.

McFARLANE, JUDITH M., Cornaro Professor of Nursing. B.S.N., University of Florida; M.S.N., University of Florida; D.P.H., University of Texas Health Science Center-Houston.

SHERIFF, SUSAN W., Cornaro Professor of Nursing; Graduate Director of Nursing. B.S.N., Eastern Mennonite University; M.S., Texas Woman's University; Ph.D., Texas A&M University, Commerce.

SYMES, LENE, Professor of Nursing. B.S.N., University of Michigan, Ann Arbor; M.S.N., University of Texas Health Science Center-Houston; Ph.D., Texas Woman's University.

TIETZE, MARI F., Professor of Nursing; Doswell Endowed Chair in Nursing Informatics. B.S.N., Washburn University; M.S.N., University of Kansas; Ph.D., Texas Woman's University.

VAN SELL, SHARON L., Professor of Nursing. B.A., Murray State University; M.Ed., Memphis State University; M.S., University of Colorado, Denver; Ed.D., University of Denver.

YOUNG, ELIZABETH A., Professor of Nursing. B.S., Texas Woman's University; M.S., Texas Woman's University; Ed.D., University of Houston.

Associate Professors

ARNOLD, CAROL M., Associate Professor of Nursing. B.S., Texas Woman's University; M.S., Texas Woman's University; Ph.D., Texas Woman's University.

AYERS, CONSTANCE J., Associate Professor of Nursing. B.S., University of Missouri, Columbia; M.S., University of Missouri, Columbia; Ph.D., Texas Woman's University.

BAILEY, CATHERINE A., Associate Professor of Nursing. B.S., Texas Woman's University; M.S., Texas Woman's University; Ph.D., Texas Woman's University.

CLUTTER, PAULA C., Associate Professor of Nursing. B.S.N., University of Texas Medical Branch; M.S., University of Florida; Ph.D., University of Texas Health Science Center, San Antonio.

DELLOSTRITTO, RITA A., Associate Professor of Nursing. B.S., Texas Woman's University; M.S.N., University of Houston; Ph.D., Texas Woman's University.

EDWARDS, JOAN E., Associate Professor of Nursing. B.S.N., University of Illinois, Chicago; M.S., University of Washington.

FREYSTEINSON, WYONA, Associate Professor of Nursing. B.S.N., University of Saskatchewan; M.S., University of Saskatchewan; Ph.D., Texas Woman's University.
GRAY, BARBARA A., Associate Professor of Nursing. B.S.N., Harding College; M.S.N., University of Texas at Arlington; Ph.D., Texas Woman’s University.

KUBIN, LAURA, Associate Professor of Nursing. B.S., Baylor University; M.S., Texas Woman’s University; Ph.D., Texas Woman’s University.

LEE, MIKYOUNG, Associate Professor of Nursing. B.S.N., Kyungpook National University; M.N., Kyungpook National University; Ph.D., The University of Iowa.

LIU, FUQIN, Associate Professor of Nursing. B.S.N., Adventist University of the Philippines; M.S., Loma Linda University; Ph.D., University of Washington.

MELLOTT, SUSAN K., Associate Professor of Nursing. B.S.N., Indiana University of Pennsylvania; M.S.N., University of Pennsylvania; Ph.D., Texas A&M University.

MONTGOMERY, DIANE F., Associate Professor of Nursing. B.S.N., University of Texas Health Science Center-Houston; M.S.N., University of Texas Medical Branch; Ph.D., Texas Woman’s University.

PANCHERI, KAREN K., Associate Professor of Nursing. B.S., Texas Woman’s University; M.S., University of Texas Health Science Center-Houston; Ph.D., Texas Woman’s University.

RICHEY, SHEILA, Associate Professor of Nursing. B.S.N., University of Illinois at Chicago; M.S.N., Indiana University; Ph.D., St. Louis University.

TOMS, ROBERTA J., Associate Professor of Nursing. B.S.N., Wichita State University; M.N., Wichita State University; Ph.D., Kansas State University.

WOODS, STEPHANIE L., Associate Professor of Nursing; Associate Dean of the College of Nursing: Dallas. B.S., Texas Woman’s University; M.S., University of Texas Health Science Center, San Antonio; Ph.D., University of Texas at Austin.

ZEIGLER, VICKI L., Associate Professor of Nursing. B.S.N., Medical University of South Carolina; M.S.N., Medical University of South Carolina; Ph.D., Texas Woman’s University.

**Assistant Professors**

BIRCH-EVANS, ANLEE, Assistant Professor of Nursing. B.S., Texas Woman’s University; M.S., University of Texas Health Science Center-Houston; Ph.D., Texas Woman’s University.

JOHNSON, OLINDA P., Assistant Professor of Nursing. B.S., Texas Woman’s University; M.S., Texas Woman’s University; Ph.D., Texas Woman’s University.

NELSON, LESLIE, Assistant Professor of Nursing. B.S.N, University of Alberta; M.S.N., University of Alberta; Ph.D., Texas Woman’s University.

NURSE, RACHELLE-ANN P., Assistant Professor of Nursing. B.S.N., University of Texas Health Science Center-Houston; M.S.N., University of Texas Health Science Center-Houston; M.S.H.A., Houston Baptist University; Ph.D., Texas Woman’s University.

SPENCER, BECKY S., Assistant Professor of Nursing. B.A., University of Cincinnati; M.S.N, Research College of Nursing; Ph.D., University of Kansas.

STANKUS, JO-ANN T., Assistant Professor of Nursing. B.S.N., Incarnate Word College; M.S.N, University of Texas at Arlington; M.A., Texas Woman’s University; Ph.D., University of North Texas.

**Clinical Professors**

HUESKE, CATHY L., Clinical Professor of Nursing. B.S.N., University of St. Thomas; M.S.N, University of Texas Health Science Center-Houston; Ph.D. University of Texas Medical Branch.

LANDRUM, PEGGY A., Clinical Professor of Nursing. B.A., University of Florida; M.S., Texas Woman’s University; Ph.D., Texas A&M University.

OQUIN, CHARLI L., Clinical Professor of Nursing. B.S., University of Texas at Arlington; M.S., Texas Woman’s University; D.N.P., Texas Christian University.

**Associate Clinical Professors**

HO, TUONG-VI V., Associate Clinical Professor of Nursing. B.S., University of Texas Health Science Center-Houston; M.S., University of Texas Health Science Center-Houston; Ph.D., Texas Woman’s University.

MISTRIC, MICHAEL L., Associate Clinical Professor of Nursing. B.A., State College of Arkansas; B.S.N., Pittsburg State University; M.N.S., University of Arkansas for Medical Sciences; Ph.D., University of Texas System: Medical Branch.

RESTREPO, ELIZABETH B., Associate Clinical Professor of Nursing. B.S., Old Dominion University; M.S., Virginia Commonwealth University; Ph.D., Texas Woman’s University.

SOLOMON, RHEATTE D., Associate Clinical Professor of Nursing. B.S., Evangel College; M.S., Brigham Young University.

WILSON, CECILIA E., Associate Clinical Professor of Nursing. B.S., Texas Woman’s University; M.S., Texas Woman’s University; Ph.D., Capella University.

WILSON, JENNIFER E., Associate Clinical Professor of Nursing. B.S., University of Maryland, Baltimore; M.S., George Mason University.

**Assistant Clinical Professors**

ABRAHAM, ANNIE, Assistant Clinical Professor of Nursing. B.S.N., Leelabai Thackersey College of Nursing: Bombay; M.S., University of Texas at Arlington.

BRINZO, JULIE A., Assistant Clinical Professor of Nursing. B.S., Texas Tech University; M.S., Texas Woman’s University, D.N.P., Texas Tech University Health Sciences Center.

BROGAN, MAUREEN M., Assistant Clinical Professor of Nursing. B.S., Southern Illinois University; M.S., Texas Woman’s University.

ENNIS, JOYCE A., Assistant Clinical Professor of Nursing. B.S.N., Marquette University; M.S.N., Marquette University; Ph.D., University of Phoenix.

FOGG, NIKI, Assistant Clinical Professor of Nursing. B.A., University of Texas Medical Branch; M.S., Texas Woman’s University.

FRIED, NEIL H., Assistant Clinical Professor of Nursing. B.S., Florida State University; M.S., University of Alabama, Birmingham.
MILLIGAN, JENNIFER S., Assistant Clinical Professor of Nursing. B.S., Texas Woman's University; B.A., Texas A&M University; M.S., Texas Woman's University.

POE, TRAVIS, Assistant Clinical Professor of Nursing. B.S., Texas Woman's University; M.S., Texas Woman's University; Ph.D., Texas Woman's University.

THOMSON, ANNE T., Assistant Clinical Professor of Nursing. B.S.N., University of Kansas; M.S.N., University of Texas at Arlington; Ph.D., Texas Woman's University.

**Visiting Assistant Clinical Professors**

ACKERS, SUZANNE M., Visiting Assistant Clinical Professor of Nursing. B.S., Abilene Christian University; M.S., Texas Woman's University.

JONES, CATHERINE S., Visiting Assistant Clinical Professor of Nursing. B.S.N., The University of Texas Health Science Center at Houston; M.S., University of Colorado; Ph.D., University of Texas at Arlington.

### Master of Science in Nursing Admission Requirements

All applicants must meet the general requirements for admission to the Graduate School.

In addition to these general requirements, the College of Nursing requires the following for unconditional admission to the master's program.

1. A current unencumbered license to practice professional nursing in the USA.
2. A basic statistics course.
3. A baccalaureate degree with an upper division major in nursing from a program accredited by a nationally recognized accrediting body.
4. A minimum grade point average (GPA) of 3.0 (B average) in the last 60 semester credit hours of course work toward the undergraduate nursing degree and a minimum GPA of 3.0 (B average) in all prior graduate course work.
5. Graduate Record Examination (http://www.ets.org/gre) (GRE) verbal and quantitative scores or Miller Analogies Test (http://www.pearsonassessments.com/postsecondaryeducation/graduate_admissions/mat.html) (MAT) score.

Applicants who do not meet these criteria but have a minimum GPA of 2.5 in the last 60 semester credit hours of course work toward the undergraduate nursing degree may be considered for provisional admission on an individual basis. Factors that may be considered in the admission decision are: Graduate Record Examination (GRE) verbal and quantitative scores or Miller Analogies Test (MAT) score, GPA on any prior graduate course work, scholarly activities, professional leadership, and work history.

For applicants who have a baccalaureate degree in nursing and a master's degree in another field (or more than one graduate degree), the grade point average from all previously earned degrees and post graduate work can be considered in making the admission decision.

Individuals who have a master's degree in nursing may seek admission to a post-master’s certification program in one of four areas: nurse practitioner, clinical nurse leader, nursing/health systems management, or nursing education. GRE or MAT scores are not required for students with a master's degree in any field.

Applicants who wish to transfer from another nursing program must provide evidence of eligibility to continue in the previous nursing program. Nine semester hours for programs requiring 39-44 semester hours, 12 semester hours for programs requiring 45 or more semester hours, may be transferred, if approved. A grade of B or higher in each course is necessary for semester credit hours to be considered for transfer.

Master's program applicants must submit their program application and all transcripts and GRE or MAT scores to the Office of Admissions Processing by one of the following dates:

<table>
<thead>
<tr>
<th>Semester for Admission</th>
<th>Submit application no later than</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>May 1</td>
</tr>
<tr>
<td>Spring</td>
<td>September 15</td>
</tr>
<tr>
<td>Summer (Houston Campus only)</td>
<td>February 1</td>
</tr>
</tbody>
</table>

Prior to enrollment in clinical nursing courses the student must show proof of:

1. professional liability insurance purchased through a TWU student professional liability group policy.
2. unencumbered licensure to practice professional nursing in Texas.
3. current required immunizations.
4. Basic Life Support (BLS) for health care providers.
5. criminal background check and drug screening.

Prior to enrollment in the first clinical nursing course, it is recommended that the student have completed the equivalent of one year of full-time clinical experience in the specialty area for which they have applied. Students may be required to meet additional clinical agency requirements such as drug testing, criminal background screening, and evidence of health insurance.

All Nursing Health Systems Management and all nursing education majors are required to have a current unencumbered RN license in the state of residence.

### Readmission - Master's Program

An individual who has been unsuccessful in meeting the progression requirements, after being admitted to the master’s program in the College of Nursing, is eligible to apply to the College of Nursing and be considered for admission as a new student in the master's program after a period of six years.

### Programs of Study (40-46 semester credit hours)

#### Total Hours Required

The total semester credit hours required vary depending on the track the student selects. All students complete a minimum of 40 to 46 semester credit hours.

#### Special Requirements

1. A grade of B or better is required in all required courses. A student who has earned a grade of less than B (C, D, F or WF) in two required courses at the graduate level or who has earned a grade of less than B (C, D, F or WF) twice in the same graduate level required course will be removed from the nursing program. For the purpose of removal from the nursing program, a grade of less than B is counted
as a grade of less than B even if the course has been successfully repeated.

2. Students admitted to the master’s program provisionally, based on low GPA, must complete the first 12 semester credit hours of graduate courses with grades of B or better in each course; at least 9 semester credit hours must be in nursing courses. A provisionally admitted student will be dismissed from the program if a grade of C or lower is made in any course during the probationary period.

3. For the M.S. graduate who is unsuccessful on a certification examination and is accepted for the re-education process, if the student earns a grade of C or below (D, F, or WF) in one of the required re-education courses, he/she will not be allowed to continue in the re-education process.

**Time Limit**
Semester credit hours older than six years, including transfer courses, cannot apply toward the master’s degree. If a student in one of the certificate options is practicing as an advanced practice nurse and is currently credentialed by the Texas Board of Nursing as an advanced practice registered nurse, the advanced pathophysiology, pharmacotherapeutics, and advanced assessment courses may have been completed no more than 15 years earlier.

**Final Examination**
Oral examination of the completed professional or clinical project (course work optional).

**Nurse Practitioner Program of Study (46 semester credit hours for major)**

<table>
<thead>
<tr>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 5013</td>
</tr>
<tr>
<td>NURS 5024</td>
</tr>
<tr>
<td>NURS 5003</td>
</tr>
<tr>
<td>BIOL 5333</td>
</tr>
<tr>
<td>NURS 5663</td>
</tr>
<tr>
<td>NURS 5644</td>
</tr>
<tr>
<td>NURS 5002</td>
</tr>
<tr>
<td>NURS 5001</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area of Specialty Clinical Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select an area of specialty from the following:</td>
</tr>
</tbody>
</table>

**Adult Gerontology Acute Care**
- NURS 5005 Adult/Gerontology Acute Care Nurse Practitioner I
- NURS 5015 Adult/Gerontology Acute Care Nurse Practitioner II
- NURS 5025 Adult/Gerontology Acute Care Nurse Practitioner III
- NURS 5683 Nurse Preceptorship I
- NURS 5695 Nurse Preceptorship II

**Adult Gerontology**
- NURS 5525 Adult/Gerontology Nursing I
- NURS 5505 Adult/Gerontology Nursing II
- NURS 5515 Adult/Gerontology Nursing III
- NURS 5683 Nurse Preceptorship I
- NURS 5695 Nurse Preceptorship II

**Family**
- NURS 5625 Family Health Nursing I

---

<table>
<thead>
<tr>
<th>NURS 5605</th>
<th>Family Health Nursing II</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 5615</td>
<td>Family Health Nursing III</td>
</tr>
<tr>
<td>NURS 5683</td>
<td>Nurse Preceptorship I</td>
</tr>
<tr>
<td>NURS 5695</td>
<td>Nurse Preceptorship II</td>
</tr>
</tbody>
</table>

**Pediatric**
- NURS 5325 Child Health Nursing I
- NURS 5305 Child Health Nursing II
- NURS 5315 Child Health Nursing III
- NURS 5683 Nurse Preceptorship I
- NURS 5695 Nurse Preceptorship II

**Women’s Health**
- NURS 5425 Women’s Health Nursing I
- NURS 5405 Women’s Health Nursing II
- NURS 5415 Women’s Health Nursing III
- NURS 5683 Nurse Preceptorship I
- NURS 5695 Nurse Preceptorship II

**Total Semester Credit Hours**
46

**Clinical Nurse Leader Program of Study (40 semester credit hours)**

<table>
<thead>
<tr>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 5013</td>
</tr>
<tr>
<td>NURS 5024</td>
</tr>
<tr>
<td>NURS 5003</td>
</tr>
<tr>
<td>BIOL 5333</td>
</tr>
<tr>
<td>NURS 5663</td>
</tr>
<tr>
<td>NURS 5644</td>
</tr>
<tr>
<td>NURS 5002</td>
</tr>
<tr>
<td>NURS 5001</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialty Area Clinical Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 5016</td>
</tr>
<tr>
<td>NURS 5026</td>
</tr>
<tr>
<td>NURS 5034</td>
</tr>
<tr>
<td>NURS 5044</td>
</tr>
</tbody>
</table>

**Total Semester Credit Hours**
40

**Nursing Health Systems Management Program of Study (42 semester credit hours for major)**

<table>
<thead>
<tr>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 5013</td>
</tr>
<tr>
<td>NURS 5024</td>
</tr>
<tr>
<td>NURS 5003</td>
</tr>
<tr>
<td>BIOL 5333</td>
</tr>
<tr>
<td>NURS 5544</td>
</tr>
<tr>
<td>NURS 5543</td>
</tr>
<tr>
<td>NURS 5553</td>
</tr>
<tr>
<td>NURS 5554</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialty Area Clinical Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 5544</td>
</tr>
<tr>
<td>NURS 5543</td>
</tr>
<tr>
<td>NURS 5553</td>
</tr>
<tr>
<td>NURS 5554</td>
</tr>
</tbody>
</table>

**Minor**
Select one of the following minors | 18 |

**Minor: Health Care Administration**
- HCA 5493 Performance Measurement and Quality in Health Care Administration
- HCA 5223 Strategic Planning in Healthcare
Registered Nurse to Master of Science in Nursing (RN - M.S.)

An accelerated program is offered for highly motivated and experienced associate degree or diploma prepared RNs whose career goals would be enhanced through graduate study. Students complete the requirements for a baccalaureate degree while concurrently completing some of the requirements for a master's degree. After completing baccalaureate program requirements, students complete the remaining requirements for the master's degree.

Applicants must have a B average in all prerequisite courses, including basic nursing courses, and must meet all requirements for admission to the master's program, with the exception of having completed a baccalaureate degree in nursing. Program information is available from the M.S. or RN-B.S. coordinator at each campus.

Advanced Placement (Nursing courses which may be challenged)

All students in the RN to M.S. Program are eligible to challenge specified undergraduate nursing courses. Advanced placement through the challenge examination process offers the registered nurse the opportunity to challenge courses for which she/he has gained knowledge through continuing education, life experiences, or academic course work.

Progression Requirements

To progress in the nursing program, a student must receive a minimum grade of B in each required course in both the baccalaureate and master's courses and must maintain a 3.0 cumulative grade point average. A student may repeat only one course in which a grade of less than B is earned. A student who has earned a grade of less than B in two nursing courses or who has earned a grade of less than B twice in the same required course will be removed from the RN-M.S. program. If a course must be repeated, the student cannot continue to take master's level courses until the course with a grade below B has been successfully repeated; however, a student may continue to take undergraduate courses or choose to continue as an RN to B.S. student. Students who choose to continue as an RN to B.S. student could, upon successful completion of the baccalaureate program, reapply to the master's program.

Post-Baccalaureate RN to M.S. in Nursing

Students accepted into the Post Baccalaureate RN to M.S. Program (RNMS-PB) are associate or diploma prepared registered nurses with an earned bachelor's degree in another field who desire to obtain a Master of Science degree with a major in nursing. Post Baccalaureate RN to M.S. students do not receive another baccalaureate degree and instead, upon completion of the bridge courses, transition into the full spectrum of master's level courses toward the specialty track chosen. Various specialty tracks are offered in advanced practice, nurse educator, and nursing administration.

Applicants must have a B average in all prerequisite courses, including basic nursing courses, and must meet all requirements for admission to the master's program, with the exception of having completed a baccalaureate degree in nursing. Students in the Post Baccalaureate RN to M.S. Program complete 10 to 15 semester credit hours of identified undergraduate coursework and 10 to 13 semester credit hours of graduate course work before progressing to unconditional admission to the graduate program. Upon completion of the required baccalaureate semester credit hours, students complete the remaining requirements for the master's degree. Depending on the master's specialty chosen, the master's degree can be completed in an additional 3 - 6 semesters of full-time study.

Admission Requirements

All applicants to this program are subject to policies of the College of Nursing Master's Program and Graduate School at Texas Woman's University. The requirements for admission to the Post Baccalaureate RN to M.S. Program are:

1. Current license to practice professional nursing in the USA, unencumbered
2. A basic statistics course (included in the required prerequisite coursework).
3. Baccalaureate degree from an accredited College or University in a non-nursing program.
4. Completion of all prerequisites prior to the first class day.
5. A minimum grade point average (GPA) of 3.0 (B average) in the last 60 semester credit hours of course work toward the bachelor's
degree and a minimum GPA of 3.0 (B average) in all prior graduate coursework.
6. A minimum grade of C in anatomy and physiology and microbiology.
7. A minimum B average in all required nursing courses for the associate degree or the diploma in nursing.
8. Completion of the equivalent of one year of full-time experience as a registered nurse prior to enrollment in the first clinical course at the master’s level.
10. Completion and submission of the Application for Admission to Upper Division Nursing for the College of Nursing – Post Baccalaureate RN to M.S. Program to the campus or center where the candidate wants to be considered for admission (Denton Campus, Dallas Center, Houston Center) and for the semester of desired admission. There is no application fee to the College of Nursing for registered nurses. The College of Nursing addresses are located on the bottom of the application.

Prerequisite Courses for Admission into the Post Baccalaureate RN to M.S. Program

Prerequisite Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental Psychology (Lifespan)</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry with lab</td>
<td>4</td>
</tr>
<tr>
<td>Microbiology and Lab</td>
<td>4</td>
</tr>
<tr>
<td>Human Anatomy and Physiology with Lab</td>
<td>4</td>
</tr>
<tr>
<td>Total Semester Credit Hours</td>
<td>25</td>
</tr>
</tbody>
</table>

Upper division nursing courses will be determined by the program track selected, for a total of 46 to 57 semester credit hours to complete.

Advanced Placement - Nursing Courses Which May Be Challenged

All students in the Post Baccalaureate RN to M.S. Program are eligible to challenge specified undergraduate nursing courses. Advanced placement through the challenge examination process offers the registered nurse the opportunity to challenge courses for which she/he has gained knowledge through continuing education, life experiences, or academic course work.

Progression Requirements

To progress in the Post Baccalaureate RN to M.S. Program, a student must receive a minimum of ‘B’ in each required baccalaureate and master’s course and must maintain a 3.0 grade point average. A student may repeat only one course in which a grade of less than ‘B’ is earned. A student who has earned a grade of less than ‘B’ in two nursing courses or who has earned a grade of less than ‘B’ twice in the same required course will be removed from the Post Baccalaureate RN to M.S. Program. If a course must be repeated, the student cannot continue to take master’s level courses until the course with a grade below ‘B’ has been successfully repeated; however, a student may continue to take undergraduate courses or choose to continue as an RN to B.S. student. Students who choose to continue as an RN to B.S. students could, upon completion of the baccalaureate program, reapply to the master’s program.

Doctor of Philosophy in Nursing Science

Admission Requirements

All applicants must meet the general requirements for admission to the Graduate School. In addition to these general requirements, the College of Nursing requires the following for admission to the Ph.D. program:

1. A course in statistics.
2. A course in research at the graduate level.
3. A course in nursing theory at the graduate level.
4. A master’s degree with a major in nursing from a program accredited by a nationally recognized accrediting body (preferred).
5. Two letters of recommendation.
6. A letter discussing research interest area and professional goals.
7. A current license to practice professional nursing in the U.S.A.
8. A curriculum vita or resume.
9. GRE or MAT scores.

In order to be considered for admission, please use the following application deadlines. These are the deadlines for all materials to be submitted including the application, all transcripts, reference letters, CV, and letter discussing research interest area and professional goals.

<table>
<thead>
<tr>
<th>Semester for Admission</th>
<th>Submit application no later than</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>February 1 (Denton)</td>
</tr>
<tr>
<td>Spring</td>
<td>May 1 (Houston)</td>
</tr>
<tr>
<td></td>
<td>September 15 (Houston)</td>
</tr>
</tbody>
</table>

Admission to the Ph.D. program may be awarded on an unconditional or provisional basis.

1. A minimum grade point average (GPA) of 3.5 on all prior graduate level course work, or
2. A preferred score of 460/142 on the Graduate Record Examination (GRE) Verbal and 500/142 on the GRE Quantitative, and 4.0 on the GRE Analytic; or
3. A preferred score of 50/400 on the Miller Analogies Test (MAT).

Applicants who do not meet the unconditional criteria, but who have a minimum GPA of 3.0 on prior graduate level course work may be considered for provisional admission on an individual basis. Factors that will be considered in the admission decision are GPA on graduate level course work, GRE verbal and quantitative scores or MAT score, scholarly activities, professional leadership, and work history.

Readmission - Doctoral Programs

Doctoral students who interrupt their progression in the doctoral programs for more than two years must make a formal request to the College of Nursing for readmission to the program. The respective Doctoral Coordinator will evaluate the request. If the request is granted, the Academic Advisory Committee will, in consultation with the respective Doctoral Coordinator, stipulate any course work to be repeated. However, the ten-year time limitation for completion of the program shall remain in effect from the time the first doctoral credit is awarded. If during the student’s absence, the curriculum or admission
standards have changed, the student will be expected to meet any new admission standards and fulfill the requirements of the current curriculum.

Students not in good standing at the time they cease coursework shall not be readmitted to the program. Students who have been dismissed from the program shall not be eligible for readmission. Students who have failed the preliminary examination (Ph.D. program) for the second time shall not be eligible for readmission.

Doctor of Philosophy in Nursing Science Program of Study (60 semester credit hours)

Total Semester Credit Hours Required
60 semester credit hours beyond the master’s degree, including 6 semester credit hours for dissertation.

Research Tools
To complete the first research tool requirement, students must take statistics. The student must complete six semester credit hours of graduate level statistics.

To complete the second research tools students must take 6 semester credit hours from one of the following areas: Information Retrieval, Global Citizenship, Population Health and Epidemiology, Informatics in Health Care, Professional Writing, or Instrumentation.

Semester credit hours for research tools do not count toward the total semester credit hours required for the degree.

Special Requirements
1. Grade of B or better is required in all Ph.D. coursework. A student who has earned a grade of less than B (C, D, F, or WF) in two Ph.D. courses at the graduate level or who has earned a grade of less than B (C, D, F, or WF) twice in the same graduate level course will be removed from the nursing program. For the purpose of removal from the nursing program, a grade of less than B is counted as a grade of less than ‘B’ even if the course has been successfully repeated.

2. Students admitted to the doctoral program provisionally, based on low GPA or GRE/MAT, must complete the first 12 semester credit hours of coursework with a grade of B or better in each course; at least 6 semester credit hours must be in nursing courses. A provisionally admitted student will be dismissed from the program if a grade of C or lower is made in any course during the probationary period.

Major
30 semester credit hours plus dissertation

Preliminary Examination
Written preliminary examination covering the content areas of NURS 6004, NURS 6023, and NURS 6053. May be repeated one time only.

Final Examination
Oral, over the completed dissertation.

Doctor of Philosophy in Nursing Science Program of Study (60 semester credit hours)

Required Research Tools (do not count toward the 60 semester credit hours)

| Tool 1: Select 6 semester credit hours of Graduate level Statistics |
| Tool 2: Select 6 semester credit hours from: Information Retrieval, Global Citizenship, Population Health and Epidemiology, Informatics in Health Care, Professional Writing, or Instrumentation. |

Required Courses

| Course Sequence (Houston) |
| Year One: Summer | |
| NURS 6053 | Exploring Scholarship | 3 |
| Research Tool or Women’s Health Elective or Education Elective | 3 |
| Year One: Fall | |
| NURS 6124 | Role Differentiation: Practice to Research | 4 |
| NURS 6613 | Introduction to Clinical Investigation in Nursing | 3 |
| Statistics Research Tool I or other equivalent course, as needed |
| Year One: Spring | |
| NURS 6004 | Theory and Foundations of Nursing Research | 4 |
| NURS 6623 | Systematic Inquiry in Nursing | 3 |
| Statistics Research Tool II or other equivalent course, as needed |
| Year Two: Summer | |
| Preliminary Examination | |
| Research Tool or a Women’s Health or Education elective, as needed | 3-6 |
| Year Two: Fall | |
| NURS 6024 | Theory and Methods of Qualitative Nursing Research | 4 |
| Women’s Health or Education elective, as needed | 0-3 |
| Year Two: Spring | |
| NURS 6014 | Theory and Methods of Quantitative Nursing Research | 4 |
| Women’s Health or Education elective, as needed | 0-3 |
| Year 3: Summer | |
| IRB Application for the Pilot Study submission | |
| Women’s Health or Elective Education elective, as needed | 3 |
| Year 3: Fall | |
| NURS 6034 | Research/Theory Synthesis | 4 |
| Women’s Health or Education elective, as needed | 0-3 |
| Year 3: Spring | |
| NURS 6983 | Dissertation | 3 |
| Year 4: Summer and Fall | |
| NURS 6993 | Dissertation (taken 2 times) | 6 |
### Course Sequence (Denton - Online)

<table>
<thead>
<tr>
<th>Year 1: Fall</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 6124</td>
<td>Role Differentiation: Practice to Research</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>NURS 6613</td>
<td>Introduction to Clinical Investigation in Nursing</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Statistics Research Tool I or other equivalent course, as needed</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 1: Spring</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 6623</td>
<td>Systematic Inquiry in Nursing</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Second Research Tool I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statistics Research Tool II or other equivalent course, as needed</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 1: Summer</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 6053</td>
<td>Exploring Scholarship</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Second Research Tool II</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2: Fall</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 6004</td>
<td>Theory and Foundations of Nursing Research</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Preliminary Examination</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women's Health or Education elective, as needed</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2: Spring</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 6014</td>
<td>Theory and Methods of Quantitative Nursing Research</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Women's Health or Education elective, as needed</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2: Summer</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 6024</td>
<td>Theory and Methods of Qualitative Nursing Research</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>IRB Application for the Pilot Study</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3: Fall</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 6034</td>
<td>Research/Theory Synthesis</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Women's Health or Education elective, as needed</td>
<td>0-3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3: Spring</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 6911</td>
<td>Independent Study (Candidacy)</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3: Summer</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 6983</td>
<td>Dissertation</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 4: Fall</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 6993</td>
<td>Dissertation (continue to enroll as needed)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

### Total Semester Credit Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 6993</td>
<td>Dissertation</td>
<td>3</td>
</tr>
</tbody>
</table>

### Doctor of Nursing Practice (D.N.P.)

#### Admission Requirements

All applicants must meet the general requirements for admission (p. 231) to the Graduate School. In addition to those general requirements, the College of Nursing requires the following for admission to the D.N.P. program:

1. Master’s degree with a major in nursing from a program accredited by a nationally recognized accrediting body.
2. APRN certification (http://aprnCertification.com) (nationally accredited) or eligibility to be recognized as an APRN in Texas.
3. Course in research at the graduate level.
5. Certification as an APRN by a nationally recognized accrediting body
6. Curriculum vita or resume.
7. Two letters of recommendation.
8. Essay discussing professional goals.
9. GRE or MAT scores.

In order to be considered for admission, please use the following application deadlines. These are the deadlines for all materials to be submitted including the application, all transcripts, reference letters, CV, and essay discussing professional goals.

<table>
<thead>
<tr>
<th>Semester for Admission</th>
<th>Submit application no later than</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>May 1</td>
</tr>
<tr>
<td>Spring</td>
<td>September 15</td>
</tr>
</tbody>
</table>

Admission to the DNP program may be awarded on an unconditional or provisional basis.

1. A minimum grade point average (GPA) of 3.5 on all prior graduate level course work and
2. A preferred score of 460 on the Graduate Record Examination (http://www.ets.org/gre) (GRE) Verbal and 500 on the GRE Quantitative if taken prior to 8/1/11; A preferred score of 142 on the GRE Verbal, 142 on the GRE Quantitative, and 4.0 on the GRE Analytic if taken after 8/1/11; or
3. A preferred score of 50 on the Miller Analogies Test (http://www.pearsonassessments.com/postsecondaryeducation/graduate_admissions/mat.html) (MAT) prior to 10/1/04. Preferred score of 400 after 10/1/04.

Applicants who do not meet the unconditional criteria, but who have a minimum GPA of 3.0 on prior graduate level course work may be considered for provisional admission on an individual basis. Factors that will be considered in the admission decision are GPA on graduate level course work, GRE verbal and quantitative scores or MAT score, scholarly activities, professional leadership, and work history.

#### General Requirements

##### Clinical Course Requirements

Prior to enrollment in any clinical nursing course each D.N.P. student must show proof of:
Post-Master Nursing Certifications

- Professional liability insurance provided through a TWU student liability group policy.
- Current professional licensure to practice as a Registered Nurse in Texas, unencumbered.
- Recognition as an APRN in Texas.
- Current immunizations as required by Texas Law.
- Prior to enrollment in the clinical residency courses, the D.N.P. student must have completed at least 1 year of full-time experience as an APRN.

Students will be required to meet clinical agency requirements such as drug testing and criminal background screening.

Special Requirements
1. Grade of B or better is required in all courses. A student who has earned a grade of less than B (C, D, F, or WF) in two nursing courses at the graduate level or who has earned a grade of less than B (C, D, F, or WF) in the same graduate level course will be removed from the nursing program. For the purpose of removal from the nursing program, a grade of less than B is counted as a grade of less than B even if the course has been successfully repeated.

2. Students admitted to the doctoral program provisionally, based on low GPA or GRE/MAT, must complete the first 12 semester credit hours of coursework with a grade of B or better in each course; at least 6 semester credit hours must be in nursing courses. A provisionally admitted student will be dismissed from the program if a grade of C or lower is made in any course during the probationary period.

Clinical Residency
500 contact hours in the selected area(s) of clinical expertise.

Capstone Project
Written analysis of a clinical problem or issue based on current scientific evidence, informatics, and technological advances. The project is not a research project; the project is an evidence-based solution to a clinical problem, or quality improvement of a current clinical problem.

Doctor of Nursing Practice Program of Study (46 semester credit hours)

<table>
<thead>
<tr>
<th>Required Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 6023</td>
<td>Philosophy of Nursing Science</td>
</tr>
<tr>
<td>NURS 6033</td>
<td>Ethical Dimensions of Nursing</td>
</tr>
<tr>
<td>NURS 6043</td>
<td>Policy, Power, and Politics</td>
</tr>
<tr>
<td>NURS 6163</td>
<td>Health Outcomes: Measurement, Management, and Analysis</td>
</tr>
<tr>
<td>NURS 6313</td>
<td>Epidemiology, Health Promotion, Population Health, and Research in Advanced Nursing Practice</td>
</tr>
<tr>
<td>NURS 6323</td>
<td>Informatics and Research in Nursing</td>
</tr>
<tr>
<td>NURS 6613</td>
<td>Introduction to Clinical Investigation in Nursing</td>
</tr>
<tr>
<td>BIOL 6843</td>
<td>Health Care Genetics</td>
</tr>
<tr>
<td>NURS 6903</td>
<td>Special Topics</td>
</tr>
<tr>
<td>NURS 6035</td>
<td>DNP Practicum I</td>
</tr>
<tr>
<td>NURS 6045</td>
<td>DNP Practicum II</td>
</tr>
<tr>
<td>NURS 6303</td>
<td>Doctor of Nursing Practice Scholarly Project</td>
</tr>
<tr>
<td>LS 5533</td>
<td>Internet Research for Non-Library Science Majors</td>
</tr>
</tbody>
</table>

Nursing Elective 3

Total Semester Credit Hours 46

Post-Master Nursing Certifications

Individuals who have a master’s degree in nursing may be considered for admission to a post-master’s certification program in one of three areas: nurse practitioner, nursing/health systems management, or nursing education.

If a student in one of the certification options is practicing as an advanced practice registered nurse and is currently credentialed by the Texas Board of Nursing as an advanced practice registered nurse, the advanced pathophysiology, pharmacotherapeutics, and advanced assessment courses may have been completed no more than 15 years earlier.

Nurse Practitioner

Post-Master’s Certificate: Adult Gerontology Acute Care Program of Study (34 semester credit hours)

<table>
<thead>
<tr>
<th>Required Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 5333</td>
<td>Advanced Pathophysiology</td>
</tr>
<tr>
<td>NURS 5663</td>
<td>Pharmacotherapeutics for Advanced Nursing Practice</td>
</tr>
<tr>
<td>NURS 5644</td>
<td>Advanced Assessment/Differential Diagnosis</td>
</tr>
<tr>
<td>NURS 5001</td>
<td>Advanced Practice Nursing Seminar</td>
</tr>
<tr>
<td>NURS 5005</td>
<td>Adult/Gerontology Acute Care Nurse Practitioner I</td>
</tr>
<tr>
<td>NURS 5015</td>
<td>Adult/Gerontology Acute Care Nurse Practitioner II</td>
</tr>
<tr>
<td>NURS 5025</td>
<td>Adult/Gerontology Acute Care Nurse Practitioner III</td>
</tr>
<tr>
<td>NURS 5683</td>
<td>Nurse Preceptorship I</td>
</tr>
<tr>
<td>NURS 5695</td>
<td>Nurse Preceptorship II</td>
</tr>
</tbody>
</table>

Total Semester Credit Hours 34

Post-Master’s Certificate: Adult Gerontology Program of Study (34 semester credit hours)

<table>
<thead>
<tr>
<th>Required Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 5333</td>
<td>Advanced Pathophysiology</td>
</tr>
<tr>
<td>NURS 5663</td>
<td>Pharmacotherapeutics for Advanced Nursing Practice</td>
</tr>
<tr>
<td>NURS 5644</td>
<td>Advanced Assessment/Differential Diagnosis</td>
</tr>
<tr>
<td>NURS 5001</td>
<td>Advanced Practice Nursing Seminar</td>
</tr>
<tr>
<td>NURS 5525</td>
<td>Adult/Gerontology Nursing I</td>
</tr>
<tr>
<td>NURS 5505</td>
<td>Adult/Gerontology Nursing II</td>
</tr>
<tr>
<td>NURS 5515</td>
<td>Adult/Gerontology Nursing III</td>
</tr>
<tr>
<td>NURS 5683</td>
<td>Nurse Preceptorship I</td>
</tr>
<tr>
<td>NURS 5695</td>
<td>Nurse Preceptorship II</td>
</tr>
</tbody>
</table>

Total Semester Credit Hours 34

Post-Master’s Certificate: Family Nurse Practitioner Program of Study (34 semester credit hours)

<table>
<thead>
<tr>
<th>Required Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 5333</td>
<td>Advanced Pathophysiology</td>
</tr>
<tr>
<td>NURS 5663</td>
<td>Pharmacotherapeutics for Advanced Nursing Practice</td>
</tr>
<tr>
<td>NURS 5644</td>
<td>Advanced Assessment/Differential Diagnosis</td>
</tr>
<tr>
<td>NURS 5001</td>
<td>Advanced Practice Nursing Seminar</td>
</tr>
<tr>
<td>NURS 5625</td>
<td>Family Health Nursing I</td>
</tr>
</tbody>
</table>

Total Semester Credit Hours 34
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 5605</td>
<td>Family Health Nursing II</td>
<td>5</td>
</tr>
<tr>
<td>NURS 5615</td>
<td>Family Health Nursing III</td>
<td>5</td>
</tr>
<tr>
<td>NURS 5683</td>
<td>Nurse Preceptorship I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5695</td>
<td>Nurse Preceptorship II</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Semester Credit Hours</strong></td>
<td></td>
<td><strong>34</strong></td>
</tr>
</tbody>
</table>

**Post-Master’s Certificate: Pediatric Nurse Practitioner Program of Study (34 semester credit hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 5333</td>
<td>Advanced Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5663</td>
<td>Pharmacotherapeutics for Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5644</td>
<td>Advanced Assessment/Differential Diagnosis</td>
<td>4</td>
</tr>
<tr>
<td>NURS 5001</td>
<td>Advanced Practice Nursing Seminar</td>
<td>1</td>
</tr>
<tr>
<td>NURS 5325</td>
<td>Child Health Nursing I</td>
<td>5</td>
</tr>
<tr>
<td>NURS 5305</td>
<td>Child Health Nursing II</td>
<td>5</td>
</tr>
<tr>
<td>NURS 5315</td>
<td>Child Health Nursing III</td>
<td>5</td>
</tr>
<tr>
<td>NURS 5683</td>
<td>Nurse Preceptorship I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5695</td>
<td>Nurse Preceptorship II</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Semester Credit Hours</strong></td>
<td></td>
<td><strong>34</strong></td>
</tr>
</tbody>
</table>

**Clinical Nurse Leader**

**Post-Master’s Certificate: Clinical Nurse Leader Program of Study (31 semester credit hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 5333</td>
<td>Advanced Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5663</td>
<td>Pharmacotherapeutics for Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5644</td>
<td>Advanced Assessment/Differential Diagnosis</td>
<td>4</td>
</tr>
<tr>
<td>NURS 5001</td>
<td>Advanced Practice Nursing Seminar</td>
<td>1</td>
</tr>
<tr>
<td>NURS 5425</td>
<td>Women’s Health Nursing I</td>
<td>5</td>
</tr>
<tr>
<td>NURS 5405</td>
<td>Women’s Health Nursing II</td>
<td>5</td>
</tr>
<tr>
<td>NURS 5415</td>
<td>Women’s Health Nursing III</td>
<td>5</td>
</tr>
<tr>
<td>NURS 5683</td>
<td>Nurse Preceptorship I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5695</td>
<td>Nurse Preceptorship II</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Semester Credit Hours</strong></td>
<td></td>
<td><strong>31</strong></td>
</tr>
</tbody>
</table>

**Nursing Health Systems Management**

**Post-Master’s Certificate: Nursing Health Systems Management (HCA Minor) Program of Study (22-23 semester credit hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCA 5493</td>
<td>Performance Measurement and Quality in Health Care Administration</td>
<td>3</td>
</tr>
<tr>
<td>HCA 5223</td>
<td>Strategic Planning in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>HCA 5623</td>
<td>Economics of Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HCA 5533</td>
<td>Management Accounting for Health Care Organizations</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5554</td>
<td>Health Systems Management Challenges and Opportunities</td>
<td>4</td>
</tr>
<tr>
<td>Choose 2 of the following courses:</td>
<td></td>
<td>6-7</td>
</tr>
<tr>
<td>NURS 5544</td>
<td>Organizational Assessment Practicum</td>
<td></td>
</tr>
<tr>
<td>NURS 5543</td>
<td>Outcomes Assessment Practicum</td>
<td></td>
</tr>
<tr>
<td>NURS 5553</td>
<td>Fiscal Assessment Practicum</td>
<td></td>
</tr>
<tr>
<td><strong>Total Semester Credit Hours</strong></td>
<td></td>
<td><strong>22-23</strong></td>
</tr>
</tbody>
</table>

**Post-Master’s Certificate: Nursing Health Systems Management (Business Minor) Program of Study (22-23 semester credit hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 5263</td>
<td>Organizational Behavior in Business Administration</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5273</td>
<td>Human Resource Administration</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5433</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5963</td>
<td>Management Operations</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5554</td>
<td>Health Systems Management Challenges and Opportunities</td>
<td>4</td>
</tr>
<tr>
<td>Choose 2 of the following courses:</td>
<td></td>
<td>6-7</td>
</tr>
<tr>
<td>NURS 5544</td>
<td>Organizational Assessment Practicum</td>
<td></td>
</tr>
<tr>
<td>NURS 5543</td>
<td>Outcomes Assessment Practicum</td>
<td></td>
</tr>
<tr>
<td>NURS 5553</td>
<td>Fiscal Assessment Practicum</td>
<td></td>
</tr>
<tr>
<td><strong>Total Semester Credit Hours</strong></td>
<td></td>
<td><strong>22-23</strong></td>
</tr>
</tbody>
</table>

**Nursing Education**

**Post-Master’s Certificate: Nursing Education Program of Study (26 semester credit hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 5644</td>
<td>Advanced Assessment/Differential Diagnosis</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 5333</td>
<td>Advanced Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5663</td>
<td>Pharmacotherapeutics for Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5203</td>
<td>Theoretical Bases for Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5253</td>
<td>Curriculum Design and Management in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5294</td>
<td>Teaching Practicum in Nursing</td>
<td>4</td>
</tr>
<tr>
<td>Choose 2 of the following courses:</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>NURS 5273</td>
<td>Measurement and Assessment in Nursing</td>
<td></td>
</tr>
<tr>
<td>NURS 5263</td>
<td>Educational Communication and Technologies of Education</td>
<td></td>
</tr>
<tr>
<td>NURS 5283</td>
<td>Evaluation Models for Curriculum Management</td>
<td></td>
</tr>
<tr>
<td><strong>Total Semester Credit Hours</strong></td>
<td></td>
<td><strong>26</strong></td>
</tr>
</tbody>
</table>
Post-Baccalaureate Certification in Interprofessional Informatics Program

The online Post-Baccalaureate Certificate in Interprofessional Informatics is intended for those professionals who have a bachelor’s degree and who are seeking additional education and training in informatics. This certificate will provide students with academic and supervised practicums in informatics. Content includes technology-based health promotion, data application, interaction design and telehealth. The program uses an interprofessional education/collaborative approach to learning. The certificate program is designed for students from a variety of disciplines including but not limited to Nursing, Occupational Therapy, Physical Therapy, Nutrition Science and Health Systems Management. Students enrolled in the certificate program will complete a synthesis course integrating and applying program content. Students with limited experience in informatics may be required to take an introductory course in informatics based upon advice of the program coordinator or faculty.

**Prerequisite Course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 6323</td>
<td>Informatics and Research in Nursing</td>
</tr>
</tbody>
</table>

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 6813</td>
<td>Data Applications for Health Promotion In Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6963</td>
<td>Telehealth and Remote Monitoring</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6943</td>
<td>Technology-Enhanced Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6903</td>
<td>Special Topics (Interaction Design in Health Informatics)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6903</td>
<td>Special Topics (Interprofessional Informatics Synthesis)</td>
<td>3</td>
</tr>
</tbody>
</table>

**CATALOG UPDATE:**

Please note that effective Fall 2017 the NURS 6903 (Special Topics) courses in the program above have been assigned the following numbers:

- NURS 6853: Interaction Design in Healthcare
- NURS 6893: Interprofessional Informatics Synthesis

**Department of Nutrition and Food Sciences**

**Web Site:** [http://www.twu.edu/nutrition-food-sciences/](http://www.twu.edu/nutrition-food-sciences/)

**Chair:** K. Shane Broughton, PhD

**Location:** OMB 307 (Denton)

**Phone:** 940-898-2636

**Fax:** 940-898-2634

**E-mail:** Denton: nutrfdsci@twu.edu

**Location:** IHSH 7118 (Houston)

**Phone:** 713-794-2371

**Fax:** 713-794-2374

**E-mail:** Houston: nfs-houston@twu.edu

**Graduate Degrees Offered**

- M.S. in Nutrition (p. 139)
- M.S. in Food Science and Flavor Chemistry (p. 138)
- M.S. in Exercise and Sports Nutrition (p. 137)
- Ph.D. in Nutrition (p. 140)

The primary objectives of the graduate programs are to:

1. provide coursework and experience to advance students’ knowledge and expertise in their field of study;
2. engage in research activities that contribute to the profession and to society through improved quality of life; and
3. assist in the development of professional leaders for the future.

Depending on the course of study, students are prepared for a variety of professional careers in clinical dietetics, the food industry, health and wellness, sports nutrition, education, or research.

Research interests of the faculty include numerous areas of laboratory and clinical investigation focused toward the nutritional sciences as well as nutrition education, and food sciences. The Nutrition and Food Science homepage ([http://www.twu.edu/nutrition-food-sciences](http://www.twu.edu/nutrition-food-sciences)) references specific research areas of faculty.

**Admission Requirements**

Please see the admission section (p. 231) of this catalog. In addition to these general requirements, the Department of Nutrition and Food Sciences ([http://www.twu.edu/nutrition-food-sciences](http://www.twu.edu/nutrition-food-sciences)) requires the following minimum undergraduate semester credit hours prerequisites for the various majors:

**Nutrition (M.S. and Ph.D.)**

- Chemistry (including Biochemistry) 9-12
- Human Anatomy and Physiology 3-4
- Introduction to Nutrition 3
- Upper Level Nutrition (Advanced Nutrition: Macronutrients and Micronutrients and Nutrition through the Lifecycle) 9

**Food Science and Flavor Chemistry (M.S.) and Nutrition (Ph.D. with Food Science and Flavor Chemistry emphasis)**

- Chemistry 9-12
- Food Science 9

**Food Systems Administration (M.S. and Ph.D. in Nutrition with Food Systems Administration Emphasis)**

- Microbiology 4
- Introduction to Nutrition 3
- Accounting 3
- Quantity Food Production & Service 3
- Upper Level Foodservice Management and/or Business 6

**Master’s Admission**

For unconditional admission, applicants must present:

1. Official transcripts that show evidence of prerequisite courses and at least a 3.25 GPA on a 4.0 scale for the last 60 undergraduate semester credit hours and, all post-baccalaureate and graduate semester credit hours.
For unconditional admission, applicants must present:

2. Evidence of completing the Graduate Record Examination with a preferred minimum score of 350/143 on the verbal portion and 450/141 on the quantitative portion.

3. A 1-2 page resume providing evidence of work and volunteer experience related to intended field of study.

4. A 2-page personal statement of interest specific to the area of flavor chemistry (for MS in Food Science and Flavor Chemistry only).

Applicants who meet the above criteria with exception of GPA may qualify for provisional admission if they have at least a 3.0 GPA (4.0 scale) on the last 60 undergraduate semester credit hours. If the applicant has previously earned graduate credits from TWU or another regionally accredited graduate program, the first 12 credit hours completed will be considered in lieu of the last 60 undergraduate hours.

Applicants who meet all other requirements but lack up to 9 semester credit hours of prerequisite undergraduate courses may be admitted provisionally to a master’s program. They must complete the required prerequisite courses within the first two semesters of graduate work.

**Master of Science in Exercise and Sports Nutrition**

For unconditional admission, applicants must present:

1. A baccalaureate degree in kinesiology or nutrition or its equivalent.

2. Official transcripts that show evidence of prerequisite undergraduate courses in the areas of exercise physiology, advanced exercise physiology, exercise testing and prescription, human anatomy and physiology, biochemistry, introduction to nutrition, advanced nutrition, and an upper level nutrition course.

3. At least a 3.25 GPA (4.0 scale) for the last 60 undergraduate semester credit hours.

4. Evidence of completing the Graduate Record Examination with a preferred minimum score of 500/153 on the verbal portion and 400/140 on the quantitative portion.

5. A 1-2 page statement of intent providing evidence of work and volunteer experience related to intended field of study and goals.

6. Two letters of recommendation.

Applicants who meet all other requirements but lack up to 12 semester credit hours of prerequisite undergraduate courses may be admitted provisionally to this program. They will complete all 12 semester credit hours during the first two semesters of graduate work.

**Doctoral Admission**

For unconditional admission, applicants must present:

1. Official transcripts that show evidence of prerequisite courses and at least a 3.5 GPA (4.0 scale) for the last 60 undergraduate semester credit hours on all post-baccalaureate and graduate semester credit hours.

2. Evidence of completing the Graduate Record Examination with a preferred minimum score of 450/150 on the verbal portion and 550/146 on the quantitative portion.

3. Two letters of reference.

4. A statement of purpose (1-2 pages) that includes reasons for undertaking graduate work, explanation of study and research interests, work experience, and professional goals.

Applicants who meet the above criteria with exception of GPA may qualify for provisional admission if they have at least a 3.0 GPA (4.0 scale) on the last 60 undergraduate semester credit hours on all post-baccalaureate and graduate semester credit hours.

**Certification Programs Offered**

The Department of Nutrition and Food Sciences, in collaboration with health care facilities in the Houston metroplex and the Dallas/Fort Worth metroplex, offers two Dietetic Internship programs with graduate credit that lead to a master’s degrees. These are the TWU Internship Program-Denton campus and the TWU Dietetic Internship Program-Houston Center. The Houston Center also offers the academic component for the Combined Dietetic Internship-Master’s Degree Houston Michael E. DeBakey Veteran’s Affairs Medical Center Program.

The TWU Dietetic Internship programs have been granted accreditation status by the:

- Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics (http://www.eatrightpro.org/resources/acend)
  120 S. Riverside Plaza, Suite 2000
  Chicago, IL 60606-6995
  312-899-0040

The Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics is a specialized accrediting body recognized by the Council on Postsecondary Accreditation and the United States Department of Education.

All TWU Dietetic Internship programs participate in a computer matching process for selection of students. Upon successful completion of the program, students are eligible to write the registration examination by the Commission on Dietetic Registration.

Further information and application forms may be obtained from the program directors (or online at the Nutrition and Food Sciences website (http://www.twu.edu/nutrition-food-sciences)) and submitted before the deadline date (mid-February) as indicated on the application form.

**Director, Dietetic Internship**

TWU Dietetic Internship Program plus graduate credit
Department of Nutrition and Food Sciences
P.O. Box 425888
Denton, TX 76204-5888
940-898-2636

or

Director, Dietetic Internship
TWU Dietetic Internship Program plus graduate credit
Department of Nutrition and Food Sciences
6700 Fannin St.
Houston, TX 77030-2343
713-794-2371

or

Director, Dietetic Internship
Michael E. DeBakey VA Medical Center
2002 Holcombe Blvd
Houston, TX 77030
Minors Offered to Student from Other Departments

Students pursuing a minor in Nutrition and Food Sciences must have the following undergraduate prerequisites, depending on emphasis chosen:

**Nutrition**
- Biochemistry, Human Anatomy and Physiology, Introduction to Nutrition, Advanced Nutrition: Macronutrients and Micronutrients, and Advanced Nutrition Lab, or equivalent

**Food Science and Flavor Chemistry**
- Chemistry (8 semester credit hours) and 6 semester credit hours of food science, food preparation, or equivalent

**Food Systems Administration**
- Microbiology, Quantity Food Production and Service, and 3 additional semester credit hours upper level food service management or Business courses

**Master's level**
- 9 graduate semester credit hours in area of emphasis

**Doctoral level**
- 12 graduate semester credit hours in area of emphasis

**Courses**

**NFS 5003. Food Chemistry.** Chemical properties of food ingredients and food systems, relationship of chemical properties to the functional properties, and their effects on food and nutritional qualities. Prerequisite: Organic chemistry or permission of instructor. Three lecture hours a week. Credit: Three hours.

**NFS 5013. Sensory Evaluation of Foods.** Introduction to the neuroscience of taste and sensory analysis theory and techniques. Practical tools to select, conduct, and statistically analyze appropriate tests. One lecture and six laboratory hours a week. Credit: Three hours.

**NFS 5023. Food Analysis.** Objective analysis and evaluation of properties of foods and food systems during processing, development, and storage. Prerequisite: NFS 5003. One lecture and six laboratory hours a week. Credit: Three hours.

**NFS 5033. Eating Behaviors and Eating Disorders.** Examination of the cultural, societal, and psychological influences on eating behaviors with specific attention to the causes and treatment of various types of eating disorders. Three lecture hours a week. Credit: Three hours.

**NFS 5043. Nutritional Aspects of Vegetarianism.** Degrees of vegetarian regimens (e.g. lacto-ovo, vegan); potential health benefits from adopting a vegetarian diet, ensuring nutritional adequacy of vegetarian diets throughout the life cycle; potential nutritional deficiencies arising from the partial or complete avoidance of animal products; current research; recent advances in dietetic practice. Three lecture hours a week. Credit: Three hours.

**NFS 5053. Functional Foods.** Exploration of foods capable of providing health benefits beyond basic nutrition with emphasis on improved health and disease prevention benefits of certain whole foods and food products. Three lecture hours a week. Credit: Three hours.

**NFS 5063. Food Toxicology.** Principles of toxicology and adverse effects of contaminants in foods of chemical and biological origin on human health; application of principles to food safety. Prerequisites: Food Science, and Human Anatomy and lab course; or permission of instructor. Three lecture hours a week. Credit: Three hours.

**NFS 5133. Professional Internship for Exercise and Sports Nutrition.** Application of exercise and sports nutrition knowledge in varied practice settings. Student is required to complete 150 clock hours of supervised practice during a minimum of eight weeks (10-19 hours of work a week). Ten practicum hours a week. Credit: Three hours.

**NFS 5173. Professional Practicum.** Guided field experience in administrative supervisory, consultant, or similar level positions for a Master’s degree in Nutrition. Thirty practicum hours a week. Credit: Three hours.

**NFS 5303. Experimental Food.** Application of scientific principles and experimental procedures to food preparation, including food product development studies and projects. Sensory evaluation and laboratory analysis. One lecture and six laboratory hours a week. Credit: Three hours.

**NFS 5314. Nutrition and Human Metabolism.** Nutritional biochemistry; chemistry, digestion, absorption, transport, regulation, function, and metabolism of nutrients; relationship between dietary intake, intermediary metabolism, and pathogenesis and health. Prerequisites: 6-7 hours upper level undergraduate nutrition courses (advanced nutrition, micro-and-macro-nutrients, nutrition through the lifecycle; or equivalent). Four lecture hours a week. Credit: Four hours.

**NFS 5321. Seminar in Food Science.** General overview of topics related to food science and technology including a review of current literature. Special emphasis on current areas of research including product development. One lecture hour a week. Credit: One hour.

**NFS 5331. Seminar in Nutrition.** Current research in nutrition and nutritional care. One seminar hour a week. Credit: One hour.

**NFS 5332. Capstone Seminar.** Terminal seminar for non-thesis Master’s degree in Nutrition. Evaluation and critique of advanced concepts in nutrition and food sciences from current scientific publications. Prerequisite: 27 semester credits hours of graduate degree level coursework. Two seminar hours a week. Credit: Two hours.

**NFS 5343. Advanced Nutritional Care.** Nutritional care including diet therapy; current research in dietary care; dietary treatment of metabolic diseases. Prerequisite: Nutrition and human metabolism course or permission of instructor. Three lecture hours a week. Credit: Three hours.

**NFS 5363. Human Nutrition in Disease.** The role of nutrition in the etiology, management, and prevention of acquired diseases including cardiovascular, endocrine, and gastrointestinal diseases, cancer, and urological disorders. Three lecture hours a week. Credit: Three hours.

**NFS 5373. Food Science and Technology.** Basic principles of food preservation; changes occurring during processing and storage; control of changes in food due to enzymes, microorganisms, and chemical reactions. Three lecture hours a week. Credit: Three hours.

**NFS 5423. Nutrition and Gerontology.** Nutritional status of older adult, normal, and therapeutic nutrition; metabolic pathways of the nutrients, sociological, and physiological factors. Prerequisite: Micronutrients and macronutrients courses. Three lecture hours a week. Credit: Three hours.
NFS 5443. Nutrition and Women’s Health. Relationship between nutrition/nutrients and health issues of women, including Alzheimer’s disease, cancer (breast/colon, cervical and ovarian, and lung), diabetes, heart disease, overweight, and obesity; current statistics, etiology, symptoms, treatment, and preventive measures of each health issue. Three lecture hours a week. Credit: Three hours.

NFS 5453. Nutrition Education. Dissemination of nutritional knowledge to various ethnic and age groups; cultural and environmental factors in dietary planning and selection; practical experiences included. Prerequisites: Micronutrients and macronutrients courses. Three lecture hours a week. Credit: Three hours.

NFS 5471. Clinical Aspects of Human Nutrition. Application of the principles of biochemistry, physiology, and nutrition in the treatment of human disease. Prerequisite or co-requisite: Admission to the MEDVAMC Dietetic Internship Program. Three practicum hours a week. Credit: Three hours.

NFS 5472. Clinical Aspects of Human Nutrition. Application of the principles of biochemistry, physiology, and nutrition in the treatment of human disease. Prerequisite or co-requisite: Admission to the MEDVAMC Dietetic Internship Program. Six practicum hours a week. Credit: Two hours.

NFS 5473. Advanced Preventive Nutrition. Types of prevention; evidence for the role of dietary nutrients in preventing major causes of morbidity and mortality (e.g., cardiovascular disease, cancer); national goals for health promotions; dietary guidelines for health promotion and disease prevention; position statements on diet and health. Prerequisite: Introduction to nutrition course or equivalent. Three lecture hours a week. Credit: Three hours.


NFS 5543. Nutrition in Pregnancy and Infancy. Understanding of nutrition in cellular growth of the whole body and individual organs; physiological changes during pregnancy; maternal-fetal exchange of nutrients; and the influence of nutrition and its nutrient requirements on pregnancy outcome and on the growth and mental developments of infants. Three lecture hours a week. Credit: Three hours.

NFS 5583. Nutrition and Exercise. Application of nutrient recommendations to sports and exercise states, differences between scientifically acceptable protocols relating exercise and nutrition and unproven myths using evidence-based analysis process, and biochemistry of exercise. Laboratory projects designed to provide information and dietary intervention programs to individuals or groups interested in sports nutrition. Prerequisites: NFS 5314 and six upper level undergraduate nutrition hours. Two lecture and two laboratory hours a week. Credit: Three hours.

NFS 5623. Nutraceuticals and Dietary Supplements. A critical evaluation of issues, concepts, and controversies about dietary supplements and nutraceutical ingredients. Emphasis on the importance of scientific investigations to evaluate their efficacy, safety, and value for health promotion, disease prevention, and treatment. Prerequisites or co-requisites: Course in nutrition and human metabolism. Three lecture hours a week. Credit: Three hours.

NFS 5681. Sports Nutrition Practicum. Field experiences working with athletic teams or individuals at fitness facilities to provide sports nutrition education to maximize training benefits and performance. May be repeated for additional credit. Three practicum hours a week. Credit: One hour.

NFS 5693. Nutrition and Metabolic Syndrome. Pathophysiology of metabolic syndrome; metabolic syndrome and cardiovascular disease; relevance of nutrition in development and treatment of metabolic syndrome. Prerequisite or co-requisite: Course in nutrition and human metabolism. Three lecture hours a week. Credit: Three hours.

NFS 5713. Human Resource Management in Nutritional Care Systems. Information concerning the functions of personnel management, recruitment, job description construction, benefits and compensation programs, unionization, and proper managerial and legal techniques to resolve conflicts. Three lecture hours a week. Credit: Three hours.

NFS 5721. Seminar in Food Systems Administration. Recent development in research related to foodservice systems management. One lecture hour a week. Credit: One hour.

NFS 5733. Productivity and Quality Improvement for Foodservice Systems. Study of productivity, decision-making, work simplification, and continuous quality improvement for foodservice systems. Group or individual investigations in institutional administration, supervised observations, conferences, and reports. Prerequisite: Six hours of institutional administration. Three lecture hours a week. Credit: Three hours.

NFS 5743. Cost Analysis for Foodservice Systems. Cost analysis and controls in the management of foodservice systems. Emphasizes quality assurance; food, labor, and energy control; and financial analysis. Utilization of the computer as a management tool. Three lecture hours a week. Credit: Three hours.

NFS 5753. Foodservice Facility Design and Management. Facility design and management for institutional foodservice operations. Preliminary planning, facility layout, space allocation, utilities, environmental planning, security management, and equipment selections. Prerequisite: Quantity foods lecture and lab. Three lecture hours a week. Credit: Three hours.

NFS 5763. Food Safety/Foodborne Illness. Study of foodborne illness in relation to food handling practices in foodservice systems and food industry. Hazard Analysis Critical Control methods, risk management, government initiatives, and current search in food safety. Prerequisites: Quantity foods lecture and lab, and microbiology lecture and lab. Three lecture hours a week. Credit: Three hours.

NFS 5773. Organization and Management for Foodservice Systems. Principles of management as applied to foodservice organizations. Study of interaction of menu planning, purchasing, food production, service and distribution, personnel management, and financial control. Prerequisite: Quantity foods lecture and lab. Three lecture hours a week. Credit: Three hours.

NFS 5793. Management Information Systems for Food Systems Administration. Management of information technology and systems in foodservice organizations to assist with data management, decision making, marketing, and problem solving. Software for nutrient analysis, food production, presentation, spreadsheet, database management, and web applications. Two lecture and two laboratory hours a week. Credit: Three hours.
NFS 5813. Internship Experience in Nutritional Care. Application of nutritional care skills in the clinical setting. Acceptance to a dietetic internship is required. May be repeated for credit. Twelve practicum hours a week. Credit: Three hours.

NFS 5833. Principles of Clinical Instruction in Nutritional Care. Experiential development of skills and evaluation techniques for clinical instructors in approved programs. May be repeated for additional credit. Nine clinical hours a week. Credit: Three hours.

NFS 5893. Advanced Nutritional Epidemiology. Advanced epidemiological concepts; design of observational and interventional studies; estimation of energy and nutrient intakes; biomarkers of nutritional status; ongoing clinical trials; current literature. Prerequisites: Nine hours of nutrition and three hours of graduate statistics. Three lecture hours a week. Credit: Three hours.

NFS 5901. Special Topics. Lectures or conferences on recent developments in nutrition. May be repeated with change of topic for additional credit. Prerequisite: Permission of the instructor. Credit: One hour.

NFS 5903. Special Topics. Lectures or conferences on recent developments in nutrition. May be repeated with change of topic for additional credit. Prerequisite: Permission of the instructor. Credit: Three hours.

NFS 5911. Independent Study. Intensive study of a problem of individual or professional interest in nutrition, food sciences, or institution administration. Credit: One hour.

NFS 5913. Independent Study. Intensive study of a problem of individual or professional interest in nutrition, food sciences, or food systems management. Credit: Three hours.

NFS 5923. Research in Food Systems Management. Research in organization and management of quantity foodservice. Group and individual conferences and laboratory hours to be arranged. May be repeated for credit. Credit: Three hours.

NFS 5953. Cooperative Education. Cooperative work-study arrangements between the University, business, industry, or selected institutions appropriate to the graduate program. Job assignments are made on the basis of student interests, skills, and degree program. The student will apply the ideas and processes learned in other courses in practical experience under cooperative supervision. Cooperative planning and evaluation are essential elements in the course. Nine practicum hours a week. Credit: Three hours.


NFS 5983. Thesis. Credit: Three hours.

NFS 5993. Thesis. Prerequisite: NFS 5983. Credit: Three hours.

NFS 6003. Food Lipids. Application of basic lipid chemistry principles to analyze properties of food and food system lipids; functional properties of lipids and their effects on food systems. Prerequisite: Course in food chemistry or biochemistry. Three lecture hours a week. Credit: Three hours.

NFS 6113. Nutrition and Cancer. Overview of nutrition and cancer at the population, cellular, and molecular levels; roles of nutrients and non-nutrients in cancer prevention. Prerequisite: Nutrition and human metabolism course or permission of instructor. Three lecture hours a week. Credit: Three hours.

NFS 6123. Micronutrients in Human Nutrition. Metabolic functions, metabolism, interrelationships, possible toxicity, and bioavailability of the vitamins and minerals based on current literature and research. Prerequisite: Nutrition and human metabolism course. Three lecture hours a week. Credit: Three hours.

NFS 6124. Macronutrients in Human Nutrition. Fundamental roles and energy transformation of carbohydrates, lipids, and proteins in human nutrition. Emphasis on function, metabolism, and interrelationships of the macronutrients based on current literature and research. Prerequisite: Nutrition and human metabolism course. Four lecture hours a week. Credit: Four hours.

NFS 6133. Drug and Nutrient Interactions. Effects of drugs on absorption and metabolism of nutrients, role of nutrients in drug detoxification; use of nutrients as drugs; toxic megadoses of vitamins; combination of drugs and diet in the treatment of disease; effect of nutritional status on drug and nutrient binding. Prerequisite: Nutrition and human metabolism course or permission of the instructor. Three lecture hours a week. Credit: Three hours.


NFS 6173. Professional Practicum. Guided field experience in administrative supervisory, consultant, or similar level positions. Field experiences may not be part of the student's regular job responsibilities. May be repeated for three additional hours. Credit: Three hours.

NFS 6203. Advanced Research Techniques. Select laboratory techniques in separation and measurements of proteins (ELISA, Western Blot gel chromatography), cell culture techniques; cell separation and culture. One lecture hour and six laboratory hours a week. Credit: Three hours.

NFS 6233. Advanced Seminar in Nutrition. This course will accommodate both doctoral and master's students with more emphasis on current topics in ever changing nutrition research. Seminars designed to cover state of the art overview of current and emerging topics will be presented by invited outside guest speakers, TWU faculty, and graduate students. One seminar hour a week. Credit: One hour.

NFS 6903. Special Topics. Specially scheduled course on topic of current interest. May be repeated for additional credit when topic varies. Three lecture hours a week. Credit: Three hours.

NFS 6911. Independent Study. Intensive study of a problem of individual or professional interest in nutrition, food sciences, or food systems management. Credit: One hour.
NFS 6913. Independent Study. Intensive study of a problem of individual or professional interest in nutrition, food sciences, or food systems management. Credit: Three hours.

NFS 6921. Advanced Research in Nutrition and Food Science. Individual research problem in a specific area of food and nutrition. Group and individual conferences. May be repeated for credit. Credit: One hour.

NFS 6923. Advanced Research in Nutrition and Food Science. Individual research problem in a specific area of food and nutrition. Group and individual conferences. May be repeated for credit. Credit: Three hour.

NFS 6931. Advanced Research in Nutrition. Research problems in radiographic bone densitometry, metabolic balance studies; nutritional status of children and of older persons. Group and individual conferences and laboratory hours to be arranged. Credit: One hour.

NFS 6933. Advanced Research in Nutrition. Research problems in radiographic bone densitometry, metabolic balance studies; nutritional status of children and of older persons. Group and individual conferences and laboratory hours to be arranged. Credit: Three hours.

NFS 6941. Advanced Research in Food Science. Selection and study of individual research problems in a selected specific area of foods; objective and subjective methods of product evaluation. Credit: One hour.

NFS 6943. Advanced Research in Food Science. Selection and study of individual research problems in a selected specific area of foods; objective and subjective methods of product evaluation. Credit: Three hours.

NFS 6983. Dissertation. Prerequisite: NFS 6983. Credit: Three hours.


Faculty

Professors

BROUGHTON, KENNETH SHANE, Professor of Nutrition and Food Sciences; Chair of the Department of Nutrition and Food Sciences; Interim Chair of Biology. B.S, Colorado State University; M.S., Washington State University; Ph.D., Washington State University.

DIMARCO, NANCY M., Professor of Nutrition and Food Sciences. B.A., University of Colorado, Boulder; M.S., Iowa State University; Ph.D., Iowa State University.

IMRHAN, VICTORINE, Professor of Nutrition and Food Sciences. B.S., Texas Tech University; M.S., Louisiana Tech University; Ph.D., Texas Woman’s University.

PRASAD, CHANDAN, Professor of Nutrition and Food Sciences. B.S., G.B. Pant University of Agriculture and Technology : Naini Tal, India; M.Sc., G.B. Pant University of Agriculture and Technology : Naini Tal, India; Ph.D., Louisiana State University.

VIJAYAGOPAL, PARAKAT, Professor of Nutrition and Food Sciences. B.S., University of Kerala; M.S., Banaras Hindu University; Ph.D., University of Kerala.

Associate Professors

JUMA, SHANIL, Associate Professor of Nutrition and Food Sciences. B.S., Purdue University; M.S., University of Illinois, Chicago; Ph.D., Oklahoma State University.

MOORE, CAROLYN E., Associate Professor of Nutrition and Food Sciences. B.S., University of California, Berkeley; M.S., University of California, Los Angeles.

Assistant Professors

DAVIS, KATHLEEN, Assistant Professor of Nutrition and Food Sciences. B.S., Texas Woman’s University; M.S., Texas Woman’s University; Ph.D., Texas Woman’s University.

EVERTS, HELEN B., Assistant Professor of Nutrition and Food Sciences. B.S., The Pennsylvania State University, M.S., The University of Georgia; Ph.D., The University of Georgia.

LEMIEUX, MONIQUE J., Assistant Professor of Nutrition and Food Sciences. B.S., Christopher Newport University; M.S., The University of Tennessee Knoxville; Ph.D., Texas Tech University.

MAZIARZ, MINDY, Assistant Professor of Nutrition and Food Sciences. B.S., Texas A&M University; M.S., University of Alabama, Birmingham; Ph.D., Texas Woman’s University.

WARREN, CYNTHIA A., Assistant Professor of Nutrition and Food Sciences. B.S., Texas A&M University; M.S., Texas A&M University; Ph.D., Texas A&M University.

Associate Clinical Professors

BUSH, ROSE MARY, Associate Clinical Professor of Nutrition and Food Sciences; Dietetic Internship Program Director of the Department of Nutrition and Food Sciences : Houston. B.S., Grambling College; M.S., Louisiana Tech University.

MORELAND, KAREN A., Associate Clinical Professor of Nutrition and Food Sciences. B.S., Southwest Texas State University; M.S., Texas Woman’s University.

REW, MARTHA L., Associate Clinical Professor of Nutrition and Food Sciences. B.S., University of Southwestern Louisiana; M.S., Louisiana State University.

Master of Science in Exercise and Sports Nutrition

Total Semester Credit Hours Required

A minimum of 30 semester credit hours (International Olympic Committee option), 34 semester credit hours (thesis option), or 43 semester credit hours (coursework only option) are required.

Required

Group I - Required Courses

NFS 5314 Nutrition and Human Metabolism 4
NFS 5363 Human Nutrition in Disease 3
KINS 5023 Methods of Research 3
KINS 5033 Applied Statistical Principles 3

Group II - Additional Required Courses

NFS 5583 Nutrition and Exercise 3
KINS 5553 Advanced Exercise Physiology 3
KINS 5613 Cardiovascular Response to Exercise 3
KINS 5683 Exercise Evaluation and Prescription 3

Select 3 semester credit hours from the following: 3

NFS 5681 Sports Nutrition Practicum (taken 3 times)
Master of Science in Food Science and Flavor Chemistry Program of Study

Options
Three options for completion of the master’s degree in Exercise and Sports Nutrition are available including thesis, coursework-only, or International Olympic Committee (IOC) diploma option. The number of semester credit hours to complete the program will vary with the option: thesis - 34 semester credit hours; coursework-only - 43 semester credit hours; and IOC - 30 semester credit hours. Students with the RDN credential or intending to become RDN certified will complete NFS 5681 three times. Non-RDN students will complete NFS 5133.

Minor
A minimum of 9 graduate semester credit hours in an area of emphasis can be achieved within the total number of program semester credit hours or by taking additional coursework. If a minor is declared, a faculty member in that minor area of study must serve on the academic committee.

Final Examination
Students selecting the thesis option will complete a final oral examination that should not exceed two hours and may not be taken more than twice. Students completing the coursework-only option must complete the capstone seminar NFS 5331 with a ‘C’ grade or higher. Additional information is available on the department’s website (http://www.twu.edu/nutrition-food-sciences).

Master of Science in Food Science and Flavor Chemistry Program of Study

Total Semester Credit Hours Required
Thesis: 30 semester credit hours

Master of Science in Food Science and Flavor Chemistry Program of Study (30 semester credit hours)

Thesis (30 semester credit hours)

Required Courses
NFS 5003 Food Chemistry 3
NFS 5013 Sensory Evaluation of Foods 3
NFS 5023 Food Analysis 3
NFS 5321 Seminar in Food Science 1
NFS 5903 Special Topics (Flavor Chemistry) 3
NFS 5983 Thesis 3
NFS 5993 Thesis 3
Statistics or Research Design 3
NFS Electives and Additional Coursework 8
Select 8-9 semester credit hours from the following:
NFS 5063 Food Toxicology 3
NFS 5623 Nutraceuticals and Dietary Supplements
CHEM 5323 Advanced Analytical Chemistry
Biology courses
Chemistry courses

Total Semester Credit Hours

Psychology courses

Master of Science in Food Systems Administration

(This program is not currently accepting new students.)

The M.S. in Food Systems Administration is designed to prepare students who receive this degree for management careers in foodservice/nutrition departments of hospitals, schools, universities and other institutions. The program uses a hybrid format. Course delivery is predominantly online (offered from Denton and Houston), but several courses require 3 face to face sessions. For additional information visit the Department of Nutrition and Food Sciences website (http://www.twu.edu/nutrition-food-sciences).

Total Semester Credit Hours Required
36 semester credit hours

Minor
A minimum of 9 graduate credit hours in an area of emphasis can be achieved within the total number of program hours or by taking additional coursework. If a minor is declared, a faculty member in that minor area of study must serve on the academic committee.

Masters of Science in Food System Administration Program of Study (36 semester credit hours)

Required Courses
NFS 5773 Organization and Management for Foodservice Systems 3
NFS 5713 Human Resource Management in Nutritional Care Systems 3
NFS 5763 Food Safety/Foodborne Illness 3
NFS 5733 Productivity and Quality Improvement for Foodservice Systems 3
NFS 5743 Cost Analysis for Foodservice Systems 3
NFS 5753 Foodservice Facility Design and Management 3
NFS 5793 Management Information Systems for Food Systems Administration 3
NFS 5721 Seminar in Food Systems Administration 1
Graduate Statistics Course 3

Additional Coursework

Additional coursework to be selected from other NFS program areas (Nutrition or Food Science), coursework from another department (e.g., Business), or coursework transferred from another institution (up to 3 hours) with approval of the advisory committee.

A maximum of 6 credit hours for TWU internship experience, independent study, or cooperative education is permitted.

Total Semester Credit Hours

36
Master of Science in Nutrition

Total Semester Credit Hours Required

30 semester credit hours (Thesis Option)

36 semester credit hours (Coursework-Only Option)

Minor

A minimum of 9 graduate credit hours in an area of emphasis can be achieved within the total number of program hours or by taking additional coursework. If a minor is declared, a faculty member in that minor area of study must serve on the academic committee.

Master of Science in Nutrition Thesis Option Program of Study (30 semester credit hours)

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NFS 5314</td>
<td>Nutrition and Human Metabolism</td>
<td>4</td>
</tr>
<tr>
<td>NFS 5363</td>
<td>Human Nutrition in Disease</td>
<td>3</td>
</tr>
<tr>
<td>Seminar Course</td>
<td>Statistics of Research Design Course</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional Courses in Major

Select 10-12 hours from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NFS 5033</td>
<td>Eating Behaviors and Eating Disorders</td>
<td></td>
</tr>
<tr>
<td>NFS 5043</td>
<td>Nutritional Aspects of Vegetarianism</td>
<td></td>
</tr>
<tr>
<td>NFS 5053</td>
<td>Functional Foods</td>
<td></td>
</tr>
<tr>
<td>NFS 5343</td>
<td>Advanced Nutritional Care</td>
<td></td>
</tr>
<tr>
<td>NFS 5423</td>
<td>Nutrition and Gerontology</td>
<td></td>
</tr>
<tr>
<td>NFS 5443</td>
<td>Nutrition and Women's Health</td>
<td></td>
</tr>
<tr>
<td>NFS 5453</td>
<td>Nutrition Education</td>
<td></td>
</tr>
<tr>
<td>NFS 5473</td>
<td>Advanced Preventive Nutrition</td>
<td></td>
</tr>
<tr>
<td>NFS 5521</td>
<td>Nutrition for Collegiate and Professional Sports</td>
<td></td>
</tr>
<tr>
<td>NFS 5543</td>
<td>Nutrition in Pregnancy and Infancy</td>
<td></td>
</tr>
<tr>
<td>NFS 5583</td>
<td>Nutrition and Exercise</td>
<td></td>
</tr>
<tr>
<td>NFS 5623</td>
<td>Nutraceuticals and Dietary Supplements</td>
<td></td>
</tr>
<tr>
<td>NFS 5693</td>
<td>Nutrition and Metabolic Syndrome</td>
<td></td>
</tr>
<tr>
<td>NFS 5713</td>
<td>Human Resource Management in Nutritional Care</td>
<td></td>
</tr>
<tr>
<td>Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NFS 5763</td>
<td>Food Safety/Foodborne Illness</td>
<td></td>
</tr>
<tr>
<td>NFS 5773</td>
<td>Organization and Management for Foodservice</td>
<td></td>
</tr>
<tr>
<td>Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NFS 5893</td>
<td>Advanced Nutritional Epidemiology</td>
<td></td>
</tr>
<tr>
<td>NFS 5901</td>
<td>Special Topics</td>
<td></td>
</tr>
<tr>
<td>NFS 5903</td>
<td>Special Topics</td>
<td></td>
</tr>
<tr>
<td>6000 level courses offered in Nutrition with approval of advisory committee and permission of the instructor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internship experience, independent study, or cooperative education (Note: A maximum of 6 semester credit hours is permitted. Research hours are not permitted.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional Coursework

Coursework to be selected from additional courses above, other NFS program areas, coursework from another department, or coursework transferred from another institution with approval of the advisory committee.

Thesis

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NFS 5983</td>
<td>Thesis</td>
<td>3</td>
</tr>
<tr>
<td>NFS 5993</td>
<td>Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Program Hours

30

Master of Science in Nutrition Coursework-Only Option Program of Study (36 semester credit hours)

Final Examination

Students in the MS in Nutrition Coursework-Only Option program admitted after fall semester 2014 must complete NFS 5332 Capstone Seminar course during their final semester for degree completion.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NFS 5314</td>
<td>Nutrition and Human Metabolism</td>
<td>4</td>
</tr>
<tr>
<td>NFS 5332</td>
<td>Capstone Seminar</td>
<td>2</td>
</tr>
<tr>
<td>NFS 5363</td>
<td>Human Nutrition in Disease</td>
<td>3</td>
</tr>
<tr>
<td>Select 3 semester credit hours from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HS 5703</td>
<td>Applied Statistics for Health Educators</td>
<td></td>
</tr>
<tr>
<td>KINS 5033</td>
<td>Applied Statistical Principles</td>
<td></td>
</tr>
<tr>
<td>FS 5193</td>
<td>Statistics for Research in Family Sciences</td>
<td></td>
</tr>
</tbody>
</table>

Additional Courses in Major

Select 16 semester credit hours from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NFS 5033</td>
<td>Eating Behaviors and Eating Disorders</td>
<td></td>
</tr>
<tr>
<td>NFS 5043</td>
<td>Nutritional Aspects of Vegetarianism</td>
<td></td>
</tr>
<tr>
<td>NFS 5053</td>
<td>Functional Foods</td>
<td></td>
</tr>
<tr>
<td>NFS 5173</td>
<td>Professional Practicum</td>
<td></td>
</tr>
<tr>
<td>NFS 5343</td>
<td>Advanced Nutritional Care</td>
<td></td>
</tr>
<tr>
<td>NFS 5423</td>
<td>Nutrition and Gerontology</td>
<td></td>
</tr>
<tr>
<td>NFS 5443</td>
<td>Nutrition and Women's Health</td>
<td></td>
</tr>
<tr>
<td>NFS 5453</td>
<td>Nutrition Education</td>
<td></td>
</tr>
<tr>
<td>NFS 5473</td>
<td>Advanced Preventive Nutrition</td>
<td></td>
</tr>
<tr>
<td>NFS 5543</td>
<td>Nutrition in Pregnancy and Infancy</td>
<td></td>
</tr>
<tr>
<td>NFS 5583</td>
<td>Nutrition and Exercise</td>
<td></td>
</tr>
<tr>
<td>NFS 5623</td>
<td>Nutraceuticals and Dietary Supplements</td>
<td></td>
</tr>
<tr>
<td>NFS 5693</td>
<td>Nutrition and Metabolic Syndrome</td>
<td></td>
</tr>
<tr>
<td>NFS 5713</td>
<td>Human Resource Management in Nutritional Care</td>
<td></td>
</tr>
<tr>
<td>Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NFS 5763</td>
<td>Food Safety/Foodborne Illness</td>
<td></td>
</tr>
<tr>
<td>NFS 5773</td>
<td>Organization and Management for Foodservice Systems</td>
<td></td>
</tr>
<tr>
<td>NFS 5893</td>
<td>Advanced Nutritional Epidemiology</td>
<td></td>
</tr>
<tr>
<td>NFS 5901</td>
<td>Special Topics</td>
<td></td>
</tr>
<tr>
<td>NFS 5903</td>
<td>Special Topics</td>
<td></td>
</tr>
<tr>
<td>6000 level courses offered in Nutrition with approval of advisory committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internship experience, independent study, or cooperative education (Note: A maximum of 6 semester credit hours is permitted. Research hours are not permitted.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Coursework to be selected from additional courses above, other NFS program areas, coursework from another department, or coursework transferred from another institution with approval of the advisory committee.

Total Program Hours

36
Doctor of Philosophy in Nutrition

Total Semester Credit Hours Required
A minimum of 90 semester credit hours beyond the bachelor's degree including 6 semester credit hours for dissertation. The degree plan must be approved in a meeting with advisory committee members; changes must be approved by all members of the committee.

Required Courses
The NFS required courses (11 semester credit hours) for all doctoral degrees includes the following requirements:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NFS 5314</td>
<td>Nutrition and Human Metabolism</td>
<td>4</td>
</tr>
<tr>
<td>NFS 6123</td>
<td>Micronutrients in Human Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>NFS 6124</td>
<td>Macronutrients in Human Nutrition</td>
<td>4</td>
</tr>
</tbody>
</table>

Research Tools (12 semester credit hours)
Statistics 6

Other research tools (Research tools may include, but not limited to, foreign language, computer applications, research design, grant writing, laboratory techniques, or electronic information resources).

Additional courses for the Doctor of Philosophy in Nutrition

Additional courses may include:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nutrition Electives (at least 6 semester credit hours). Choose from the courses offered in the Department of Nutrition and Food Sciences</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>NFS 5331</td>
<td>Seminar in Nutrition (Four times)</td>
<td>4</td>
</tr>
</tbody>
</table>

Note: Total minimum semester credit hours needed for graduation is 90 semester credit hours. Additional information can be found at the Department of Nutrition and Food Sciences' website (http://www.twu.edu/nutrition-food-sciences).

Residency Requirement
Although there is no residency requirement, at least 50% of all the required semester credit hours for graduation must be earned at Texas Woman’s University.

Qualifying Examination
Current information can be found in the PhD Handbook at Department of Nutrition and Food Sciences' website (http://www.twu.edu/nutrition-food-sciences).

Final Examination
The final examination is oral and includes defense of the dissertation and the research on which it is based. The final examination should not exceed three hours and it may not be taken more than twice.

School of Occupational Therapy

Web Site: http://www.twu.edu/occupational-therapy/

Director: Cynthia Evetts, Associate Professor
Location: MCL 810
Phone: 940-898-2801
Fax: 940-898-2806
E-mail: ot@twu.edu

Associate Directors:
Denton (interim): Cynthia Evetts, Associate Professor
Phone: 940-898-2801
Dallas: Noralyn Pickens, Associate Professor
Phone: 214-689-7750
Houston (interim): Cynthia Evetts, Associate Professor
Phone: 713-794-2128

Graduate Degrees Offered
- M.O.T. Master of Occupational Therapy (p. 145)
- O.T.D. Doctor of Occupational Therapy (p. 148)
- Ph.D. in Occupational Therapy (p. 149)

Occupational therapy is a health care profession whose members work to foster full participation in everyday life for persons with physical, cognitive, emotional, or societal restrictions. Occupational therapy is based on the premise that engagement in real life activities in prescribed areas with specific goals promotes health and wellness. The School of Occupational Therapy at Texas Woman’s University offers graduate level training and education for persons seeking to initiate or to expand a career in occupational therapy. The School is home to 25 faculty members and over 5,000 alumni and encompasses a Texas-wide network of professionals dedicated to the advancement of high quality evidence-based occupational therapy practice. The occupational therapy programs are available at the main campus of Texas Woman’s University in Denton, the T. Boone Pickens Institute of Health Sciences in Dallas, and the TWU Institute of Health Sciences in Houston. Specific online components supplement traditional classroom learning. At each location, courses are conducted in classrooms and laboratories specially equipped to enhance student learning. Lecture and laboratory learning experiences are provided by experienced occupational therapy faculty, occupational therapy practitioners, and other health care providers. TWU offers degree programs leading to the Master of Occupational Therapy, Doctor of Occupational Therapy, and Doctor of Philosophy in Occupational Therapy.

Overview of Degrees offered in Occupational Therapy
The Master of Occupational Therapy (p. 145) (MOT) degree is a professional entry-level degree that prepares students with baccalaureate degrees in other fields to become occupational therapists. The curriculum is taught in Denton, Dallas, and Houston. Master of Occupational Therapy students complete all courses at one of these sites.

The Master of Occupational Therapy program is accredited by the Accreditation Council of Occupational Therapy Education (ACOTE, P.O. Box 31220, Bethesda, MD 20824-1220, 301-652-2682). With successful
The School of Occupational Therapy requires that students with questions concerning their eligibility to take this required examination to be certified as an occupational therapist, contact NBCOT for an "early determination review."

The Doctor of Occupational Therapy (p. 148) (OTD) degree is a post professional clinical practice degree that engages practicing occupational therapists in leadership for advanced roles as master practitioner, advocate for client populations, and occupational therapy educator. The curriculum is designed to be experienced while active in the profession with learning activities integrated into clinical practice. The program is structured for continuous part time enrollment utilizing distance education methods with periodic on-campus sessions.

The Doctor of Philosophy (p. 149) (PhD) degree is a post-professional graduate program for occupational therapists whose desire is to develop skills for advanced academic and research pursuits. The PhD in Occupational Therapy is offered via on-line and on-campus learning experiences in Dallas and Houston.

**Admission Requirements**

Please see the admission section (p. 231) of this catalog. In addition to these general requirements, the School of Occupational Therapy requires the following.

**Master of Occupational Therapy – applicants with a bachelor’s degree**

Entry into the Master of Occupational Therapy program is structured for students who have completed specified undergraduate coursework and who hold a bachelor’s degree in any major from an accredited institution. The Master of Occupational Therapy program is a 28-month full-time educational commitment, inclusive of a six-month internship. Cohorts of 48 students are admitted each fall semester to each of our three locations.

Applicants must complete the following prerequisites with a cumulative GPA of 3.0 or better prior to beginning M.O.T. courses: statistics, human anatomy and physiology, developmental psychology, abnormal psychology, and medical terminology. Applicants must also complete a minimum of twenty hours of observation, volunteer, or paid employment under the supervision of a registered occupational therapist. Please refer to the Master of Occupational Therapy page (p. 145) for Admission Requirements and Application Process.

**TWU Alumni Advantage Application**

Applicants requesting the Texas Woman’s University Alumni Advantage admission may apply the year prior to the completion of their degree. Applications must be submitted to OTCAS by October 15 for consideration for entry in the subsequent fall semester. Applicants requesting Alumni Advantage must demonstrate an overall grade point average of 3.7 on the last 60 semester credit hours (must have completed minimum 30 semester credit hours at TWU) completed at the time of application, as well as a 3.5 grade point average on prerequisites and maintain these averages until the award of the undergraduate degree.

Please refer to the Undergraduate Catalog for a full description of the TWU Alumni Advantage program (http://catalog.twu.edu/undergraduate/health-sciences/occupational-therapy).

**Doctor of Occupational Therapy**

Admission requirements include:

1. Current occupational therapy license or registration
2. Master level degree
3. 3.2 minimum GPA on master level work
4. Successful completion of the OTD application process inclusive of written application and interviews
5. Faculty mentor agreement

**Doctor of Philosophy**

Admission requirements include:

1. Master’s degree in occupational therapy or a related field; comparable graduate level degree may be substituted subject to review by doctoral admissions committee;
2. Minimum GPA of 3.2 in previous graduate work;
3. Report from the Graduate Record Examinations (GRE) taken within 5 years of application date;
4. Satisfactory English language proficiency score (if applicable);
5. Initial certification as an occupational therapist by NBCOT; and

Graduates from non U.S. baccalaureate programs, recognized by the World Federation of Occupational Therapists who otherwise meet admission requirements, need not be certified by the NBCOT to pursue the Ph.D. in occupational therapy. Ph.D. applicants, who meet basic admission criteria, are asked to submit a written essay of no more than 1000 words addressing professional goals, prior experience that may form the foundation for doctoral work, and potential research directions. The doctoral admissions committee reviews the applicants and invites selected individuals for a personal interview with the committee. Year-round admission.

**Courses**

**Courses**

OT 5001. Appraising Occupational Therapy Evidence. Evaluation of clinical research evidence and its applicability to occupational therapy practice decisions. One seminar hour a week. Credit: One hour.


OT 5003. Clinical Neuroscience for Occupational Therapy. Relationship between occupational performance and neuroanatomy and physiology. Review of clinical cases that illustrate implications for occupational therapy intervention when disruption within the central and peripheral nervous system results in dysfunction. Three lecture hours a week. Credit: Three hours.
OT 5022. Occupational Therapy Research Practicum. Participation in implementation of a faculty-sponsored project that is relevant to the practice of occupational therapy utilizing documented and referenced method of systematic inquiry. Collection and/or organization, analysis and/or preparation for dissemination of information according to the method of systematic inquiry designated in the work. May be repeated for credit. Credit: Two hours.


OT 5122. Occupation, Wellness, and Adaptation. Adaptation, wellness, and disability prevention models. Practice of occupational therapy in wellness and prevention programs. Two lecture hours a week. Credit: Two hours.

OT 5132. Persons, Tools, and Occupations. Introduction to the domain and process of occupational therapy including emphasis on the purposes and meanings of occupation, documentation of observations, analysis of activities, and occupational profiles. Practical application of play, games, crafts, and other appropriate activities in individual and group settings. One lecture and three laboratory hours a week. Credit: Two hours.

OT 5142. Scholarly Inquiry in Occupational Therapy. Principles of scholarly activity, research, and research evidence in the development of a science-based body of knowledge to ground the practice of occupational therapy. Criteria for evaluating research for application, research ethics, occupational therapy literature, and related resources including grants. Two lecture hours a week. Credit: Two hours.

OT 5163. Foundations of Occupational Therapy Practice. Foundations of occupation and occupational science over the course of the profession's history and in current practice, including scope, standards, theories, models, and ethics. Principles of occupational therapy practice, professional reasoning, and professional behaviors. Three lecture hours a week. Credit: Three hours.

OT 5202. Professional Paper in Occupational Therapy. Participation in the implementation of a faculty-sponsored research endeavor relevant to the practice of occupational therapy utilizing documented and referenced method of systematic inquiry. Development of a research proposal; participation in the collection and/or organization and analysis of information according to the method of systematic inquiry designated in the work. Credit: Two hours.


OT 5322. Occupational Performance and Adaptation in Infancy and Childhood Laboratory. Performance of evaluation, intervention, and outcome measures consistent with developmental level for infants and children with pediatric conditions and/or congenital anomalies. Practice in selection, implementation, analysis, and grading of interventions appropriate to infants and children. One seminar and three laboratory hours a week. Credit: Two hours.

OT 5352. Evaluation Processes in Occupational Therapy. Identification, selection, and analysis of occupational therapy assessments. Measurement interpretation based on client needs, contextual factors, and psychometric properties. One lecture and two laboratory hours a week. Credit: Two hours.

OT 5512. Movement in Context. Occupational therapy assessment of the musculoskeletal system, mechanical principles, clinical conditions for biomechanical intervention and treatment planning for occupational performance issues related to strength, range of motion, endurance, and tissue integrity. One lecture and three laboratory hours a week. Credit: Two hours.

OT 5522. Occupational Adaptation: Early to Middle Adulthood Laboratory. Performance of evaluation, intervention, and outcome measures for early and middle adult clients with acquired disorders interfering with occupational performance, including musculoskeletal, neurological, and general medical conditions as a result of illness or injury. One lecture and three laboratory hours a week. Credit: Two hours.

OT 5553. Occupational Participation in Early to Middle Adulthood. Conditions that impact occupational participation in early and middle adulthood. Occupational therapy theory and evidence-based evaluation, intervention, outcome measures, and service delivery appropriate for this population. Three lecture hours a week. Credit: Three hours.

OT 5563. Occupational Participation in Middle to Late Adulthood. Conditions that impact adaptation and participation in occupations and roles for middle to older adults including disability, illness, and chronic impairment. Theory and evidence-based occupational therapy evaluation, intervention, outcome measures, and service delivery for this population. Three lecture hours a week. Credit: Three hours.

OT 5573. Occupational Participation in Infancy And Childhood. Conditions that impact occupational participation for infants and children including medical, educational, and psychosocial problems of developmental, or acquired origin. Theory and evidence-based occupational therapy evaluation, intervention, outcome measures, and service delivery for this population. Three lecture hours a week. Credit: Three hours.

OT 5722. Occupational Performance and Adaptation In Middle to Late Adulthood Laboratory. Performance of evaluation, intervention, and outcome measures appropriate for middle and older adults with disorders interfering with occupational performance. Practice in selection, implementation, analysis, and grading of interventions appropriate to middle and older adults. One lecture and three laboratory hours a week. Credit: Two hours.

OT 5732. Assistive and Computer Technology Tools in Practice. Exploration of the uses of assistive technology in everyday life, including environmental modifications for home and work. Practice in the use of powered mobility, environmental controls, driver rehabilitation, and application of computer and assistive technology for specific populations. One lecture and three laboratory hours a week. Credit: Two hours.

OT 5753. Designing, Evaluating, and Managing Systems. Occupational therapy program design, principles of management, and factors influencing current health care policy. Application of principles of management to service models and health care settings, health care teams, implementation of federal and state regulation, and reimbursement systems. Three lecture hours a week. Credit: Three hours.

OT 5811. Specialty Field Experience. One-week elective placement in a specialty setting with adjunct, full-time, or clinical specialist faculty. May be related to special interest or to research project. May also be in a professional administrative setting as a national or state office. In special cases may be supervised by professionals in other disciplines. May be repeated for credit. Forty practicum hours. Credit: One hour.
OT 5812. Issues in Knowledge Bases. Current issues in theoretical concepts of knowledge bases in occupational therapy. May be repeated for credit. Two lecture hours a week. Credit: Two hours.

OT 5813. Specialty Field Experience. Three-week elective placement in a specialty setting with adjunct, full-time, or clinical specialist faculty. May be related to special interest or to research project. May also be in a professional administrative setting as a national or state office. In special cases may be supervised by professionals in other disciplines. May be repeated for credit. One hundred twenty practicum hours. Credit: Three hours.

OT 5816. Specialty Field Experience. Six-week elective placement in a specialty setting with adjunct, full-time, or clinical specialist faculty. May be related to special interest or to research project. May also be in a professional administrative setting as a national or state office. In special cases may be supervised by professionals in other disciplines. May be repeated for credit. Two hundred forty practicum hours. Credit: Six hours.

OT 5822. Issues in Adaptation. Current issues in occupational adaptation in occupational therapy. May be repeated for credit. Two lecture hours a week. Credit: Two hours.

OT 5823. Professional Reasoning and Fieldwork: Early to Middle Adulthood. Interpretation of selected evaluation and intervention procedures. Integration of knowledge about diagnoses and challenges experienced by individuals in daily occupations. Placement in occupational therapy practice settings under the supervision of an occupational therapy practitioner. Two seminar and two practicum (field experience) hours a week. Credit: Three hours.

OT 5832. Issues in Practice Tools. Current issues in use of tools in occupational therapy. May be repeated for credit. Two lecture hours a week. Credit: Two hours.

OT 5833. Professional Reasoning and Fieldwork: Mental Health and Community-Based Programs. Emphasis on psychosocial aspects of health including promotion of well-being. Exploration of groups that facilitate engagement in a variety of occupations in context. Placement in community settings under supervision of a qualified professional or occupational therapy practitioner. Two seminar and two practicum (field experience) hours a week. Credit: Three hours.

OT 5843. Professional Reasoning and Fieldwork: Older Adulthood. Examination of diagnoses and effects of aging on occupational performance. Placement under the supervision of an occupational therapy practitioner in practice settings with older adults engaged in social and productive activities. Two seminar and two practicum (field experience) hours a week. Credit: Three hours.

OT 5852. Issues in Occupational Therapy Process. Current issues in occupational therapy processes. May be repeated for credit. Two lecture hours a week. Credit: Two hours.


OT 5901. Special Topics. Intensive study of selected topics in occupational therapy. May be repeated for credit. One lecture hour a week. Credit: One hour.

OT 5903. Special Topics. Intensive study of selected topics in occupational therapy. May be repeated for credit. Three lecture hours a week. Credit: Three hours.

OT 5911. Independent Study. Advanced work in special fields of occupational therapy. May be repeated for credit. Credit: One hour.

OT 5913. Independent Study. Advanced work in special fields of occupational therapy. May be repeated for credit. Credit: Three hours.

OT 5916. Adaptation to Physical Challenges in Adult Years I. Six-week practicum in health care setting where occupational therapy is provided for adult individuals experiencing physical challenges. Opportunities to evaluate needs then plan and implement programs and services. Prerequisites: Completion of didactic coursework and professional project. Forty practicum hours a week. Credit: Six hours.

OT 5926. Adaptation to Physical Challenges in Adult Years II. Six-week practicum in a health care setting where occupational therapy is provided for adult individuals experiencing physical challenges. Evaluation of needs, delivery of service and exploration of management and administrative issues. Prerequisites: Completion of didactic coursework and professional paper. Forty practicum hours a week. Credit: Six hours.

OT 5932. Rehabilitation Technology in Practice. Properties of materials, specific equipment, and techniques used in occupational therapy with an emphasis on the upper extremity. Uses of rehabilitation technology in everyday life. Practice in the use of prosthetics, splinting, orthotics, pain management, and principles of physical agent modalities. One lecture and three laboratory hours a week. Credit: Two hours.

OT 5936. Adaptation to Psychosocial Challenges Across the Life Span I. Six-week practicum in a health care setting where occupational therapy is provided for individuals experiencing psychosocial challenges. Opportunities to evaluate needs then plan and implement programs and services. Prerequisites: Completion of didactic coursework and professional paper. Forty practicum hours a week. Credit: Six hours.

OT 5946. Adaptation to Psychosocial Challenges Across the Life Span II. Six-week practicum in a health care setting where occupational therapy is provided for individuals experiencing psychosocial challenges. Evaluation of needs, delivery of service, and exploration of management and administrative issues. Prerequisites: Completion of didactic coursework and professional paper. Forty practicum hours a week. Credit: Six hours.

OT 5956. Adaptation to Physical or Psychosocial Challenges in Early Years I. Six-week practicum in a health care setting where occupational therapy is provided for individuals experiencing either psychosocial or physical challenges and who are between the ages of birth and adolescence. Opportunities to evaluate needs then plan and implement programs and services. Prerequisites: Completion of didactic coursework and professional paper. Forty practicum hours a week. Credit: Six hours.

OT 5956. Adaptation to Physical or Psychosocial Challenges in Early Years II. Six-week practicum in a health care setting where occupational therapy is provided for individuals experiencing either psychosocial or physical challenges and who are between the ages of birth and adolescence. Evaluation of needs, delivery of service, and exploration of management and administrative issues. Prerequisites: Completion of didactic coursework and professional paper. Forty practicum hours a week. Credit: Six hours.

OT 5976. Alternative Clinical Experience I. Six-week practicum in a health care setting where occupational therapy is provided for individuals with specific needs and/or the service is delivered in a non-traditional health care environment. Opportunities to evaluate needs then plan and implement programs and services. Prerequisites: Completion of didactic coursework and professional paper. Forty practicum hours a week. Credit: Six hours.
OT 5986. Alternative Clinical Experience II. Six-week practicum in a health care setting where occupational therapy is provided for individuals with specific needs and/or the service is delivered in a non-traditional health care environment. Evaluation of needs, delivery of service, and exploration of management and administrative issues. Prerequisites: Completion of didactic coursework and professional paper. Forty practicum hours a week. Credit: Six hours.

OT 5992. Professional Reasoning Capstone. Complex case studies for integration of skill, performance, and participation in the field of occupational therapy. Inventory and documentation of personal and professional competencies for successful transition to supervised practice. Two seminar hours a week. Credit: Two hours.

OT 6101. Professional Development Core I. Principles of leadership; identification, access, and validation of information sources and professional and scholarly writing. One lecture hours a week. Credit: One hour.

OT 6103. Mentored Professional Development I. Design of a personal and professional development plan in an area of specialization in occupational therapy, under the tutelage of a faculty mentor. Credit: Three hours.

OT 6133. Advanced Evidence-Based Occupational Therapy Practice. Advanced clinical competence and leadership within intervention systems. Critical analysis of occupational therapy assessments, interventions, outcomes and development of guidelines for best practice at the client, program, and systems levels. Three lecture hours a week. Credit: Three hours.

OT 6201. Professional Development Core II. Review of applied research designs; peer discussion on applied research designs: critique and feedback on developing and ongoing projects. One lecture hour a week. Credit: One hour.

OT 6203. Mentored Professional Development II. Engage in approved professional development plan and, in collaboration with faculty mentor, reflect on and assess progress, revising the plan as needed. Complete proposal of doctoral capstone project for populations served by occupational therapists. Credit: Three hours.


OT 6243. Learning Designs for Occupational Therapy Knowledge. Planning, conducting, and assessing outcomes for teaching programs, professional workshops, and research presentations specific to occupational therapy knowledge and skills. Three lecture hours a week. Credit: Three hours.

OT 6253. Scholarly Writing in Occupational Therapy. Development of scholarly writing skills linked to effective research and dissemination competencies. Writing style, organization, logic, clarity of content, and concise, cogent argument. Search techniques, reference management tools, and scholarly ethics. Three lecture hours a week. Credit: Three hours.

OT 6301. Professional Development Core III. Strategies for lifelong learning, professional publication, and presentation skills. One lecture hour a week. Credit: One hour.

OT 6303. Mentored Professional Development III. Completion of activities indicated in professional development plan, with documentation of progress and reflection upon the process, including completion of doctoral capstone project. Credit: Three hours.

OT 6333. Occupation in Context. Occupational participation at the immediate, proximal, community, and societal scales of environments explored within contexts. Application of ecological and occupational models to evaluation and intervention for case studies and research methods. Three lecture hours a week. Credit: Three hours.

OT 6343. Theory of Occupational Adaptation. Examination of the theory of occupational adaptation as a normative model of human growth and development and a system for design of occupation-based practice models based on the interaction between the person, the environment, and internal adaptation. Three lecture hours a week. Credit: Three hours.

OT 6353. Neuroscience Applications: Occupational Therapy and Adaptation. Neuroscience foundations of the concepts of occupation and adaptation. Emphasis on current research related to mechanisms of adaptation of the nervous system structures and functions as a result of engagement in occupation. Three lecture hours a week. Credit: Three hours.

OT 6363. Statistical Analysis in Occupational Therapy. Examination of quantitative research methods including design, level of measurement, sampling, and validity. Emphasis on computation and analysis of such statistics as applicable to contemporary research in occupational therapy. Three lecture hours a week. Credit: Three hours.

OT 6373. Grant Writing in Occupational Therapy. Development of knowledge and skills necessary to write a grant proposal. Consideration of a range of grants/contracts including private foundation, state contracts, and federal grants. Essential steps to build interdisciplinary partnerships. Three lecture hours a week. Credit: Three hours.

OT 6433. Teaching Practicum in Occupational Therapy. Planning, conducting, and evaluating a teaching program which may include an academic course in the undergraduate or professional master's curriculum or a continuing education workshop for occupational therapists or other health professionals. May be repeated for credit. Five practicum hours a week. Credit: Three hours.

OT 6553. Applied Research Design and Methods. Relationships between therapy and research; strengths and weaknesses of alternative research designs and traditions for scholarly inquiry; qualitative and quantitative research methods; program evaluation. Three seminar hours a week. Credit: Three hours.

OT 6563. Programmatic Research Planning. Participation in existing work of the student's supervising professor which illustrates sequential development of a line of research and which may lead to development of a dissertation topic for the student. May be repeated for credit. Credit: Three hours.

OT 6623. Instrumentation for Measuring Occupational Performance. Current theories and principles of measurement. Relationship of measurement to practice, education, and research. Application of OT knowledge/expertise in development or revision of instruments used across practice contexts. Three lecture hours a week. Credit: Three hours.

OT 6643. Advanced Qualitative Methods in Occupational Therapy. Methods of data collection and interpretation including participant observation, qualitative interviews, focus groups, and trustworthiness techniques; emphasis on practical application to research questions and implementation of a research study. Three lecture hours a week. Credit: Three hours.
OT 6823. Current Issues and Trends in Occupational Therapy. Influences of changes in the health care delivery system on practice and education in occupational therapy. Analyses of issues and trends in occupational therapy and subsequent approaches taken by the profession to adapt. Role of the occupational therapist as change agent and consultant. Three lecture hours a week. Credit Three hours.

OT 6903. Special Topics. Selected current topics relevant to occupational therapy. May be repeated for credit. Three seminar hours a week. Credit: Three hours.

OT 6911. Independent Study. Credit: One hour.

OT 6913. Independent Study. Credit: Three hours.

OT 6983. Dissertation. Prerequisite: Successful completion of qualifying exam. May be repeated for credit. Credit: Three hours.

OT 6993. Dissertation. Prerequisites: OT 6983 and successful defense of dissertation proposal. May be repeated for credit. Credit: Three hours.

Faculty

Professors

BAXTER, MARY FRANCES, Professor of Occupational Therapy. B.S., Colorado State University; M.A., Texas Woman’s University; Ph.D., University of Houston.

BOWYER, PATRICIA L., Professor of Occupational Therapy; Associate Director of the School of Occupational Therapy: Houston. B.A., Milligan College; M.S., Eastern Kentucky University; Ed.D., East Tennessee State University.

CHAN, JOSEPHINE SUK-KUEN, Professor of Occupational Therapy. B.S., Hong Kong Polytechnic University; M.A., Texas Woman’s University; Ph.D., University of Houston.

NEVILLE-SMITH, MARSHA A., Professor of Occupational Therapy. B.S., Eastern Michigan University; M.S., University of Texas at Dallas; Ph.D., University of Texas at Dallas.

Associate Professors

AMERIH, HUSNY, Associate Professor of Occupational Therapy. B.S., King Hussein Medical Center, Amman, Jordan; M.S., University of Central Arkansas; Ph.D., Texas Woman’s University.

BOWMAN, O. J., Associate Professor of Occupational Therapy. B.S., University of Wisconsin, Madison; M.S., Washington University, St. Louis; Ph.D., Texas A&M University.

CHANG, PEI-FEN J., Associate Professor of Occupational Therapy. B.S., National Taiwan University; M.S., University of Southern California; Ph.D., University of Texas Medical Branch.

EVETTS, CYNTHIA L., Associate Professor, Director of the School of Occupational Therapy. B.S., Texas A&M University; M.O.T., Texas Woman’s University; Ph.D., Texas Woman’s University.

FLETCHER, TINA S., Associate Professor of Occupational Therapy. B.S., University of Texas Medical Branch; B.F.A., East Texas State University; M.A., University of Alabama; M.F.A., Texas A&M University-Commerce; Ed.D., Texas A&M University-Commerce.

PICKENS, NORALYN D., Associate Professor of Occupational Therapy; Associate Director of the School of Occupational Therapy: Dallas. B.S., University of Wisconsin, Milwaukee; M.S., University of Wisconsin, Milwaukee; Ph.D., University of Wisconsin, Madison.

Assistant Professors

VAS, ASHA K., Assistant Professor of Occupational Therapy. B.O.T., Christian Medical College; M.A., St. Catherine University; Ph.D., The University of Texas at Dallas.

WASHINGTON, FERMOND (LEON) F., Assistant Professor of Occupational Therapy. B.S. Texas Woman’s University; M.S.W. Our Lady of the Lake University; Ph.D. Texas Woman’s University.

Visiting Assistant Professor

WREN, RENE’, Visiting Assistant Professor of Occupational Therapy. B.S., Louisiana State University Health Sciences Center; O.T.D., Chatham University.

Associate Clinical Professors

BROWN, DIANE P., Associate Clinical Professor of Occupational Therapy. B.S., Baylor University; M.O.T., Texas Woman’s University; Ph.D., University of North Texas.

FETTE, CLAUDETTE A., Associate Clinical Professor of Occupational Therapy. B.S., Texas Woman’s University; M.S., University of North Texas; Ph.D., Texas Woman’s University.

Assistant Clinical Professors

HENNIGAN, MARY L., Assistant Clinical Professor of Occupational Therapy. B.A., Dominican University; M.B.A., University of Dallas; M.O.T., Texas Woman’s University.

LOHMANN, ALICIA F., Assistant Clinical Professor of Occupational Therapy. B.S., Texas A&M University; M.O.T., Texas Woman’s University.

MASON, VICKI C., Assistant Clinical Professor of Occupational Therapy. B.S., Murray State University; M.S., University of St. Francis.

SIT, WILLIAM (YAU CHI BOOGIE), Assistant Clinical Professor of Occupational Therapy. B.S., Professional Diploma, Hong Kong Polytechnic; M.A., Texas Woman’s University; Ph.D., Texas Woman’s University.

Master of Occupational Therapy (M.O.T.)

The Master of Occupational Therapy (http://www.twu.edu/occupational-therapy/master-ot.asp) program is a 28 month full-time educational commitment. Approximately 135 students are admitted and attend classes on the Denton, Dallas, and Houston campuses. Students are admitted to the Master of Occupational Therapy program once a year in the fall semester. Applications are accepted via OTCAS and must be submitted by October 15 for consideration for entry in the subsequent fall semester. Students are required to attend in the semester for which they are accepted and at the location assigned by the School of Occupational Therapy.

Total Semester Credit Hours Required

83 semester credit hours

Admission Requirements

- Admission to Texas Woman’s University Graduate School is by application submitted through ApplyTexas.
Application Process

Apply to Texas Woman's University at www.applytexas.org

- Bachelor's degree completed at time of enrollment
- Major: Occupational Therapy
- Select semester of entry
- Graduate Application - choose TWU Denton
- Payment options - fee is paid directly to TWU at end of application
- GRE scores - TWU code 6826
- TOEFL and TSE/Test A - if applicable
- Combined prerequisite course GPA of 3.0 or better, with no grade below a C on any prerequisite course. All prerequisite courses completed at time of application.
  - Elementary Statistics
  - Anatomy and Physiology I & II Lecture / Lab
  - Developmental Psychology
  - Abnormal Psychology
- Competency in Medical Terminology may be submitted after acceptance, prior to MOT program entry.
- A minimum of 20 contact hours with one licensed occupational therapist, within 2 years of application.
- References from a college/university faculty member under whom the applicant has completed a course of study or a professional reference from an employer or supervisor.
- TOEFL IBT (for International applicants only) minimum scores - Reading 21 · Listening 18 · Speaking 26 · Writing 24 · Total 89 http://www.twu.edu/admissions/international/toefl-requirements-and-exemptions/

Submit the following documents to Texas Woman's University

- Transcripts from all schools
- GRE scores
- TOEFL and TSE/Test A - if applicable
- Application can be submitted to OTCAS mid July - October 15th
- Use a permanent email address when applying to OTCAS.
- Complete the personal statement prompt
- Evaluators - one of the evaluators must be the occupational therapist you observed for 20 hours. The other two evaluators should be academic or professional references.
- TOEFL and TSE/Test A - if applicable

Submit the following documents to OTCAS

- Transcripts from all schools
- GRE scores

If you experience technical difficulty completing the OTCAS, it may be your web browser or mobile device. OTCAS has a team dedicated to helping applicants with the application process.

The Customer Service information is listed below:

- Hours of Operation: Monday - Friday 9:00am - 5:00pm EST
- Phone Number: 617-612-2860
- Email: otcasinfo@otcas.org

When contacting via email, applicants should include their full name, OTCAS ID number and a detailed question.

Master of Occupational Therapy Program Requirements

Access to Agencies Providing Fieldwork Experiences

Master of Occupational Therapy coursework includes requirements that must be completed at clinical fieldwork sites. The responsibility of meeting the access requirements of agencies providing fieldwork placements belongs to the student at their own expense, following procedures outlined in the MOT Student Handbook. The School of Occupational Therapy does not guarantee student access to fieldwork sites. Inability to complete fieldwork requirements may result in a delay or failure to complete the MOT program.

Immunizations

Occupational therapy is a health care field. Each student must submit documentation that all required immunizations are current to Student Health Services at Texas Woman’s University after registration and prior to attendance in any occupational therapy course. Immunizations must remain current throughout enrollment. Students who are out of compliance will be unable to participate in required fieldwork, field trips or client interactions on campus which may result in a delay or halt of academic progression.

Background Check

A background check is required prior to registration in any occupational therapy course at the student's expense. Instructions for completing this requirement are provided after program admission.

Drug Screening

Enrollment in the MOT program requires students to submit to prescreening, periodic and random drug screens. Drug screen is conducted via the designated third party. Any student with a non-negative drug screen result or who refuses the test will be dismissed.
from the MOT program. Many fieldwork sites require additional drug testing which may be at the student’s expense.

**Cardiopulmonary Resuscitation Training (CPR)**
Basic Life Support (BLS) for Healthcare Providers from the American Heart Association is required of all students in preparation for the requirements of fieldwork sites. This training is at the student’s expense. Instructions for completing this requirement are provided after program admission.

**Health Insurance**
Many fieldwork sites require the student to have health insurance coverage.

**Malpractice Insurance**
Each student must present proof of ownership of malpractice insurance available in the state of Texas each academic year of enrollment. Student malpractice insurance is provided automatically through TWU with enrollment in fieldwork courses.

**Time Limits**
All academic courses must be completed within no more than 36 months. All fieldwork experiences in the Master of Occupational Therapy program must be completed within 24 months of academic coursework completion.

**Grade Requirements**
- Students must meet the academic requirements of the Graduate School throughout their course of study in the MOT Program.
- Students who earn a grade of D, F or WF in an occupational therapy course will be dismissed from the MOT program.
- Students placed under academic probation by the Graduate School a second time will be dismissed from the MOT program.

**Final Examination**
Successful completion of the capstone course is required prior to enrollment in Level II Fieldwork experiences.

**Internship (Level II Fieldwork) Requirements**
The Master of Occupational Therapy degree requires six months internship completed in three month rotations at two fieldwork sites. Fieldwork sites are independent agencies and maintain their own requirements. Fieldwork agencies may request proof of immunization (www.twu.edu/student-health-services/immunizations.asp), background checks, drug screens, proof of liability and/or personal insurance, CPR training, or fingerprinting. When this is required by an agency, all students assigned to that agency must meet any requirements at their own expense. Failure to meet the requirements may result in delay or failure to complete the M.O.T. program.

- All academic courses must be completed successfully before admission to Level II Fieldwork experiences.
- Students under academic probation may not progress to Level II fieldwork.
- Any student failing to complete an assigned fieldwork experience with a passing grade may repeat fieldwork one time only. Permission to repeat the course must be obtained from the Director of the School of Occupational Therapy. Any second fieldwork failure will result in dismissal from the MOT program.

**Master of Occupational Therapy Curriculum Design**
The School of Occupational Therapy offers a curriculum that is sequential and designed for completion of a specified set of integrated required courses each semester. Students progress through the program as a cohort. Courses in each semester are organized around three domains of content: Occupation, Process, and Practice. Within these three domains, there are strands of content that run longitudinally through the curriculum. The Occupation Domain consists of the theoretical bases of practice and the occupational participation strands. The Process Domain focuses on scholarly inquiry and principles of intervention. The Practice Domain is comprised of tools and modalities and professional reasoning courses with fieldwork experiences. Each semester of the program is a module made up of progressive integrated learning opportunities. Each module contains consistent elements of the strands of learning in a lifespan presentation that increase in complexity as the student progresses through the curriculum. In addition, students select two to three semester credit hours of elective credit from offered coursework, research practicum, or professional paper.

The degree plan below reflects the Master of Occupational Therapy curriculum (http://www.twu.edu/downloads/ot/MOT_Figure_2_for_web_9-10-12.pdf).

**Master of Occupational Therapy Program of Study (83 semester credit hours)**

<table>
<thead>
<tr>
<th>First Semester</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 5163</td>
<td>Foundations of Occupational Therapy Practice 3</td>
<td></td>
</tr>
<tr>
<td>OT 5003</td>
<td>Clinical Neuroscience for Occupational Therapy 3</td>
<td></td>
</tr>
<tr>
<td>OT 5512</td>
<td>Movement in Context 2</td>
<td></td>
</tr>
<tr>
<td>OT 5132</td>
<td>Persons, Tools, and Occupations 2</td>
<td></td>
</tr>
<tr>
<td>OT 5142</td>
<td>Scholarly Inquiry in Occupational Therapy 2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 5553</td>
<td>Occupational Participation in Early to Middle Adulthood 3</td>
<td></td>
</tr>
<tr>
<td>OT 5522</td>
<td>Occupational Adaptation: Early to Middle Adulthood Laboratory 2</td>
<td></td>
</tr>
<tr>
<td>OT 5823</td>
<td>Professional Reasoning and Fieldwork: Early to Middle Adulthood 3</td>
<td></td>
</tr>
<tr>
<td>OT 5001</td>
<td>Appraising Occupational Therapy Evidence 1</td>
<td></td>
</tr>
<tr>
<td>OT 5352</td>
<td>Evaluation Processes in Occupational Therapy 2</td>
<td></td>
</tr>
<tr>
<td>OT 5002</td>
<td>Applied Research Methods in Occupational Therapy 2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 5122</td>
<td>Occupation, Wellness, and Adaptation 2</td>
<td></td>
</tr>
<tr>
<td>OT 5232</td>
<td>Mental Health and Social Participation 2</td>
<td></td>
</tr>
<tr>
<td>OT 5833</td>
<td>Professional Reasoning and Fieldwork: Mental Health and Community-Based Programs 3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OT Elective</th>
<th></th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Fourth Semester</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 5563</td>
<td>Occupational Participation in Middle to Late Adulthood 3</td>
<td></td>
</tr>
<tr>
<td>OT 5722</td>
<td>Occupational Performance and Adaptation In Middle to Late Adulthood Laboratory 2</td>
<td></td>
</tr>
<tr>
<td>OT 5843</td>
<td>Professional Reasoning and Fieldwork: Older Adulthood 3</td>
<td></td>
</tr>
</tbody>
</table>
Doctor of Occupational Therapy

The Doctor of Occupational Therapy (http://www.twu.edu/occupational-therapy/10376.asp) (OTD) degree is a post-professional clinical practice degree that engages practicing occupational therapists in leadership for advanced roles as master practitioner, advocate for client populations, and occupational therapy educator. The curriculum is designed to be experienced while active in the profession with learning activities integrated into clinical practice. The program is structured for continuous part-time enrollment utilizing distance education methods.

Admission Requirements
• Current occupational therapy license or registration
• Master level degree
• 3.2 minimum GPA on master level work
• Successful completion of the OTD application process inclusive of written application and interviews
• Admission to the TWU Graduate School
• Faculty mentor agreement
• Report from the Graduate Record Examinations (GRE) taken within 5 years of application date

Degree Requirements
The OTD degree consists of 33 credit hours, 27 required and 6 elective (selected under the tutelage of a faculty mentor), including a doctoral capstone project. Optimum enrollment in the program is 6-7 hours per semester for a completion of the degree in approximately 5 to 6 semesters. The entire program must be completed within 6 years of initial registration.

Progression Requirements
• Students must meet the academic requirements of the Graduate School throughout their course of study in the OTD Program
• No course with a grade below B is accepted toward the OTD degree. If a student earns a grade below B in program courses, continuation of the degree program is reviewed by the student’s advisory committee.
• Students who earn a D, F, or WF in an OTD course will be dismissed from the OTD program.
• Students placed under academic probation by the Graduate School a second time will be dismissed from the OTD program.

Curriculum Design
The curriculum consists of 2 components, core coursework and individually mentored professional development in an area of specialization. Core coursework addresses professional leadership in three broad roles of master practitioner, advocate, and educator. While engaged in core coursework, students will simultaneously enroll in a series of individually mentored courses. Through this mentorship, students will create a professional development plan for specialty emphasis. This plan includes experiential learning in the field and a doctoral capstone project. Learning activities are experienced and integrated with clinical work and engagement in occupational therapy practice is an expectation. Courses are conducted primarily online with one or two campus visits per semester.

Doctor of Occupational Therapy Program

Doctor of Occupational Therapy Program of Study (33 semester credit hours)

Fall One: 2 Campus Visits
OT 6823 Current Issues and Trends in Occupational Therapy 3
OT 6103 Mentored Professional Development I 3
OT 6101 Professional Development Core I 1

Spring One: 1 Campus Visit

OT 5732 Assistive and Computer Technology Tools in Practice 2
OT 5753 Designing, Evaluating, and Managing Systems 3

Fifth Semester
OT 5573 Occupational Participation in Infancy And Childhood 3
OT 5322 Occupational Performance and Adaptation in Infancy and Childhood Laboratory 2
OT 5853 Professional Reasoning and Fieldwork: Infancy, Childhood, and Adolescence 3
OT 5932 Rehabilitation Technology in Practice 2
OT Elective 2

Fieldwork II - six months full time training
All students must complete Option 1, but may then choose from options 2, 3, or 4, for second experience 24
Option 1:
OT 5916 Adaptation to Physical Challenges in Adult Years I
OT 5926 Adaptation to Physical Challenges in Adult Years II

Option 2:
OT 5936 Adaptation to Psychosocial Challenges Across the Life Span I
OT 5946 Adaptation to Psychosocial Challenges Across the Life Span II

Option 3:
OT 5956 Adaptation to Physical or Psychosocial Challenges in Early Years I
OT 5966 Adaptation to Physical or Psychosocial Challenges in Early Years II

Option 4:
OT 5976 Alternative Clinical Experience I
OT 5986 Alternative Clinical Experience II

Electives 2
OT 5022 Occupational Therapy Research Practicum
OT 5202 Professional Paper in Occupational Therapy
OT 5101 Professional Paper in Occupational Therapy
OT 5812 Issues in Knowledge Bases
OT 5822 Issues in Adaptation
OT 5832 Issues in Practice Tools
OT 5852 Issues in Occupational Therapy Process
OT 5901 Special Topics
OT 5903 Special Topics
OT 5911 Independent Study
OT 5913 Independent Study
OT 5811 Specialty Field Experience

Total Semester Credit Hours 83
Doctor of Philosophy in Occupational Therapy

Vision Statement

The PhD in Occupational Therapy (http://www.twu.edu/occupational-therapy/phd.asp) is primarily a research degree that prepares occupational therapists for advanced scholarly careers in academia and practice. At the completion of the PhD program in Occupational Therapy, the graduate will have demonstrated the ability to contribute new or expanded knowledge, skills, and attitudes to the discipline/practice of occupational therapy, as evidenced by publications in peer reviewed journals, and national presentations at peer reviewed professional conferences. The graduate will have demonstrated competency in the development and completion of a program of research that is judged to be consistent with performance expected for the degree by internal and external reviewers.

Graduates of the TWU PhD/OT program will have acquired the level of knowledge and the ability to demonstrate the performance competencies that are consistent with program’s vision statement.

Knowledge – Graduates of the program will be:

• Firmly grounded in the theories of occupation that form the core concepts and assumptions of OT practice.
• Well-schooled in research method and analysis that is applicable to everyday practice.
• Able to apply sound andragogy within educational contexts.

Performance Competencies – Graduates of the program will have successfully:

• Used occupation-based theory to conduct research that translates the results directly into the everyday practice of occupational therapy.
• Participated with mentor in the development and submission of a grant and/or research proposal.
• Initiated the development/evolution of a collaborative research network.
• Presented and/or co-presented with mentor on research findings – professional conferences.
• Developed and submitted manuscripts on research findings – may be co-authored with mentor and research committee.
• Taught/co-taught in a graduate course, professional workshop, or other venue as approved by mentor.

Curriculum

Total semester credit hours required

The PhD degree plan must include a minimum of 90 semester credit hours of masters/doctoral level coursework beyond the bachelor’s degree. Coursework that was completed as part of a related master’s or doctoral degree may (with approval) be applied to the Ph.D. degree plan (maximum of 45 semester credit hours). TWU PhD coursework (including dissertation) that is included on the Ph.D. degree plan must be completed within 10 years of the first completed course as a TWU PhD student. In addition, more than 50% of the semester credit hours included on the TWU PhD degree plan must be awarded at TWU.

Pre-dissertation Course Work

The student coordinates all initial enrollment through the PhD coordinator. All PhD degree plans are individualized and should be finalized during the fall semester of 2nd year course work. The student must complete all Research Tool coursework identified on the student’s degree plan before the semester in which the student sits for the qualifying exam. The student must complete all coursework identified as a Required Course on the student’s degree plan by the close of the semester in which the student sits for the qualifying exam.

Qualifying Examination

The overall purpose of the PhD qualifying exam is to 1) stimulate the student’s synthesis of knowledge, 2) evaluate the student’s progress in acquiring necessary knowledge and skills at the PhD level, and 3) evaluate the student’s potential to be successful in conducting dissertation level research. Students must satisfactorily complete the qualifying examination before they are eligible to become a doctoral candidate and enroll in dissertation course work. Students may petition to sit for the examination in the fall or spring semester preceding the exam. The exam is offered twice a year. Dependent on the recommendation of the student’s Qualifying Exam Committee the qualifying examination may be repeated once.

Dissertation Final Examination

PhD candidates must demonstrate successful completion and oral defense of their dissertation research proposal. Dependent on the recommendation of the student’s Research Committee, the proposal defense may be repeated once.

Doctoral candidates must demonstrate successful completion and oral defense of their dissertation project. Dependent on the recommendation of the student’s Research Committee, the dissertation defense may be repeated once.

Doctor of Occupational Therapy Program of Study (90 semester credit hours)

The organized class courses are offered in a blended format with both online and face-to-face learning. Face-to-face seminars occur at the beginning and end of each Fall/Spring semester, and once in Summer.

Knowledge Base
Graduate Degrees Offered

- Doctor of Physical Therapy - Professional (p. 156) (to prepare for entry into the profession of physical therapy)
- Ph.D. in Physical Therapy (p. 157)

The School of Physical Therapy offers coursework leading to two separate graduate degrees. The professional Doctor of Physical Therapy degree is designed for students who wish to enter the professional field of physical therapy and who hold baccalaureate degrees in other areas. The Doctor of Philosophy degree is offered to encourage individuals with a professional degree in physical therapy to prepare for future education or research careers.

The Doctor of Physical Therapy degree curriculum for students who wish to enter the field of physical therapy and who hold baccalaureate degrees in other areas is accredited by the Commission on Accreditation in Physical Therapy Education. This program requires a minimum of 33 months of study and provides the basic preparation required for national licensure examination. The program begins each fall semester at Texas Woman's University's Houston Institute for Health Sciences, and T. Boone Pickens Institute of Health Sciences at the Dallas Center.

The Doctor of Philosophy degree in physical therapy at Texas Woman's University produces graduates who can become leaders in the field of physical therapy and who are well-prepared to pursue careers in education and research in physical therapy. The curriculum for the Ph.D. provides an environment in which the student analyzes available scientific literature and methodology relevant to solving clinical problems and information in order to conduct productive research. Objectives of the Ph.D. program are:

1. to increase the professional knowledge and the skills necessary for physical therapists;
2. to give breadth and depth to the therapist's education and research through further study in related and interdisciplinary fields;
3. to synthesize the many areas of knowledge with the student's ability to conduct research, solve problems, set goals, plan programs, evaluate, and make decisions pertinent to the area of physical therapy.

The Ph.D. program is offered via on-line and on-campus learning experiences in Dallas and Houston.

Admission Requirements

Please see the admission section at the front of this catalog. In addition to these general requirements, the School of Physical Therapy requires the following. (Visit the School of Physical Therapy website (http://www.twu.edu/physical-therapy) for recent updates.)

Professional Doctor of Physical Therapy Degree – an entry-level degree for students who already have a Bachelor of Science or equivalent degree in another field and who are seeking to become physical therapists.

Students with a baccalaureate degree in any major must complete the following prerequisites before registering in the graduate division. They must also meet all requirements for admission to the Graduate School and be accepted by the PT Admissions Committee. A minimum of 3.0 GPA from the last 60 semester credit hours and a minimum of 3.0 in the math and science prerequisite GPA is required for admission. Admission is competitive.
Prerequisites

1. Two semesters of chemistry with laboratory (Chemistry for non-science majors does not meet this prerequisite).
2. Two semesters of algebra-based physics with laboratory (Physics for non-science majors does not meet this prerequisite).
3. One semester of college algebra or higher (excluding statistics).
4. Two semesters of psychology (excluding statistics) including general or introductory psychology and one of the following: lifespan developmental psychology, abnormal psychology or physiological psychology.
5. Two semesters of anatomy and physiology with labs.
6. Course in medical terminology.
7. Current certificates in CPR and AED from the American Heart Association (before entering the program).
8. Prerequisites Form found on the School of Physical Therapy website (submitted to PTCAS).
10. Competitive scores on the verbal, quantitative, and writing tests of the Graduate Record Examination. Use code 1673.
11. Exercise physiology, statistics, advanced physiology, and neuroanatomy/physiology are strongly recommended.
12. A minimum 80 hours observing 2 physical therapists from differently own facilities (40 hours each). Applicants must have both inpatient and outpatient experiences. (Submitted through PTCAS).
13. Third recommendation may be from employer, professor or 3rd physical therapist from a 3rd facility (Submitted through PTCAS).
14. TOEFL-with departmental minimum scores in each area, only if bachelor’s degree is not from the USA, contact school for details.

The student may be in the process of completing prerequisites and bachelor’s degree when he or she applies. After acceptance, in order to enroll, the student must have successfully completed a bachelor’s degree and all outstanding prerequisites (courses yet to complete) with grades of A or B (C grades may be reviewed by the admissions committee). Applicants receiving an offer must have a minimum GPA of 3.0 on both their last 60 hours GPA and the prerequisites GPA at the time of application and maintain both GPA’s before beginning the program.

Note: The averages of our accepted students are much higher. Prior to enrolling, students must have had immunizations as required by the state of Texas, including 3-Hepatitis B, Tdap (with 9 years), 2- MMR, 2-varicella, TB test (last 6 months), and Hepatitis C testing. In addition, a flu shot is required in the fall of every year while in the program. Admission to the physical therapy program is competitive and separate from admission to the Graduate School. A limited number of students can be accepted due to limited availability of clinical facilities, space, and faculty.

Please note that entry to the profession in all states requires licensure. Many states have different provisions for licensure, so applicants must determine if they meet these requirements. It is the responsibility of the applicants to insure that they meet requirements for application for licensure in Texas. Testing for drugs and a criminal background check are required during the first semester of the program. If students are unable to be cleared on these requirements, then they may not be eligible to continue in the program.

Application Procedure

Doctor of Physical Therapy - Professional

The application cycle begins in July and the final deadline for receipt of materials is approximately October 15th (See website for exact date as it can change year to year http://www.twu.edu/physical-therapy/entry-level-dpt.asp ). The PTCAS application opens July 1st one year in advance. Each Applicant must submit the following before the deadline in October:

- Online graduate application to TWU on Apply Texas www.applytexas.org (http://www.applytexas.org) with fee.
- Online application on www.ptcas.org (http://www.ptcas.org) with fee and TWU supplemental materials completed (essay, campus preference).
- Official transcripts from all colleges and universities attended sent to BOTH TWU and PTCAS.
- Official GRE scores sent to PTCAS and TWU (use code 1673)
- Resume – Upload to PTCAS. (http://www.ptcas.org/home.aspx)
  Resume containing data on personal, educational, employment, and service and exposure to physical therapy or health care environment.
- Prerequisite Form - Upload to PTCAS. (http://www.ptcas.org/home.aspx) (Form found on the PT website (http://www.twu.edu/physical-therapy))

All coursework from a foreign university must be evaluated by TWU’s International Education evaluator to establish U.S. equivalencies. International students must also submit a minimum acceptable score for the TOEFL tests and meet all Graduate School requirements for international applicants (please refer to the TWU International Education (http://www.twu.edu/admissions/international/toefl-requirements-and-exemptions) for requirements and exemptions). The School of Physical Therapy requires TOEFL scores of at least 24-writing, 26-speaking, 21-reading comprehension, and 18-listening comprehension. International students may be required to come for an interview prior to notification of final status.

NOTE: It is advantageous to apply as early as possible in order for you to receive notification if all materials have been received.

Doctor of Philosophy

Students interested in the Ph.D. program may apply at any time. In addition to the general requirements, the School of Physical Therapy requires the following for admission to the doctoral program:

- Proof of graduation from an approved entry-level physical therapy program.
- A license to practice physical therapy in the United States or a minimum of 24 months of full time clinical practice (beyond that required for entry-level education) within the last 3 years, is preferred.
- A basic course in statistics within the last 10 years.
- A minimum GPA of 3.0 on a 4.0 system.
- Two letters of recommendation, preferably including the latest employer and/or last school attended.
- A written statement indicating the current focus of professional and research interests including an evaluation of personal strengths and weaknesses.
- A resume/curriculum vitae.
- GRE scores preferred but not required.
- An interview is required. An interview by telephone or with technology may be arranged if circumstances preclude an on-site interview.
- International students must also submit a minimum acceptable score for the TOEFL tests and meet all Graduate School requirements for international applicants (please refer to the TWU International Education website (http://www.twu.edu/admissions/toefl-
requirements-exemptions.asp) for requirements and exemptions. The School of Physical Therapy recommends TOEFL scores of at least 24-writing, 26-speaking, 21-reading comprehension, and 18-listening comprehension.

- All coursework from a foreign university must be evaluated by TWU’s International Education evaluator to establish U.S. equivalencies.

Advanced Practice – Graduate Certificates
Graduate Certificates are available in three areas of practice: Advanced Geriatric Physical Therapy, Advanced Neurologic Physical Therapy, and Women’s Health Physical Therapy. The certificates consist of 12 graduate semester credit hours which can be included as part of the post-professional Doctor of Philosophy degree upon admission as a degree-seeking student.

- Post-Baccalaureate Certificate in Advanced Geriatric Physical Therapy (p. 158)
- Post-Baccalaureate Certificate in Advanced Neurologic Physical Therapy (p. 158)
- Post-Baccalaureate Certificate of Advanced Studies in Women’s Health Physical Therapy (p. 159)

Minors Offered to Students from Other Departments
A minor is available to licensed physical therapists majoring in other departments.

Courses
Courses
PT 6001. Critical Inquiry in Physical Therapy I. Application of the scientific method to research questions in physical therapy. Includes planning of research projects aimed at making contributions to evidence-based physical therapy practice. One contact hour a week. Credit: One hour.

PT 6002. Primary Care in Physical Therapy. Overview of the primary care model of medicine in the context of physical therapy practice; includes medical screening and interdisciplinary collaboration. Two lecture hours a week. Credit: Two hours.

PT 6003. Exam, Evaluation, and Outcomes in Physical Therapy. Practical application of the evaluation strategies associated with functional assessment in physical therapy; emphasis on evidence-based functional assessment, principles, techniques, and related impairment measures. Two lecture and three laboratory hours a week. Credit: Two hours.

PT 6011. Critical Inquiry in Physical Therapy II. Application of the scientific method to research in physical therapy. Collaboration with faculty advisors to implement projects proposed in Critical Inquiry I. Prerequisite: PT 6001. Four contact hours a week. Credit: One hour.

PT 6013. Supervised Teaching in Physical Therapy. Supervised teaching for physical therapy students. Laboratory teaching under close supervision of the faculty. Weekly meetings with the instructor, individual consultation, and reports. Prerequisites: Degree in physical therapy and permission of instructor. Seven practicum hours a week. Credit: Three hours.

PT 6014. Clinical Management in Internal Medicine. Gross and histological reactions of tissue, organs, and systems to injury or disease; correlation of pathology with clinical signs and symptoms; medical management of disease processes, genetic conditions, and injuries commonly seen by physical therapists with emphasis on internal medicine. Four lecture hours a week. Credit: Four hours.

PT 6015. Human Gross Anatomy. Study of the structure and function of the human body; introduction to surface anatomy, radiology, embryology, and histology through regional dissection of the body. Three lecture and six laboratory hours a week. Credit: Five hours.

PT 6021. Critical Inquiry in Physical Therapy III. Application of the scientific method to research in physical therapy. Evaluation, summary, and presentation of project results in a public forum. Prerequisite: PT 6011. Four contact hours a week. Credit: One hour.

PT 6022. Clinical Management of the Musculoskeletal System. Pathology and medical management of disease processes, genetic conditions, and injuries commonly seen by physical therapists with emphasis on musculoskeletal disorders. Two lecture hours a week. Credit: Two hours.

PT 6023. Research for Clinical Scientists in Physical Therapy. Research design and statistical analysis; critical evaluation of published research relevant to physical therapy; scientific writing; preparation for conducting clinical research. Three lecture hours a week. Credit: Three hours.

PT 6024. Clinical Neuroscience. Organization and physiological function of the human nervous system with emphasis on topics relevant to the practice of physical therapy. Three lecture and two laboratory hours a week. Credit: Four hours.

PT 6032. Clinical Management of the Neuromuscular System. Pathology and medical management of disease processes, genetic conditions, and injuries commonly seen by physical therapists with emphasis on neuromuscular disorders. Two lecture hours a week. Credit: Two hours.

PT 6033. Research in Physical Therapy. Critical analysis of published research relevant to physical therapy; securing and evaluating evidence for clinical decision-making; research design and statistical analysis; and preparation for participation in collaborative research. Three lecture hours a week. Credit: Three hours.

PT 6041. Introduction to Exercise Testing and Prescription in Physical Therapy. Basic physiological responses to activity or exercise and physiological adaptations in response to training; energy storage and utilization as well as exercise prescriptions for healthy individuals and clients with selected diseases. Student participation in exercise testing and programs during lab sessions. Two laboratory hours a week. Credit: One hour.

PT 6043. Statistical Methods I for the Health Care Professional. Application of statistical procedures to answer health-related research questions or problems. Analyzing, interpreting, and reporting results of univariate, one-factor analyses of health care data. Three lecture hours a week. Credit: Three hours.

PT 6061. Basic Physical Therapy Skills. Application of physical therapy treatment procedures with primary emphasis on such basic patient care techniques as transfers, positioning, assisted exercise, and assisted gait. Two laboratory hours a week. Credit: One hour.

PT 6072. Developmental Concepts: Adolescence to Geriatrics. Changes associated with age in the neurosensory, neuromuscular, cardiovascular, pulmonary, integumentary, and musculoskeletal systems as related to physical therapy management. One lecture and two laboratory hours a week. Credit: Two hours.
PT 6073. Medical Kinesiology. Physical therapy analysis of biomechanical and kinesiological principles of human movement and function with emphasis on the relationships among movement, structure, and force. Two lecture and two laboratory hours a week. Credit: Three hours.

PT 6082. Professional Practice in Physical Therapy. Orientation to professional aspects of physical therapy, including communication, cultural competence, documentation, ethics, evidence-based practice, legal issues, and effective teaching strategies. Two lecture hours a week. Credit: Two hours.

PT 6083. Advanced Instrumentation in Physical Therapy. Technical and practical considerations necessary for the effective use of instrumentation common in the physical therapy and rehabilitation fields. Three lecture hours a week. Credit: Three hours.

PT 6101. Practicum in Physical Therapy. Supervised experience in a specialized area of interest such as administration, teaching, research, or advanced evaluation and treatment procedures. Prerequisites: Degree in physical therapy and permission of instructor. May be repeated for credit. Four practicum hours a week. Credit: One hour.

PT 6102. Practice Management Issues I. Application of practice management issues in the physical therapy setting: emphasis on communication, documentation, supervision, reimbursement, time management, and psychosocial aspects of patient care in preparation for first clinical affiliation. Two lecture hours a week. Credit: Two hours.

PT 6103. Advanced Practicum in Physical Therapy. Supervised experience in a specialized area of interest such as administration, teaching, research, or advanced evaluation and treatment procedures. Prerequisites: Degree in physical therapy and permission of instructor. Nine practicum hours a week. Credit: Three hours.

PT 6111. Practice Management Issues II. Overview of various influences within the health care environment, including payment systems, development of public policy and legislation, and the scope of physical therapy practice at the local, state, and federal levels. Prerequisite: PT 6102. One lecture hour a week. Credit: One hour.

PT 6113. Directed Practicum in Physical Therapy. Directed practical experience in a specialized area of physical therapy; content may include teaching, administration, research, or application of advanced clinical procedures. Prerequisites: Degree in physical therapy and permission of instructor. Eight practicum hours a week. Credit: Three hours.

PT 6121. Practice Management Issues III. Exploration of the leadership role of the physical therapist as a manager of clinical services. Prerequisite: PT 6111. One lecture hour a week. Credit: One hour.

PT 6122. Prostheses, Orthoses, and Advanced Gait. Pathological gait of patients with neuromuscular, musculoskeletal, and/or integumentary involvement. Includes prostheses, orthoses, changes in gait across the lifespan, energy costs, therapeutic interventions, and patient/family education. One lecture and two laboratory hours a week. Credit: Two hours.

PT 6123. Physical Therapy Patient/Client Management. Knowledge and skills to enhance the clinical decision-making process, including screening, physical therapy examination, evaluation of findings, diagnosis, prognosis, plan of care development, intervention, and outcome measurement in clients with disorders managed by physical therapists. Three lecture hours a week. Credit: Three hours.

PT 6131. Practice Management Issues IV. Overview of healthcare delivery and payment systems related to physical therapy practice. Includes governmental and legal parameters, and current issues facing the continuum of care. Prerequisite: PT 6121. One lecture hour a week. Credit: One hour.

PT 6141. Clinical Integration I. Integration of curricular content to date within the framework of a collaborative problem-based learning model; emphasis on clinical reasoning and problem solving. One lecture hour a week. Credit: One hour.

PT 6142. Health Promotion and Wellness I. Overview of health promotion, fitness, and wellness strategies for well individuals and those with functional limitations commonly seen in physical therapy practice; emphasis on attitudes towards health, illness, and disability and their effect on individual goals, motivations, and interpersonal relationships. Two lecture hours a week. Credit: Two hours.

PT 6143. Leadership and Management in Physical Therapy. Principles of leadership and management for physical therapy practice, including ethical behaviors and beliefs; change management; motivating, coaching, and mentoring; life-long learning; business and strategic planning; financial management; personnel recruitment and retention; liability issues and risk management; effective marketing and consulting skills. Three lecture hours a week. Credit: Three hours.

PT 6151. Psychosocial Aspects of Rehabilitation. Psychosocial issues related to physical therapy; includes the roles of mental health professionals, advocates, and family; patient-therapist communication; sexuality and disability; and abuse. One lecture hour a week. Credit: One hour.

PT 6152. Health Promotion and Wellness II. Public health, social responsibility, and participation in physical therapy practice; emphasis on improving health outcomes in well and disabled populations. Prerequisite: PT 6142. One lecture and two practicum hours a week. Credit: Two hours.

PT 6161. Therapeutic Exercise and Intervention IV. Advanced soft tissue interventions and complementary exercise approaches to physical therapy patient care. Prerequisite: PT 6162. Two laboratory hours a week. Credit: One hour.

PT 6162. Therapeutic Exercise and Intervention II: Lower Quadrant. Use of therapeutic exercise and other interventions (e.g., soft tissue techniques, orthotics/taping, and integration of therapeutic modalities) for the treatment of impairments; activity limitations; and participation restrictions in patients who have musculoskeletal, neuromuscular, or integumentary system involvement of the lower quadrant. Prerequisite: PT 6173. One lecture and two laboratory hours a week. Credit: Two hours.

PT 6171. Therapeutic Exercise and Intervention III: Upper Quadrant. Use of therapeutic exercise and other interventions (e.g., soft tissue techniques, orthotics/taping, and integration of therapeutic modalities) for the treatment of impairments and functional/activity limitations in patients of all ages who have musculoskeletal, neuromuscular, or integumentary system involvement of the upper quadrant. Prerequisites: PT 6173 and PT 6162. Two laboratory hours a week. Credit: One hour.

PT 6173. Therapeutic Exercise and Intervention I. Principles of basic therapeutic exercise, soft tissue techniques, and adjunctive biophysical agents; emphasis on management of patients in the acute phase of recovery/healing from soft tissue injuries or surgery, including detection/prevention of post-operative complications and adverse effects of immobilization. Two lecture and two laboratory hours a week. Credit: Three hours.
PT 6181. Professional Development for the Physical Therapist. Exploration of issues related to maintaining and expanding professional competence in the broad context of physical therapy practice. Prerequisites: PT 6082, PT 6102, PT 6111, and PT 6121. One lecture hour a week. Credit: One hour.

PT 6191. Applied Statistical Methods for the Health Care Professional. Application of appropriate statistical analysis to health care related clinical research examples and datasets with appropriate rationale for selected analysis. Prerequisites: PT 6043 and PT 6243. One lecture hour a week. Credit: One hour.

PT 6193. Psychometric Properties of Rehabilitation. Assessment of the uses, advantages, reliability, validity, and sources of error of evaluation procedures and measurement tools commonly used in physical therapy. Three lecture hours a week. Credit: Three hours.

PT 6203. Orthopedic Evaluation and Treatment of the Geriatric Client. The study of orthopedic assessment and treatment applied to the geriatric client. Includes background information on aging theories and age-related changes but focus is on evaluation, PT differential diagnosis, and rehabilitation of orthopedic problems common to the elderly. Three lecture hours a week. Credit: Three hours.

PT 6213. Computer Applications in Physical Therapy Research. Application of research design and computer systems to problems in physical therapy research. Emphasis on advanced computational skills for the clinical researcher and academician. Three lecture hours a week. Credit: Three hours.

PT 6243. Statistical Methods II for the Health Care Professional. Application of advanced statistical procedures to health-related research questions or problems. Analyzing, interpreting, and reporting results of multivariate, multi-factor, and regression analyses of health care data. Prerequisite: PT 6043. Three lecture hours a week. Credit: Three hours.

PT 6302. Integumentary Physical Therapy. Integration of basic and clinical sciences in the physical therapy examination, differential diagnosis, and treatment of patients with pathologies, impairments, and disabilities involving the integumentary and vascular systems. One lecture and two laboratory hours a week. Credit: Two hours.

PT 6303. Field Research in Physical Therapy. Designs, data collection techniques, and analyses for field research in physical therapy. Critical application of surveys, observational studies, case studies, and single case designs to clinical field problems in physical therapy. Emphasis is on the development of analytical skills requisite for field research in physical therapy. Prerequisites: Degree in physical therapy and permission of instructor. Seven practicum hours a week. Credit: Three hours.

PT 6323. Neuromuscular Physical Therapy I. Principles of evaluation and physical therapy treatment of patients with neuromuscular complications associated with brain injury and cerebral vascular accident; emphasis on current theories of motor control and therapeutic interventions. Two lecture and three laboratory hours a week. Credit: Three hours.

PT 6333. Health Care Delivery Systems. Overview of health delivery systems in the U.S. and Texas. Emphasis on government and private sector involvement in health services to older adults with applications for the physical therapist. Three lecture hours a week. Credit: Three hours.

PT 6343. Neuromuscular Physical Therapy II. Principles of evaluation and physical therapy treatment of patients with neuromusculoskeletal conditions including, but not limited to, spinal cord injury and vestibular disorders; emphasis on current treatment models. Prerequisite: PT 6323. Two lecture and two laboratory hours a week. Credit: Three hours.

PT 6353. Pediatric Physical Therapy. Normal motor, cognitive, and psycho-social development; neonatology, evaluation and treatment of children with developmental disorders and other chronic medical conditions; pediatric sports medicine; and legal and ethical considerations. Two lecture and two laboratory hours a week. Credit: Three hours.

PT 6363. Musculoskeletal Physical Therapy: Lower Quadrant. Principles of evaluation and physical therapy treatment of patients with musculoskeletal problems of the lumbar spine, pelvis, and lower extremities; emphasis on manual therapy strategies. Two lecture and three laboratory hours a week. Credit: Three hours.

PT 6373. Musculoskeletal Physical Therapy: Upper Quadrant. Evaluation and physical therapy management of patients with musculoskeletal disorders of the cervico-thoracic spine and upper extremity; emphasis on manual therapy and functional rehabilitation. Two lecture and three laboratory hours a week. Credit: Three hours.

PT 6383. Cardiopulmonary Physical Therapy. Physical therapy evaluation and management of patients with cardiovascular and/or pulmonary diseases. Emphasis on the integration of results from diagnostic tests and measures with physical findings in order to develop plans of care and implement appropriate intervention. Two lecture and two laboratory hours a week. Credit: Three hours.

PT 6403. Neuromuscular Integration and Applications. A comprehensive foundation for the management of the person with a neuromuscular pathology for the practicing physical therapist using the older person post-stroke as a model. Emphasis on securing and applying relevant in-depth information. Three lecture hours a week. Credit: Three hours.

PT 6413. Cardiopulmonary Integration and Application. A comprehensive foundation for the management of persons with cardiovascular and/or pulmonary pathology for the practicing physical therapist using the older person as a model. Emphasis on securing and applying relevant in-depth information. Three lecture hours a week. Credit: Three hours.

PT 6453. Principles Geriatric Physical Therapy II. Aging theories and age-related changes; chronic problems associated with aging, critical examination of anti-aging research, and effect of physical aging on other dimensions of life; applications for therapist practice including health promotion and wellness. Three lecture hours a week. Credit: Three hours.

PT 6483. Principles of Geriatric in Physical Therapy I. Principles of gerontology with emphasis on psychological processes and social aspects of aging with implications for physical therapists. Three lecture hours a week. Credit: Three hours.

PT 6503. Introduction to Grantsmanship in Physical Therapy. Overview of concepts in constructive research leading to competitive grantsmanship for physical therapists. May include invited presentations of funded projects, exemplary research proposals, and grant management. Students will identify funding sources and develop a grant proposal. Prerequisites: PT 6023 and PT 6193, or equivalent, or permission of instructor. Three lecture hours a week. Credit: Three hours.

PT 6513. Topics in Evidence-Based Practice. Search and appraisal of evidence for tests and measures, interventions, diagnosis, and prognosis used in advanced physical therapist practice; clinical decisions based on the evidence. Three lecture hours a week. Credit: Three hours.

PT 6523. Teaching and Learning in Physical Therapy. Preparation for careers in physical therapy higher education; concepts and techniques of effective teaching and enhanced learning, such as theories of learning, teaching styles, methods of instruction, syllabus development, and evaluation/assessment processes. Three lecture hours a week. Credit: Three hours.
PT 6533. Academic Issues in Physical Therapist Education. Organizational and functional aspects of graduate professional educational program. Includes university structure and governance, models of scholarship, faculty roles, faculty issues (tenure, promotion, academic freedom, development), student issues (recruitment, retention, advising/mentoring), and clinical education. Three lecture hours a week. Credit: Three hours.

PT 6603. Female Anatomy for Physical Therapists. Anatomy and physiology of urogenital and endocrine systems of women. Includes cadaveric dissection and laboratory study of female reproductive tract, external genitalia, pelvic floor, breasts, and related structures. Two lecture and two laboratory hours a week. Credit: Three hours.

PT 6613. Women’s Health for Physical Therapists. Specialization and evidence-based practice in women’s health, medical and physical therapist management of common conditions and procedures, and issues for female athletes. Three seminar hours a week. Credit: Three hours.

PT 6623. Physical Therapy Management of Women’s Health I. Physical therapist management of women with focus on musculoskeletal issues of pelvis and abdomen for the non-pregnant woman. Includes pelvic examination for physical therapist practice, differential diagnosis, and evidence-based interventions. Two lecture and two laboratory hours a week. Credit: Three hours.

PT 6633. Physical Therapy Management of Women’s Health II. Physical therapist management of women with focus on musculoskeletal issues of pelvis and abdomen for the pregnant woman. Includes management of high risk pregnancy and post-partum care. Prerequisite: PT 6623. Two lecture and two laboratory hours a week. Credit: Three hours.

PT 6673. Intermediate Evaluation and Mobilization: Lower Quadrant. Interpretation of basic science knowledge and development of clinical skills needed to complete a differential evaluation and proceed to effective treatment of spinal dysfunction. Two lecture and two laboratory hours a week. Credit: Three hours.

PT 6683. Intermediate Evaluation and Mobilization: Upper Quadrant. Interpretation of basic science knowledge and development of clinical skills needed to complete a differential evaluation and proceed to effective treatment of craniofacial region dysfunction, and cervical and thoracic spine dysfunction. Two lecture and two laboratory hours a week. Credit: Three hours.

PT 6731. Preliminary Clinical Experience. Supervised, part time, onsite exposure to the inpatient clinical environment. Emphasis on observation and reflection of characteristics of professional practice as demonstrated by various health care providers. Four clinical hours a week. Credit: One hour.

PT 6733. Clinical Experience I. First of three supervised full-time clinical experiences. Application of physical therapy knowledge, skills, and behaviors appropriate to patient and practice management in the acute care setting. One lecture and sixteen clinical hours a week. Credit: Three hours.

PT 6802. Clinical Integration II. Clinical decision-making for complex patients with multi-system involvement; includes practice management issues such as accountability and outcomes assessment. Prerequisite: PT 6141. Two lecture hours a week. Credit: Two hours.

PT 6804. Clinical Experience II. Second of three supervised full-time clinical experiences; application of physical therapy knowledge, skills, and behaviors appropriate to patient and practice management in either the orthopedic or neuro-rehabilitation setting. Prerequisite: PT 6733. Eighteen to twenty clinical hours a week. Credit: Four hours.

PT 6814. Clinical Experience III. Third of three supervised full-time clinical experiences; application of physical therapy knowledge, skills, and behaviors appropriate to patient and practice management in either the orthopedic or neuro-rehabilitation setting. Prerequisite: PT 6804. Eighteen to twenty clinical hours a week. Credit: Four hours.

PT 6816. Clinical Internship. Directed clinical internship in selected area(s) of physical therapy practice culminating in effective clinical decision making for autonomous practice and professional development. Prerequisite: PT 6814. Thirty-two clinical hours a week. Credit: Six hours.

PT 6823. Advanced Evaluation and Mobilization: Lower Quadrant. Study of advanced biomechanical tests and treatments, including manipulation, applied to the lumbar spine, peripheral joints of the lower extremity, pelvis, and sacroiliac joint. Emphasis on techniques that integrate joint function. Prerequisites: PT 6673 and PT 6683, or permission of instructor. Two lecture and two laboratory hours a week. Credit: Three hours.

PT 6833. Advanced Evaluation and Mobilization: Upper Quadrant. Study of advanced biomechanical tests and treatments, including manipulation, applied to the cervical and thoracic spine, peripheral joints of the upper extremity, and temporomandibular joint. Emphasis on techniques that integrate joint function. Prerequisites: PT 6673 and PT 6683, or permission of instructor. Two lecture and two laboratory hours a week. Credit: Three hours.

PT 6901. Special Topics. Concentrated study of a particular topic in physical therapy. May be repeated for credit when topic varies. Prerequisite: Permission of the instructor. One lecture hour a week. Credit: One hour.

PT 6903. Special Topics. Concentrated study of a particular topic in physical therapy. May be repeated for credit when topic varies. Prerequisite: Permission of instructor. Three lecture hours a week. Credit: Three hours.

PT 6911. Independent Study. Variable content. May be repeated for credit as topic varies. Prerequisite: Permission of instructor. Credit: One hour.

PT 6913. Independent Study. Variable content. Individual research or study relating to a problem of professional interest and significance. May be repeated for credit as topic varies. Prerequisite: Permission of instructor. Credit: Three hours.

PT 6983. Dissertation. May be repeated for credit. Only three credits apply toward degree. Credit: Three hours.

PT 6993. Dissertation. May be repeated for credit. Only three credits apply toward degree. Prerequisite: PT 6983. Credit: Three hours.

Faculty Professors

DA SILVA, CAROLYN P., Professor of Physical Therapy. B.A., Rice University; M.S., Texas Woman’s University; D.Sc., University of Alabama, Birmingham.

GLEESON, PEGGY B., Professor of Physical Therapy; Associate Director of the School of Physical Therapy. Houston. B.S., St. Louis University; M.S., Texas Woman’s University; Ph.D., Texas Woman’s University.

MEDLEY, SYLVIA ANN, Professor of Physical Therapy; Director of the School of Physical Therapy. B.A., University of Texas at Austin; B.S., University of Texas Health Science Center-Dallas; M.S., Texas Woman’s University; Ph.D., University of Texas at Dallas.
ORTIZ RODRIGUEZ, ALEXIS, Professor of Physical Therapy. B.S., University of Puerto Rico; M.S., Texas Woman's University; Ph.D., Texas Woman's University.

RODDEY, TONI S., Professor of Physical Therapy. B.S., University of Texas Medical Branch; M.S., Texas Woman's University; Ph.D., Texas Woman's University.

THOMPSON, MARY E., Professor of Physical Therapy. B.S., University of Kentucky; M.S., Texas Woman's University; Ph.D., University of North Texas.

TRUDELLE-JACKSON, ELAINE, Professor of Physical Therapy. B.S., Texas Woman’s University; M.S., University of North Texas; Ph.D., Texas Woman’s University.

WANG-PRICE, SHARON S., Professor of Physical Therapy. B.S., National Taiwan University; Taipei, Taiwan; M.S., University of Pittsburgh; Ph.D., Texas Woman’s University.

Associate Professors
LIN, SUH-JEN, Associate Professor of Physical Therapy. B.A., National Taiwan University; M.S., Massachusetts General Hospital Institute of Health Professions; Ph.D., University of Iowa.

MITCHELL, KATY E., Associate Professor of Physical Therapy. B.S., University of California, Davis; M.S., Pacific University; Ph.D., Texas Woman’s University.

Assistant Professors
BICKLEY, CHRISTINA, Assistant Professor of Physical Therapy. B.A., State University of New York, Stonybrook; M.H.S., University of Indianapolis; Ph.D., Texas Woman’s University.

BREWER, WAYNE A., Assistant Professor of Physical Therapy. B.A., University of Pittsburgh; M.P.H., University of Pittsburgh; Ph.D., Texas Woman’s University.

BRIZZOLARA, KELLI J., Assistant Professor of Physical Therapy. B.S., Texas A&M University; M.S., Texas Woman’s University; Ph.D., Texas Woman’s University.

CSIZA, LINDA A., Assistant Professor of Physical Therapy. B.S., Texas Woman’s University; M.S., Rocky Mountain University of Health Professions; D.Sc., Rocky Mountain University of Health Professions.

ELLISON, JENNIFER, Assistant Professor of Physical Therapy. B.S., University of Oklahoma; M.S.H., Washington University, St. Louis; Ph.D., Texas Woman’s University.

GOH, HUI-TING, Assistant Professor of Physical Therapy. M.S., Texas Woman’s University; Ph.D., University of Southern California.

ROSARIO, MARTIN, Assistant Professor of Physical Therapy. B.S., Universidad Central de Bayamon; M.S., University of Puerto Rico-Medical Sciences Campus; Ph.D., University of Puerto Rico-Medical Sciences Campus.

SWANK, CHAD D., Assistant Professor of Physical Therapy. B.A., Point Loma Nazarene College; M.S., Regis University; Ph.D., Texas Woman’s University.

TSENG, SHIH-CHIAO, Assistant Professor of Physical Therapy. B.S., National Cheng Kung University; M.S., National Taiwan University; Ph.D., University of Maryland, Baltimore.

Associate Clinical Professor
PATEL, RUPAL M., Associate Clinical Professor of Physical Therapy. B.S., Texas Woman’s University; M.S., Texas Woman’s University.

Assistant Clinical Professors
ANDERLE, DALE W., Assistant Clinical Professor of Physical Therapy. B.A., University of North Texas; M.S., Texas Woman’s University; D.P.T., A.T. Still University.

BOGARDUS, JENNIFER M., Assistant Clinical Professor of Physical Therapy. B.S., Quinnipiac University; M.P.T., Quinnipiac University; Ph.D., Nova Southeastern University.

SZOT, C. LAUREN, Assistant Clinical Professor of Physical Therapy. B.S., Louisiana State University; M.S., D.P.T., Louisiana State University Health Science Center.

Doctor of Physical Therapy - Professional
(For students preparing for entry into physical therapy)

Total Semester Credit Hours Required
98 semester credit hours.

Special Requirements
Health and liability insurance are required each semester the student is enrolled. Clinical internships are required which necessitate additional expenses for the student. Students must abide by additional policies involving clinical internships. A grade point average of 3.0 must be maintained. In accordance with the Graduate School, the School of Physical Therapy limits the number of Cs earned by a student in the entry-level Doctor of Physical Therapy degree plan to no more than two (2). Students must successfully complete one semester’s coursework before taking coursework in the next semester. Courses may be repeated only with permission of the Graduate Faculty, Associate Director, and Director of the School of Physical Therapy.

Final Examination
Defense of the professional project which may be repeated only upon successful appeal to the Graduate Faculty of the School of Physical Therapy.

Policies
General policies, procedures, and appeal processes are established by the School and distributed to students upon entry into the program.

Doctor of Physical Therapy - Professional Program of Study (98 semester credit hours)

<table>
<thead>
<tr>
<th>Semester 1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PT 6015</td>
<td>Human Gross Anatomy</td>
</tr>
<tr>
<td></td>
<td>PT 6061</td>
<td>Basic Physical Therapy Skills</td>
</tr>
<tr>
<td></td>
<td>PT 6041</td>
<td>Introduction to Exercise Testing and Prescription in Physical Therapy</td>
</tr>
</tbody>
</table>
PT 6014 Clinical Management in Internal Medicine 4
PT 6072 Developmental Concepts: Adolescence to Geriatrics 2
PT 6082 Professional Practice in Physical Therapy 2

 Semester 2
PT 6024 Clinical Neuroscience 4
PT 6073 Medical Kinesiology 3
PT 6022 Clinical Management of the Musculoskeletal System 2
PT 6003 Exam, Evaluation, and Outcomes in Physical Therapy 3
PT 6731 Preliminary Clinical Experience 1
PT 6383 Cardiopulmonary Physical Therapy 3

 Semester 3
PT 6302 Integumentary Physical Therapy 2
PT 6033 Research in Physical Therapy 3
PT 6032 Clinical Management of the Neuromuscular System 2
PT 6173 Therapeutic Exercise and Intervention I 3
PT 6002 Primary Care in Physical Therapy 2
PT 6141 Clinical Integration I 1

 Semester 4
PT 6323 Neuromuscular Physical Therapy I 3
PT 6363 Musculoskeletal Physical Therapy: Lower Quadrant 3
PT 6162 Therapeutic Exercise and Intervention II: Lower Quadrant 2
PT 6102 Practice Management Issues I 2
PT 6001 Critical Inquiry in Physical Therapy I 1
PT 6733 Clinical Experience I (6 wks Nov – Dec) 3

 Semester 5
PT 6151 Psychosocial Aspects of Rehabilitation 1
PT 6171 Therapeutic Exercise and Intervention III: Upper Quadrant 1
PT 6343 Neuromuscular Physical Therapy II 3
PT 6373 Musculoskeletal Physical Therapy: Upper Quadrant 3
PT 6122 Prostheses, Orthoses, and Advanced Gait 2
PT 6353 Pediatric Physical Therapy 3
PT 6111 Practice Management Issues II 1
PT 6011 Critical Inquiry in Physical Therapy II 1

 Semester 6
PT 6804 Clinical Experience II (7 wks Jun – Jul) 4
PT 6142 Health Promotion and Wellness I 2
PT 6121 Practice Management Issues III 1

 Semester 7
PT 6814 Clinical Experience III (7 wks Aug – Oct) 4
PT 6161 Therapeutic Exercise and Intervention IV 1
PT 6152 Health Promotion and Wellness II 2
PT 6131 Practice Management Issues IV 1
PT 6021 Critical Inquiry in Physical Therapy III 1

 Semester 8
PT 6816 Clinical Internship (12 wks Jan – Mar) 6
PT 6802 Clinical Integration II 2
PT 6181 Professional Development for the Physical Therapist 1

Total Semester Credit Hours 98

Doctor of Philosophy in Physical Therapy

Total Semester Credit Hours Required
A minimum of 60 semester credit hours beyond the master’s degree, including six semester credit hours for dissertation.

Required
25 semester credit hours, including 3 semester credit hours of practicum.

Research Tools
All doctoral candidates are required to complete two research tools.

 Tool 1
The student must take PT 6043 and PT 6243 or their equivalent as determined by the student’s advisory committee.

 Tool 2: Computer Science
The student must take PT 6213, and PT 6083 or a 3-credit hour qualitative research methods/analysis course in any department at the graduate level.

Other Coursework
A minimum of 12 to 23 semester credit hours based on individual student needs, consisting of concentration area courses, individual studies, field research, supervised teaching, seminars, and/or practica.

Residency Requirement
It is expected that students complete two semesters of residency, defined as a minimum load of six semester credit hours for each of the two semesters.

Qualifying Examination
A comprehensive examination will be developed and administered by the student’s advisory committee in the year following completion of research tools and the majority of core courses. The examination is composed of the following two parts individualized for each student: 1) a written component in the student’s area of research interests and 2) an oral examination taken within one month after notification that the written examination has been passed. The examination committee will provide a consensus pass/fail grade for each student for each examination. The student’s advisory committee will participate in the oral examination, and the questions may deal with the areas of research specialization, research design, and statistics. A student will be allowed two attempts to pass each of the examinations. The second attempt may not be made sooner than three months after the first attempt.

A student not able to pass an examination in two attempts will not be allowed to continue in the program.

Final Examination
Oral examination is open to all faculty and the public, followed by a closed session with the committee. The oral examination will be initially limited to the content of the dissertation, but may include any topic suggested by the candidate’s answer. May be repeated only once.
Doctor of Philosophy in Physical Therapy Program of Study (60 semester credit hours)

Research Tools

<table>
<thead>
<tr>
<th>Required for Tool 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 6043</td>
<td>Statistical Methods I for the Health Care Professional (Pending THECB approval) 3</td>
</tr>
<tr>
<td>PT 6243</td>
<td>Statistical Methods II for the Health Care Professional 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required for Tool 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Select the following courses or equivalent:</td>
<td></td>
</tr>
<tr>
<td>PT 6213</td>
<td>Computer Applications in Physical Therapy Research 3</td>
</tr>
<tr>
<td>PT 6083</td>
<td>Advanced Instrumentation in Physical Therapy (or 3 semester credit hour qualitative research methods course) 3</td>
</tr>
</tbody>
</table>

Required Courses

| PT 6533             | Academic Issues in Physical Therapist Education 3 |
| PT 6523             | Teaching and Learning in Physical Therapy 3 |
| PT 6193             | Psychometric Properties of Rehabilitation 3 |
| PT 6023             | Research for Clinical Scientists in Physical Therapy 3 |
| PT 6103             | Advanced Practicum in Physical Therapy (May be completed in E/L program - not waived) 3 |
| PT 6191             | Applied Statistical Methods for the Health Care Professional 1 |
| PT 6503             | Introduction to Grantsmanship in Physical Therapy 3 |
| PT 6983             | Dissertation (I) 3 |
| PT 6993             | Dissertation (II) 3 |

Electives to complete needed semester credit hours 23

Total Semester Credit Hours 60

Post-Baccalaureate Certificate in Advanced Geriatric Physical Therapy

Both novice and intermediate physical therapists working primarily with older adults and who are interested in lifelong learning can benefit from this certificate program, in which the student may choose any 12-credit-hours of coursework. This Certificate will allow physical therapists to earn a recognized academic certificate that can be applied as evidence of continued competence for licensure (CCU) renewal (see Texas Physical Therapy Association (http://www.tpta.org)) and/or an advanced degree. In addition, these courses are open to post-professional students in occupational therapy with permission from their advisor.

The purposes of this Post-Professional Certificate (http://www.twu.edu/downloads/physical-therapy/Geriatric_Certificate.pdf) are to (a) advance and validate the educational and clinical foundation of physical therapists choosing to practice primarily with older adults, (b) provide a means through formal higher education to address self-identified weaknesses in specialized knowledge and/or skills, and (c) assist prospective students to move from novice or intermediate practice in geriatric physical therapy toward expert and/or specialist practice.

Admission Requirements

Applicants for the Certificate in Advanced Geriatric Physical Therapy must:

- Hold at least an earned bachelor’s degree or equivalent from a U.S. college or university accredited by a regional or general accrediting agency, or an equivalent degree from a foreign college or university. The bachelor’s degree must be substantially equivalent to a bachelor’s degree granted by TWU.
- Have a minimum 3.0 grade point average (GPA) for the last 60 hours of undergraduate study and a minimum 3.0 GPA for all prior graduate work.
- Present an official transcript from each university or college attended with degree earned indicated on the transcript.

Standardized examinations such as the GRE are not required. However, the applicant has the option of submitting scores voluntarily.

Graduates from foreign universities should see International Admissions (http://www.twu.edu/admissions/international) for more information.

General Requirements

A Certificate from TWU School of Physical Therapy implies mastery of the knowledge and skills in the certificate area. Therefore, in addition to the Graduate School requirement that students who enroll in graduate courses must maintain a 3.0 GPA on all graduate-level courses taken at TWU, only one course where a C was earned will be applied toward the Certificate in Advanced Geriatric Physical Therapy. All of the courses are non-sequential with no required courses. Course selection is based on self-assessment of advanced clinical competencies in consultation with the Coordinator of Post Professional Studies, Dallas, who is Board Certified in Geriatric Physical Therapy.

Post-baccalaureate Certificate in Advanced Geriatric Physical Therapy Program of Study (12 semester credit hours)

Select 12 semester credit hours from the following:

| PT 6203 | Orthopedic Evaluation and Treatment of the Geriatric Client |
| PT 6483 | Principles of Geriatric in Physical Therapy I |
| PT 6453 | Principles Geriatric Physical Therapy II |
| PT 6333 | Health Care Delivery Systems |
| PT 6513 | Topics in Evidence-Based Practice |
| PT 6123 | Physical Therapy Patient/Client Management |
| PT 6403 | Neuromuscular Integration and Applications |
| PT 6413 | Cardiopulmonary Integration and Application |

Total Semester Credit Hours 12

Post-Baccalaureate Certificate in Advanced Neurologic Physical Therapy

Both novice and intermediate physical therapists working primarily with persons who have neurologic injuries and who are interested in lifelong learning can benefit from this certificate program, in which the student
may choose any 12-credit-hours of coursework. This Certificate will allow physical therapists to earn a recognized academic certificate that can be applied as evidence of continued competence for licensure (CCU) renewal (see Texas Physical Therapy Association (http://www.tpta.org)) and/or an advanced degree. These courses are open to post professional students in occupational therapy with permission from their advisor.

The purposes of this Post-Professional Certificate (http://www.twu.edu/downloads/physical-therapy/Geriatric_Certificate.pdf) are to (a) advance and validate the educational and clinical foundation of physical therapists choosing to practice primarily with persons who have neurologic injuries, (b) provide a means through formal higher education to address self-identified weaknesses in specialized knowledge and/or skills, and (c) assist prospective students to move from novice or intermediate practice in neurologic physical therapy toward expert and/or specialist practice.

Admission Requirements
Applicants for the Certificate in Advanced Neurologic Physical Therapy must:

- Hold at least an earned bachelor’s degree or equivalent from a U.S. college or university accredited by a regional or general accrediting agency, or an equivalent degree from a foreign college or university. The bachelor’s degree must be substantially equivalent to a bachelor’s degree granted by TWU.
- Have a minimum 3.0 grade point average (GPA) for the last 60 hours of undergraduate study and a minimum 3.0 GPA for all prior graduate work.
- Present an official transcript from each university or college attended with degree earned indicated on the transcript.

Standardized examinations such as the GRE are not required. However, the applicant has the option of submitting scores voluntarily.

Graduates from foreign universities should see International Admissions (http://www.twu.edu/admissions/international) for more information.

Applicants for the Baylor Institute for Rehabilitation and Texas Woman’s University Residency in Neurologic Physical Therapy (http://www.twu.edu/physical-therapy/residencies-physical-therapy.asp) must first

- Contact Merri Leigh Johson, PT, DPT, NCS - Director of the Baylor Institute for Rehabilitation and Texas Woman’s University Residency in Neurolog Physical Therapy
- Email: merljohnson@BIR-rehab.com or Phone Number: 214 820-9579

Post-Baccalaureate Certificate of
Advanced Studies in Women’s Health Physical Therapy

Both novice and intermediate physical therapists working primarily with women and who are interested in lifelong learning can benefit from this certificate program, in which the student may choose any 12-credit-hours of coursework. This Certificate will allow physical therapists to earn a recognized academic certificate that can be applied as evidence of continued competence for licensure (CCU) renewal (see Texas Physical Therapy Association (http://www.tpta.org)) and/or an advanced degree.

The purposes of this Post-Baccalaureate Certificate in Women’s Health Physical Therapy (http://www.twu.edu/physical-therapy/cert-womens-health.asp) are to (a) advance and validate the educational and clinical foundation of physical therapists choosing to practice primarily with women, (b) provide a means through formal higher education to address self-identified weaknesses in specialized knowledge and/or skills, and (c) assist prospective students to move from novice or intermediate practice in women’s health physical therapy toward expert and/or specialist practice. In addition, 4 of the 8 possible courses form the didactic component of the Baylor-TWU Women’s Health Physical Therapy Residency, an APTA accredited residency program.

Admission Requirements
Applicants for the Certificate in Advanced Women’s Health Physical Therapy must:

- Hold at least an earned bachelor’s degree or equivalent from a U.S. college or university accredited by a regional or general accrediting agency, or an equivalent degree from a foreign college or university. The bachelor’s degree must be substantially equivalent to a bachelor’s degree granted by TWU.
- Have a minimum 3.0 grade point average (GPA) for the last 60 hours of undergraduate study and a minimum 3.0 GPA for all prior graduate work.
- Present an official transcript from each university or college attended with degree earned indicated on the transcript.
- Hold a current license to practice physical therapy.

Standardized examinations such as the GRE are not required. However, the applicant has the option of submitting scores voluntarily.

Graduates from foreign universities should see Office of International Education (p. 232) for more information.

Applicants for the Baylor-TWU Women’s Health Physical Therapy Residency must first

- Contact Valerie L Bobb, PT,DPT, WCS, ATC - Director of the Baylor-TWU WH residency program
- Email: vbobb@bir-rehab.com or Phone Number: 214-820-1220

---

<table>
<thead>
<tr>
<th>Total Semester Credit Hours</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 6913 Independent Study (Research in Neurologic Physical Therapy)</td>
<td></td>
</tr>
<tr>
<td>PT 6513 Topics in Evidence-Based Practice</td>
<td></td>
</tr>
</tbody>
</table>

**Post-Baccalaureate Certificate of Advanced Studies in Women’s Health Physical Therapy Program of Study (12 semester credit hours)**

Select 12 semester credit hours from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 6123</td>
<td>Physical Therapy Patient/Client Management</td>
</tr>
<tr>
<td>PT 6403</td>
<td>Neuromuscular Integration and Applications</td>
</tr>
<tr>
<td>PT 6903</td>
<td>Special Topics</td>
</tr>
<tr>
<td>PT 6913</td>
<td>Independent Study (Clinically Applied Neuroscience)</td>
</tr>
</tbody>
</table>
Course Requirements
A Certificate from TWU School of Physical Therapy implies mastery of the knowledge and skills in the certificate area. Therefore, in addition to the Graduate School requirement that students who enroll in graduate courses must maintain a 3.0 GPA on all graduate-level courses taken at TWU, only one course where a C was earned will be applied toward the Certificate of Advanced Studies in Women’s Health Physical Therapy. Course selection is based on self-assessment of advanced clinical competencies in consultation with the Coordinator of Post Professional Studies, Dallas.

Post-baccalaureate Certificate of Advanced Studies in Women's Health Physical Therapy Program of Study (12 semester credit hours)

Select 12 semester credit hours from the following:  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 6603</td>
<td>Female Anatomy for Physical Therapists</td>
<td>3</td>
</tr>
<tr>
<td>PT 6613</td>
<td>Women's Health for Physical Therapists</td>
<td>3</td>
</tr>
<tr>
<td>PT 6623</td>
<td>Physical Therapy Management of Women's Health I</td>
<td>3</td>
</tr>
<tr>
<td>PT 6633</td>
<td>Physical Therapy Management of Women's Health II</td>
<td>3</td>
</tr>
<tr>
<td>PT 6513</td>
<td>Topics in Evidence-Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>PT 6103</td>
<td>Advanced Practicum in Physical Therapy</td>
<td>3</td>
</tr>
<tr>
<td>PT 6913</td>
<td>Independent Study</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Semester Credit Hours 12

Department of Psychology and Philosophy

Web Site: http://www.twu.edu/psychology-philosophy/

Chair: Shannon R. Scott, Professor
Location: CFO 708
Phone: 940-898-2303
Fax: 940-898-2301
E-mail: Sscott@twu.edu (SScott@twu.edu)

Graduate Degrees Offered
• M.A. in Counseling Psychology (p. 166)
• Specialist in School Psychology (S.S.P.) (p. 167)
• Ph.D. in Counseling Psychology (p. 168)
• Ph.D. in School Psychology (p. 169)
• M.S. in Psychological Science (p. 166)

School Psychology
The School Psychology Program offers an American Psychological Association accredited (http://www.apa.org/ed/accreditation/programs)/National Association of School Psychology (http://www.nasponline.org/standards-and-certification/graduate-program-approval/nasp-approved-programs) approved Ph.D. degree and a National Association of School Psychologists approved Specialist degree (http://www.nasponline.org/standards-and-certification/graduate-program-approval/nasp-approved-programs). The School Psychology Program is designed to prepare students in the scientist-practitioner model with emphasis on scientific rigor and problem solving applied to practice in intervention, consultation, assessment, program evaluation, and research. Doctoral students are prepared to assume leadership roles in educational settings, in independent practice, and in supervision. Doctoral graduates qualify for licensure as psychologists by the Texas State Board of Examiners of Psychologists (http://www.tsbep.state.tx.us) and listing in the National Register of Health Service Providers in Psychology (http://www.nationalregister.org) following appropriate internship and postdoctoral experience. Both specialist and doctoral graduates are eligible to take the national school psychology examination, which leads to being eligible for licensure as a Licensed Specialist in School Psychology by the Texas State Board of Examiners of Psychologists (http://www.tsbep.state.tx.us), and towards credentialing as a Nationally Certified School Psychologist. The School Psychology Program Committee (SPPC) is the governing body for School Psychology Graduate Programs. It develops and enforces the policies in this catalog and all program publications.

Counseling Psychology

The department offers two graduate programs in Counseling Psychology. The doctoral program offers an American Psychological Association accredited (http://www.apa.org/ed/accreditation/programs) Ph.D. degree. The Master’s program leads to a Master of Arts Degree. Both provide systematic training within a practitioner-scientist model to prepare students for professional mental health practice in a wide range of settings.

Both programs are grounded in a feminist multicultural philosophy and pedagogy and have a focus on developing practitioners with a strong understanding of individuals within their gendered and sociocultural contexts. Social justice and advocacy are highly valued and practiced. Graduates of the program are expected to embrace strong multicultural values, and to be conversant with and competent in the diversity-sensitive applications of theory, practice, research, and other professional functions.

The programs are situated within the unique context of TWU, focusing primarily on the educational advancement of women. The Counseling Psychology programs strive to create an atmosphere that is inclusive, supportive, and flexible, while maintaining strong academic rigor. The programmatic goals are to create a climate that challenges without competition, promotes professionalism while minimizing the power hierarchy, and incorporates student participation at high levels. The program faculty makes a concerted effort to attend to students’ training needs within a contextual framework and to create an environment in which collaboration, self-direction, community, and respect for individual differences are promoted. Students and faculty make every effort to maintain open communication and clear expectations.

Applicants should be aware that, as is typical of graduate training in professional psychology, part of one’s development as a psychologist entails personal growth and disclosure in addition to academic learning. As such, students may be expected to share appropriate personal material in various classes and practicum situations. APA guidelines require that students be informed of this requirement.

Doctoral graduates qualify for Licensure as Psychologists and listing in the National Register of Health Service Providers in Psychology (http://www.nationalregister.org) following appropriate internship and postdoctoral experience. Master’s graduates qualify for licensure as Psychological Associates (LPA) or Professional Counselors (LPC).
Psychological Science

The Psychological Science program offers a MS degree. The Psychological Science Program is designed to prepare students in a variety of areas of psychological science with exceptional, student-focused research training. Through one-on-one mentoring, students will develop a deep understanding of the scientific basis of human psychology and highly marketable research skills. The program prepares students for direct entry into the workforce as a behavioral scientist or analyst with tech companies, marketing firms, defense contractors, pharmaceutical and cosmetic industries, federal and local governments, academic and private research labs, and other private industry employers. Graduates of the Psychological Science program are well-positioned for entry into a doctoral program in psychology or entry into teaching positions at junior colleges. The 36 credit-hour program is designed to be completed in as few as 12 months and includes the completion of a thesis project with a faculty mentor.

Admission Requirements

Please see the admission section at the front of this catalog. All applicants must complete the online application form, available at the Apply Texas website (http://www.applytexas.org). In addition to these general requirements, the Department of Psychology and Philosophy requires the following.

Master of Arts in Counseling Psychology / Specialist in School Psychology

1. A completed online application form, available at the Apply Texas website (http://www.applytexas.org).
2. An undergraduate major in psychology or at least 18 semester hours in psychology, including the following courses: introductory psychology, life-span developmental psychology, statistics, experimental psychology/research design/research methods, cognitive psychology/psychology of learning, and 3 elective hours in psychology. Specialist applicants are required to take a course in biological bases of behavior instead of an elective.
3. Preferred minimum Graduate Record Examination scores of 153(500) Verbal, 144(500) Quantitative, and 4.0 Analytical Writing.
4. Counseling Psychology applicants: Submit responses to 5 essay questions which can be found at the Department of Psychology and Philosophy (http://www.twu.edu/psychology-philosophy) website. (http://www.twu.edu/psychology-philosophy/apply-now/counseling-psychology-doctoral-program) Specialist applicants: Submit a 500-word statement describing goals in psychology.
5. Submission of undergraduate transcripts showing a GPA of 3.5 or better on all courses in psychology and a 3.0 overall average for the last 60 semester credit hours of undergraduate work. Official transcripts from each college attended are required.
7. Vita

The application, official GRE scores, and official transcripts from ALL colleges or universities must be submitted to the Office of Student Records Processing. Items four, five, six, and seven above are to be submitted together in ONE envelope with COPIES of your application, GRE scores, and transcripts to the program Admissions Coordinator of the respective program (Counseling Psychology or School Psychology):

Admissions Coordinator, [Specify your program of interest]
Department of Psychology and Philosophy
P.O. Box 425470

The deadline for applications for the master’s degree Counseling Psychology program is February 1 for summer and/or fall admission; the deadline for the School Psychology Specialist program is January 5 for summer and/or fall admission.

Master of Science in Psychological Science

1. A completed online application form, available at the Apply Texas website (http://www.applytexas.org).
2. Bachelor’s degree with 18 hours of psychology coursework (completed or currently enrolled).
3. Preferred minimum Graduate Record Examination scores of 153 (500) Verbal and 144(500) Quantitative.
4. Submission of undergraduate transcripts showing a GPA of 3.0 or better on all courses in psychology and a 3.0 overall average. Official transcripts from each college attended are required.
5. Complete the Master of Science in Psychological Sciences Program Application for Admission (.pdf)
6. A copy of your résumé or vita
7. Personal Statement: (1500 words or less) Explain why you are interested in pursuing a graduate degree in psychological science, how would you assess your preparation and fit for this program, what your career ambitions after earning your degree are, and what your major research interests are.
8. Letters of recommendation: Submit two letters of recommendation from academic or professional references.

The Apply Texas application, official GRE scores, and official transcripts from ALL colleges or universities must be submitted to the Office of Admissions Processing.

Items five, six, and seven above are to be submitted together in ONE email to msp@twu.edu.

Letters (Item eight) should be written on institutional or organizational letterhead and should be sent separately by the recommender to msp@twu.edu.

The deadline for applications for the master’s degree Psychological Science program is a rolling deadline, but priority will be given to those applications received by February 1.

Doctor of Philosophy in School Psychology or Counseling Psychology

1. The applicant will submit Graduate Record Examination scores. Preferred scores for the Counseling Psychology Doctoral program are 500 verbal (153, Revised GRE), 500 quantitative (149, Revised GRE), and 4.0 analytical writing. The School Psychology Doctoral program has preferred minimum total GRE score of 300 (153 verbal and 147 quantitative using the new scale) or 1000 (500 verbal and 500 quantitative using the old scale).
2. The applicant will present official transcripts as evidence of a 3.5 GPA on a 4.0 scale for both graduate and undergraduate courses in psychology. A student entering the program with a bachelor’s degree is required to have a minimum overall GPA of B (3.0 on a 4.0 scale for the last 60 semester credit hours of undergraduate work, and a 3.5 GPA in undergraduate psychology courses.). A student entering the program with a master’s degree is required to have a minimum overall GPA of 3.5 on a 4.0 scale for graduate work in psychology.
3. The applicant will submit three letters of recommendation.
4. The applicant will present evidence of at least 18 semester credit hours in undergraduate psychology courses including the following courses: introductory psychology, life-span developmental psychology, statistics, experimental psychology, psychology of learning, and 3 elective semester credit hours in psychology. A course in biological bases of behavior is required instead of an elective for School Psychology doctoral applicants.

5. Applicants to the Doctoral Program in Counseling Psychology must complete a program-specific application requiring five brief essays. The application is available at the Department of Psychology and Philosophy website. (http://www.twu.edu/psychology-philosophy/apply-now/counseling-psychology-doctoral-program)

6. Applicants to the School Psychology Doctoral Program will submit a 500-word autobiographical essay on choosing School Psychology as a career.

7. Applicants will submit a vita with special emphasis on training, work experiences, and research relevant to the program and discipline.

The online application (available at the Apply Texas website (http://www.applytexas.org)), official GRE scores, and official transcripts from all colleges or universities must be submitted to the Office of Student Records Processing.

Items three, four, five, and seven above are to be submitted together in ONE envelope with COPIES of your application, GRE scores, and transcripts to the program Admissions Coordinator of the respective program (Counseling Psychology or School Psychology):

Admissions Coordinator, [Specify your program of interest] Department of Psychology and Philosophy
P.O. Box 425470
Denton, TX 76204

If a student is to be considered for the following Fall semester, December 15 is the deadline for receipt of application materials for the Counseling Psychology Doctoral program. January 5 is the deadline for receipt of application materials for the School Psychology Doctoral Program. Admission to all doctoral programs is usually provisional for receipt of application materials for the School Psychology Doctoral program. Admission to all doctoral programs is usually provisional with advancement to unconditional admission based on the successful completion of GPA requirements for the first 21 semester credit hours completed in the program.

Minors Offered to Students from Other Departments

A doctoral minor requiring 18 semester credit hours is offered in psychology. Specific course requirements for the minor can be obtained by contacting the director of either doctoral training program.

Courses

Philosophy Courses

PHIL 5913. Independent Study. Denotes course not offered as organized course. An in-depth review of a specific problem area jointly selected by student and instructor. Prerequisite: Permission of instructor. Credit: Three hours.

Psychology Courses

PSY 5163. Psychology of Women. Examination of developmental characteristics of women, myths and stereotypes, sex roles, sexuality, life styles, values, achievement motivation, power, mental health, and mental disorders in women. Three lecture hours a week. Credit: Three hours.


PSY 5313. Psychological Tests and Measurements. Overview of psychometrics, including test construction, reliability, and validity. Three lecture hours a week. Credit: Three hours.

PSY 5353. Research Design. Types of research methods; techniques and procedure of educational and psychological empirical research; research design; research writing; review of journal articles; general statistics for reading professional journals. Prerequisite: Permission of instructor. Three lecture hours a week. Credit: Three hours.

PSY 5423. Cognitive Assessment. Intensive introduction to the most widely used, individually administered intelligence tests. Prerequisite: A course in psychological appraisal or permission of the instructor. Three lecture hours a week. Credit: Three hours.

PSY 5463. Academic Assessment. Major norm-referenced measures of achievement and their use in the evaluation of specific learning disabilities. Prerequisite: PSY 5883 and PSY 5893, PSY 5423, or equivalent; Major in the school psychology specialist/doctoral program. Three lecture hours a week. Credit: Three hours.


PSY 5502. Professional and Ethical Issues in Counseling Psychology. Critical review of the program and discipline of counseling psychology; issues germane to the professional practice and identity of counseling psychology including professional ethics, licensure, and state board regulations. Two seminar hours a week. Credit: Two hours.

PSY 5513. Advanced Psychopathology. Extensive study of the fundamental principles of understanding mental illness from a systemic point of view; study of incident, cause, types of therapy, and prognostication for each case. Three lecture hours a week. Credit: Three hours.

PSY 5523. Clinical Therapeutic Group Processes. Intensive group experience in which students study therapeutic group development as they function as participant, observer, and recorder of the emerging group process. Extensive reading is required. Theories of group development and group dynamics are examined as they relate to learning, perception, conflict resolution, problem solving, and psychotherapy. Prerequisites: Preregistration with instructor is required. Three lecture hours a week. Credit: Three hours.

PSY 5533. Evidence-Based Intervention: Academic. Concepts and procedures of Rti, CBM, and evidence-based academic intervention. Prerequisite: Major in the School Psychology Specialist or Doctoral Program. Three lecture hours a week. Credit: Three hours.

PSY 5541. Psychotherapy Skills I: Microskills Lab. Supervised instructional experience in basic clinical techniques for individual psychotherapy; counseling microskills that form the foundation for all psychotherapy interventions. Co-requisite: PSY 5653. Three laboratory hours a week. Credit: One hour.
PSY 5653. Theories of Psychotherapy and Counseling. Principles, procedures, techniques, and goals of effective counseling/therapy from a variety of theoretical viewpoints. Survey of major theories providing basic theory preparation for counselors/therapists in training. Prerequisite: Admission to Counseling Psychology graduate program. Co-requisite: PSY 5541. Three lecture hours a week. Credit: One hour.

PSY 5674. Theory and Practice of Family Psychology. Introduction to the literature regarding theories, principles, and practices of family psychology. Intensive study of the theoretical bases for assessment and intervention. Demonstration and practice of family psychology skills. Three lecture and two laboratory hours a week. Credit: Four hours.

PSY 5733. Specialist Internship in School Psychology. Internship in a full-time school psychologist position which is comprehensive in scope, provides an opportunity to develop a clear professional identity, and explores the full responsibilities of a practicing school psychologist while having supervisory support from an experienced field supervisor. Prerequisite: PSY 5923. Forty practicum hours a week. Credit: Three hours.

PSY 5803. Introduction to School Psychology. The school psychologist's roles within the total educational process of the child with emphasis upon development. Co-requisite: PSY 6931. Three lecture hours a week. Credit: Three hours.

PSY 5853. Seminar in School Psychology. Capstone course to synthesize key concepts in school psychology curriculum, includes crisis intervention, working collaboratively with families, school-based prevention activities, and computer applications. Three lecture hours a week. Credit: Three hours.

PSY 5911. Independent Study. Individual instruction in a class that is not being taught during a current semester, and that is needed for graduation or to fulfill degree requirements of a graduate student. Credit: One hour.

PSY 5913. Independent Study. Denotes a course not offered as organized course. An in-depth review of a specific problem area jointly selected by student and instructor. Prerequisite: Permission of instructor. Credit: Three hours.

PSY 5923. Supervised Practicum. Practicum experience in clinical setting; supervised and taped client contact with critical discussion. Prerequisite: Permission of instructor. Fifteen practicum hours a week. Credit: Three hours.

PSY 5963. Capstone Proficiencies. A capstone experience in writing and applying research findings to inform clinical practice. Writing applied literature reviews, program evaluation, and grant writing. Comprehensive exam over the MA program. Prerequisites: Enrolled in last or next to last semester of coursework only degree plan. Three lecture hours a week. Credit: Three hours.

PSY 5973. Professional Paper. Credit: Three hours.

PSY 5983. Thesis. Credit: Three hours.

PSY 5993. Thesis. Prerequisite: PSY 5983. Credit: Three hours.

PSY 6011. Professional Issues in Counseling Psychology I. History, development, and current status of Counseling Psychology and areas of related emphasis in the program. Structure and function of APA; related organizations; and accrediting, credentialing, and other regulating bodies. Integration of foundational competencies related to self-reflection, interpersonal relationships, individual and cultural differences, ethical practice, and social justice/advocacy. Initial exploration of student's professional identity. One seminar hour a week. Credit: One hour.

PSY 6021. Professional Issues in Counseling Psychology II. Continuation of PSY 6011. Contemporary issues in professional psychology at large and within Counseling Psychology specifically. Issues such as science-practice integration/evidence-based practice, technology in psychology, interprofessional practice, clinical training, and maintaining professional competence. Critique of theoretical and empirical bases of scholarship related to key professional issues. Emphasis on foundational competencies related to scientific-mindedness. Development of doctoral-level writing skills. Prerequisite: PSY 6011. One seminar hour a week. Credit: One hour.

PSY 6103. Cognition and Emotion. The interaction between emotion and major processes involved in human cognition including perception, attention, memory, language, problem solving, and decision making. Prerequisite: Undergraduate course in learning or permission of instructor. Three lecture hours a week. Credit: Three hours.

PSY 6113. Measurement and Psychometric Theory. Psychometric theories including Classical Test Theory and Item Response Theory; foundational concepts such as reliability and validity and the mathematical models and assumptions on which they rest in the context of psychological measurement; specialized measurement software for data analysis; test development and item analysis. Prerequisite: Admission to Ph.D. in Counseling Psychology or Psychology. Three lecture hours a week. Credit: Three hours.

PSY 6133. Advanced Behavioral Neuroscience. Neuroanatomy, neuron physiology, psychopharmacology, neuroendocrinology, physiological bases of motivation, emotion, learning, sensation, sleep, and attention. Three lecture hours a week. Credit: Three hours.

PSY 6143. Neurodevelopmental and Genetic Disorders in Children. Focus on low and high incidence neurodevelopmental and genetic disorders in children. Emphasis placed on identifying characteristics, differential diagnostic techniques, and empirically based interventions associated with these disorders. Prerequisite: Doctoral standing and/or permission of instructor. Three lecture hours a week. Credit: Three hours.

PSY 6204. Advanced Psychological Statistics II. Multivariate statistical procedures in analysis of variance and regression, covariance analysis, and latent variable analysis. Prerequisite: PSY 5304. Four lecture hours a week. Credit: Four hours.


PSY 6383. Cross Cultural Psychology. Examination of paradigms of cross cultural psychology (the fourth force in counseling and psychotherapy), cultural identity development, examination of one’s own cultural heritage and its impact in the therapeutic relationship; competencies and standards, culture specific strategies in cross cultural psychotherapy, and therapeutic implications of the paradigms. Three lecture hours a week. Credit: Three hours.

PSY 6393. Psychology of Violence, Trauma, and Abuse. Focus on abuse and victimization across the lifespan, ranging from infancy to late adulthood. Trauma-based disorders, psychological dynamics, and the recovery process will be explored. Three lecture hours a week. Credit: Three hours.

PSY 6423. Psychopathology and Exceptionalities in Childhood and Adolescence. Comprehensive overview of etiology, identification (diagnostic nomenclature, DSM IV), and intervention in children and adolescents with exceptionalities and emotional disorders. Three lecture hours a week. Credit: Three hours.

PSY 6443. Objective Personality Assessment for Adults. Administration, scoring, and interpretation of most widely used objective assessment procedures for measuring personality functioning in adults, with emphasis on MMPI, and current conceptual and clinical issues in objective psychodiagnostics. Prerequisites: PSY 5423 and doctoral standing. Three lecture hours a week. Credit: Three hours.

PSY 6444. Theory and Practice of Counseling With Children and Adolescents. Principles, procedures, and techniques of effective counseling from a variety of theoretical viewpoints with primary focus on children and adolescents in school settings. Instructional supervised experience in clinical techniques basic to individual counseling. Three lecture and two laboratory hours a week. Credit: Four hours.

PSY 6523. Neuropsychological Assessment Techniques I. Introduction to the administration and interpretation of current neuropsychological assessment instruments for all ages with an emphasis on childhood and adolescence. Co-requisite: PSY 6931. Three lecture hours a week. Credit: Three hours.

PSY 6533. Neuropsychological Assessment Techniques II. Advanced administration and interpretation of current neuropsychological assessment instruments for all ages with an emphasis on childhood and adolescence. Prerequisite: Permission of instructor. Co-requisite: PSY 6931. Three lecture hours a week. Credit: Three hours.

PSY 6553. Projective Personality Assessment for Adults. Administration, scoring, and interpretation of most widely used projective assessment procedures for measuring personality functioning in adults, with emphasis on the Rorschach Inkblob Test, and current conceptual and clinical issues in projective psychodiagnostics. Prerequisites: PSY 5423, PSY 6443, and doctoral standing. Three lecture hours a week. Credit: Three hours.

PSY 6563. Psychology of Human Sexuality. Advanced exploration of concepts related to human sexuality with emphasis on psychological and cultural factors. Significant focus on self-as-counselor as it impacts the therapeutic process. Three lecture hours a week. Credit: Three hours.

PSY 6583. Neuropsychopharmacology. Introduction to practical and theoretical understanding of the effects of drugs upon behavior. Emphasis on major antipsychotic, anxiolytics, antidepressant drugs, their clinical use, and their side effects. Three lecture hours a week. Credit: Three hours.

PSY 6613. Advanced Developmental Psychology. An in-depth analysis of theories regarding the psychological development of children, adolescents, and adults. The course will include an overview of the empirical and conceptual approaches to the study of social, emotional, cognitive, and physical development of humans from conception through death. Three lecture hours a week. Credit: Three hours.

PSY 6633. Philosophical and Historical Foundations of Psychology. Major philosophical theories of the mind and historical foundations of psychology. Three lecture hours a week. Credit: Three hours.

PSY 6673. Therapeutic and Crisis Interventions for Children and Adolescents. Theoretical background and applied psychotherapeutic techniques for children and adolescents presented within the context of specific childhood disorders. Includes counseling, screening, and referral information for children and adolescents that experience a crisis within the school setting. Co-requisite: PSY 6931. Three lecture hours a week. Credit: Three hours.


PSY 6774. Foundations of Social Psychology and Personality. Classic and contemporary theories, research, and application in social psychology with special emphasis on personality theory and development in social context. Major areas covered include person perception, attribution, social cognition attitudes, prejudice, aggression, altruism, group dynamics, and applied topics. Four lecture hours a week. Credit: Four hours.


PSY 6833. Ethics in Psychology. A critical discussion and evaluation of the ethical alternatives with respect to decision-making and action in the area of Research and Professional Practice. Methodology will include contemporary cases involving personal, social, and institutional issues, as well as theoretical and empirical foundations in the classical systems of ethics. Three lecture hours a week. Credit: Three hours.

PSY 6853. Supervision and Consultation Psychology. Designed to develop knowledge and strategic skills required in the practices of supervision of services and professional consultation in psychology. Both didactic content and field-based pre-practicum components are included. Co-requisite for School Psychology Doctoral Students: PSY 6931. Three lecture hours a week. Credit: Three hours.
PSY 6863. Qualitative Research Methods and Program Evaluation. Study of philosophical, conceptual, and practical bases of qualitative methodologies, with a particular focus on program evaluation. Emphasis on qualitative inquiry, data collection and analysis, and integration of qualitative/quantitative data. Three lecture hours a week. Credit: Three hours.

PSY 6871. Internship in Professional Psychology. One-year, full-time supervised clinical internship experience in professional psychology as required by national accreditation standards and state licensure requirements. Prerequisites: Completion of comprehensive/qualifying exam (advancement to candidacy); dissertation proposal complete by November 1st of internship application year. Enrollment for 3 semesters (Fall, Spring, Summer) required. Forty practicum hours a week. Credit: One hour.

PSY 6873. Advanced Consultation. Advanced skills in indirect-interventions which include the family, community, and school. In-depth exploration and practice in instructional team participation, and behavioral and emotional consultation with parents and school personnel. Emphasis on connecting families and schools using behavioral and systems perspectives. Prerequisite: PSY 6853. Co-requisite: PSY 6931. Three lecture hours a week. Credit: Three hours.

PSY 6903. Special Topics. Denotes organized course in psychology not regularly offered. Prerequisite: Permission of the instructor. Three lecture hours a week. Credit: Three hours.

PSY 6911. Independent Study. Individual instruction in a class that is not being taught during the current semester, and that is needed for graduation or to fulfill degree requirements of a doctoral student. Credit: One hour.

PSY 6913. Independent Study. Denotes course not offered as organized course. An in-depth review of a specific problem area jointly selected by student and instructor. Prerequisite: Permission of instructor. Credit: Three hours.

PSY 6921. Research Consultation in Psychology. Research consultation for doctoral students in the design stages of a dissertation proposal and exposure to computer analysis and interpretation of data. May be repeated for additional credit. Credit: One hour.

PSY 6923. Supervised Practicum. Practicum experience in clinical setting; supervised and taped client contact with critical discussion. Fifteen practicum hours a week. Credit: Three hours.

PSY 6931. Practicum in Applied Psychology. Pre-practicum will provide limited practical experiences as co-requisite for PSY 5423, PSY 5463, PSY 5473, PSY 5803, PSY 6523, PSY 6533, PSY 6673, PSY 6693, PSY 6703, PSY 6853, and PSY 6873. Prerequisite: Permission of instructor. Minimum of three practicum hours a week. Credit: One hour.

PSY 6933. Internship in Psychology. Supervised internship experience in clinical and/or school settings, supervision and critical discussion. One-year, full-time, placement necessary to meet licensing certification requirements. Prerequisite: Consent of instructor. Forty practicum hours a week. Credit: Three hours.

PSY 6961. Research Team. Participation in research activities as negotiated with a supervising faculty member. The student is expected to pursue areas of interest independently or in conjunction with the faculty member's interests. Two laboratory hours a week. Credit: One hour.

PSY 6981. College Teaching. Covers important pedagogical aspects of college teaching: effective lecture preparation and delivery; stimulating class discussions; writing good exams; using group projects and cooperative learning strategies; classroom management techniques; cultural diversity issues and learning styles. May be repeated for additional credit. Prerequisite: GTA or anyone in need of pedagogy requirements. Two laboratory hours a week. Credit: One hour.


PSY 6991. Supervised Field Work. Field experience in applied settings; faculty supervision of students employed in the practice of psychology in the community. Prerequisite: Permission of instructor. Two practicum hours a week. Credit: One hour.

PSY 6993. Dissertation. Prerequisite: PSY 6983. Credit: Three hours.

Faculty

Professors

HART, CHRISTIAN L., Professor of Psychology. B.A., University of North Texas; M.S., Texas Christian University; Ph.D., Texas Christian University.

MARICLE, DENISE E., Professor of Psychology. B.S., University of Minnesota, Twin Cities; M.A., University of Notre Dame; Ph.D., University of Northern Colorado.

MOLLEN, DEBRA, Professor of Psychology. B.A., Adelphi University; M.A., University of Denver; Ph.D., Indiana University.

RUBIN, LINDA, Professor of Psychology. B.S., University of Kansas; M.S., University of Kansas; Ph.D., University of Kansas.

SCOTT, SHANNON R., Professor of Psychology; Chair of the Department of Psychology and Philosophy. B.A., Stephen F. Austin State University; M.S., Tufts University; Ph.D., Tufts University.

STABB, SALLY D., Professor of Psychology. B.A., Pennsylvania State University; M.Ed., Pennsylvania State University; Ph.D., University of Kansas.

Associate Professors

ASBURY, EDWARD T., Associate Professor of Psychology. B.A., University of Tennessee, Knoxville; M.A., Texas Christian University; M.A., East Tennessee State University; Ph.D., Texas Christian University.

DEORNELLAS, KATHY L., Associate Professor of Psychology. B.F.A., Stephen F. Austin State University; M.Ed., University of North Texas; Ph.D., Texas Woman’s University.

HARRIS, JEFF E., Associate Professor of Psychology. B.A., DePauw University; M.A., Southern Illinois University at Carbondale; Ph.D., The Ohio State University System.

Assistant Professors

JOHNSON, WENDI L., Assistant Professor of Psychology. B.A., Bryant College; M.A., Western Carolina University; Ph.D., Texas Woman’s University.

PALOMARES, RONALD S., Assistant Professor of Psychology. B.S., Texas A&M University; M.A., Lesley College; Ph.D., Texas A&M University.

PORRAS, CLAUDIA V., Assistant Professor of Psychology. B.A., Texas Tech University; M.S., Oklahoma State University; Ph.D., Oklahoma State University.
Master of Arts in Counseling Psychology

Total Hours Required
A minimum of 61 semester credit hours including 6 semester credit hours for thesis or 3 semester credit hours for the Capstone Experience. The number of semester credit hours required depends on the particular degree program. Consult the director of the program for details.

Practica
Counseling Psychology students will spend a minimum of two semesters each in two practicum placements for a total of four semesters of practicum. The student will consult with the Practicum Coordinator to arrange for appropriate placement.

Special Requirements
Students are required to maintain a grade point average of 3.5 or better on a 4.0 scale in all courses applied to the degree. If a grade of C or less is earned in a course, the student will be required to complete a formal remediation process. If a second grade of C or less is earned (in at least six semester credit hours total), the student will be dismissed from the program.

Comprehensive Examinations
A written comprehensive exam will be required for all students who do not complete a Thesis.

Master of Science in Psychological Science Program of Study (36 semester credit hours)

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 5304</td>
<td>Advanced Psychological Statistics I</td>
<td>4</td>
</tr>
<tr>
<td>PSY 5353</td>
<td>Research Design</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6243</td>
<td>Advanced Theories and Psychotherapies</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6393</td>
<td>Psychology of Violence, Trauma, and Abuse</td>
<td>4</td>
</tr>
<tr>
<td>PSY 6563</td>
<td>Psychology of Human Sexuality</td>
<td>3</td>
</tr>
</tbody>
</table>

In consultation with the student's major advisor, the student should select either the Thesis Track or the Coursework Only Option, both of which are outlined below.

Thesis Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 5983</td>
<td>Thesis</td>
<td>6</td>
</tr>
<tr>
<td>PSY 5993</td>
<td>Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

Coursework Only Option

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 5963</td>
<td>Capstone Proficiencies</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Semester Credit Hours

61
Specialist in School Psychology (S.S.P.)

Total Hours Required
64 semester credit hours.

Internship
School Psychology students are required to complete at least one academic year of supervised internship experience consisting of a minimum of 1200 clock hours, at least 600 hours of which must be in a school setting. The student will consult with the Internship Coordinator in order to arrange for appropriate placement. The internship cannot begin until the student has completed all coursework and passed the Clinical Skills Review.

Special Requirements
Students are required to maintain a grade point average of 3.0 or better on a 4.0 scale in all courses applied to the degree. If a grade of C or less is earned in a course, the student will be required to meet with his/her program committee. The program committee and the student shall determine appropriate steps for remediation. If a second grade of C or less is earned, the student will again be required to meet with his/her program committee. If a third C or less is earned, the student will be dismissed from the program.

Comprehensive Examination
The capstone evaluation for Specialist students is the Clinical Skills Review. Students submit a comprehensive assessment case and an intervention report. At the Clinical Skills Forum, students orally present their case and intervention.

Program of Study

First Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>TCCN</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 5423</td>
<td>Cognitive Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5803 &amp; PSY 6931</td>
<td>Introduction to School Psychology and Practicum in Applied Psychology</td>
<td>4</td>
</tr>
</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>TCCN</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 5923</td>
<td>Supervised Practicum</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6103</td>
<td>Cognition and Emotion</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6853</td>
<td>Supervision and Consultation Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Spring

<table>
<thead>
<tr>
<th>TCCN</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 5304 Advanced Psychological Statistics I</td>
<td>4</td>
</tr>
<tr>
<td>PSY 5533 Evidence-Based Intervention: Academic</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5923 Supervised Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>
Doctor of Philosophy in Counseling Psychology

Total Semester Credit Hours Required
The minimum number of semester credit hours required for the program depends on the individual degree program. For students entering the program with a Bachelor's degree, the maximum credit hours required are 105-106, dependent on specific course selection. Transfer credit for those students entering the program at the Master's level is granted upon post-admission review and subject to Graduate School and programmatic guidelines. The applicant should contact the director of the program for details.

Practica
Counseling Psychology students will spend a minimum of four semesters in practicum placements. The student will consult with the Practicum Coordinator to arrange for appropriate placement.

Internship
A full-year, full-time APA-accredited (preferred) or APPIC-member internship is required for the doctoral program in Counseling Psychology. Starting January 1, 2020, the internship match will be limited to only students from APA-accredited doctoral programs and only APA-accredited internships will be available in the match process. The student will consult with the Training Director to arrange for appropriate application through the National Match Service (NMS) and the Association of Psychology Postdoctoral and Internship Centers (APPIC). Doctoral students in Counseling Psychology are expected to be willing to leave the immediate geographical area for internship. The internship cannot begin until the student has been admitted to candidacy, which requires the successful completion of all required coursework with the exception of dissertation and comprehensive exams. The dissertation proposal must be completed prior to internship application.

Research Tools
The four required research tools courses are:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 5304</td>
<td>Advanced Psychological Statistics I</td>
<td>4</td>
</tr>
<tr>
<td>PSY 5353</td>
<td>Research Design</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6113</td>
<td>Measurement and Psychometric Theory</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6204</td>
<td>Advanced Psychological Statistics II</td>
<td>4</td>
</tr>
</tbody>
</table>

Special Requirements
A student is required to maintain a grade point average of 3.5 or better on a scale of 4.0 in all courses applied to the doctoral degree. If a grade of C or less is earned in a course, the student will be required to complete a formal remediation process. If a second grade of C or less is earned (in at least six semester credit hours total), the student will be dismissed from the program.

Thesis Equivalency
Students who have not written an empirical master's thesis during a master's program will be required to complete an original research project with an individual faculty member within the first 60 hours of doctoral training.

Residency Requirement and Time Limits
Full-time enrollment is required of all doctoral students in Counseling Psychology until they approach candidacy (generally the first three years). Requests for exceptions to this requirement must be approved by the Counseling Psychology Core Faculty. All coursework, internship, and dissertation must be completed within seven years, excluding any official leaves-of-absence.

Professionalism Benchmark
The Professionalism Benchmark occurs in the Fall semester of the student's second year. The Benchmark serves several purposes, including assessing students for fundamental competencies that are needed to progress past the second year in the program, and to demonstrate readiness for Practicum. Competencies to be assessed include aspects of Professionalism, Reflective Practice/Self-Assessment/Self-Care, Relationships, Individual and Cultural Diversity, Ethical-Legal Standards and Policy, and Research-Evaluation. These competencies are based on the APA Joint Council of Chairs of Training Councils' (CCTC) Benchmark Evaluation System. (http://www.apa.org/ed/graduate/benchmarks-evaluation-system.aspx)

The Professionalism Benchmark will consist of two parts: a Written Narrative and an Oral Evaluation. Students will have one chance to remediate problems with any components of the Benchmark or be dismissed from the program, as these competencies are considered absolutely foundational to any additional progress in the program. The Professionalism Benchmark process is administered each year in mid-October.

Comprehensive Examinations
Comprehensive Exams consist of a paper integrating professional identity, theory, and a case conceptualization, followed by a presentation of that paper and a recorded demonstration of therapy skills with
an actual client or clients. The content, format, administration, and
evaluation of the Comprehensive Exam will be the responsibility of the
Counseling Psychology Core Faculty. Students who fail any portion of
the comprehensive exam process will be provided with remediation
plans and subsequent measures for re-evaluation of student progress.
A student may be dismissed from the program if remediation is not
completed in a satisfactory manner. Upon successful completion of all
coursework and comprehensive competency evaluations, the doctoral
student is recommended for candidacy for the Ph.D. degree.

Dissertation and Final Examination
All students are required to complete a dissertation. Dissertations may
be quantitative, qualitative, mixed-method, or theoretical in nature. An
oral defense of the dissertation is required. The defense may be repeated
once.

Doctor of Philosophy in Counseling
Psychology Program of Study (semester
credit hours dependent on individual
degree program)

Curriculum Supporting APA Discipline-Specific Knowledge (DSK;
"Core Courses")

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 5304</td>
<td>Advanced Psychological Statistics I</td>
<td>4</td>
</tr>
<tr>
<td>PSY 5353</td>
<td>Research Design</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5103</td>
<td>Cognition and Emotion</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6113</td>
<td>Measurement and Psychometric Theory</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6133</td>
<td>Advanced Behavioral Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6204</td>
<td>Advanced Psychological Statistics II</td>
<td>4</td>
</tr>
<tr>
<td>PSY 6383</td>
<td>Cross Cultural Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6613</td>
<td>Advanced Developmental Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>
| PSY 6633    | Philosophical and Historical Foundations of
             Psychology                                    | 3       |
| PSY 6774    | Foundations of Social Psychology and Personality | 4       |

Curriculum Supporting APA Profession-Wide Competencies and
Program Competencies

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 5163</td>
<td>Psychology of Women</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5423</td>
<td>Cognitive Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5513</td>
<td>Advanced Psychopathology (*)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5523</td>
<td>Clinical Therapeutic Group Processes (*)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5541</td>
<td>Psychotherapy Skills I: Microskills Lab (*)</td>
<td>1</td>
</tr>
<tr>
<td>PSY 5653</td>
<td>Theories of Psychotherapy and Counseling (*)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6011</td>
<td>Professional Issues in Counseling Psychology I</td>
<td>1</td>
</tr>
<tr>
<td>PSY 6021</td>
<td>Professional Issues in Counseling Psychology II</td>
<td>1</td>
</tr>
<tr>
<td>PSY 6221</td>
<td>Psychotherapy Skills II: Intermediate Lab</td>
<td>1</td>
</tr>
<tr>
<td>PSY 6243</td>
<td>Advanced Theories and Psychotherapies</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6443</td>
<td>Objective Personality Assessment for Adults</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6553</td>
<td>Projective Personality Assessment for Adults</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6583</td>
<td>Neuropsychopharmacology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6803</td>
<td>Seminar in Vocational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6833</td>
<td>Ethics in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6853</td>
<td>Supervision and Consultation Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>
| PSY 6871    | Internship in Professional Psychology (3
             semesters)                                    | 3       |
| PSY 6923    | Supervised Practicum (4 semesters)               | 12      |

Doctor of Philosophy in School Psychology

Total Hours Required
The minimum number of semester credit hours required for the doctoral
program depends upon the individual degree program. The applicant
should contact the director of the appropriate doctoral program for
details. In general, students entering with a bachelor’s degree will
complete 112 semester credit hours.

Practica
School Psychology doctoral students spend a minimum of four
semesters in practicum placements. Students will consult with the
Practicum Coordinator to arrange for appropriate placements.

Internships
School Psychology doctoral students must complete a full-time, 1500
hour internship over a period of one year or 10 consecutive months.
At least 600 hours must be in a school setting. A full year, full-time
APA or APPIC accredited internship is recommended. The student will
consult with the Internship Coordinator in order to arrange for appropriate
placement. The internship cannot begin until the student has been
admitted to candidacy, which requires the successful completion of all
required coursework and comprehensive exams.

Research Tools
Required research tools include the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 5304</td>
<td>Advanced Psychological Statistics I</td>
<td>4</td>
</tr>
<tr>
<td>PSY 5353</td>
<td>Research Design</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6204</td>
<td>Advanced Psychological Statistics II</td>
<td>4</td>
</tr>
<tr>
<td>PSY 6961</td>
<td>Research Team</td>
<td>1</td>
</tr>
<tr>
<td>PSY 6981</td>
<td>College Teaching</td>
<td>1</td>
</tr>
<tr>
<td>PSY 6983</td>
<td>Dissertation (2 semesters)</td>
<td>6</td>
</tr>
<tr>
<td>PSY 6993</td>
<td>Dissertation (2 semesters)</td>
<td>6</td>
</tr>
</tbody>
</table>

Electives (Choose 2)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 5674</td>
<td>Theory and Practice of Family Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 6393</td>
<td>Psychology of Violence, Trauma, and Abuse</td>
<td></td>
</tr>
<tr>
<td>PSY 6563</td>
<td>Psychology of Human Sexuality</td>
<td></td>
</tr>
</tbody>
</table>
| PSY 6863    | Qualitative Research Methods and Program
             Evaluation                                        |         |
| PSY 6923    | Supervised Practicum                              |         |

*Indicates Pre-Practicum Course

Total Semester Credit Hours 108-109

Special Requirements
A student is required to maintain a grade point average of 3.5 or higher
on a 4.0 scale in courses applied to the doctoral degree. If a grade of C or
lower is earned in a course, the student will be required to meet with her/
his program committee. The program committee and the student shall
determine appropriate steps for remediation. If a second grade of C or
lower is earned (in at least six semester credit hours total), the student
may be dismissed from the program.
### Residence Requirement
A one year full-time pre-doctoral internship is required to meet the requirements for graduation and licensure. All coursework, internship, and dissertation must be completed within ten years, excluding any official leaves-of-absence.

### Comprehensive Examinations
Comprehensive evaluation includes the following: a written integrative essay that is orally defended over core psychological foundations; a theoretical philosophy paper; a clinical skills oral presentation and defense of both the theoretical philosophy paper; an assessment case study; and an intervention study. The content, format, administration, and evaluation of the comprehensive exam will be the responsibility of the core faculty. Students who fail any portion of the comprehensive exam process will be provided with remediation plans and subsequent measures for reevaluation of student progress. A student may be dismissed from the program if remediation is not completed in a satisfactory manner. Upon successful completion of all coursework and the comprehensive competency evaluation, the doctoral student is recommended for candidacy for the Ph.D. degree.

### Dissertation and Final Examination
All students must complete an empirical dissertation. An oral defense of the dissertation is required. The defense may be repeated once.

### Course Electives
Students are allowed to take additional elective coursework that is not a part of the required doctoral program. Elective coursework is offered on a rotating basis. The following courses may be taken:

- **PSY 6233** Preschool Assessment
- **PSY 6923** Supervised Practicum (Elective)

Additional courses offered through the doctoral program in Counseling Psychology or other departments within the University may be taken as elective credit (not part of required doctoral program).

Doctor of Philosophy in School Psychology Program of Study (112 semester credit hours)

#### Required Research Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 5304</td>
<td>Advanced Psychological Statistics I</td>
<td>4</td>
</tr>
<tr>
<td>PSY 5353</td>
<td>Research Design</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6204</td>
<td>Advanced Psychological Statistics II</td>
<td>4</td>
</tr>
<tr>
<td>PSY 6961</td>
<td>Research Team (to be taken one time)</td>
<td>1</td>
</tr>
<tr>
<td>PSY 6983</td>
<td>Dissertation</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6993</td>
<td>Dissertation</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Psychological Foundations

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 6103</td>
<td>Cognition and Emotion</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6113</td>
<td>Measurement and Psychometric Theory</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6133</td>
<td>Advanced Behavioral Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6383</td>
<td>Cross Cultural Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6613</td>
<td>Advanced Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6633</td>
<td>Philosophical and Historical Foundations of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6774</td>
<td>Foundations of Social Psychology and Personality</td>
<td>4</td>
</tr>
<tr>
<td>PSY 6833</td>
<td>Ethics in Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Professional Competencies

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 5423</td>
<td>Cognitive Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5463</td>
<td>Academic Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5473</td>
<td>Social-Emotional Assessment of Children</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5533</td>
<td>Evidence-Based Intervention: Academic</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5803</td>
<td>Introduction to School Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6143</td>
<td>Neurodevelopmental and Genetic Disorders In Children</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6253</td>
<td>Autism Spectrum Disorders</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6423</td>
<td>Psychopathology and Exceptionalities in Childhood and Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6444</td>
<td>Theory and Practice of Counseling With Children and Adolescents</td>
<td>4</td>
</tr>
<tr>
<td>PSY 6523</td>
<td>Neuropsychological Assessment Techniques I</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6533</td>
<td>Neuropsychological Assessment Techniques II</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6583</td>
<td>Neuropsychopharmacology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6673</td>
<td>Therapeutic and Crisis Interventions for Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6693</td>
<td>Advanced Therapy Intervention for Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6703</td>
<td>Direct Behavioral Interventions</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6853</td>
<td>Supervision and Consultation Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6931</td>
<td>Practicum in Applied Psychology (to be taken twice)</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Doctoral Required Applied Practice

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 6923</td>
<td>Supervised Practicum (School Based I)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6923</td>
<td>Supervised Practicum (School Based II)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6923</td>
<td>Supervised Practicum (Counseling)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6923</td>
<td>Supervised Practicum (Neuropsychology)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6933</td>
<td>Internship in Psychology (to be taken two times)</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Semester Credit Hours 112

---

### Department of Reading

Web Site: http://www.twu.edu/reading/

Chair: Connie Briggs, Professor
Location: MCL 907
Phone: 940-898-2227
Fax: 940-898-2224
E-mail: reading@mail.twu.edu

#### Graduate Degrees Offered

- M.A. in Reading Education (p. 174)
- M.Ed. in Reading Education (p. 174)
- M.A.T. (emphasis in Reading) (p. 175)
- Ph.D. in Reading Education (p. 175)

The principal objectives of the department are to provide professional development in literacy for teachers and educators, with emphases on advanced graduate training in literacy. The department also provides specialized study at the doctoral level in reading, with emphasis on the study and practice of research in selected areas of literacy from early childhood through adult years. A major goal of all graduate programs is to develop leadership potential and skills for graduates of these programs and to encourage effective teaching practice in all areas of public schools and at the college level. At all levels of study, the interrelationships of theory and practice are valued, as students are led
to develop theory and new knowledge leading to integration of research and teaching. The department also offers services to teachers, schools, parents, and the community in the form of courses, programs of study, and expert consultation and advice on literacy teaching and learning.

The doctoral program in reading prepares educators and researchers for specialized work in literacy at all levels of education. The program responds to the recognition of the value of literacy and contributes to its development in diverse social contexts, from local school districts to universities in the United States and abroad.

Coursework leads to certification as All-Level Reading Specialist and/or Master Reading Teacher.

Admission Requirements
Please see the admission section (p. 231) of this catalog. In addition to these general requirements, the Department of Reading requires certification of proficiency in reading, writing, and speaking English for unconditional admission to all master’s and doctoral degree programs. This proficiency must be certified to the advisor within the period of the first 12 semester credit hours, or its equivalent, of course work taken at Texas Woman’s University toward the degree.

After meeting the general university admission standards, each student’s application is reviewed by the Department Chair. Applicants must satisfy program admission requirements available from department (http://www.twu.edu/reading/apply.asp). Contact the department for current requirements and application procedures.

Certification Programs Offered in Reading
Certificates are awarded by the State Board for Educator Certification.

Masters coursework leads to certification as an All-Level (EC-12) Reading Specialist. This certificate requires previous teaching certification and, at the time of completion, a master’s degree and two years’ classroom teaching experience. In addition, students must successfully complete the appropriate certification exam and related requirements.

Coursework also leads to the Master Reading Teacher (MRT) certificate. This certificate requires previous certification, three years’ teaching experience, completion of required coursework, and passing MRT exam. Courses taken for MRT certification can be applied to master’s degrees in the department.

Master’s courses taken at the post-baccalaureate level to satisfy the professional development requirements leading to initial teacher certification (excluding student teaching) may be applied to a master’s degree in the department, subject to department approval. Professional-level certification and endorsements may be coordinated with most master’s and doctoral degrees in the department, depending on advisory committee approval.

Minors Offered to Students from Other Departments
Minors are available in many areas for master’s and doctoral students. Contact department for details.

Courses

Courses

READ 5023. Literacy Development I: Grades EC-4. For post-baccalaureate students in emergency or alternative certification programs. Includes planning and organizing for instruction and assessment in oral language, phonological and phonemic awareness, and word analysis for children in grades EC-4; practice-based activities. May be graded on a Credit (CR) or No-Credit basis. Three lecture hours a week. Credit: Three hours.

READ 5223. Introduction to Literacy and Learning EC-8. For students seeking initial certification in grades EC-6 or 4-8. Includes a survey of key components of effective literacy instruction in the areas of oral language, phonemic awareness, word study and decoding, fluency, written communication, comprehension, research and inquiry, viewing and representing; processes of literacy development from EC-8; practice-based activities. Prerequisite: Admission to the Masters of Arts in Teaching Program. Credit: Three hours.


READ 5423. Literacy: Practice to Theory. Theories, issues, and practices in teaching literacy from early childhood through high school. Understanding and construction of literacy theory and processes in relation to practice; observing learners; informed decision making based on formal and informal assessments; addressing the needs of all learners including second language learners. Field experience required. This course is a prerequisite for all reading courses. Three lecture hours a week. Credit: Three hours.

READ 5443. Literacy: Assessment and Instruction. Instruction, analysis, and application of research based formal and informal literacy assessments; use of assessments to guide responsive instruction; ability to communicate outcomes and standards to various audiences. Field experience required. Prerequisite: READ 5423. Three lecture hours a week. Credit: Three hours.

READ 5453. Processes and Strategies for Comprehending Texts. Theories and practices related to literacies across a variety of print and non-print texts and genres. Focus on providing optimal environments for comprehension and interpretation of texts and on developing students’ independent uses of strategies for engaging with these texts. Field experience required. Prerequisite: READ 5423. Three lecture hours a week. Credit: Three hours.

READ 5463. Practicum in Literacy: Analysis of Teaching and Mentoring. Clinical experiences in classrooms, small group, and individual instruction; diagnosis, analysis, and teaching utilizing assessment data and research based practices; application of mentoring and coaching strategies for collaborating with professional colleagues and parents. Field experience required. Prerequisites: READ 5423 and READ 5443. One lecture and five practicum hours a week. Credit: Three hours.

READ 5473. Early Detection in Reading. Focus on the administration and interpretation of Marie Clay’s Diagnostic Survey and intervention procedures that will support the at-risk beginning reader. In addition to observing children and teachers interacting behind a one-way glass, all enrolled in the course will work with four children while learning procedures. Prerequisite: Permission of instructor. Seven practicum hours a week. Credit: Three hours.
READ 5483. Early Intervention in Reading. Focus on the refinement of procedures used with at-risk beginning readers. Attention will be directed to teacher decision-making while working with four children. All enrolled in the course will be involved in teaching and observing children behind a one-way glass. Prerequisite: Permission of instructor. Seven practicum hours a week. Credit: Three hours.

READ 5493. Research in Literacy: Responsive Action in Schools. Critical reading, evaluation, and design of research in literacy; understanding of research trends in literacy; effective communication of research for decision-making in literacy at the program-level. Prerequisites: READ 5423, admission to graduate program, and completion of at least 15 graduate hours in reading. Three lecture hours a week. Credit: Three hours.

READ 5503. Phonological and Orthographic Language Systems in Literacy Learning. Focuses on language processes, including phonological and orthographic language systems related to literacy development. Research and theory related to letters, sounds and their relationship, word analysis, and spelling will be used to critique and evaluate reading programs and design customized assessment and instruction. Field experience required. Prerequisite: READ 5423. Three lecture hours a week. Credit: Three hours.

READ 5513. Literacy and the Diverse Learner. Theories, issues, and practices of literacy instruction in various academic settings for EC-12 learners of diverse linguistic, cultural, economic, and academic backgrounds. Field experience required. Prerequisite: READ 5423. Three lecture hours a week. Credit: Three hours.

READ 5523. Supervision and the Teaching of Reading. Problems in improvement of reading instruction; studies in organization and implementation of reading programs. Three lecture hours a week. Credit: Three hours.

READ 5533. Foundations of Early Literacy. A course focusing on literacy teaching and learning in the early grades. Emphasis on reading, writing, and oral language. Attention to observation and assessment, appropriate selection, and use of books and materials. Organization and management, ways of teaching that support children in building strong processing systems in reading and writing, etc. Three lecture hours a week. Credit: Three hours.

READ 5543. Literacy in the Content Areas. Rationale and principles for teaching reading and related communication skills in content-area subjects; emphasis on strategies for instruction in text comprehension, text production, and vocabulary development. Three lecture hours a week and 15 clock hours of field-based research. Credit: Three hours.

READ 5553. Reading Strategies for Struggling Intermediate/Middle School Readers. Research-based instructional practices for struggling literacy learners in intermediate and middle school. Literacy learning theory, research related to literacy acquisition, and well developed curriculum, instruction, and assessments. Three lecture hours a week. Credit: Three hours.

READ 5563. Adolescent Literacy. The expanding body of research on adolescent literacy, with a focus on theories of "new literacies." Implementation of findings into classrooms of all subject areas. Adolescent learning and literacy and how this knowledge can engage students in interacting with varied sources of texts. Using the multiple literacy practices of today's adolescents to enhance their academic literacies. Three lecture hours a week. Credit: Three hours.

READ 5603. Intensive Teaching in Early Literacy Intervention. Intense and precise observation, analysis, and teaching of individual/diverse learners; change over time in individuals having extreme difficulty in literacy learning. Requires individual teaching of students identified for special education services and teaching children behind a one-way glass. Prerequisites: READ 5473 and READ 5483. Three lecture hours a week. Credit: Three hours.

READ 5901. Special Topics. Variable content. Prerequisite: Permission of instructor. One lecture hour a week. Credit: One hour.

READ 5903. Special Topics. Variable content. Prerequisite: Permission of instructor. Three lecture hours a week. Credit: Three hours.

READ 5911. Independent Study. Individual study of specific problems. Prerequisite: Permission of instructor. Credit: One hour.

READ 5913. Independent Study. Individual study of specific problems. Prerequisite: Permission of instructor. Credit: One hour.

READ 5963. Seminar in Literacy Research. Completion and presentation of research based professional portfolio; development of professional goals; development and implementation of professional research-based presentations. Prerequisite: Completion of all master's coursework. Three seminar hours a week. Credit: Three hours.

READ 5973. Professional Paper. Students maintain continuous registration while actively working on master's paper. Credit limited to six hours total. Credit: Three hours.

READ 5981. The Professional Portfolio. Development of a professional portfolio by students in the Master of Arts in Teaching program demonstrating the student's growth in the Learner-Centered Competencies. Pass-fail grade only. May be repeated. Credit: One hour.

READ 5983. Thesis. Credit: Three hours.

READ 5993. Thesis. Prerequisite: READ 5983. Credit: Three hours.

READ 6483. Qualitative Research. Theories and methods of qualitative research conducted in social settings. Prerequisite: Doctoral status. Three lecture hours a week. Credit: Three hours.

READ 6493. Advanced Qualitative Research Design and Analysis. Advanced methods of qualitative research design, collection, and analysis of data gathered in social settings. Prerequisite: Graduate introductory level qualitative research course. Three lecture hours a week. Credit: Three hours.

READ 6513. Observing and Responding to Young Readers. Focus on the systematic and controlled observation of young children using a series of diagnostic survey instruments. Additional content emphasis includes the teacher's role in responding to emerging readers, based on actual observations of literacy behaviors and theoretical literacy perspectives. Prerequisite: Permission of instructor. Seven practicum hours a week. Credit: Three hours.

READ 6523. Early Literacy Intervention. Focus on the procedure for working with emerging at-risk readers and writers. The course content is based on strategies children need to be independent readers and writers. Course content and presentation reflect a highly-theoretical teacher decision making model based on actual observation of teacher-child interactions. Prerequisite: Permission of instructor. Seven practicum hours a week. Credit: Three hours.
READ 6533. Foundation of Reading: Physiological And Psychological Dimensions. Critical examination of scientific studies and theories related to the physiological and psychological aspects of the reading act, analysis of facilitating and inhibiting factors in early reading development, and appraisals of approaches to teaching beginning reading in relation to this analysis. Prerequisite: Three to six hours of graduate study in reading and child development, or permission of instructor. Three lecture hours a week. Credit: Three hours.

READ 6543. Theoretical Foundations: Early Literacy and Early Intervention. A course for Reading Recovery teacher leaders-in-training focusing on the underlying theories of early literacy acquisition (including processes related to reading, writing, and oral language) and the underlying theories of prevention of reading difficulties through early intervention. Three lecture hours a week. Credit: Three hours.

READ 6563. Nature of Literacy in the Adolescent Years. Examination of the expanding body of research, policy, history, and underlying theories of “adolescent literacy,” implementation of research findings in instruction; consideration of adolescent engagement in situated literacies involving new multi-literacies; influences of social, cultural, linguistic, and historical factors. Three lecture hours a week. Credit: Three hours.

READ 6573. Language and Literacy. Seminal and current research and theory pertaining to language and literacy practices, including language acquisition. Focus on how these languages and literacies develop inside and outside of school and across sign systems, as well as the social, cultural, linguistic, and historical influences that situate different practices. Prerequisite: READ 6533 or permission of instructor. Three lecture hours a week. Credit: Three hours.

READ 6583. Research in Literacy. Description of methods and techniques employed in literacy research and critiquing, analyzing, and synthesizing significant research. Prerequisites: twelve to fifteen hours in reading and six hours in statistics, or permission of the instructor. Three lecture hours a week. Credit: Three hours.

READ 6593. Advanced Reading Research Design: Analysis and Evaluation. Methods of inquiry about the reading process: teaching, learning, and proposal development. Prerequisites: Fifteen hours of graduate study in reading including READ 6583 and six hours of statistics, or permission of instructor. Three lecture hours a week. Credit: Three hours.

READ 6663. Practicum. Registration in the areas of reading, kindergarten, and/or early childhood teaching or by field placement in an administrative or supervisory setting. Type of placement will vary with student’s area of major concentration and past experience. Prerequisite: Nine hours of doctoral credit or permission of instructor. Nine practicum hours a week. Credit: Three hours.

READ 6673. Theoretical Foundations in Language and Literacy. Analysis of theories that contribute to early reading and writing; application of principles of systematic observation of oral and written language development and the relationship to early school literacy; and examination of literacy processes found in effective early literacy intervention. Three lecture hours a week. Credit: Three hours.

READ 6683. Doctoral Seminar in Reading. Variable content. In depth examination of research relevant to topics. May be repeated for up to twelve hours of credit with permission of student’s advisor. Prerequisites: Three to six graduate hours in reading or permission of instructor. Three seminar hours a week. Credit: Three hours.

READ 6693. Literacy Leadership and Policy. Trends that influence the implementation of effective literacy programs in schools. Theoretical constructs of leadership, organizational, and complex systems and critical discourse analysis as lenses for analysis. Three seminar hours a week. Credit: Three hours.

READ 6743. Clinical Practicum in Early Literacy Leadership. Theories and practices related to early literacy and early intervention. Principles of early literacy, implementation of early literacy intervention in schools and systems, teaching adult learners, and using data to monitor early literacy and early intervention. Field work in schools required. Prerequisite: Permission of instructor. Two lecture and four practicum hours a week. Credit: Three hours.

READ 6753. Advanced Clinical Practicum in Early Literacy Leadership. Application of expertise in early literacy and early intervention leadership. Participation in the implementation of early literacy teacher courses and early intervention in schools and systems, teaching adult learners, and use of data to refine and evaluate implementation. Field work in schools required. Prerequisite: Permission of instructor. Two lecture and four practicum hours a week. Credit: Three hours.

READ 6903. Special Topics. Variable content. Prerequisite: Permission of instructor. Three lecture hours a week. Credit: Three hours.

READ 6911. Independent Study. Variable content. Individual research relating to a problem of professional interest and significance. May be repeated for up to 12 hours of credit with permission of student’s advisor. Prerequisites: Permission of instructor and post-master’s standing. Credit: One hour.

READ 6913. Independent Study. Variable content. Individual research relating to a problem of professional interest and significance. May be repeated for up to twelve hours of credit with permission of student’s advisor. Prerequisites: Permission of instructor and post-master’s standing. Credit: Three hours.

READ 6983. Dissertation. May be repeated for up to six hours of credit. Credit: Three hours.

READ 6993. Dissertation. May be repeated for up to six hours of credit. Prerequisite: READ 6983. Credit: Three hours.

Faculty Professors
ANDERSON, NANCY, Professor of Reading. B.A., Texas Lutheran University; M.Ed., University of Houston; Ph.D., Ohio State University.

BRIGGS, CONNIE M., Professor of Reading; Chair of the Department of Reading. B.A., Southeastern Oklahoma State University; M.Ed., Southeastern Oklahoma State University; Ph.D., University of North Texas.

SIMPSON, ANNE M., Cornaro Professor of Reading. B.A., Southern Methodist University; M.Ed., Texas A&M University; Ph.D., University of North Texas.

WATSON, PATRICIA A., Professor of Reading. B.S., Missouri State University; M.S., Missouri State University; Ph.D., University of Missouri, Columbia.

Associate Professors
ELIAS, ANNETTE T., Associate Professor of Reading. B.A., University of Puerto Rico; M.Ed., Texas Woman’s University; Ph.D., Texas Woman’s University.
HAAG, CLAUDIA A., Associate Professor of Reading. B.A., Texas Lutheran University; M.A., Texas Woman's University; Ph.D., Texas Woman's University.

Assistant Professors
BURKE, AMY, Assistant Professor of Reading. B.A., Austin College; M.A.T., Austin College; M.Ed., Texas Woman's University; Ph.D., University of Texas at Austin.

KAYE, ELIZABETH L., Assistant Professor of Reading. B.A., Trinity University; M.A., Texas Woman's University; Ph.D., Texas Woman's University.

STEWART, MARY A., Assistant Professor of Reading. B.A., Texas Christian University; M.Ed., Texas Christian University; Ph.D., University of North Texas.

Master of Arts in Reading Education
Total Semester Credit Hours Required
36 to 39 semester credit hours, including 6 semester credit hours for thesis (M.A.), or 3 seminar hours in literacy research culminating in an electronic professional portfolio (M.Ed.).

Major
27-30 semester credit hours
Children’s literature: 3 semester credit hours
Focus area: 6 semester credit hours, subject to advisor’s approval

Final Examination
The capstone experience is a professional digital portfolio.

No grade below a B is accepted toward the master’s degree.

Master of Arts in Reading Program of Study (39 semester credit hours)
All courses are delivered in a blended format.

Fall 1
Required Orientation Saturday in August
READ 5423  Literacy: Practice to Theory 3

Spring 1
READ 5443  Literacy: Assessment and Instruction 3

Summer 1
READ 5513  Literacy and the Diverse Learner 3
READ 5503  Phonological and Orthographic Language Systems in Literacy Learning 3

Fall 2
Required mid-program conference with advisor
READ 5453  Processes and Strategies for Comprehending Texts 3

Spring 2
READ 5463  Practicum in Literacy: Analysis of Teaching and Mentoring 3

Summer 2
READ 5493  Research in Literacy: Responsive Action in Schools 3
READ 5523  Supervision and the Teaching of Reading 3

Fall 3
READ 5963  Seminar in Literacy Research 3

Other Courses: Students decide semester with advisor
Two Focus Area Courses (Must be approved by advisor) 6
1 Children’s Literature Course 3
MA requires additional 3 hours of Thesis 3

Total Semester Credit Hours 39

Master of Education in Reading Education
Total Semester Credit Hours Required
36 to 39 semester credit hours, including 6 semester credit hours for thesis (M.A.), or 3 seminar hours in literacy research culminating in an electronic professional portfolio (M.Ed.).

Major
27-30 semester credit hours
Children’s literature: 3 semester credit hours
Focus area: 6 semester credit hours, subject to advisor’s approval

Final Examination
The capstone experience is a professional digital portfolio.

No grade below a B is accepted toward the master’s degree.

Master of Education in Reading Program of Study (36 semester credit hours)
Blended Program
Fall start course sequence is below. Summer start also available and would start with a Special Topics course. (See advisor.)

Fall 1
Required Orientation Saturday in August
READ 5423  Literacy: Practice to Theory 3

Spring 1
READ 5443  Literacy: Assessment and Instruction 3

Summer 1
READ 5513  Literacy and the Diverse Learner 3
READ 5503  Phonological and Orthographic Language Systems in Literacy Learning 3

Fall 2
Required mid-program conference with advisor
READ 5453  Processes and Strategies for Comprehending Texts 3

Spring 2
READ 5463  Practicum in Literacy: Analysis of Teaching and Mentoring 3

Summer 2
READ 5493  Research in Literacy: Responsive Action in Schools 3
READ 5523  Supervision and the Teaching of Reading 3

Fall 3
READ 5963  Seminar in Literacy Research 3

Other Courses
Two Focus Area Courses (Must be approved by advisor) 6
LS 5603 Literature for Children and Young Adults 3

Total Semester Credit Hours 36

Master of Arts in Teaching (emphasis in Reading)

The M.A.T. is designed as a minimum 32 semester credit hour program. The M.A.T. (emphasis in Reading) is a degree offered by the College of Professional Education (COPE) in collaboration with the Department of Reading. All post-baccalaureate and graduate students seeking certification must comply with admission standards required by the major department and the College of Professional Education. A student in the M.A.T. program will take 9 Reading semester credit hours of their choosing (after advising from the Reading faculty.) The remaining credits are determined and administered by COPE and are as follows:

Master of Arts in Teaching (M.A.T.) Program of Study (32 - 41 semester credit hours)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pedagogy and Professional Responsibilities</td>
<td></td>
</tr>
<tr>
<td>EDUC 5113</td>
<td>Foundations of Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5123</td>
<td>Learning Theory, Development, and Research</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5131</td>
<td>Technology in Assessment and Instruction</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 5133</td>
<td>Assessment and Instructional Design and Delivery for Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5143</td>
<td>Effective Design and Management of the Classroom Environment (EC-12)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5173</td>
<td>Diversity in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>READ 5223</td>
<td>Introduction to Literacy and Learning EC-8</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>or READ 5543 Literacy in the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Academic Specialization</td>
<td>6-9</td>
</tr>
<tr>
<td></td>
<td>This is coursework in the field of study. Students will take the Texas Exam of Educator Standards (TExES) in their field of study before or during their first semester in the program.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Field-Based Experience</td>
<td>6-12</td>
</tr>
<tr>
<td></td>
<td>A full-time, one-semester unpaid professional practicum in a school setting. (All coursework must be completed before beginning student teaching.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A full-time, two-semester internship (6 semester credit hours) in a school setting in which the student is employed and paid as the teacher of record. (This option requires that 12 semester credit hours of pedagogy courses must be completed.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professional Portfolio and Final Assessment</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Each student will maintain a professional portfolio throughout her or his program. The completed portfolio must be submitted for evaluation prior to graduation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Semester Credit Hours</td>
<td>32-41</td>
</tr>
</tbody>
</table>

Doctor of Philosophy in Reading Education

Total Semester Credit Hours Required
A minimum of 90 semester credit hours post-baccalaureate or 66-72 semester credit hours post master's degree, including 12 semester credit hours of dissertation. For students holding the master's degree, a minimum of 60 semester credit hours beyond the master’s is required plus satisfaction of the research tools requirement for the Ph.D. Based on a review of the preparation of each entering student, additional courses may be required. No grade below a B is accepted toward the doctoral degree.

Reading Required Courses
18 semester credit hours

Minor and/or Related Area
12-15 semester credit hours. Adjusted to meet needs of each student’s program.

Doctor of Philosophy in Reading Education Program of Study (90 semester credit hours)

<table>
<thead>
<tr>
<th>Research Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistics</td>
</tr>
<tr>
<td>Advanced Research</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>READ 6533 Foundation of Reading: Physiological And Psychological Dimensions</td>
</tr>
<tr>
<td>READ 6563 Nature of Literacy in the Adolescent Years</td>
</tr>
<tr>
<td>READ 6573 Language and Literacy</td>
</tr>
<tr>
<td>READ 6903 Special Topics</td>
</tr>
<tr>
<td>READ 6583 Research in Literacy</td>
</tr>
<tr>
<td>READ 6593 Advanced Reading Research Design: Analysis and Evaluation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dissertation</th>
</tr>
</thead>
<tbody>
<tr>
<td>READ 6983 Dissertation (may be taken twice)</td>
</tr>
<tr>
<td>READ 6993 Dissertation (taken 2 times)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Minor or Related Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-18</td>
</tr>
<tr>
<td>Outside the Department of Reading</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-15</td>
</tr>
<tr>
<td>Select 12-15 semester credit hours from the following:</td>
</tr>
<tr>
<td>READ 6483 Qualitative Research</td>
</tr>
<tr>
<td>READ 6493 Advanced Qualitative Research Design and Analysis</td>
</tr>
<tr>
<td>READ 6513 Observing and Responding to Young Readers</td>
</tr>
<tr>
<td>READ 6523 Early Literacy Intervention</td>
</tr>
<tr>
<td>READ 6543 Theoretical Foundations: Early Literacy and Early Intervention</td>
</tr>
<tr>
<td>READ 6663 Practicum</td>
</tr>
<tr>
<td>READ 6673 Theoretical Foundations in Language and Literacy</td>
</tr>
<tr>
<td>READ 6683 Doctoral Seminar in Reading</td>
</tr>
<tr>
<td>READ 6743 Clinical Practicum in Early Literacy Leadership</td>
</tr>
<tr>
<td>Course Code</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>READ 6753</td>
</tr>
<tr>
<td>READ 6903</td>
</tr>
<tr>
<td>READ 6911</td>
</tr>
<tr>
<td>READ 6913</td>
</tr>
</tbody>
</table>

**Optional courses**

At the discretion of the admissions committee, advisor, and the advisory committee as well as the admissions committee.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>READ 5423</td>
<td>Literacy: Practice to Theory</td>
</tr>
<tr>
<td>READ 5443</td>
<td>Literacy: Assessment and Instruction</td>
</tr>
<tr>
<td>READ 5453</td>
<td>Processes and Strategies for Comprehending Texts</td>
</tr>
<tr>
<td>READ 5503</td>
<td>Phonological and Orthographic Language Systems in Literacy Learning</td>
</tr>
<tr>
<td>READ 5463</td>
<td>Practicum in Literacy: Analysis of Teaching and Mentoring</td>
</tr>
<tr>
<td>READ 5513</td>
<td>Literacy and the Diverse Learner</td>
</tr>
<tr>
<td>READ 5523</td>
<td>Supervision and the Teaching of Reading</td>
</tr>
<tr>
<td>READ 5493</td>
<td>Research in Literacy: Responsive Action in Schools</td>
</tr>
<tr>
<td>LS 5603</td>
<td>Literature for Children and Young Adults</td>
</tr>
</tbody>
</table>

**Department of Sociology and Social Work**

**Web Site:** http://www.twu.edu/sociology-social-work/

**Chair:** Celia Lo, Professor

**Location:** CFO 305

**Phone:** 940-898-2052

**Fax:** 940-898-2067

**E-mail:** clo (clo@mail.twu.edu)@twu.edu (clo@twu.edu)

**Graduate Degrees Offered**

- **M.A. in Sociology** (p. 178)
- **Ph.D. in Sociology** (p. 179)

The doctoral degree is granted through the Federation of North Texas Area Universities.

The Doctor of Philosophy degree in Sociology is offered through a cooperative program of the Federation of North Texas Area Universities that includes Texas Woman's University, the University of North Texas, and Texas A&M – Commerce. The Ph.D. in Sociology is granted by Texas Woman's University and the University of North Texas. Students apply for acceptance into the program through one of the participating universities.

Together the two universities offer graduate training in various aspects of sociology along with opportunities in the area of sociological practice. All doctoral students are required to study core social theory and social research and must concentrate further in two specialty areas.

The objective of the Federation sociology program is to produce intellectually well-rounded graduates capable of:

1. analyzing human social groups and relationships between groups,
2. evaluating the influence of social factors on social situations, and
3. functioning effectively in either an academic milieu or in a sociological practice setting.

Graduate students enrolled at either TWU or UNT take courses at both universities, thus benefiting from the combined faculties and facilities of both schools. Students graduating from the Federation program will be granted the Ph.D. from the university through which they entered the program.

**Admission Requirements**

**Master of Arts in Sociology**

Students applying for admission to master study must meet the general admission requirements of the Graduate School at TWU (see admission section of this catalog (p. 231)). Admission to the sociology masters program requires a bachelor's degree in sociology or its equivalent, a GPA of 3.0 or higher on the last 60 semester credit hours of undergraduate work and on all graduate work, along with a personal statement of interest (2-3 pages) and two letters of recommendation. Students without a bachelor’s degree in sociology will be considered if the admission committee believes that the student shows academic promise.

**Doctor of Philosophy in Sociology**

Admission to the doctoral program in sociology requires a bachelor’s degree in sociology or its equivalent, GRE (http://www.ets.org/gre), a GPA of 3.5 or higher on the last 60 semester credit hours of undergraduate courses and on all graduate courses, three letters of recommendation, and a personal statement of interest (2-3 pages). Students without a bachelor’s degree in sociology will be considered if the admission committee believes that the student shows academic promise. International students must have a satisfactory score on the Test of English as a Foreign Language (http://www.ets.org/toefl) (TOEFL).

The applicant who has a GPA of at least 3.0 but meets other conditions above may be considered for conditional admission. Additional coursework may be required. The admission committee may request additional evidence of the applicant’s ability to do graduate work.

Students admitted with a bachelor’s degree can earn their M.A. degree during the course of study. They will be required to write a Master’s thesis, which, together with their coursework, will be evaluated by the sociology faculty at the end of their Master’s stage. Based on the evaluation, the faculty could recommend that a student continue to pursue the Ph.D. degree or be awarded a terminal M.A. degree. The thesis requirement is waived for students admitted with a Master’s degree.

Students applying for admission to doctoral study must meet the general admission requirements of either the Graduate School at TWU (see admission section of this catalog (p. 231)) or the Toulouse School of Graduate Studies at UNT. Students additionally must apply to the sociology program (see departmental handbook or guidelines for details). Applications of students who satisfy the Graduate School’s admission standards are forwarded for review to the department admissions committee. This committee is responsible for recommending acceptance into the Federation doctoral program.

**Certificates in Sociology and Social Work**

- Post-Baccalaureate Certificate in Diversity (p. 179)
- Post-Baccalaureate Certificate in Social Science Research Methods (p. 180)
Minors Offered to Students from Other Departments

Students may minor in sociology at both the master’s and the doctoral levels. Courses designed to complement the student’s major field will be selected in consultation between the student and his/her advisory committee. Normally a minor in sociology requires 6 semester credit hours at the master’s level and 12 semester credit hours at the doctoral level.

Courses

**SOCI 5113. Statistical Methods in Sociology.** Introduction to conceptualization, operationalization, and measurement in the social sciences. Use of elementary measures of central tendency and dispersion, cross-tabulation, and linear modeling procedures to evaluate relationships among variables; problems of description and inference. Includes use of the SPSS statistical software package and secondary analysis of data. Three lecture hours a week. Credit: Three hours.

**SOCI 5133. Research Methods and Design.** Social science research methods for sociologists. Emphasis on qualitative and quantitative methods, research design, and development of a research proposal. Three lecture hours a week. Credit: Three hours.

**SOCI 5343. Seminar in Sociological Theory.** Analysis of classical and contemporary sociological theories and schools of thought, their roots, and interrelationships. May be repeated for credit when topics vary. Three lecture hours a week. Credit: Three hours.

**SOCI 5353. Methods of Teaching Sociology.** Discusses issues and problems in college education and in teaching sociology. Gives students practice in organizing sociology courses, constructing syllabi, teaching units, test construction, and utilization of available resources in sociology. Three lecture hours a week. Credit: Three hours.

**SOCI 5373. Theories in Social Psychology.** Major schools of thought about the nature of the person as affected by society, including structural, symbolic interactionist, phenomenological, and critical schools. May be repeated for credit. Three lecture hours a week. Credit: Three hours.

**SOCI 5553. Social Stratification.** Social ranking systems of human society as one form of social differentiation; relationship of theoretical approaches to areas of research and of theoretical concepts to specific research techniques. Three lecture hours a week. Credit: Three hours.

**SOCI 5643. Race and Ethnic Groups in the United States.** Emphasis on selected groups (African Americans, Mexican Americans, and Asian Americans), their history, heritage, contributions to society, similarities, and differences. Application of theory and research to current intergroup relations. Three lecture hours a week. Credit: Three hours.

**SOCI 5663. Family: Current Topics.** Analysis of selected topics in the area of the family. Selected topics may include: comparative family studies, marital dissolution and single parent families, family crises, family and violence, alternative family forms. May be repeated for credit when topics vary. Three lecture hours a week. Credit: Three hours.

**SOCI 5733. Medical Sociology.** Utilizes a cross-disciplinary systems approach to study the effects of social change on the individual, professional groups (changing roles), and medical institutions. Broad range of topics adjusted to meet needs of students enrolled. Three lecture hours a week. Credit: Three hours.

**SOCI 5843. Feminist Theories.** Thoroughly explores feminist critical inquiry, focusing on particular theoretical issues, historical writings, and/or disciplinary contexts within the diverse body of scholarship of feminist theory. May be repeated for credit when topics vary. Three lecture hours a week. Credit: Three hours.

**SOCI 5903. Special Topics.** Seminars on sociological theory, research methods, or selected substantive areas. May be repeated for credit when topics vary. Prerequisite: Permission of instructor. Three lecture hours a week. Credit: Three hours.

**SOCI 5911. Independent Study.** Individual study of topics in sociological theory, research, or in substantive areas selected in accordance with student’s interests and needs. Prerequisite: Permission of instructor. Credit: One hour.

**SOCI 5913. Independent Study.** Individual study of topics in sociological theory, research, or in substantive areas selected in accordance with student’s interests and needs. Prerequisite: Permission of instructor. Credit: Three hours.

**SOCI 5953. Internship.** Cooperative work-study arrangement between the University and business, industry, or selected institutions. No more than three credit hours counted toward degree. Pass-fail grade only. Thirteen practicum hours a week. Credit: Three hours.

**SOCI 5983. Thesis.** Credit: Three hours.

**SOCI 5993. Thesis.** Credit: Three hours.

**SOCI 6103. Seminar on Sociological Theory.** Includes a sequence of classical, contemporary, and current theory courses; plus a course on theory construction. Emphasis is placed on research in primary sources and class discussion of the assigned materials, presupposes some familiarity with sociological theories. May be repeated for credit when topics vary. Three lecture hours a week. Credit: Three hours.

**SOCI 6203. Seminar on Research Methods.** Theory and application of quantitative and non-quantitative methods to sociological data. Suggested topics may include: use of available data; qualitative and field techniques; data analysis; techniques of sociological measurement. May be repeated for credit when topics vary. Prerequisites: A course in statistics and one in basic research design. Credit: Three hours.

**SOCI 6321. Pro Seminar in Sociology.** Prepares students for scholarly and professional work. Orientes student to program and university requirements, mission, and scope. Facilitates professional socialization of the student. Required of all doctoral students. Credit: One hour.

**SOCI 6363. Intermediate Social Statistics.** Emphasis on application of appropriate statistical techniques for social data analysis, including ANOVA; techniques of linear regression and diagnostics, and measures of association. Training for carrying out a quantitative research project using sociological data. Credit: Three hours. Three lecture hours a week. Credit: Three hours.

**SOCI 6373. Quantitative Methods and Design.** Advanced study of quantitative research methods for research in sociology. Advanced topics in survey research methods and design, and experimental methods and design. Preparation of quantitative research proposal. Prerequisites: Masters level social research methods course, and doctoral standing. Credit: Three hours.
**SOCI 6383. Advanced Statistical Methods.** Statistical techniques beyond the intermediate level including two-stage least squares regression, multinomial logistic regression, ordinal regression, loglinear analysis, factor analysis, path analysis, structural equation modeling, multilevel analysis/hierarchical linear model, and event history analysis/survival analysis. Application of techniques to social science research. Prerequisite: SOCI 6363 or equivalent, or instructor permission. Three lecture hours a week. Credit: Three hours.

**SOCI 6503. Seminar on Social Organization and Disorganization.** An analysis of selected topics in such areas as the development of social institutions, the bases of social differentiation and integration, and deviant behavior. Suggested topics may include: the sources of social change; societal integration and social control; comparative social structures; small group studies. May be repeated for credit when topics vary. Prerequisite: A minimum of twelve semester hours in sociology or permission of instructor. Three lecture hours a week. Credit: Three hours.

**SOCI 6513. Global and Comparative Sociology.** Theoretical and empirical literature in global and comparative sociology; examination of classical and contemporary theories, methods, and current issues in comparative-historical sociology and globalization. Three seminar hours a week. Credit: Three hours.

**SOCI 6523. Social Psychology Theory.** Classical and contemporary literature in sociological social psychology theory. Examines interactionist theories, social structure and personality, and sociological theories of group processes. Three seminar hours a week. Credit: Three hours.

**SOCI 6553. Social Stratification.** Advanced theoretical and empirical literature in social stratification. Review of classical and contemporary literature. Social inequality, social ranking systems, and the relationship of stratification theory and research techniques. Three lecture hours a week. Credit: Three hours.

**SOCI 6733. Health and Illness.** Advanced conceptual and substantive overview of the field of medical sociology, utilizing a critical approach to health and illness. Medical and sociological models of illness, medical institutions, and social epidemiology. Three lecture hours a week. Credit: Three hours.

**SOCI 6903. Special Topics.** Seminars on sociological theory, research methods, or selected substantive areas. May be repeated for credit when topics vary. Prerequisite: Permission of instructor. Credit: Three hours.

**SOCI 6911. Independent Study.** Advanced individual study of topics in sociological theory, research, or in substantive areas selected in accordance with student’s interests and needs. Prerequisite: Permission of instructor. Credit: One hour.

**SOCI 6913. Independent Study.** Advanced individual study of topics in sociological theory, research, or in substantive areas selected in accordance with student’s interests and needs. Prerequisite: Permission of instructor. Credit: Three hours.

**SOCI 6923. Individual Research.** Credit: Three hours.

**SOCI 6983. Dissertation.** Credit: Three hours.

**SOCI 6993. Dissertation.** Credit: Three hours.

**Faculty Professors**

LO, CELIA, Professor of Sociology; Chair of the Department of Sociology and Social Work. B.S., Hong Kong Shue Yan University; M.A., University of Alabama; Ph.D., University of Alabama.

SADRI, MAHMOUD, Professor of Sociology. B.A., University of Teheran; Teheran, Iran; M.A., University of Teheran; Teheran, Iran; Ph.D., New School for Social Research.

WILLIAMS, JAMES L., Professor of Sociology. B.A., University of Georgia; M.A., University of Georgia; M.A.Ed., Western Carolina University; Ph.D., University of Georgia.

YANG, PHILIP Q., Professor of Sociology. B.A., Zhongshan University; China; M.A., University of California, Los Angeles; Ph.D., University of California, Los Angeles.

**Associate Professors**

MARSHALL, LINDA, Associate Professor of Sociology. B.S., Texas Tech University; M.S., University of Texas System; Arlington; Ph.D., Texas Woman’s University.

TILTON, ABIGAIL C., Associate Professor of Social Work; Dean of the College of Arts and Sciences. B.S.W., University of North Texas; M.S.S.W., University of Texas at Arlington; Ph.D., University of North Texas.

**Assistant Professors**

BONES, PAUL D.C., Assistant Professor of Sociology. B.A., University of Oklahoma; M.A., University of Oklahoma; Ph.D., University of Oklahoma.

GULLION, JESSICA S., Assistant Professor of Sociology. B.A., Texas Tech University; M.A., University of Georgia; M.A.Ed., Western Carolina University; Ph.D., Texas Woman’s University.

**Master of Arts in Sociology**

(30 or 36 semester credit hours)

**Total Semester Credit Hours Required**

Thesis Option: 30 semester credit hours, including 6 semester credit hours for thesis

Non-thesis Option: 36 semester credit hours

**Required**

9 semester credit hours, 3 semester credit hours each in sociological theory, social science research methods, and social statistics

**Major/Emphasis**

9-27 semester credit hours

**Minor**

Optional, 6 semester credit hours

**Final Examination**

Written examination; may be repeated twice.

**Thesis Option (30 semester credit hours)**

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 5113</td>
<td>Statistical Methods in Sociology (or equivalent)</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 5313</td>
<td>Research Methods and Design</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 5343</td>
<td>Seminar in Sociological Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

Select 15 semester credit hours from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 5353</td>
<td>Methods of Teaching Sociology</td>
<td></td>
</tr>
<tr>
<td>SOCI 5373</td>
<td>Theories in Social Psychology</td>
<td></td>
</tr>
</tbody>
</table>
Doctor of Philosophy in Sociology
Program of Study (91 semester credit hours)

Master's degree (up to 30 semester credit hours, with committee approval)

Required Courses: 16 semester hours

- Proseminar in Sociology (1 semester hour)
- Classical Theory: Doctoral Level
- Contemporary Theory: Doctoral Level
- Intermediate Social Statistics (or Regression Analysis and Techniques)
- Quantitative Methods and Design
- Qualitative Methods in Sociology

Major/First Area: 12 semester hours

- Students must select one of the following three areas of concentration: Global and Comparative Sociology, Social Stratification/Inequality, Sociology of Health and Illness. Independent study courses may not be counted toward this area.

Minor/Second Area: 12 semester hours

- May be in sociology, another academic discipline, or a certificate program. No more than three hours of independent study may contribute to this area.

Electives: 9 semester hours

Electives must have a SOCI prefix.

Research Tools: 12 semester hours

- All 12 hours may be "double dipped" from the above required methods/statistics courses.
- Six of these 12 hours must be in one of the following areas: statistics, research methods, pedagogy, information retrieval, or foreign language, and the other six hours may be across two other areas.

Dissertation (12 SCH)

SOCI 6983 Dissertation (to be taken twice) 3
SOCI 6993 Dissertation (to be taken twice) 3

Total Semester Credit Hours Required 91 semester credit hours, including up to 30 semester credit hours from Master's degree (either taken at TWU or transferred from another accredited institution, and approved by department.)

Required Sociology Courses

16 semester credit hours. Required sociology courses may be taken at TWU and/or UNT.

Exams

- Major/First Area Exam: Developed and administered by the student's advisory committee.
- Minor/Second Area Exam: Developed and administered by the student's advisory committee.

Post-Baccalaureate Certificate in Diversity

The Department of Sociology and Social Work offers a graduate Certificate in Diversity that prepares students for today's culturally diverse society. Courses required for the Diversity Certificate focus on the intersection of race/ethnicity, social class, and gender. The graduate certificate is open to students enrolled in any graduate degree program at Texas Woman's University as well as to qualified individuals seeking only the Diversity Certificate.

Admission Requirements

Students already admitted to a graduate program at TWU should consult with the Chair or Graduate Advisor of their program to determine whether the course work taken for the Diversity Certificate will apply toward their degrees. Students seeking admission to a masters or doctoral program, in addition to certification, must meet the entrance requirements of their degree program.

Students entering TWU only for the Certificate in Diversity must meet the master's-level entrance requirements of the Graduate School. For
The Department of Sociology and Social Work offers a Certificate in Social Science Research Methods. This certificate will prepare students to work in applied and institutional research settings. The courses required for the Social Science Research Methods Certificate focus on the understanding and application of social science research methods commonly used in the public and private sectors. The graduate certificate is open to students enrolled in any graduate program at Texas Woman’s University as well as to qualified individuals seeking only the Social Science Research Methods Certificate.

**Admission Requirements**

Students already admitted to a graduate program at TWU should consult with the Chair or Graduate Advisor of their program to determine whether the coursework taken for the Social Science Research Methods Certificate will apply towards their degrees. Students seeking admission to a master or doctoral program, in addition to the certification, must meet the entrance requirements of their degree program.

Students entering TWU only for the Social Science Research Methods Certificate must meet the master’s-level entrance requirements for the Graduate School. For certificate-only students, the Department of Sociology and Social Work requires that students have completed three semester credit hours of undergraduate statistics for the social sciences and provide a Statement of Purpose (500-600 words) describing the reason the Social Science Research Methods Certificate is sought and its importance in relation to career goals. It is understood that the student’s major department will detail their specific expectations with regard to the statistical background of students who pursue this certificate.

The Social Science Research Methods Certificate requires 18 semester credit hours of coursework to be completed with an average of B or better.

### Coursework Requirements

The Social Science Research Methods Certificate requires 18 semester credit hours of coursework to be completed with an average grade of B or better.

### Sociology Post-baccalaureate Certificate in Social Science Research Methods Program of Study (18 semester credit hours)

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 5553 Social Stratification</td>
<td>Select 3 three semester credit hour courses. With the approval of the Chair or Graduate Advisor of the Department of Sociology and Social Work, the remaining 9 semester credit hours may be selected from topics regularly offered under SOCI 6503, or from outside the Department.</td>
</tr>
<tr>
<td>SOCI 5643 Race and Ethnic Groups in the United States</td>
<td></td>
</tr>
<tr>
<td>WS 5463 U.S. Women of Colors (or equivalent)</td>
<td></td>
</tr>
</tbody>
</table>

Total Semester Credit Hours 18

### Post-Baccalaureate Certificate in Social Science Research Methods

The Department of Sociology and Social Work offers a Certificate in Social Science Research Methods. This certificate will prepare students to work in applied and institutional research settings. The courses required for the Social Science Research Methods Certificate focus on the understanding and application of social science research methods commonly used in the public and private sectors. The graduate certificate is open to students enrolled in any graduate program at Texas Woman’s University as well as to qualified individuals seeking only the Social Science Research Methods Certificate.

### Admission Requirements

Students already admitted to a graduate program at TWU should consult with the Chair or Graduate Advisor of their program to determine whether the coursework taken for the Social Science Research Methods Certificate will apply towards their degrees. Students seeking admission to a master or doctoral program, in addition to the certification, must meet the entrance requirements of their degree program.

Students entering TWU only for the Social Science Research Methods Certificate must meet the master’s-level entrance requirements for the Graduate School. For certificate-only students, the Department of Sociology and Social Work requires that students have completed three semester credit hours of undergraduate statistics for the social sciences and provide a Statement of Purpose (500-600 words) describing the reason the Social Science Research Methods Certificate is sought and its importance in relation to career goals. It is understood that the student’s major department will detail their specific expectations with regard to the statistical background of students who pursue this certificate.

### Coursework Requirements

The Social Science Research Methods Certificate requires 18 semester credit hours of coursework to be completed with an average grade of B or better.

### Sociology Post-baccalaureate Certificate in Social Science Research Methods Program of Study (18 semester credit hours)

<table>
<thead>
<tr>
<th>Required Courses (9 SCH)</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 5313 Research Methods and Design</td>
<td>Select 9 semester credit hours from the following with the approval of the Chair or Graduate Advisor of the Department of Sociology and Social Work.</td>
</tr>
<tr>
<td>SOCI 6363 Intermediate Social Statistics</td>
<td></td>
</tr>
<tr>
<td>SOCI 6373 Quantitative Methods and Design</td>
<td></td>
</tr>
</tbody>
</table>

### Electives

- Select 9 semester credit hours from the following with the approval of the Chair or Graduate Advisor of the Department of Sociology and Social Work.
  - FS 5693 Research Methods in Family Sciences
  - FS 5783 Issues in Early Childhood Research and Evaluation
  - FS 6693 Advanced Quantitative Research Methods In Family Sciences
  - FS 6793 Advanced Qualitative Research Methods In Family Sciences
  - HCA 5223 Strategic Planning in Healthcare
  - HCA 5463 Research Methods for Managerial Decision Making
  - HS 5013 Data Collection and Analysis
  - HS 5023 Methods in Health Education Research
  - LS 5753 Research Methods
  - PSY 6863 Qualitative Research Methods and Program Evaluation
  - READ 6483 Qualitative Research
  - READ 6493 Advanced Qualitative Research Design and Analysis
  - SOCI 6203 Seminar on Research Methods
  - SOCI 6383 Advanced Statistical Methods
  - WS 5773 Qualitative Research Methods

Other courses may be selected as electives with the approval of the Chair or Graduate Advisor of the Department of Sociology and Social Work and may be repeated when topics vary.

Total Semester Credit Hours 18

### Department of Teacher Education

**Web Site:** http://www.twu.edu/teacher-education/

**Chair:** Diane Myers, Associate Professor

**Location:** SH 114

**Phone:** 940-898-2402

**Fax:** 940-898-2270

**E-mail:** teachereducation@twu.edu

**Graduate Degrees Offered**

- M.A. in Administration (p. 186)
The Department of Teacher Education is comprised of four program areas:

- Bilingual and English as a Second Language (ESL)
- Curriculum & Instruction
- Educational Administration
- Special Education

### Bilingual and English as a Second Language (ESL) Education

Programs leading to additional certification by the State Board for Educator Certification (http://tea.texas.gov/index4.aspx?id=3461) (SBEC) in Bilingual Education and ESL are offered through the department. Further information may be found on the Department of Teacher Education and Office of Student Support (http://www.twu.edu/teacher-certification) websites.

### Curriculum and Instruction

The Curriculum and Instruction Program offers a masters degree in Teaching, Learning, and Curriculum. It requires 36 semester credit hours which include 6 semester credit hours of research, a 12 semester credit hour core of courses, and 18 semester credit hours of coursework in one or more strands related to diverse populations, curriculum, and various content areas. One example strand emphasizes Bilingual Education and English as a Second Language (ESL). Course specialization may lead to fulfilling requirements for additional certification or a teaching position at a community college.

The Curriculum & Instruction Program offers graduate level coursework for individuals seeking initial Texas teacher certification through the post-baccalaureate teacher certification program as well as through the Master of Arts in Teaching (M.A.T.) degree. The M.A.T. is a university-wide degree designed to combine certification requirements with a content area specialization.

### Educational Administration

The TWU graduate program in Educational Administration is preparing leaders for 21st century challenges in a society that is culturally diverse, fast paced, and information-rich. TWU graduates respect differences, celebrate diversity, and demonstrate the requisite skills, knowledge and dispositions necessary for effective leadership, all of which are integrated in the Educational Administration Program.

Students acquire knowledge and sharpen skills in educational leadership and administration through courses in school law, curriculum and instruction, educational foundations, human resources development and administrative internships. Classes include a variety of delivery options including fully online, blended and face-to-face.

### Special Education

The Special Education Program offers advanced degrees that allow individuals to enhance their knowledge of research in special education, acquire knowledge and expertise in working with individuals with disabilities and become master teachers. Graduate programs are individualized to meet the career needs and interests of students.

Students may take coursework leading to university certification as an Intervention Specialist. This degree provides the skills to work with school personnel, parents and other educational professionals in implementing those interventions with students.

Students may take coursework leading to Educational Diagnostician Certification. Certificates are awarded by the State Board for Educator Certification. Contact the Department for current information about Texas certificates.

### Master of Arts in Teaching (M.A.T.)

The Department of Teacher Education provides education coursework as part of the Master of Arts in Teaching (M.A.T.) degree. This program is designed to prepare students who have already earned a bachelor's degree for initial teacher certification while leading to a master's degree. The M.A.T. meets the teacher certification standards outlined by the State Board for Educator Certification (http://tea.texas.gov/index4.aspx?id=3461) (SBEC). Further information and application procedures may be found on the TWU Masters of Arts in Teaching website (http://www.twu.edu/mat).

### Admission Requirements for Department of Teacher Education Programs

Admission to graduate programs in the Department of Teacher Education (academic degree, certification, and advanced study) is based upon a thoughtful and holistic review of applicant materials and appraisal of applicant qualifications. The process begins with application to the TWU Graduate School (p. 231). When an application to the Graduate School is completed and processed, the application is then forwarded to the Department of Teacher Education for review and recommendation. In addition to information required by the TWU Graduate School, an applicant must complete and submit additional materials required by the program area in the Department of Teacher Education. This information and timelines for submission of application materials may be accessed on the Graduate School (http://www.twu.edu/gradschool) and Department of Teacher Education (http://www.twu.edu/teacher-education/default.asp) websites.

### Programs in Educational Administration

Admission to degree, certification, and graduate certificate programs in Educational Administration begins with application to the Graduate School. When applications to the Graduate School are processed, applications are then forwarded to academic departments for review and recommendation. In addition to information required by the TWU Graduate School, applicants must complete and submit additional materials required by the Department of Teacher Education and the Educational Administration Program. Information and timelines for submission of application materials may be accessed on the Graduate School (http://www.twu.edu/gradschool) and Department of Teacher Education (http://www.twu.edu/teacher-education/default.asp) websites. Decisions about admission are made based upon a thoughtful and holistic review of applicant materials and appraisal of applicant qualifications.

### Programs in Curriculum and Instruction

Admission to the master's programs in Teaching, Learning, and Curriculum begins with an application to the TWU Graduate School and
is based on several factors including an earned bachelor's degree from a regionally accredited institution of higher education, a GPA of 3.0 or higher on at least the last 60 semester credit hours of study, and a valid teaching certificate. Application policies and procedures for the Department of Teacher Education may be accessed on the website (https://www.twu.edu/teacher-education). Further information about post-baccalaureate teacher certification programs or the M.A.T (http://www.twu.edu/mat). may be obtained by contacting the Office of Student Support Services (http://www.twu.edu/teacher-certification) in the College of Professional Education.

**M.Ed. in Special Education**

Admission to any Special Education graduate degree program is based on a holistic evaluation of several factors including an earned bachelor's degree from a regionally accredited institution of higher education and a GPA of 3.0 for the last 60 semester credit hours of undergraduate study. See the Special Education website (https://www.twu.edu/teacher-education/graduate-program-areas/special-education) for specific admission criteria.

**Ph.D. in Special Education**

Admission to the doctoral program in special education takes into consideration several factors deemed as important for success in graduate studies. No single factor determines an individual's eligibility for admission. For specific and current information please see the admission section (p. 231) of this catalog and the Ph.D. Handbook on the Special Education website (https://www.twu.edu/teacher-education/graduate-program-areas/special-education).

**Certificates in Teacher Education**

Provisional and professional level certification may be developed along with master's and doctoral degrees depending on advisory committee approval. Post-baccalaureate certification programs are possible through application to the Graduate School for certification only or non-degree status. Certificates are awarded by the State Board for Educator Certification. Contact the Department for information about current certificates. Requirements for certification programs may change based upon changes in requirements, policies or procedures of the State Board for Educator Certification (http://www.tea.state.tx.us/index4.aspx?id=3461).

- Post-Master's Certificate of Advanced Study - Educational Diagnostician (p. 191)
- Post-Master's Certificate of Advanced Study - Principal (p. 191)
- Post-Master's Certificate of Advanced Study - Superintendent (p. 192)

**Courses**

**Bilingual Education Courses**

EDBE 5333. Curriculum for Bilingual Education: Methods and Materials. Curriculum organization of the elementary school with emphasis on background and objectives of educational programs in reading, writing, math, science, and social studies appropriate to the needs of children for whom English is a second language. Three lecture hours a week. Credit: Three hours.

EDBE 5413. Teaching Reading and Other Language Arts to Linguistically Different Learners. Principles and best practices in teaching English literacy skills to linguistically different learners in the elementary schools. Three lecture hours a week. Credit: Three hours.

EDBE 5453. English as a Second Language: Methods. A comprehensive examination of current principles, practices, and methods of teaching English as a second language (ESL) through lectures and demonstrations. Teaching content areas via ESL methods. Three lecture hours a week. Credit: Three hours.

EDBE 5633. Education in Culturally Diverse Environments. Analysis of theoretical foundations of contemporary multicultural education, review of its policies and practices, and exploration of multicultural concepts for achieving cultural pluralism. Three lecture hours a week. Credit: Three hours.


EDBE 5903. Special Topics. Organized study of a topic in Bilingual or ESL education. May be repeated for credit when topic varies. Three lecture hours a week. Credit: Three hours.

EDBE 5911. Independent Study. Independent study of specific problems in Bilingual and ESL education. Prerequisite: Permission of instructor. May be repeated for credit. Credit: One hour.

EDBE 5913. Independent Study. Individual study of specific problems in Bilingual and ESL education. Prerequisite: Permission of instructor. May be repeated for credit. Credit: Three hours.

EDBE 5923. Practicum. Field experience in Bilingual or ESL education. Prerequisite: Permission of instructor. May be repeated for credit. Credit: Three hours.

**Special Education Courses**

EDSP 5003. Psychology and Education of Exceptional Children. In-depth study in understanding educational and psychological problems in all areas of exceptionality; individual case studies; field trips and demonstration of problems. Three lecture hours a week. Credit: Three hours.

EDSP 5013. Collaborating for Effective Intervention. Communicative/Interactive skills used for consultation and collaborative problem-solving in the classroom. Emphasis on strategies for collaboration among educators who work with students with disabilities, teachers, administrators, support personnel, and paraprofessionals, with an emphasis on collaboration in the design, implementation, and evaluation of student interventions. Three lecture hours a week. Credit: Three hours.

EDSP 5033. Using Assessments for Effective Interventions. Current concepts and issues of assessment in special education; knowledge and practice in administering and using standardized assessments as well as curriculum based assessment; assessment of students from diverse backgrounds and application of response to intervention (RTI) data. Three lecture hours a week. Credit: Three hours.

EDSP 5043. Legal and Administrative Issues of Special Education Programs. Concepts and theories in the administrative aspects of special education with an emphasis on laws, legislation, and litigation related to the provision of instruction and other educational services to students with disabilities. Three lecture hours a week. Credit: Three hours.

EDSP 5103. Developmental Disabilities. Psychological, educational, institutional, and physical needs of individuals with developmental disabilities; analysis of case histories; intellectual evaluations; vocational assessment, diagnosis, and treatment. Three lecture hours a week. Credit: Three hours.

EDSP 5303. Students With Emotional/Behavioral Disorders. Behavioral characteristics and needs of students with emotional/behavioral disorders in both regular and special classrooms; issues related to vocational and transition planning; parent training, and consultation procedures. Three lecture hours a week. Credit: Three hours.

EDSP 5313. Behavior Interventions for Students with Disabilities. Concepts, theories, and strategies to provide effective behavioral interventions for students with disabilities. Includes social skill intervention, crisis management procedures, and planning and implementing social development programs. Focus on the use of intervention tools such as Positive Behavior Supports and Behavior Intervention Plans. Three lecture hours a week. Credit: Three hours.

EDSP 5343. Instructional Interventions: Applied Behavior Analysis. Application of behavior analysis (ABA) principles to increase learning of students; emphasis on single subject research designs; concepts and content of ABA; identification of target behavior, and the implementation of behavioral principles to increase or decrease behavior. Three lecture hours a week. Credit: Three hours.

EDSP 5353. Instructional Interventions: Learning Strategies. Learning strategies to provide effective instructional interventions for students with disabilities. Strategies in language arts, reading, math, and other content areas. Includes the use of the Strategies Intervention Model, as well as other learning strategies curricula. Three lecture hours a week. Credit: Three hours.

EDSP 5413. Individuals with Learning Disabilities. Identification, characteristics, and etiology of children with learning disabilities; intervention strategies to improve academic, behavioral, and social skills. Three lecture hours a week. Credit: Three hours.

EDSP 5423. Instructional Interventions for Students with Disabilities. Practical application of theories, methods, technology, techniques, and materials for designing and implementing instructional interventions for students with disabilities. Selection, use, and evaluation of curriculum models and materials. Three lecture hours a week. Credit: Three hours.

EDSP 5833. Clinical Instruction in Psychoeducational Assessment. Structured clinical experiences in using techniques and psychoeducational procedures for cognitive, academic, and behavioral assessment. Three lecture hours a week. Credit: Three hours.

EDSP 5843. Clinical Instruction in Intellectual Assessment. Laboratory or practical experiences involving the administration and interpretation of instruments of appraisal or assessment. Three lecture hours a week. Credit: Three hours.

EDSP 5853. Advanced Assessment and Evaluation of Individuals with Disabilities. Interpretation of educational and psychological assessments; educational recommendations; and report writing. Prerequisites: EDSP 5003, EDSP 5833, and EDSP 5843. Three lecture hours a week. Credit: Three hours.

EDSP 5903. Special Topics. Organized study of a topic in special education. May be repeated. Three lecture hours a week. Credit: Three hours.

EDSP 5911. Independent Study. Individual study of a specific topic in special education. May be repeated. Prerequisite: Permission of instructor. Credit: One hour.
Education Courses
EDUC 5113. Foundations of Teaching and Learning. Critical examination of the professional roles, responsibilities, and structure of national and state educational systems; legal and ethical requirements of teaching; the importance of family participation in the educational process; significance of developing partnerships with the learning community. Prerequisite: Admission to the Teacher Education Program. Three lecture hours a week. Credit: Three hours.

EDUC 5123. Learning Theory, Development, and Research. Analysis of research studies and theories of the learning process and factors that impact and create learning; instructional strategies to support the cognitive, social, physical, and emotional development of learners; effective teacher instructional design. Prerequisite or Co-requisite: EDUC 5113. Three lecture hours a week. Credit: Three hours.

EDUC 5131. Technology in Assessment and Instruction. Integrating technology in education; principles and strategies for using software and Internet resources in the design and delivery of instruction and assessment; current uses for technology in curricula activities that successfully model subject-area technology integration. Prerequisites: EDUC 5113 and EDUC 5123. Co-requisite: EDUC 5133. Option: EDUC 5131 and EDUC 5133 may be taken concurrently with EDUC 5143. One lecture hour a week. Credit: One hour.

EDUC 5133. Assessment and Instructional Design and Delivery for Diverse Learners. Design and implementation of instruction appropriate for diverse student populations that reflects an understanding of relevant content and is based on continuous and appropriate assessment; responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback. Prerequisites: EDUC 5113 and EDUC 5123. Co-requisite: EDUC 5131. Option: EDUC 5131 and EDUC 5133 may be taken concurrently with EDUC 5143. Three lecture hours a week. Credit: Three hours.

EDUC 5143. Effective Design and Management of the Classroom Environment (EC-12). Design and management of a positive, productive classroom environment; physical and emotional environment; effective learner-centered strategies used for managing student behavior. Social, legal, and ethical issues regarding the use of technology and learning environment. Fieldwork required. Prerequisites: EDUC 5113, EDUC 5123, EDUC 5131, and EDUC 5133. Option: EDUC 5143 may be taken with EDUC 5131 and EDUC 5133. Three lecture hours a week. Credit: Three hours.

EDUC 5173. Diversity in the Classroom. Study of theoretical issues and practices that impact the education of students from diverse backgrounds or with diverse educational needs: linguistics, culture, economics. Three lecture hours a week. Credit: Three hours.

EDUC 5343. Models and Theories of Learning and Teaching. Theoretical background of learning and teaching linked to field-based experiences to expand the knowledge base and expertise of certified teachers. Three lecture hours a week. Credit: Three hours.

EDUC 5353. Adult Models of Learning and Teaching. Exploration of adult development to promote an expanded understanding of issues and practices in adult education. Focus on three core areas of concern in adult education: roots of andragogy, advances in adult learning, and practice in adult learning. Meets needs of professionals teaching or training adults in multiple contexts. Three seminar hours a week. Credit: Three hours.

EDUC 5423. Curriculum Studies. Contemporary and controversial issues in the field of curriculum including the study of the history of the field, multiple definitions of curriculum, paradigms, philosophies, and future prospects in the field. Three lecture hours a week. Credit: Three hours.

EDUC 5463. Assessment in the Classroom. Review of formal, informal, and alternative assessment; evaluation theory and strategies. Application of theory to classroom setting and development of curriculum-based approaches to assess student progress. Three lecture hours a week. Credit: Three hours.

EDUC 5903. Special Topics. Three lecture hours a week. Credit: Three hours.

EDUC 5913. Independent Study. Credit: Three hours.

EDUC 5923. Professional Practicum. Credit: Three hours.

EDUC 5926. Professional Internship. Credit: Six hours.

EDUC 5973. Professional Paper. May be repeated for a total of six hours credit. Prerequisite: ELDR 5203 or other approved research course. Credit: Three hours.

EDUC 5981. The Professional Portfolio. Development of a professional portfolio by students in the Master of Arts in Teaching program demonstrating the student’s growth in the Learner-Centered Competencies. Pass-fail grade only. May be repeated. Credit: One hour.

EDUC 5983. Thesis. Credit: Three hours.

EDUC 5993. Thesis. Prerequisite: EDUC 5983. Credit: Three hours.

Administration Courses
ELDR 5103. Leadership in Educational Settings. Exploration of various concepts and philosophies of leadership. Examination of leadership as a philosophically-based process for achieving personal, professional, and organizational goals. Required of all majors in administration and supervision. Three lecture hours a week. Credit: Three hours.


ELDR 5203. Research in Education. Practice of skills for prospectus development, types of research, methods, techniques, and procedures of educational empirical research; research design, research writing, analyzing research reports, development of research skills for reading professional journals. Three lecture hours a week. Credit: Three hours.

ELDR 5223. Professional Development and Supervision in Education. The scope of professional development and supervision in instructional improvement and school renewal. Three lecture hours a week. Credit: Three hours.

ELDR 5243. Leadership and Communication: Crucial Conversations. Crucial Conversations framework and supporting skills needed to develop or improve communication skills in the professional workplace. Focus on developing spontaneous speaking skills for the professional workplace. Three lecture hours a week. Credit: Three hours.

ELDR 5323. Administrative Processes in Schools. Business management processes including planning and administrative functions, site-based management, budget, facilities, technology, insurance, purchasing, human resources for certified and non-certified personnel, relationship of business management functions to teaching and learning environment. Three lecture hours a week. Credit: Three hours.
ELDR 5333. Curriculum Development, Assessment, and Evaluation. Major issues, problems, and trends in education; the role of educational leadership in curriculum, program development, assessment, and evaluation. Three lecture hours a week. Credit: Three hours.

ELDR 5353. Leadership and Special Programs. An overview of special programs, also known as federal programs. Focus on educational and legal issues facing educators concerning special programs. Special programs provide diverse curriculum offerings to a diverse student population. Three lecture hours a week. Credit: Three hours.

ELDR 5893. Internship: Superintendent. Practical experience in the position of school district superintendent under the guidance and supervision of an active superintendent. Application of concepts and competencies in realistic situations. Minimum of eight practicum hours a week. Credit: Three hours.

ELDR 5903. Special Topics. Variable content. Credit: Three hours.

ELDR 5911. Independent Study. Individual study of specific problems. Prerequisite: Permission of instructor. Credit: One hour.

ELDR 5913. Independent Study. Individual study of specific problems. Prerequisite: Permission of instructor. Credit: Three hours.

ELDR 5973. Professional Paper. Prerequisite: ELDR 5203. Credit: Three hours.

ELDR 5983. Thesis. Prerequisite: Permission of instructor. Credit: Three hours.

ELDR 5993. Thesis. Prerequisites: ELDR 5983 and permission of instructor. Credit: Three hours.

ELDR 6113. Education Law. Introduction to education law; legal aspects of school administration, including legal rights and responsibilities of educational personnel and student personnel, law, and the curriculum. Three lecture hours a week. Credit: Three hours.

ELDR 6223. Organizational Leadership: Theory and Practice. Theory, research, and practices related to school administration; analysis of administrative behavior and the processes of decision making, school leadership, and organizational change. Three lecture hours a week. Credit: Three hours.

ELDR 6223. The Superintendency and School District Leadership. The superintendency and school district leadership in the social, economic, and political contexts that affect schooling and frameworks for identifying and analyzing problems of practice and courses of action. Three lecture hours a week. Credit: Three hours.

ELDR 6303. Administration of Teacher and Student Personnel. Analysis of the problems, characteristics, and potentialities of elementary and secondary school students, teachers, and other personnel; policies, schedules, strategies, and procedures to help students and teachers to enhance effective learning. Three lecture hours a week. Credit: Three hours.

ELDR 6403. Seminar in School Administration. A thorough review of all aspects of school administration, including contemporary issues which affect schools. Three seminar hours a week. Credit: Three hours.

ELDR 6503. School Finance. The principles and concepts of public school finance at the local, state, and federal levels, and district level support services. Three lecture hours a week. Credit: Three hours.

ELDR 6603. Politics, Policy, and Ethics. Concepts, theories, and perspectives in educational policy, politics, and ethics and implications for equity, power, and policymaking. Three lecture hours a week. Credit: Three hours.

ELDR 6613. Internship for the Principal. Application of research and understanding of the decision making processes to an ongoing elementary, middle, junior, or senior high school; supervised experiences in practical administration of a school; application of concepts and competencies learned in previous courses. Eight practicum hours a week. Credit: Three hours.

ELDR 6663. Internship in School Administration. Practical experience in a variety of school administration positions under the guidance and supervision of active central office administrators. Application of concepts and competencies in realistic situations. Eight practicum hours a week. Credit: Three hours.

ELDR 6903. Special Topics. Organized study of topic in Educational Leadership. May be repeated for credit when specific topic varies. Three lecture hours a week. Credit: Three hours.

ELDR 6911. Independent Study. Individual research relating to a problem of professional interest and significance. May be repeated. Credit: One hour.

ELDR 6913. Independent Study. Individual research relating to a problem of professional interest and significance. May be repeated. Credit: Three hours.

Faculty Professors

ANDERSON, GINA B., Professor of Teacher Education; Interim Associate Dean of the College of Professional Education. B.S., University of Oklahoma; M.S., Oklahoma State University; Ed.D., Oklahoma State University.

COWART, MELINDA F., Professor of Teacher Education. B.S., University of Texas at Austin; M.Ed., Texas A&M-Commerce; Ed.D., Texas A&M-Commerce.

FEYTEN, CARINE M., Chancellor and President; Professor of Teacher Education. B.A., Universite' Catholique de Louvain, Belgium; M.A., Universite' Catholique de Louvain, Belgium; Ph.D., University of South Florida.

HANSEN-THOMAS, HOLLY, Professor of Teacher Education. B.A., University of Texas at Austin; M.A., University of Texas at San Antonio; Ph.D., University of Texas at San Antonio.

PEMBERTON, JANE B., Professor of Teacher Education; Chair of the Department of Teacher Education. B.S., Kansas State University; M.S., Kansas State University; Ph.D., University of New Mexico.

SANCHEZ, CLAUDIA D., Professor of Teacher Education. B.A., Escuela Normal Superior de Coahuila : Saltillo, Mexico; B.A., Universidad Autonoma de Coahuila : Saltillo, Mexico; M.S., Texas A&M University; Ph.D., Texas A&M University.

WHITWORTH, JERRY E., Professor of Teacher Education; Interim Dean of the College of Professional Education. B.A., University of Kansas; M.S., Fort Hays State University; Ed.D., University of Missouri, Columbia.

Associate Professors

DUNLAP, KAREN L., Associate Professor of Teacher Education. B.S.Ed., Stephen F. Austin State University; M.Ed., Stephen F. Austin State University; Ed.D., University of Texas, El Paso.
FREDRICKSON, REBECCA R., Associate Professor of Teacher Education. B.F.A, Stephen F. Austin State University; M.Ed., University of Texas at Tyler; Ed.D., Stephen F. Austin State University.

LERNER, BARBARA A., Associate Professor of Teacher Education; Associate Provost for Undergraduate Studies and Academic Partnerships. B.A., George Washington University; M.A., George Washington University; Ph.D, Texas Woman’s University.

MALONE, PEGGY N., Associate Professor of Teacher Education. B.S., Texas A&M University-Commerce; M.Ed., Texas A&M University-Commerce; Ed.D., Baylor University.

McMAHAN, SARAH K., Associate Professor of Teacher Education. B.S., Abilene Christian University; M.Ed., Abilene Christian University; Ph.D., Texas Tech University.

MYERS, DIANE M., Associate Professor of Teacher Education. B.A., Connecticut College; M.S., Southern Connecticut State University; Ph.D., University of Connecticut.

SOURDOT, LUDOVIC, Associate Professor of Teacher Education. B.S., Arkansas State University; M.Ed., Texas State University; Ph.D., Texas A&M University.

STARRETT, TERESA M., Associate Professor of Teacher Education. B.S., University of North Texas; M.Ed., University of North Texas; Ed.D., University of North Texas.

TRUJILLO-JENKS, LAURA A., Associate Professor of Teacher Education. B.S., University of Texas at Austin; M.A., Austin Peay State University; Ph.D., University of Texas at Austin.

Assistant Professors

GOO, MINKOWAN, Assistant Professor of Teacher Education. B.A., Daegu University; M.A., Daegu University; Ph.D., University of Iowa.

HURLBUT, AMANDA R., Assistant Professor of Teacher Education. B.S., University of North Texas; M.Ed., Dallas Baptist University; Ph.D., University of North Texas.

KRUTKA, DANIEL G., Assistant Professor of Teacher Education. B.S., University of Oklahoma; M.Ed., University of Oklahoma; Ph.D., University of Oklahoma.

Visiting Assistant Professor

BIGGERS, AMANDA, Visiting Assistant Professor of Teacher Education. B.S., Texas Tech University; M.Ed., Texas A&M University, College Station; Ph.D., The University of Iowa.

Master of Arts in Administration

General Requirements
The M.A. degree requires completion of a minimum of 36 semester credit hours of coursework. The M.A. degree program is composed of 24 semester credit hours of coursework in educational leadership and administration, 3 semester credit hours of research methods, 6 semester credit hours of thesis, and 3 semester credit hours of internship. Further information and degree program plans of study are located on the Department of Teacher Education website (http://www.twu.edu/teacher-education).

Master of Arts in Administration (with Principal Certification) Program of Study (36 semester credit hours)

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELDR 5103</td>
<td>Leadership in Educational Settings</td>
<td>3</td>
</tr>
<tr>
<td>ELDR 5323</td>
<td>Administrative Processes in Schools</td>
<td>3</td>
</tr>
<tr>
<td>ELDR 5333</td>
<td>Curriculum Development, Assessment, and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>ELDR 6113</td>
<td>Education Law</td>
<td>3</td>
</tr>
<tr>
<td>ELDR 5223</td>
<td>Professional Development and Supervision in Education</td>
<td>3</td>
</tr>
<tr>
<td>ELDR 5113</td>
<td>Educational Foundations and Administrative Implications</td>
<td>3</td>
</tr>
<tr>
<td>ELDR 6223</td>
<td>Organizational Leadership: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>EDSP 5043</td>
<td>Legal and Administrative Issues of Special Education Programs</td>
<td>3</td>
</tr>
</tbody>
</table>

or ELDR 5353 Leadership and Special Programs

Research

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELDR 5203</td>
<td>Research in Education</td>
<td>3</td>
</tr>
<tr>
<td>ELDR 5983</td>
<td>Thesis</td>
<td>3</td>
</tr>
<tr>
<td>ELDR 5993</td>
<td>Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

Internship

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELDR 6613</td>
<td>Internship for the Principal</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Semester Credit Hours 36

Master of Arts in Teaching, Learning, and Curriculum

General Requirements
The M.A. in Teaching, Learning, and Curriculum requires 39 semester credit hours. All students must complete a final examination. See the Teacher Education website (https://www.twu.edu/teacher-education) for more information.

Master of Arts in Teaching, Learning, and Curriculum Program of Study (39 semester credit hours)

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5173</td>
<td>Diversity in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5423</td>
<td>Curriculum Studies</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5463</td>
<td>Assessment in the Classroom</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional Required Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5343</td>
<td>Models and Theories of Learning and Teaching</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5353</td>
<td>Adult Models of Learning and Teaching</td>
<td>3</td>
</tr>
</tbody>
</table>

Research

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELDR 5203</td>
<td>Research in Education</td>
<td>3</td>
</tr>
<tr>
<td>ELDR 5983</td>
<td>Thesis</td>
<td>3</td>
</tr>
<tr>
<td>ELDR 5993</td>
<td>Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

Specialization Strands
Select a minimum of 18 semester credit hours; it is recommended that 12 hours be completed from one of the following specialization strands:

<table>
<thead>
<tr>
<th>Reading/Language Arts (EC-6)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FS 5203 Language and Literacy in Early Childhood</td>
<td></td>
</tr>
<tr>
<td>READ 5423 Literacy: Practice to Theory</td>
<td></td>
</tr>
<tr>
<td>READ 5443 Literacy: Assessment and Instruction</td>
<td></td>
</tr>
<tr>
<td>READ 5503 Phonological and Orthographic Language Systems in Literacy Learning</td>
<td></td>
</tr>
<tr>
<td>READ 5513 Literacy and the Diverse Learner</td>
<td></td>
</tr>
<tr>
<td>LS 5603 Literature for Children and Young Adults</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading/Language Arts (Grades 4-8)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>READ 5423 Literacy: Practice to Theory</td>
<td></td>
</tr>
<tr>
<td>READ 5443 Literacy: Assessment and Instruction</td>
<td></td>
</tr>
<tr>
<td>READ 5453 Processes and Strategies for Comprehending Texts</td>
<td></td>
</tr>
<tr>
<td>READ 5513 Literacy and the Diverse Learner</td>
<td></td>
</tr>
<tr>
<td>LS 5603 Literature for Children and Young Adults</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics (EC-6) &amp; (Grades 4-8)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 5203 Problem Solving in the Math Classroom</td>
<td></td>
</tr>
<tr>
<td>MATH 5303 Algebra in the Mathematics Classroom (Grades 4-8)</td>
<td></td>
</tr>
<tr>
<td>MATH 5313 Geometry in the Mathematics Classroom (Grades 4-8)</td>
<td></td>
</tr>
<tr>
<td>MATH 5333 Technology in the Math Classroom</td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td></td>
</tr>
<tr>
<td>FS 5283 Technology and the Young Learner</td>
<td></td>
</tr>
<tr>
<td>CSCI 5653 Technology Issues, Achievements and Challenges in Education</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bilingual Education &amp; English as a Second Language</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDBE 5333 Curriculum for Bilingual Education: Methods and Materials</td>
<td></td>
</tr>
<tr>
<td>EDBE 5413 Teaching Reading and Other Language Arts to Linguistically Different Learners</td>
<td></td>
</tr>
<tr>
<td>EDBE 5453 English as a Second Language: Methods</td>
<td></td>
</tr>
<tr>
<td>EDBE 5633 Education in Culturally Diverse Environments</td>
<td></td>
</tr>
<tr>
<td>EDBE 5653 Second Language Acquisition: Theories and Practices</td>
<td></td>
</tr>
<tr>
<td>EDBE 5903 Special Topics (Literacy Development for English Language Learners)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Education</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSP 5003 Psychology and Education of Exceptional Children</td>
<td></td>
</tr>
<tr>
<td>EDSP 5013 Collaborating for Effective Intervention</td>
<td></td>
</tr>
<tr>
<td>EDSP 5033 Using Assessments for Effective Interventions</td>
<td></td>
</tr>
<tr>
<td>EDSP 5103 Developmental Disabilities</td>
<td></td>
</tr>
<tr>
<td>EDSP 5303 Students With Emotional/Behavioral Disorders</td>
<td></td>
</tr>
<tr>
<td>EDSP 5313 Behavior Interventions for Students with Disabilities</td>
<td></td>
</tr>
<tr>
<td>EDSP 5413 Individuals with Learning Disabilities</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 5423 History of Mathematics</td>
<td></td>
</tr>
<tr>
<td>MATH 5483 Theory of Probability and Statistics I</td>
<td></td>
</tr>
<tr>
<td>MATH 5493 Theory of Probability and Statistics II</td>
<td></td>
</tr>
<tr>
<td>MATH 5513 Matrix Algebra</td>
<td></td>
</tr>
<tr>
<td>MATH 5523 Introduction to Number Theory</td>
<td></td>
</tr>
<tr>
<td>MATH 5543 Symbolic Logic</td>
<td></td>
</tr>
<tr>
<td>MATH 5573 Statistical Methods I</td>
<td></td>
</tr>
<tr>
<td>MATH 5583 Statistical Methods II</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Educational Leadership</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ELDR 5103 Leadership in Educational Settings</td>
<td></td>
</tr>
<tr>
<td>ELDR 5223 Professional Development and Supervision in Education</td>
<td></td>
</tr>
<tr>
<td>ELDR 5323 Administrative Processes in Schools</td>
<td></td>
</tr>
<tr>
<td>ELDR 5333 Curriculum Development, Assessment, and Evaluation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Government</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GOV 5003 Comparative Politics</td>
<td></td>
</tr>
<tr>
<td>GOV 5013 American National Defense Policy</td>
<td></td>
</tr>
<tr>
<td>GOV 5053 The Presidency and Public Policy</td>
<td></td>
</tr>
<tr>
<td>GOV 5063 Political Women</td>
<td></td>
</tr>
<tr>
<td>GOV 5073 Issues in Constitutional Law</td>
<td></td>
</tr>
<tr>
<td>GOV 5133 Leadership and Women</td>
<td></td>
</tr>
<tr>
<td>GOV 5303 Problems in the Legislative Process</td>
<td></td>
</tr>
<tr>
<td>GOV 5523 American International Relations</td>
<td></td>
</tr>
<tr>
<td>GOV 5723 Seminar in Political Theory</td>
<td></td>
</tr>
<tr>
<td>GOV 5833 Seminar in Government</td>
<td></td>
</tr>
<tr>
<td>GOV 5903 Special Topics</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>History</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 5003 Studies in 19th Century U.S</td>
<td></td>
</tr>
<tr>
<td>HIST 5083 Studies in 20th Century America</td>
<td></td>
</tr>
<tr>
<td>HIST 5903 Special Topics</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 5123 Biostatistics</td>
<td></td>
</tr>
<tr>
<td>BIOL 5293 Advanced Scientific Communication</td>
<td></td>
</tr>
<tr>
<td>BIOL 5613 Readings in Biology</td>
<td></td>
</tr>
<tr>
<td>BIOL 5681 Seminar</td>
<td></td>
</tr>
<tr>
<td>BIOL 5033 Advanced Science in the Secondary Classroom</td>
<td></td>
</tr>
<tr>
<td>CHEM 5613 Advanced Biochemistry I</td>
<td></td>
</tr>
<tr>
<td>CHEM 5623 Advanced Biochemistry II</td>
<td></td>
</tr>
<tr>
<td>ZOOL 5423 Endocrinology</td>
<td></td>
</tr>
<tr>
<td>BIOL 5913 Independent Study (Virology)</td>
<td></td>
</tr>
<tr>
<td>BIOL 5913 Independent Study (Immunology)</td>
<td></td>
</tr>
<tr>
<td>BIOL 5913 Independent Study (Evolution)</td>
<td></td>
</tr>
<tr>
<td>BIOL 5913 Independent Study (Botany)</td>
<td></td>
</tr>
<tr>
<td>BIOL 5913 Independent Study (Ecology)</td>
<td></td>
</tr>
<tr>
<td>BIOL 5913 Independent Study (Scanning Electron Microscopy)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Art Education</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 5313 Foundations of Art Learning and Practice</td>
<td></td>
</tr>
<tr>
<td>ART 5323 Contemporary Issues in Art Learning and Practice</td>
<td></td>
</tr>
<tr>
<td>ART 5333 Individual Differences in Art Learning and Practice</td>
<td></td>
</tr>
<tr>
<td>ART 5343 Cognition, Art Learning, and Advocacy</td>
<td></td>
</tr>
<tr>
<td>ART 5353 Curriculum in Art Learning and Practice</td>
<td></td>
</tr>
<tr>
<td>ART 5903 Special Topics</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 5083 Bibliography and Research Methods</td>
<td></td>
</tr>
</tbody>
</table>
Master of Education in Administration

General Requirements
The M.Ed. degree requires completion of a minimum of 36 semester credit hours of coursework. The M.Ed. degree program is composed of 24 semester credit hours of coursework in educational leadership and administration, 3 semester credit hours of research methods, 3 semester credit hours of professional paper or applied research project, 3 semester credit hours of internship, and 3 semester credit hours of advisor approved electives. Further information and degree program plans of study are located on the Department of Teacher Education website. (http://www.twu.edu/teacher-education)

Master of Education in Administration (with Principal Certification) Program of Study (36 semester credit hours)

<table>
<thead>
<tr>
<th>Required Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSP 5043 Legal and Administrative Issues of Special Education Programs</td>
<td>3</td>
</tr>
<tr>
<td>ELDR 5353 Leadership and Special Programs</td>
<td></td>
</tr>
<tr>
<td>ELDR 5103 Leadership in Educational Settings</td>
<td>3</td>
</tr>
<tr>
<td>ELDR 5113 Educational Foundations and Administrative Implications</td>
<td>3</td>
</tr>
<tr>
<td>ELDR 5223 Professional Development and Supervision in Education</td>
<td>3</td>
</tr>
<tr>
<td>ELDR 5323 Administrative Processes in Schools</td>
<td>3</td>
</tr>
<tr>
<td>ELDR 5333 Curriculum Development, Assessment, and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>ELDR 6113 Education Law</td>
<td>3</td>
</tr>
<tr>
<td>ELDR 6223 Organizational Leadership: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>Research</td>
<td></td>
</tr>
<tr>
<td>ELDR 5203 Research in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Professional Paper
ELDR 5973 Professional Paper 3

Internship
ELDR 6613 Internship for the Principal 3

Elective
Elective - with approval from faculty advisor 3

Total Semester Credit Hours 36

Master of Education in Special Education

General Requirements
The M.Ed. requires a minimum of 36 semester credit hours: See the Special Education website (https://www.twu.edu/teacher-education/graduate-program-areas/special-education) for more information.

Master of Education in Special Education (with Diagnostician Certification) Program of Study (36 semester credit hours)

<table>
<thead>
<tr>
<th>Exceptionalities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSP 5103 Developmental Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDSP 5303 Students With Emotional/Behavioral Disorders</td>
<td>3</td>
</tr>
<tr>
<td>EDSP 5413 Individuals with Learning Disabilities</td>
<td>3</td>
</tr>
</tbody>
</table>

Interventions
EDSP 5053 Principles of Learning for Exceptional Children 3
EDSP 5423 Instructional Interventions for Students with Disabilities 3

Assessment
EDSP 5833 Clinical Instruction in Psychoeducational Assessment 3
EDSP 5843 Clinical Instruction in Intellectual Assessment 3
EDSP 5853 Advanced Assessment and Evaluation of Individuals with Disabilities 3

Research
ELDR 5203 Research in Education 3
EDSP 5973 Professional Paper 3

Total Semester Credit Hours 36

Master of Education in Special Education: Intervention Specialist Program of Study (36 semester credit hours)

<table>
<thead>
<tr>
<th>Exceptionalities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSP 5103 Developmental Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDSP 5303 Students With Emotional/Behavioral Disorders</td>
<td>3</td>
</tr>
<tr>
<td>EDSP 5413 Individuals with Learning Disabilities</td>
<td>3</td>
</tr>
</tbody>
</table>

Interventions
Select 12 semester credit hours from the following: 12
EDSP 5053 Principles of Learning for Exceptional Children
EDSP 5313 Behavior Interventions for Students with Disabilities
EDSP 5353 Instructional Interventions: Learning Strategies
EDSP 5343 Instructional Interventions: Applied Behavior Analysis
EDSP 5423 Instructional Interventions for Students with Disabilities

Support
Select nine semester credit hours from the following: 9
EDSP 5013 Collaborating for Effective Intervention
EDSP 5033 Using Assessments for Effective Interventions
EDSP 5043 Legal and Administrative Issues of Special Education Programs

Research
ELDR 5203 Research in Education 3
Total Semester Credit Hours | 36
--- | ---

**Master of Education in Teaching, Learning, and Curriculum**

**General requirements**
The M.Ed. requires 36 semester credit hours. All students must complete a final research paper or project. See the Teacher Education website (http://www.twu.edu/teacher-education/graduate-program-areas/curriculum-and-instruction) for more information.

**Master of Education in Teaching, Learning, and Curriculum Program of Study (36 semester credit hours)**

- **Core Courses**
  - EDUC 5173 Diversity in the Classroom 3
  - EDUC 5463 Assessment in the Classroom 3
  - EDUC 5423 Curriculum Studies 3

- **Additional Required Course**
  Choose three hours from one of the following: 3
  - EDUC 5343 Models and Theories of Learning and Teaching
  - EDUC 5353 Adult Models of Learning and Teaching

- **Research**
  - ELDR 5203 Research in Education 3
  - EDUC 5973 Professional Paper 3

- **Specialization Strands**
  Select a minimum of 18 semester credit hours in each strand from the following: 18

- **Reading/Language Arts (EC-6)**
  - FS 5203 Language and Literacy in Early Childhood
  - READ 5423 Literacy: Practice to Theory
  - READ 5443 Literacy: Assessment and Instruction
  - READ 5503 Phonological and Orthographic Language Systems in Literacy Learning
  - READ 5513 Literacy and the Diverse Learner
  - LS 5603 Literature for Children and Young Adults

- **Reading/Language Arts (Grades 4-8)**
  - READ 5423 Literacy: Practice to Theory
  - READ 5443 Literacy: Assessment and Instruction
  - READ 5453 Processes and Strategies for Comprehending Texts
  - READ 5513 Literacy and the Diverse Learner
  - LS 5603 Literature for Children and Young Adults

- **Mathematics (EC-6) & (Grades 4-8)**
  - MATH 5203 Problem Solving in the Math Classroom
  - MATH 5303 Algebra in the Mathematics Classroom (Grades 4-8)
  - MATH 5313 Geometry in the Mathematics Classroom (Grades 4-8)
  - MATH 5333 Technology in the Math Classroom

- **Technology**
  - FS 5283 Technology and the Young Learner

- **Mathematics**
  - MATH 5423 History of Mathematics
  - MATH 5483 Theory of Probability and Statistics I
  - MATH 5493 Theory of Probability and Statistics II
  - MATH 5513 Matrix Algebra
  - MATH 5523 Introduction to Number Theory
  - MATH 5543 Symbolic Logic
  - MATH 5573 Statistical Methods I
  - MATH 5583 Statistical Methods II

- **Educational Leadership**
  - ELDR 5103 Leadership in Educational Settings
  - ELDR 5223 Professional Development and Supervision in Education
  - ELDR 5323 Administrative Processes in Schools
  - ELDR 5333 Curriculum Development, Assessment, and Evaluation

- **Government**
  - GOV 5003 Comparative Politics
  - GOV 5013 American National Defense Policy
  - GOV 5053 The Presidency and Public Policy
  - GOV 5063 Political Women
  - GOV 5073 Issues in Constitutional Law
  - GOV 5133 Leadership and Women
  - GOV 5303 Problems in the Legislative Process
  - GOV 5523 American International Relations
  - GOV 5723 Seminar in Political Theory
  - GOV 5833 Seminar in Government
  - GOV 5903 Special Topics

- **History**
  - HIST 5003 Studies in 19th Century U.S
  - HIST 5083 Studies in 20th Century America

- **Bilingual Education & English as a Second Language**
  - EDBE 5333 Curriculum for Bilingual Education: Methods and Materials
  - EDBE 5413 Teaching Reading and Other Language Arts to Linguistically Different Learners
  - EDBE 5453 English as a Second Language: Methods
  - EDBE 5633 Education in Culturally Diverse Environments
  - EDBE 5653 Second Language Acquisition: Theories and Practices
  - EDBE 5903 Special Topics (Literacy Development for English Language Learners)

- **Special Education**
  - EDSP 5003 Psychology and Education of Exceptional Children
  - EDSP 5013 Collaborating for Effective Intervention
  - EDSP 5033 Using Assessments for Effective Interventions
  - EDSP 5103 Developmental Disabilities
  - EDSP 5303 Students With Emotional/Behavioral Disorders
  - EDSP 5313 Behavior Interventions for Students with Disabilities
  - EDSP 5413 Individuals with Learning Disabilities

- **Technology Issues, Achievements and Challenges in Education**
  - CSCI 5653 Technology Issues, Achievements and Challenges in Education

- **Second Language Acquisition: Theories and Practices**
  - EDBE 5653 Second Language Acquisition: Theories and Practices
HIST 5903  Special Topics

**Science**
- BIOL 5123  Biostatistics
- BIOL 5293  Advanced Scientific Communication
- BIOL 5613  Readings in Biology
- BIOL 5681  Seminar
- BIOL 5033  Advanced Science in the Secondary Classroom
- CHEM 5613  Advanced Biochemistry I
- CHEM 5623  Advanced Biochemistry II
- ZOOL 5423  Endocrinology
- BIOL 5913  Independent Study (Virology)
- BIOL 5913  Independent Study (Immunology)
- BIOL 5913  Independent Study (Evolution)
- BIOL 5913  Independent Study (Botany)
- BIOL 5913  Independent Study (Ecology)
- BIOL 5913  Independent Study (Scanning Electron Microscopy)

**Art Education**
- ART 5313  Foundations of Art Learning and Practice
- ART 5323  Contemporary Issues in Art Learning and Practice
- ART 5333  Individual Differences in Art Learning and Practice
- ART 5343  Cognition, Art Learning, and Advocacy
- ART 5353  Curriculum in Art Learning and Practice
- ART 5903  Special Topics

**English**
- ENG 5083  Bibliography and Research Methods
- ENG 5353  Rhetoric and Composition: Theory and Pedagogy of Electronic Texts

**Total Semester Credit Hours**  36

---

**Doctor of Philosophy in Special Education**

The Ph.D. in Special Education is offered as a cooperative program between Texas Woman’s University, the University of North Texas, and Texas A&M Commerce under guidelines established by the Federation of North Texas Area Universities (http://www.twu.edu/federation). The program enables students to utilize the combined faculty, library, computer facilities and research opportunities available at all three universities in the development of their doctoral studies.

The federation doctoral program provides opportunities for formal course work, seminars, independent study, participation in regional and national conferences, and dissertation research. The program also includes federation-sponsored seminars featuring outstanding nationally and internationally recognized educators.

Given the importance of appropriate educational experiences during the early years for both the individual and the society at large, graduate programs are needed that provide education for future leaders in the conceptualization and provision of special education programs as well as expertise in conducting research that will extend understanding of the importance and means of providing special education experiences. The purpose of the federated doctoral program in special education is to prepare professional educators to assume leadership roles in higher education and EC-12 educational settings. Graduates are prepared to assume diverse roles including teaching, research and administrative responsibilities.

Students initially apply for admission to the graduate school of one of the participating universities. Admission is based on a holistic evaluation of a variety of factors. Refer to the Special Education website (https://www.twu.edu/teacher-education/graduate-program-areas/special-education) for details.

**General Requirements for Doctoral Degree**

**Total Semester Credit Hours Required**
A minimum of 90 semester credit hours beyond baccalaureate, including 6-12 semester credit hours for dissertation.

**Major/Emphasis**
Requirements will depend upon individual student’s needs.

**Research Tools**
For the Ph.D., computer language, or reading knowledge of one foreign language and advanced proficiency in statistics and research methodology.

**Residence Requirement**
Two semesters of mentorship under a TWU Special Education faculty member replaces the residency requirement.

**Qualifying Examination**
A comprehensive written examination encompassing knowledge common to the doctoral degree program is required. Sections deemed unsatisfactory may be presented again one time after six months.

**Final Examination**
Oral and/or written examination covering knowledge of course work and defense of dissertation. May be taken two times only.

**Courses of Instruction in Special Education with Federation Universities**
Students wishing to enroll in Federation courses will do so through a cross-registration mechanism administered by the TWU Graduate School and their major advisor’s approval.

**Doctor of Philosophy in Special Education Program of Study (90 semester credit hours)**

**Required Courses**
- EDSP 6103  Social, Psychological, and Educational Aspects of Intellectual and Development Disabilities  3
- EDSP 6303  Seminar in Emotional and Behavioral Disorders  3
- EDSP 6403  Seminar in Learning Disabilities  3
- EDSP 6603  Social Constructs of Disabilities  3

**Research**  12-21

**Suggested or related classes:**
- CSCI 5793  Statistical Computer Packages
- READ 6483  Qualitative Research

(Additional research required per degree plan).

**Mentorship**  6

6 semester credit hours
Dissertation

6 - 12 semester credit hours from the following:

EDSP 6983  Dissertation
EDSP 6993  Dissertation

Major and Minor area courses to be determined based upon student’s degree program

Bilingual Education

EDBE 5413  Teaching Reading and Other Language Arts to Linguistically Different Learners
EDBE 5453  English as a Second Language: Methods
EDBE 5633  Education in Culturally Diverse Environments
EDBE 5653  Second Language Acquisition: Theories and Practices

Educational Administration

ELDR 5103  Leadership in Educational Settings
ELDR 5113  Educational Foundations and Administrative Implications
ELDR 5223  Professional Development and Supervision in Education
ELDR 5323  Administrative Processes in Schools
ELDR 5333  Curriculum Development, Assessment, and Evaluation

Curriculum & Instruction

EDUC 5343  Models and Theories of Learning and Teaching
EDUC 5353  Adult Models of Learning and Teaching

Family Studies

FS 5123  Theories of the Family
FS 5153  Family Changes and Diversity
FS 5663  Leadership and Staff Development in Family Sciences Programs
FS 5823  Families and Public Policy

Post-Master's Certificate of Advanced Study - Educational Diagnostician

The Department of Teacher Education and the Special Education Program offer coursework leading to an Educational Diagnostician Certification. To obtain a recommendation for certification through Texas Woman’s University, an individual must have a master’s degree (preferably in education or an education-related field), a valid Texas teaching certificate, and completion of coursework on a plan of study leading to certification. After being admitted to the Graduate School and the Educational Diagnostician Program, the certification candidate must meet with his or her faculty advisor to develop a plan of study. The number of semester credit hours required and specific coursework varies depending on applicants’ academic preparation and experience. Further information about certification program plans of study, requirements for the TExES examination and recommendation for Probationary Certification can be located on the Department of Teacher Education website (https://www.twu.edu/teacher-education/graduate-program-areas/graduate-education).
Leadership and Special Programs

Seminar in School Administration (3)

The Superintendency and School District Internship for the Principal (3)

Internship in School Administration

E-mail: through the Department of Teacher Education
Fax:
Phone: about certification program plans of study, requirements for the TExES examination and recommendation for certification can be located applicants’ academic preparation and experience. Further information about certification program plans of study, requirements for the TExES examination and recommendation for certification can be located through the Department of Teacher Education (http://www.twu.edu/teacher-education).

Post-Master's Certificate of Advanced Study - Superintendent

The Department of Teacher Education and the Educational Administration Program offers coursework leading to recommendation for Texas Superintendent Certification. To obtain a recommendation for certification through Texas Woman’s University, an individual must have a master’s degree (preferably in education or an education-related field), a valid Texas teaching certificate, a valid Texas Principal or Mid-management Administrator certificate, three years of creditable teaching experience (preferred) and school-site or school district leadership experience, and completion of coursework on the plan of study. After being admitted to the Graduate School and the Educational Administration Program, the certification candidate must meet with his or her faculty advisor to complete a plan of study. The number of semester credit hours required and specific coursework varies with respect to applicants’ academic preparation and experience. Further information about certification program plans of study, requirements for the TExES examination and recommendation for certification can be located through the Department of Teacher Education (http://www.twu.edu/teacher-education).

Post-Master's Certificate of Advanced Study - Superintendent Program of Study (18 semester credit hours)

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELDR 6233</td>
<td>The Superintendency and School District Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ELDR 6303</td>
<td>Administration of Teacher and Student Personnel</td>
<td>3</td>
</tr>
<tr>
<td>ELDR 6403</td>
<td>Seminar in School Administration</td>
<td>3</td>
</tr>
<tr>
<td>ELDR 6503</td>
<td>School Finance</td>
<td>3</td>
</tr>
<tr>
<td>ELDR 6603</td>
<td>Politics, Policy, and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>ELDR 6663</td>
<td>Internship in School Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Semester Credit Hours: 18

Department of Visual Arts

Web Site: http://www.twu.edu/visual-arts/

Chair: Vagner Whitehead, Associate Professor
Location: ART 107
Phone: 940-898-2530
Fax: 940-898-2496
E-mail: visualarts@twu.edu

Graduate Degrees Offered

- M.A. in Art (concentration in Art Education) (p. 195)
- M.A. in Art (concentration in: Art History, Ceramics, Graphic Design, Painting, Photography, or Sculpture) (p. 195)
- M.F.A. in Art (concentration in: Ceramics, Graphic Design, Painting, Photography, or Sculpture) (p. 196)
- Master of Arts in Teaching (emphasis in Art Education) (p. 196)

The Department of Visual Arts graduate curriculum is structured to meet the needs of each individual admitted to the program. A program of study, subject to the approval of the Department of Visual Arts Chair and the Dean of the Graduate School, is developed after consultation with the major advisor. Additionally, an advisory committee is appointed consisting of the primary and secondary advisors, and one other faculty member. The purpose of the committee is to assist and counsel the student as he or she progresses through the paper/project and/ or exhibition. Should the need arise, the student may petition for modification of the program of study.

The M.F.A. degree is granted through the Federation of North Texas Area Universities.

For further information, please visit the Visual Arts website (http://www.twu.edu/visual-arts/default.asp).

Graduate Admission Process

Application to the Graduate Program of the Department of Visual Arts is a three part process consisting of all of the following:

1. Application to the University through the Office of Admissions. Please see the admission’s section (http://www.twu.edu/admissions) in this catalog.
2. A separate application to the Department of Visual Arts through SlideRoom. (see SlideRoom (https://twuvisualarts.slideroom.com) Application section)
   a. Letter of intent
   b. Artist statement
   c. Current vita or resumé
   d. 3 letters of recommendation
   e. Personal interview with chair or faculty advisor
   f. A portfolio of 20 images of original work (submitted online) for M.A. in Art with a concentration in Graphic Design, or Studio, or a M.F.A. with a concentration in Studio.
   g. Two scholarly research papers for M.A. in Art with a concentration in Art History or Art Education concentrations.
3. Completion of a phone, video chat, or in-person interview with area faculty advisor. This process can be quite lengthy and applicants are encouraged to start early. All accepted applicants are admitted with a provisional status until the 12-Hour Review is successfully passed. Incomplete applications will not be considered.

For students seeking credit for coursework 1) completed under a prior degree plan or 2) in another graduate program, both a written letter of request to the committee and an official copy of the transcript must be submitted at the time of application for admission. Requests should list the courses being petitioned for inclusion in the new degree plan. Up to 12 hours may be considered for acceptance at the discretion of the graduate faculty committee and must be emailed to visualarts@twu.edu, subject line: Graduate Applicant, Letter of Request. Letter of Request Template (docx) (http://www.twu.edu/visual-arts/concentration-areas-degree-plans.asp).

Application Deadlines

Spring Semester Priority: October 15
Fall Semester Priority: January 31
Graduate Admission Prerequisites

Typically, an applicant in Studio Art has completed an undergraduate major in art including the minimum coursework stated below. However, if this coursework has not been completed, the departmental graduate committee and primary advisor may determine exemptions and deficiencies and design a program of study. For Art Education, typically an applicant has art teacher certification. All course work deficiencies must be completed before the student begins graduate coursework.

- Design (6 semester credit hours)
- Drawing (6 semester credit hours)
- Painting (3 semester credit hours)
- Sculpture (3 semester credit hours)
- Art History (12 semester credit hours)
- Major area of concentration (12 to 24 semester credit hours)

Academic Requirements & Acceptance to Candidacy

Once admitted and enrolled, students must maintain a grade of B or higher in any course within the area of concentration. Courses with a grade of C or lower do not count toward the student's area and must be repeated. A cumulative GPA of 3.0 or higher must be maintained for the last 36 hours of graduate coursework. Prospectus may be repeated twice; a third enrollment requires approval by the Graduate Committee.

12-Hour Review

After the initial admission students will complete a 12 hour review for candidacy to the program.

A 12-Hour Review is required after 12 and no more than 15 completed resident semester credit hours in the primary area of study. Materials submitted for the 12-Hour Review will be evaluated based on standards of professionalism and competency within their concentration area. Students are required to submit all 12-Hour Review materials to their major professor two weeks in advance of application to the 12-Hour Review. Continuation in the program is contingent upon successful completion of the 12-Hour Review.

SlideRoom 12-Hour Review Applicant

The following must be submitted through SlideRoom (https://twuvisualarts.slideroom.com/#/Login):

1. Portfolio of 20 labeled images of work (Studio Major), or two scholarly research papers (Art History), or two samples of professional writing in Art Education (Art Education)
2. Current Transcripts
3. Degree Plan
4. Artist Statement (Studio Major only)
5. Current Vita

At the completion of all deficiencies and satisfactory completion of the review, the candidate is admitted to the graduate program unconditionally. Failure to apply for the review within the 12-15 completed hours time requirement may result in a hold being placed on the student's registration.

Requirements if the 12-Hour Review is Not Passed

If the student does not pass the 12-Hour Review:

1. The student may be reviewed again during the next scheduled review

2. Additional coursework taken in the primary area are considered leveling courses and do not count toward the degree until the student has satisfactorily passed the review

The student may reapply for the 12-Hour Review only one time (total of two). Students who do not pass the 12-Hour Review on the second attempt will be removed from the program.

For further information regarding Department of Visual Arts, please visit the Visual Arts website (http://www.twu.edu/visual-arts).

Additional Courses for Post-Baccalaureate Students Seeking Certification in All Level Art

In addition to seeking an M.A.T. with an emphasis in Art Education (p. 196) to secure All Level Art Teacher Certification, students can alternatively elect to pursue all level art teacher certification via a Post-Baccalaureate individualized program. Students interested in this program to secure All-Level Art Teacher Certification should contact the College of Professional Education for detailed information on requirements for admission and certification.

Courses

Courses

ART 5023. Painting Theory and Development. Problems in painting. All media. Development of stylistic and conceptual continuity in painting. May be taken for up to fifteen hours credit. Two lecture and four studio hours a week. Credit: Three hours.

ART 5043. Papermaking. The exploration of the age-old technique of making paper by hand. Use of Western and Eastern paper pulps and techniques. Paper coloration and the aesthetics of paper. May be taken for up to fifteen hours credit. Two lecture and four studio hours a week. Credit: Three hours.

ART 5053. Typographic Bookmaking. The study of typographic bookmaking as an art form. An overview of historic as well as contemporary book forms. Technical problems dealing with design, typography paper, printing presses, and binding styles. May be taken for up to fifteen hours credit. Two lecture and four studio hours a week. Credit: Three hours.

ART 5063. Theories of Art. Theories of art and beauty in Western culture. Organized chronologically beginning with ancient and concluding with 19th and 20th Century theories. Three lecture hours a week. Credit: Three hours.

ART 5223. Graphic Design. Special topics relating to graphic design, theory, and practice. Special emphasis placed on graphic design as a medium of visual communication. May be taken for up to twelve hours credit. Two lecture and four studio hours a week. Credit: Three hours.

ART 5313. Foundations of Art Learning and Practice. Historical, philosophical, and psychological foundations of art education. Three lecture hours a week. Credit: Three hours.


ART 5333. Individual Differences in Art Learning and Practice. Characteristics, needs, and programs for gifted/talented and special needs learners in art. Three lecture hours a week. Credit: Three hours.
ART 5343. Cognition, Art Learning, and Advocacy. The role cognition plays in the art making, teaching, and learning process. Implications for art advocacy are examined. Three lecture hours a week. Credit: Three hours.

ART 5353. Curriculum in Art Learning and Practice. Curriculum theory, design, approaches, and assessment in art education. Three lecture hours a week. Credit: Three hours.

ART 5503. History of Art. Individual study of selected topics in the history of art. May be taken for up to twelve hours credit. Prerequisite: Twelve hours of history of art. Three lecture hours a week. Credit: Three hours.

ART 5553. European Art History. Advanced analysis of art from selected historical periods. Examination of the philosophical, stylistic, historical, and cultural characteristics of the works, emphasizing technical, formal, and content aspects. Artifacts studied vary, and the course may be repeated for additional credit. Prepares students for ART 5563. Prerequisite: Permission of Instructor. Three lecture hours a week. Credit: Three hours.

ART 5563. European Art History in Context. Interpretation of visual art of a particular region and period in its national context. Includes formal research and study tour to sites in the nations where artifacts of the period are located. Prerequisite: Permission of Instructor. Three lecture hours a week. Credit: Three hours.

ART 5613. Printmaking. Special problems in lithography, relief, and/or intaglio. Two lecture and four studio hours a week. Credit: Three hours.

ART 5653. Creative Photography. Special problems in the advanced study of creative and experimental photography; exhibition techniques. May be taken for up to fifteen hours credit. Prerequisites: Permission of instructor. Two lecture and four studio hours a week. Credit: Three hours.

ART 5663. Alternative Photographic Process. Study of alternative photographic processes. Surveys a variety of historical and contemporary experimental processes including pinhole, cyanotype, vandyke, xerox, and transfers. Processes are done with sunlight and paint on emulsions. May be taken for up to six hours credit. Two lecture and four studio hours a week. Credit: Three hours.

ART 5673. Portfolio Photography. Preparation and production of professional portfolio including documentation of 2-D and 3-D art works, press prints, resume, and artist’s statement. Emphasis placed on basic camera operation and lighting techniques. Required for all students completing the M.F.A. degree. Two lecture and four studio hours a week. Credit: Three hours.

ART 5683. Professional Practices in Photography. Overview of career options in photography utilizing technical and creative skills. Professional and practical aspects of photography such as gallery and museum relations, portfolio presentations, criticism, business management and tax preparation, grant proposals, and darkroom construction. Two lecture and four studio hours a week. Credit: Three hours.

ART 5703. Painting. Study in oil, acrylic, and mixed media. Emphasis on development of personal work with a particular regard to contemporary painting. May be taken for up to fifteen hours credit. Two lecture and four studio hours a week. Credit: Three hours.

ART 5753. Sculpture. Advanced study of sculpture; execution of a major project; concentration on media; research. May be taken for up to fifteen hours credit. Two lecture and four studio hours a week. Credit: Three hours.

ART 5853. Advanced Ceramics. Special problems in advanced ceramics; technical or conceptual research. May be taken for up to fifteen hours credit. Two lecture and four studio hours a week. Credit: Three hours.

ART 5863. Advanced Ceramics Techniques. Advanced study of ceramics; special problems; technical or conceptual research. May be taken for up to fifteen hours credit. Two lecture and four studio hours a week. Credit: Three hours.

ART 5903. Special Topics. Study of selected advanced topics in art. May be taken for up to twelve hours credit. Lecture and studio hours vary by topic. Credit: Three hours.

ART 5913. Independent Study. Individual study of advanced technical problems in art. May be taken for up to twelve hours credit. Prerequisite: Permission of instructor. Credit: Three hours.

ART 5953. Cooperative Education. Nine practicum hours a week. Credit: Three hours.

ART 5973. Professional Paper/Project. Prerequisite: ART 5983. Credit: Three hours.

ART 5981. The Professional Portfolio. Development of a professional portfolio by students in the Master of Arts in Teaching program demonstrating the student’s growth in the Learner-Centered Competencies. Pass-fail grade only. May be repeated. Credit: One hour.


ART 5993. Thesis. Prerequisite: ART 5983. Credit: Three hours.

ART 5996. M.F.A. Exhibit. Studio research course for a student to complete the M.F.A. studio exhibit. Committee review and oral exam. Prerequisite: ART 5983. Credit: Six hours.

**Faculty**

**Professors**

CALABRESE, JOHN A., Professor of Visual Arts. B.A., The Catholic University of America; M.F.A., Pratt Institute; Ph.D., Ohio University, Athens.

GRANT, SUSAN K., Comarco Professor of Visual Arts. B.S., University of Wisconsin, Madison; M.F.A., University of Wisconsin, Madison.

WASHMON, GARY B., Professor of Visual Arts. B.F.A., University of New Mexico; M.F.A., University of Illinois, Urbana-Champaign.

**Associate Professors**

GREGORY, DIANE C., Associate Professor of Visual Arts. B.S.Ed., University of Missouri, Columbia; M.Ed., University of Missouri, Columbia; Ph.D., University of Missouri, Columbia.

PARSONS, MATTHEW COLBY, Associate Professor of Visual Arts. B.Ph., Miami University; M.F.A., Southern Illinois University.

PEREZ, JANA C., Associate Professor of Visual Arts. B.F.A., University of Texas at Austin; M.A. Texas Woman’s University; M.F.A., Texas Woman’s University.

SYNAR, TANYA M., Associate Professor of Visual Arts. B.F.A., Colorado State University; M.F.A., University of Washington.

WHITEHEAD, VAGNER MENDONÇA, Associate Professor of Visual Arts; Chair of the Department of Visual Arts. M.F.A., University of Florida.
Master of Arts in Art (concentration in Art Education)

The Department of Visual Arts provides two Art Education options: The Thesis Option (30 semester credit hours) and the Professional Paper/Project Option (36 semester credit hours). Both options provide rigorous, transformative, student centered, and individualized programs of study. They both meet the guidelines and standards of the National Art Education Association and the Texas Art Education Association.

The two Art Education options (Thesis and Professional Paper/Project Option) are designed to provide pedagogical competencies for both experienced and future art teachers, art supervisors and art teacher educators. Both options provide advanced professional development for art educators at all levels. In particular, the Thesis Option is designed for students who want to teach at a community college or university as well as pursue doctoral studies at a research institution. In contrast, the Professional Paper/Project Option is designed to provide meaningful and advanced professional development for K-12 art teachers.

Final Examination
An oral examination of:

1. presentation of thesis for M.A. (30 semester credit hour), or
2. presentation of professional paper with project for M.A. (36 semester credit hour)

M.A. in Art Program of Study (30 or 36 semester credit hours)
Concentration in Art Education

<table>
<thead>
<tr>
<th>Thesis Option (30 semester credit hours)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td></td>
</tr>
<tr>
<td>ART 5313 Foundations of Art Learning and Practice</td>
<td>3</td>
</tr>
<tr>
<td>ART 5323 Contemporary Issues in Art Learning and Practice</td>
<td>3</td>
</tr>
<tr>
<td>ART 5333 Individual Differences in Art Learning and Practice</td>
<td>3</td>
</tr>
<tr>
<td>ART 5343 Cognition, Art Learning, and Advocacy</td>
<td>3</td>
</tr>
<tr>
<td>ART 5353 Curriculum in Art Learning and Practice</td>
<td>3</td>
</tr>
<tr>
<td>ART 5903 Special Topics</td>
<td>3</td>
</tr>
<tr>
<td>ART 5983 Prospectus</td>
<td>3</td>
</tr>
<tr>
<td>ART 5993 Thesis</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td>Total Semester Credit Hours</td>
<td>30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Paper/Project Option (36 semester credit hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
</tr>
<tr>
<td>ART 5313 Foundations of Art Learning and Practice</td>
</tr>
<tr>
<td>ART 5323 Contemporary Issues in Art Learning and Practice</td>
</tr>
<tr>
<td>ART 5333 Individual Differences in Art Learning and Practice</td>
</tr>
<tr>
<td>ART 5343 Cognition, Art Learning, and Advocacy</td>
</tr>
<tr>
<td>ART 5353 Curriculum in Art Learning and Practice</td>
</tr>
<tr>
<td>ART 5903 Special Topics</td>
</tr>
<tr>
<td>ART 5983 Prospectus</td>
</tr>
<tr>
<td>Electives</td>
</tr>
<tr>
<td>Total Semester Credit Hours</td>
</tr>
</tbody>
</table>

M.A. Secondary Concentration (6 semester credit hours)

Students may elect to have a secondary concentration within any of the following areas:

- Art History
- Ceramics
- Graphic Design
- Painting
Master of Fine Arts in Art
(concentration in: Ceramics, Graphic Design, Painting, Photography, or Sculpture)
Total Semester Credit Hours Required
60 semester credit hours, including 3 semester credit hours for prospectus and 6 semester credit hours for M.F.A. exhibit.

Final Examination
1. An oral examination of M.F.A. exhibition (Oral may be repeated twice.)
2. M.F.A. in Art Program of Study (60 semester credit hours)

M.F.A. in Art Program of Study (60 semester credit hours)
Concentration in: Ceramics, Graphic Design, Painting, Photography, or Sculpture

- M.F.A. Primary Area of Concentration 27
- M.F.A. Secondary Area of Concentration (A different concentration area or Intermedia) 12
- Art History 6
- Aesthetics or Philosophy or Theories of Art 3
- ART 5673 Portfolio Photography 3
- ART 5983 Prospectus 3
- ART 5996 M.F.A. Exhibit 6

Total Semester Credit Hours 60

MFA Secondary Concentration (12 hours)
Students may elect to have a secondary concentration within any of the following areas:

- Art History
- Ceramics
- Graphic Design
- Painting
- Photography
- Sculpture

Or choose 2D, 3D, or 4D Intermedia option listed below.

Intermedia (Secondary Area of Concentration Option)

2D Intermedia
2D Intermedia integrates three areas: Papermaking, Book Arts, and Printmaking. This secondary emphasis encourages experimental crossover among these paper-based disciplines. Students may choose two classes in one area and one class in each of the remaining areas for a total of 12 semester credit hours. The possible class combinations are as follows:

- 2 Book Arts, 1 Papermaking, 1 Printmaking
- 2 Papermaking, 1 Book Arts, 1 Printmaking

3D Intermedia
3D Intermedia integrates Sculpture, Ceramics, and New Media (courses that include a 3D component). This secondary emphasis encourages crossover between these disciplines. Students may choose 4 classes in these areas for a total of 12 semester credit hours. The possible course options are as follows:

- Sculpture
- Advanced Ceramics
- Advanced Ceramics Techniques
- Installation Art
- Interactive Digital Art
- 3D Printing and Fabrication

4D Intermedia
4D Intermedia integrates three aspects of creative and conceptual expressions: time, the body and media arts technologies. This secondary emphasis encourages trans-disciplinary approaches and experimentation, where traditional and new media merge, collide, combine, and activate one another.

- Video Art
- Net Art
- Performance Art
- Augmented/Visual Reality
- Public Art
- Social Practice
- Interactive Art

Master of Arts in Teaching (emphasis in Art Education)
The M.A.T. is designed as a minimum 32 semester credit hour program. Students wishing to seek art teacher certification at the graduate level should contact the College of Professional Education about the M.A.T. with an emphasis in Art Education. All post-baccalaureate and graduate students seeking certification must comply with admission standards required by the major department and the College of Professional Education.

The M.A.T. (emphasis in Art Education) is a degree offered by COPE in collaboration with the Department of Visual Arts. A student in the M.A.T. program will take 9 Art Education semester credit hours of their choosing (after advising from the Visual Arts faculty.) The remaining credits are determined and administered by COPE and are as follows:

Master of Arts in Teaching (M.A.T.) Program of Study (32 - 41 semester credit hours)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5113</td>
<td>Foundations of Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5123</td>
<td>Learning Theory, Development, and Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Pedagogy and Professional Responsibilities

- 2 Book Arts, 1 Papermaking, 1 Printmaking
- 2 Papermaking, 1 Book Arts, 1 Printmaking
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5131</td>
<td>Technology in Assessment and Instruction</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 5133</td>
<td>Assessment and Instruction Design and Delivery for Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5143</td>
<td>Effective Design and Management of the Classroom Environment (EC-12)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5173</td>
<td>Diversity in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>READ 5223</td>
<td>Introduction to Literacy and Learning EC-8</td>
<td>3</td>
</tr>
<tr>
<td>or READ 5543</td>
<td>Literacy in the Content Areas</td>
<td></td>
</tr>
</tbody>
</table>

**Academic Specialization** 6-9

This is coursework in the field of study. Students will take the Texas Exam of Educator Standards (TExES) in their field of study before or during their first semester in the program.

**Field-Based Experience** 6-12

A full-time, one-semester unpaid professional practicum in a school setting. (All coursework must be completed before beginning student teaching.)

OR

A full-time, two-semester internship (6 semester credit hours) in a school setting in which the student is employed and paid as the teacher of record. (This option requires that 12 semester credit hours of pedagogy courses must be completed.)

**Professional Portfolio and Final Assessment**

Each student will maintain a professional portfolio throughout her or his program. The completed portfolio must be submitted for evaluation prior to graduation.

Total Semester Credit Hours 32-41
COLLEGES, SCHOOLS, & DEPARTMENTS

Texas Woman’s University houses the College of Arts and Sciences (p. 198), the College of Professional Education (p. 200), the College of Health Sciences (p. 199), the College of Nursing (p. 115), and the School of Management (p. 87). The Graduate School (p. 231) administers graduate programs in each of these.

Since its establishment in 1901, Texas Woman’s has become a doctoral university with Institute of Health Sciences centers in Dallas (http://www.twu.edu/dallas) and Houston (http://www.twu.edu/houston), served by approximately 1,000 faculty members and attended by over 15,600 students. The curriculum which led to the awarding of baccalaureate degrees for the first time in 1915 now accommodates studies which lead to master’s and doctoral degrees in each of the colleges.

College of Arts and Sciences

Web Site: http://www.twu.edu/arts-sciences/

Dean: Abigail C. Tilton, Associate Professor
Location: CFO 1210

Associate Dean: Claire L. Sahlin, Professor
Location: CFO 1201

Phone: 940-898-3326
Fax: 940-898-3366

The College of Arts and Sciences is comprised of the departments of Biology; Chemistry and Biochemistry; English, Speech, and Foreign Languages; Fashion and Textiles; History and Government; Mathematics and Computer Science; Multicultural Women's and Gender Studies; Psychology and Philosophy; and Sociology and Social Work. The School of the Arts (Dance, Drama, Music, and Visual Arts) is also in the College of Arts and Sciences.

Graduate programs offered by these college components lead to the following master's degrees: Master of Arts, Master of Fine Arts, and Master of Science. In addition, the Specialist in School Psychology degree is offered as well as Master of Arts in Music (Music Therapy concentration)/Master of Science in Counseling and Development.

Several graduate certificates are offered in the College. The Department of Sociology and Social Work offers the Post-baccalaureate Certificate in Diversity and the Post-baccalaureate Certificate in Social Science Research Methods. The Department of Multicultural Women’s and Gender Studies offers a Post-baccalaureate Certificate in Women’s Studies.

Doctor of Philosophy programs are offered in the fields of Counseling Psychology, Dance, Molecular Biology, Rhetoric, School Psychology, Sociology, and Multicultural Women's and Gender Studies.

Numerous research opportunities exist in these programs, and special facilities for graduate instruction and research are available.

General degree requirements (p. 231) of the University may be found in this catalog. Additional information about the College’s departments and programs can be found at the College of Arts and Sciences website (http://www.twu.edu/arts-sciences).

School of the Arts

Web Site: http://www.twu.edu/arts

Co-Coordinators:

Mary Williford-Shade, Professor
Location: DGL 206A
Phone: 940-898-2086
Fax: 940-898-2098

Pamela Youngblood, Professor
Location: MUSIC 114
Phone: 940-898-2500
Fax: 940-898-2494

Graduate Degrees Offered

- M.A., M.F.A., and Ph.D. in Dance
- M.A. in Drama
- M.A. in Music (with emphasis in Music Therapy, Music Education, Music Pedagogy, and Music Performance)
- M.A. in Art (with concentration in Art Education, Art History, Ceramics, Graphic Design, Painting, Photography, and Sculpture)
- M.F.A. in Art (with concentration in Ceramics, Painting, Photography, and Sculpture)

The M.F.A. in Art degree is granted through the Federation of North Texas Area Universities.

The Department of Dance and the Department of Music are institutional members of their respective arts accrediting agencies. See department sections for information.

The School of the Arts brings together the Departments of Dance, Music and Drama, and Visual Arts. The School is a community of artists, educators, therapists, and scholars, and serves a diverse student population, especially women, within a liberal arts context.

Interdisciplinary artistic engagement is integral to the School of the Arts. Student and faculty creative involvement is encouraged, across traditional and new media, in a spirit of innovative and inventive collaboration. The faculty and students in dance, drama, music and visual arts come together to share in performing arts productions, concerts, exhibitions and cross-disciplinary projects and programs. The School is committed to promoting understanding and appreciation of the power of the arts to reflect and influence society and to make a difference in the lives of the people they serve.

Performing and exhibiting facilities include the 1150-seat Margo Jones Performance Hall, the 110-seat Redbud Theatre; Eberly Recital Hall; studio performance spaces in the Dance building and Pioneer Hall; and two professional quality galleries in the Fine Arts Buildings.

Students may major in any one of the departments with degree programs leading to the Master of Arts, Master of Fine Arts and, in Dance, the Doctor of Philosophy degree. Teacher certification programs are offered in dance, music, and visual arts.
Department statements, admissions requirements, degree programs, and course listings for each individual Department are located in the department sections of this catalog and on the department homepages.

For more information please see the School of Arts website (http://www.twu.edu/arts).

College of Health Sciences

Web Site: http://www.twu.edu/college-health-sciences/

Dean: Christopher T. Ray, Professor
Location: HDB 202
Phone: 940-898-2852
Fax: 940-898-2853

The College of Health Sciences consists of the Departments of Communication Sciences and Disorders (p. 18), Health Studies (p. 60), Kinesiology (p. 73) and Nutrition and Food Sciences (p. 132); Program in Dental Hygiene (http://catalog.twu.edu/undergraduate/health-sciences/dental-hygiene); Program in Health Care Administration (p. 54) (Pending THECB approval, this degree program will transition from the College of Health Sciences to the School of Management during the 2016-2017 academic year.), and the Schools of Occupational Therapy (p. 140) and Physical Therapy (p. 150). Students may pursue the degrees of Master of Science, Master of Healthcare Administration, Master of Occupational Therapy, Doctor of Education, Doctor of Philosophy, Doctor of Occupational Therapy, and Doctor of Physical Therapy within the College.

The College of Health Sciences provides the structure for a creative alliance of disciplines concerned with preparing practitioners, scholars, and researchers that focus on health promotion, prevention of illness, and remediation and rehabilitation of health problems. Multidisciplinary and integrated studies that encourage collaboration among disciplines characterize the academic environment of the College.

Master’s Degree programs in Health Sciences

• M.S. in Speech-Language Pathology
• M.S. in Education of the Deaf
• Master of Healthcare Administration (M.H.A.) (Pending THECB approval, this degree program will transition from the College of Health Sciences to the School of Management during the 2016-2017 academic year.)
• Master of Occupational Therapy (M.O.T.)
• M.S. in Health Studies
• M.S. in Kinesiology
• M.S. in Exercise and Sports Nutrition
• M.S. in Nutrition
• M.S. in Food Science
• M.S. in Food Systems Administration
• Dual Degree: M.S. in Health Studies and Master of Library Science

Doctoral Degree programs in Health Sciences

• Doctor of Physical Therapy (D.P.T.) - Post-professional
• Doctor of Occupational Therapy (O.T.D.) - Post-professional
• Ph.D. in Health Studies
• Ph.D. in Kinesiology
• Ph.D. in Nutrition
• Ph.D. in Occupational Therapy
• Ph.D. in Physical Therapy

Detailed descriptions of specializations within the degree programs are included in the departmental sections of the catalog.

School of Management

Web Site: http://www.twu.edu/som/

Director: Margaret A. Young, Professor
Location: CFO 507
Phone: 940-898-2111
Fax: 940-898-2120
E-mail: som@twu.edu

The primary objective of the graduate degree programs offered in the School of Management (SOM) is to produce intellectually well-developed graduates who are capable of responding to the changing needs of business, industry, health care, government, and education. The School of Management recognizes the worth of every graduate student in the University and strives to provide all students with learning opportunities that will assist them in discovering, using, and optimally developing their individual skills, perspectives, and knowledge. A wide selection of course offerings permits the student to gain a comprehensive view of the fields of business, economics, and healthcare administration.

Areas of Study

• Business and Healthcare Management (p. 87)

College of Nursing

Web Site: http://www.twu.edu/nursing/

Dean: Anita Hufft, Professor
Location: ASB 216, Denton
Phone: 940-898-2401
Fax: 940-898-2437

Denton: 940-898-2401
Assistant Dean, Denton: Damon Cottrell, Clinical Professor
Dallas: 214-689-6510
Associate Dean, Dallas: Stephanie Woods, Associate Professor
Houston: 713-794-2100
Associate Dean, Houston: Ainslie Nibert, Associate Professor

The College of Nursing offers the Master of Science degree (M.S.), the Doctor of Philosophy degree (Ph.D.) in Nursing Science, and the Doctor of Nursing Practice degree (D.N.P.). The Master of Science degree and Doctor of Nursing Practice degree are accredited by the Commission on Collegiate Nursing Education (http://www.aacn.nche.edu/ccne-accreditation). The master’s and doctoral degrees are offered part-time or full-time.
Areas of Study

• Nursing (p. 115)

College of Professional Education

Web Site: http://www.twu.edu/college-professional-education/

Interim Dean: Jerry E. Whitworth, Professor
Interim Associate Dean: Gina Anderson, Professor & Certification Officer
Location: SH 202
Phone: 940-898-2202
Fax: 940-898-2209

Programs in the College of Professional Education are designed to place knowledge in service to society. Four components comprise the College: the Department of Family Sciences (p. 34), the Department of Reading (p. 170), the Department of Teacher Education (p. 180), and the School of Library and Information Studies (p. 80).

The College of Professional Education provides graduate programs leading to the Master of Arts, Master of Arts in Teaching, Master of Education, Master of Library Science, Master of Science, Doctor of Education, and Doctor of Philosophy degrees. Specific degree and program information can be found under departmental listings and on the College of Professional Education website (http://www.twu.edu/college-professional-education). Teacher Education programs in the College are accredited by the State Board for Educator Certification (SBEC). Master’s programs in Library and Information Studies are accredited by the American Library Association. The Counseling and Development program is accredited by The Council for Accreditation of Counseling & Related Educational Programs (CACREP). The Master of Science in Family Therapy is accredited by The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).

Programs in the College of Professional Education are housed in the Human Development Building (HDB), the Multipurpose Classroom Laboratory Building (MCL), and Stoddard Hall (SH). A special facility housed in the Mary Evelyn Blagg Huey Library is the Teaching Materials Center. The center offers student access to State-adopted textbooks, curriculum guides, and other materials used in public schools in Texas. The Counseling and Family Therapy Clinic housed in HDB provides opportunities for research and practice in family sciences.
GENERAL INFORMATION

The University

Founded in 1901 as the state’s only public university dedicated to the education of women, Texas Woman’s has grown, prospered, and advanced in bold ways. It pioneered distance education; expanded undergraduate and graduate programs; extended its reach by adding campuses in Dallas and Houston and admitting men; and broke new ground in areas ranging from pedagogy to research and creative arts.

Texas Woman’s developed a focus on health and well-being, on learn-by-doing pedagogy, and on diversity with an emphasis on women. This distinctive approach extends learning beyond the classroom to prepare students not just for jobs but for careers, leadership, service, health, and happiness. Texas Woman’s provided education for individuals who were marginalized because of their gender; it now extends that mission to diverse populations.

Texas Woman’s is inclusive while maintaining a focus on the unique contributions that women bring to all facets of human endeavor, from corporate boardrooms and virtual classrooms to intensive care units, senate chambers, research laboratories, performance halls and community outreach centers. Texas Woman’s aspires to address the needs of a changing world and a contemporary student body.

Texas Woman’s will continue its historic purpose of advancing the quality of the human experience, honoring diverse people and perspectives, and pioneering discovery in areas vital to the well-being of Texans.

Mission Statement

PURPOSE

Educate a woman, empower the world.

MISSION

Texas Woman’s University cultivates engaged leaders and global citizens by leveraging its historical strengths in health, liberal arts, and education and its standing as the nation’s largest public university primarily for women. Committed to transformational learning, discovery, and service in an inclusive environment that embraces diversity, Texas Woman’s inspires excellence and a pioneering spirit.

VISION

Texas Woman’s will be known as the premier public university for a woman-focused education and leadership development, graduating thriving citizens who have a strong sense of community, health, prosperity, and a sense of purpose.

CORE VALUES

Fundamental to who we are and what drives our actions:
- Opportunity
- Creativity
- Collaboration
- Well-being
- Excellence
- Caring

PRINCIPLES

Guiding principles that emerge from Texas Woman’s history and frame its future:
- The growth of students is nurtured in a safe environment that fosters personal connections, resiliency, and a philosophy of education as a lifelong process.
- Our commitment to excellence and integrity permeates all that we do.
- Diversity and collaboration are fundamental to our academic culture of innovation, research, and creative expression.
- Liberal arts develop the whole person, inspire inquiry, encourage application, and cultivate success in careers and graduate education.
- Graduate education provides opportunities for individual advancement and develops professionals to serve society at large.
- People and cutting-edge technology drive the discovery and creative expression that fuel our educational enterprise.

The Board of Regents

The Texas Woman’s University Board of Regents is composed of nine persons, at least four of whom shall be women, appointed by the governor with the advice and consent of the Senate. The governor also appoints a tenth non-voting student regent.

The regents hold office for staggered terms of six years, with the terms of three members expiring February 1 of odd-numbered years. The student regent serves a term of one year. The Board meets quarterly. The Board biennially elects a chair/presiding officer and a vice-chair/assistant presiding officer.

Accreditation and Approval

Texas Woman’s University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (http://sacscoc.org) to award baccalaureate, master’s, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Texas Woman’s University.

Selected academic programs are also accredited by appropriate state, regional, and national agencies. The Graduate School is a member of the Council of Graduate Schools. TWU’s general accreditation (http://www.twu.edu/administration/accreditation-and-carnegie-classification), recognizing the quality of all of the work done by the components of the University, forms the basis for numerous memberships which the University holds in selective associations and societies which recognize and demand high standards in specific fields. Individual programs at Texas Woman’s University are accredited by the following organizations (partial listing):

Arts & Sciences
- Accreditation Council for Business Schools and Programs
- American Chemistry Society
- American Psychological Association
- Council on Social Work Education
- National Association of School Psychologists
- National Association of Schools of Dance
- National Association of Schools of Music
Health Sciences
- Accreditation Council for Education in Nutrition and Dietetics
- Accreditation Council for Occupational Therapy Education
- American Association for Health Education
- American Speech-Language-Hearing Association
- Commission on Accreditation of Healthcare Management Education
- Commission on Accreditation in Physical Therapy Education
- Commission on Dental Accreditation
- Council on Academic Accreditation
- Society of Public Health Educators

Nursing
- Board of Nurse Examiners for the State of Texas
- Commission on Collegiate Nursing Education

Professional Education
- American Library Association
- Council for Accreditation of Counseling and Related Educational Programs

A list of other accrediting organizations is available on the Institutional Research and Data Management website (http://www.twu.edu/institutional-research).

The Office of Alumni Relations
The TWU Office of Alumni Relations (http://www.twu.edu/alumni/default.asp) serves as the central coordination point for alumni activities held on all campuses of Texas Woman's University. The Office facilitates coordination of alumni activities, plans communication with all TWU alumni, and offers a variety of ways for TWU alumni to be involved in the life of the University. The Director of Alumni Relations serves as the Executive Director of the TWU Alumni Association and the office of Alumni Relations provides support for the Association.

For further information please contact:
The Office of Alumni Relations (http://www.twu.edu/alumni)
Anne Scott, Director
Chris Styers, Sr. Secretary
P.O. Box 425725
Denton, TX 76204-5725
940-898-2586

The TWU Alumni Association
The TWU Alumni Association (http://www.twu.edu/alumni) was organized in 1905 by the first alumnae of the College of Industrial Arts (CIA). Its mission was, and still is, to support the university, its students and alumni. The Association is a non-profit organization.

Among other services, the TWU Alumni Association organizes the annual Reunion Weekend events in April to honor and reconnect alumni. In addition, the Association offers numerous scholarships to current students, supports alumni chapters and groups and provides communications to keep alumni informed of university happenings. Call 940-898-2586 (940-TWU-ALUM) or email alumnirelations@twu.edu for more information.

TWU Foundation
The Texas Woman’s University Foundation is a non-profit corporation chartered under the laws of Texas and established in 1952. Its purpose is to receive and administer gifts to enhance educational excellence at the University. The Foundation Board seeks to identify potential sources of private gifts, to enable donors to make appropriate contributions that match their interests and needs, to provide for the prudent management of gift resources, and to encourage the involvement of interested persons in the work of the foundation.

A person interested in making a gift to the TWU Foundation may write or call:

TWU Foundation (http://www.twu.edu/foundation)
P.O. Box 425618
Denton, TX 76204-5618
Telephone: 940-898-3872

Education Abroad Programs
Director: Annie Phillips
Education Abroad Specialist: Carolyn Becker

Location: Pioneer Center for Student Excellence, Room 230
Phone: 940-898-4115
Email: educationabroad@twu.edu

TWU Education Abroad Programs (http://www.twu.edu/education-abroad) offer a variety of ways to experience cross-cultural education. Faculty-led, credit courses to other countries are offered in selected academic components throughout the University at the undergraduate and graduate levels.

In addition to the faculty-led courses, TWU provides opportunities for students to live and study abroad for an entire summer, fall or spring session. Academic credit earned while participating in education abroad may be applied toward a degree program. However, coursework must be approved prior to departure. Interested students should seek guidance from Education Abroad Programs (http://www.twu.edu/education-abroad) prior to applying for these experiences.

A variety of opportunities for financial support are available. Education Abroad Programs (http://www.twu.edu/education-abroad) can assist students in identifying funding sources. All TWU students participating in education abroad are encouraged to apply for the TWU International Education Scholarship. For more information on any of the education abroad opportunities at TWU, contact Education Abroad Programs at 940-898-4115 or educationabroad@twu.edu.

Research and Sponsored Programs
The research mission of TWU is supported in multiple ways through the Office of Research and Sponsored Programs (http://www.twu.edu/research). Through research grants and contracts, as well as other sponsored programs such as training grants and community service projects, TWU provides new information for the benefit of our society, encourages faculty scholarship, and provides support and training for faculty and students. Services available to support research include proposal preparation and submission assistance; grant management for internal and external grants; coordination of internal grants and competitions; coordination of the Institutional Review Board, Institutional Animal Care and Use Committee, and Institutional Biosafety Committee;
funding searches; statistical consultation; and scientific equipment repair.

External support for research and sponsored programs comes from various private, state, and federal funding sources. Federal funding is received from agencies such as the National Institutes of Health, Health Resources and Services Administration, Health and Human Services, Administration for Children and Families, Centers for Medicare and Medicaid Services, U.S. Institute of Peace, Veterans Affairs, National Science Foundation, U.S. Department of Education, and the U.S. Department of Agriculture. State agencies such as the State of Texas, Texas Higher Education Coordinating Board, Texas Education Agency, and Joint Admission Medical Program Council also provide funding for research and sponsored programs at the University.

Assistance and information about research and sponsored programs are available from the Office of Research and Sponsored Programs (http://www.twu.edu/research). Detailed information is also available through the department’s pages on the University’s homepage through the Research link.

**Internships / Cooperative Education Program**

Internships/Cooperative Education is a program of learning which combines classroom study with practical work experience outside the formal academic setting. Many academic programs at TWU provide undergraduate and graduate students the opportunity to participate in such activities. Upon graduation, students will have both a degree and work experience in their chosen field. For more information, contact the Pioneer Center for Student Excellence (http://www.twu.edu/pioneer-center) at 940-898-3755.

**Authorization for Students Learning in Other States**

In order for TWU to offer educational activities to students physically located in other states (including, but not limited to, online courses and internships) the University must obtain permission from the higher education departments of those states. Not all activities are allowed in all states. To learn more about the activities that TWU may offer in your home state, please visit the State Authorization website (http://www.twu.edu/pioneer-center/state-authorization).

**Admission Requirements**

To obtain academic credit in the Internships/Cooperative Education program, a student must:

1. have the recommendation of the student’s major or minor department;
2. meet or exceed the student’s departmental minimum grade point average;
3. be in academic good standing; and,
4. be available to work the number of hours per week specified for credit.

**Work Schedules**

Internship/Cooperative Education students can participate in part-time or full-time work while registered for classes. Each work period is of such duration (approximately 15 weeks during fall and spring semesters and 10 weeks during summer semester) that it provides sufficient opportunity to gain in-depth experience in an area related to the student’s academic or career goals. The student and employer together will determine a mutually agreed upon work schedule.

**Academic Credit**

Academic credit is given for work in positions related to the student’s major or minor courses of study. In certain situations, it is possible to receive academic credit if already employed, as long as the current position meets the requirements of the department awarding credit.

All qualified Internship/Cooperative Education programs must meet certain requirements. The program at TWU is based on the following requirements:

1. The work experience must be of sufficient duration to be a meaningful part of the student’s academic program, generally the regular semester schedule.
2. Minimum standards of work performance must be maintained by the University and by the employer. The student’s work must be evaluated periodically by the student, the employer, and the faculty. The credit and grade for the course is based on evaluation of the student’s performance and assigned by a faculty member in the academic department.
3. At the discretion of the department, a maximum of six (6) semester credit hours can be used toward an undergraduate or graduate degree. Any other registration in Internship/Cooperative Education courses will be posted to the student’s transcript and will be evaluated as hours additional to those required for the degree.
4. Recommendation for credit toward the graduate degree is made by the student’s academic department.

**Internships/Cooperative Education Course Description**

Internship/Cooperative Education work arrangements are made between the University, business, industry, or selected institutions appropriate to the particular academic program. Work assignments are determined on the basis of student interests, skills, and degree program. The student will apply the ideas and processes learned in other courses in practical experience under professional supervision.

**Undergraduate Courses**

4951. Cooperative Education.
4953. Cooperative Education.
4956. Cooperative Education.

**Graduate Courses**

5951. Cooperative Education.
5953. Cooperative Education.
5956. Cooperative Education.
6951. Cooperative Education.
6953. Cooperative Education.
6956. Cooperative Education.

**The Academic Common Market**

Many southern states participate in the Academic Common Market, an interstate agreement for sharing uncommon programs. Residents of these states who are accepted for admission into selected out-of-
state programs can enroll on an in-state tuition basis. There are two requirements:

1. Acceptance in a program to which your state has made arrangements to send its students.
2. Proof that you are a legal resident of that state. Write directly to the institution for admissions information. After you have been accepted, write your state coordinator for certification of residency.

Information about participating states and available programs can be found at the Academic Common Market (http://www.sreb.org/academic-common-market).

Federation of North Texas Area Universities

The Federation of North Texas Area Universities, created by the Texas Higher Education Coordinating Board, is a consortium comprised of Texas Woman’s University, Texas A&M University – Commerce, and the University of North Texas. The Federation is designed to strengthen the resources of higher education in north central Texas through inter-institutional cooperation in graduate research and instruction. To this end the Federation universities supply joint educational opportunities to their students in selected program areas with some universities authorized to grant degrees and others authorized to provide support services for the degree programs.

Students may choose to take coursework through the Federation at the member institutions, allowing for a wider selection of courses, a more robust view of their field, and access to inter-institutional collaboration, facilities and resources.

Texas Woman’s University grants, through the Federation, doctoral degrees in Counseling Psychology, Special Education, Reading, Sociology, and Molecular Biology. Master’s degrees offered by Texas Woman’s University through the Federation are in Reading, Early Childhood Education, and Art.

Students desiring further information about the programs should consult the appropriate academic department or the TWU Federation website (http://www.twu.edu/federation).

Technology Resources

The Office of Technology provisions each TWU student with a username and password. With these login credentials, students can access:

- e-mail (https://servicecenter.twu.edu/TDClient/Requests/ServiceDet?ID=12030) with Google Suite for Education;
- secure information, tools, and resources in Pioneer Portal (https://portal.twu.edu/default.asp);
- the Blackboard Learn (https://twu.blackboard.com) (Bb) and the Canvas (http://twu.instructure.com) learning management systems;
- Wi-Fi (https://servicecenter.twu.edu/TDClient/Requests/ServiceDet?ID=12101) and Kiosks (https://servicecenter.twu.edu/TDClient/Requests/ServiceDet?ID=12061) on each TWU campus;
- other apps in Google Suite for Education (https://gsuite.google.com/learning-center) such as Drive, Calendar, and Docs;
- TWU scholarships (https://www.twu.edu/finaid/types-of-aid/scholarships);
- TWUConnect (http://www.twu.edu/pioneer-center/internships.asp) for internships, jobs, and more;
- course registration in WebAdvisor (https://webadvisor.twu.edu/WebAdvisor/WebAdvisor?TOKENIDX=8577019047&type=M&constituency=WBST&pid=CORE-WBST); and
- degree planning (https://www.twu.edu/media/documents/Registrar/Student-Self-Service-and-Planning.pdf) (not currently available to graduate students).

Support for technology is available through the Technology Service Catalog (http://twu.edu/technology). To inquire about any of the technology services at TWU, students may call the Technology Service Desk (https://servicecenter.twu.edu/TDClient/Forums/Questions/Details?ID=107419) at 940-898-3971 or email them at servicedesk@twu.edu.

Highlights of Office of Technology Services

- Wi-Fi (https://servicecenter.twu.edu/TDClient/Requests/ServiceDet?ID=12101) for connectivity of personal devices as well as access to computers through general use computer labs (https://servicecenter.twu.edu/TDClient/KB/?CategoryID=5951), classroom teaching computer labs, and department labs that directly support academic programs;
- TWU technology is strategically located in common areas such as the Denton campus Student Union, student lounges, the Blagg-Huey Library, and residence halls;
- Computer kiosks (https://servicecenter.twu.edu/TDClient/Requests/ServiceDet?ID=12061) appear across TWU’s campuses as an opportunity for students to login to a PC for quick information;
- TWU classrooms are also equipped with the latest instructional technology (https://servicecenter.twu.edu/TDClient/Requests/ServiceDet?ID=12015) providing optimal classroom learning experiences;
- Students have a wide selection of software resources available (https://servicecenter.twu.edu/TDClient/Requests/ServiceDet?ID=12061/#labs) to support their studies, including statistical analyses, word processing, and discipline-specific coursework;
- The Office of Technology also offers employment opportunities for students on each TWU campus. Check out the TWU Connect (http://www.twu.edu/career-services/twu-connect) for available jobs;
- The Student Technology Assistants and Resources (STAR) (https://servicecenter.twu.edu/TDClient/Requests/ServiceDet?ID=5965) program employs technically capable students to help with troubleshooting peers’ personal technology hardware & software issues. STAR is available on the Denton campus. Labor is free; students only pay for software and parts, if needed;
- Students have access to a free license for SPSS statistical software (https://servicecenter.twu.edu/TDClient/KB/?CategoryID=5952);
- The Students Advisory Committee for Technology (StudentsACT) (https://servicecenter.twu.edu/TDClient/Requests/ServiceDet?ID=12071) represents the diverse student body of TWU and provides the opportunity for students to participate in the governance of technology at TWU.
Students are subject to the University’s Technology Regulations and Procedures (http://www.twu.edu/policy/by-owner).

**University E-mails to Students**

TWU students enrolled for credit or non-credit classes are assigned a TWU e-mail address for receiving announcements, correspondence, and other important messages (including payment deadlines and financial aid information). Messages delivered to the TWU e-mail address will be considered officially delivered.

**Campus and Centers**

**The Denton Campus**

The main campus of Texas Woman's University is located in Denton, TX, a growing community of more than 113,000 residents and located 38 miles north of Dallas and Fort Worth, the nation's fourth-largest metro center.

The university’s high-rise residence, academic, and administrative buildings dominate Denton's skyline. Blended with these structures are historic buildings, including Old Main ([https://myatlascms.com/map/?id=576&mkrid=175720](https://myatlascms.com/map/?id=576&mkrid=175720)) (the university's first building) and the Little Chapel-in-the-Woods ([https://myatlascms.com/map/?id=576&mkrid=175926](https://myatlascms.com/map/?id=576&mkrid=175926)).

Known for its beauty and private college feel, the Denton campus features the Blagg-Huey Library, which is home to the nationally renowned TWU Woman's Collection ([http://www.twu.edu/library/womens-collection.asp](http://www.twu.edu/library/womens-collection.asp)) – the best concentration of resources on U.S. women in the Southwest. The university is replete with modern technology including campus-wide WiFi access to the Internet, open-access computers labs equipped with current software, subject specific teaching labs, and classrooms that offer creative approaches to teaching and learning. For example, the Ann Stuart Science Complex ([https://myatlascms.com/map/?id=576&mkrid=175721](https://myatlascms.com/map/?id=576&mkrid=175721)) includes the latest instructional technology and lab equipment for teaching and research in biology, chemistry and biochemistry. The TWU Fitness and Recreation Center ([http://www.twu.edu/fitandrec/13456.asp](http://www.twu.edu/fitandrec/13456.asp)) features a 30-foot indoor climbing wall with a 22-foot vertical rappelling station. The Redbud Theater ([https://myatlascms.com/map/?id=576&mkrid=176191](https://myatlascms.com/map/?id=576&mkrid=176191)) is a 120-seat proscenium venue that showcases a variety of drama performances each year.

**The Dallas Center**

The TWU T. Boone Pickens Institute of Health Sciences ([http://www.twu.edu/dallas](http://www.twu.edu/dallas)) – Dallas Center opened in February 2011, combining the university’s Parkland and Presbyterian sites in an eighth-story 190,000-square-foot building in the heart of the Southwestern Medical District.

The Dallas Center, established in 1966, now bears the name of Texas oilman and entrepreneur T. Boone Pickens, who donated $5 million to the new building’s fundraising campaign. The center houses the Houston J. and Florence A. Doswell College of Nursing, the TWU Stroke Center-Dallas and the university’s physical therapy, occupational therapy and health systems management programs. Facilities include simulation laboratories and research laboratories, computer labs and classrooms, and One-Stop Student Services.

**The Houston Center**

TWU’s Institute of Health Sciences – Houston Center ([http://www.twu.edu/houston](http://www.twu.edu/houston)), established in 1960, is located at the southern gateway of the Texas Medical Center, a world-renowned 675-acre complex of hospitals, health-related schools, and research institutions. The Nelda C. Stark College of Nursing ([http://www.twu.edu/nursing/houston-center.asp](http://www.twu.edu/nursing/houston-center.asp)) offers clinical and educational opportunities for students in nursing. Other programs offered at the Institute of Health Sciences–Houston Center include occupational therapy, physical therapy, health care administration and nutrition and food sciences. Facilities at the center include research laboratories, anatomy and nursing laboratories, a counseling center, a learning resource center and computer services.

Texas Woman's University is a full participant in support and use of the Houston Academy of Medicine-Texas Medical Center Library.

**The TWU Libraries**

The TWU Libraries ([http://www.twu.edu/library](http://www.twu.edu/library)) provide information services, education, and resources for teaching, learning, and research in a global environment to support faculty and prepare students for success in their professional and personal lives. Library staff teaches research skills and offer library instruction in the classroom, in the Libraries and over the web. They are also available to assist faculty with their teaching and research needs.

The Blagg-Huey Library on the Denton campus offers students a modern facility for accessing both print and electronic information in an environment that provides comfort and inspirational beauty. Satellite collections are available at the TWU T. Boone Pickens Institute of Health Sciences – Dallas Center (the major nursing collection in the Dallas-Fort Worth area). Houston students use the resources of the outstanding collection in the Houston Academy of Medicine-Texas Medical Center Library and the Academic Resource Center on the TWU Houston campus.

TWU Libraries’ collections have over 523,000 print volumes; 337,000 e-books; 35,000 microform titles; and 67,000 streaming media titles. The Libraries provide access to over 39,000 print journals and 150,000 electronic journals, as well as 223 databases. Online access to full-text journals and books is provided from the library to dorms, campus computer labs, or where there is internet access. Special collections include the Woman's Collection, the largest repository in the Southwest of research material about women; the Cookbook Collection; University Archives; and the Children's Collection, which houses the Children's Historical Collection of some 3,000 volumes including rare, early-day children's books. Original book art from prominent children's book illustrators decorates the Children's Collection. Researchers from around the world visit the Woman's Collection to study the Women Airforce Service Pilots of World War II (WASP); the Oral History Project; the various archives of Texas women’s organizations including the Texas Federation of Women’s Clubs, the Texas Federation of Business and Professional Women’s Clubs, and the historic federation of clubs founded by African American women in Texas, the Texas Association of Women’s Clubs. Books and manuscripts document the history of women in aviation, war, and military service. Materials in all formats provide rich sources regarding the struggle of women to obtain the rights of suffrage, equal legal rights, and other feminist goals.

In addition to the multiple resources of the TWU Libraries ([http://www.twu.edu/library](http://www.twu.edu/library)), students and faculty may use the libraries of more than 125 participants in Texshare, and interlibrary loan access to the
collections of over 16,000 national and international members of OCLC in more than 100 countries.

**Distance Education**

Texas Woman's University offers multiple degrees, programs, and courses online through Distance Education (DE). These electronically-delivered courses and programs provide quality instruction and encourage high levels of interaction.

The Distance Education degree programs (http://www.twu.edu/tlt/information-for-students/online-degrees-and-certificate-programs) are listed online at the Teaching and Learning with Technology website (http://www.twu.edu/TLT). Additional online courses outside of these degree programs may be found in the Class Schedule by selecting “Internet Instruction” or “Hybrid Course” in the Instructional Methods box.

Online courses are delivered through Blackboard or Canvas, Internet-based software platforms. Distance Education courses cost exactly the same as on-campus classes. Bills may vary from semester to semester and from other students depending on residency status and academic level.

Students in online courses need daily access to a computer with internet connections. Students should also have a back-up plan for accessing a second computer should any technical problem arise.

Students who are new to Distance Education may view a detailed introduction to Distance Education in the Guide for Online Courses (GOC) (http://www.twu.edu/guide-for-online-courses), as well as on the My Courses webpage (http://www.twu.edu/my-courses). The GOC will give new DE students an idea of what an online class is like, how to find and log into their online courses, resources that are available to them, and keys to success.

**Please note:** International students who hold F-1 and J-1 visa status cannot enroll in academic programs that are defined as 100% distance education (online degrees). An international student may be admitted to the University for such programs but is only authorized to complete those from her/his own country and not in the United States. Please note: F-1 and J-1 student visa holders have restrictions regarding the number of online (or distance education) credits that can be taken during the semester as it relates to fulfilling the full-time enrollment requirement. Please contact the Office of International Education (http://www.twu.edu/international-education) for more information.

**Authorization for Students Learning in Other States**

In order for TWU to offer educational activities to students physically located in other states (including, but not limited to, online courses and internships) the University must obtain permission from the higher education departments of those states. Not all activities are allowed in all states. To learn more about the activities that TWU may offer in your home state, please visit the State Authorization website (http://www.twu.edu/tlt/state-authorization).

**Intellectual Property**

Texas Woman's University’s Board of Regents Policy 4.02, “Intellectual Property (https://www.twu.edu/regents/policy-manual/policies/402),” covers the ownership, distribution, and commercial development of intellectual property developed by TWU faculty, staff, students, and others participating in TWU programs.

**University Advancement**

All students, former students, and friends of TWU are encouraged to give to the university. Donations, administered through the TWU Foundation, help meet the University’s greatest needs and opportunities. These include academic and other enrichment programs, equipment for classrooms and laboratories, student scholarships, library resources, faculty recruitment and retention, and achievement and recognition awards.

Information about University Advancement is available from:

Texas Woman's University
Office of University Advancement (http://www.twu.edu/advancement)
P.O. Box 425618
Denton, Texas 76204-5618
940-898-3863
FINANCIAL INFORMATION

Cost of Attendance
Tuition rates and all fees are subject to change at any time without prior notice by action of the Board of Regents or of the Texas Legislature. Payments for tuition, fees, and room and board should be made to Texas Woman’s University and should be addressed to the:

Office of the Bursar (http://www.twu.edu/bursar)
P.O. Box 425439
Texas Woman’s University
Denton, TX 76204

When students register online, they may make credit card or electronic check payments via Pay for Classes Online (https://secure.touchnet.net/C21496_tsa/web/login.jsp).

Refer to the TWU Bursar’s website (http://www.twu.edu/bursar) for details related to tuition, fees, payments and financial obligation to the University.

Tuition (Subject to Change)
The payment of tuition entitles the student to instruction in the various non-laboratory classes and use of the TWU Libraries. The most current rates are available on the TWU Bursar’s website.

Undergraduate

<table>
<thead>
<tr>
<th>Student type</th>
<th>cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident (in-state) students, 2017-2018</td>
<td>$214.56 per semester credit hour</td>
</tr>
<tr>
<td>Nonresident (out-of-state and foreign) students</td>
<td>$629.56 per semester credit hour</td>
</tr>
<tr>
<td>Qualifying Oklahoma resident students</td>
<td>$244.56 per semester credit hour</td>
</tr>
</tbody>
</table>

Graduate

<table>
<thead>
<tr>
<th>Student type</th>
<th>cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident (in-state) students, 2017-2018</td>
<td>$259.56 per semester credit hour</td>
</tr>
<tr>
<td>Nonresident (out-of-state and foreign) students</td>
<td>$674.56 per semester credit hour</td>
</tr>
</tbody>
</table>

Additional Tuition Surcharges
Certain programs have established tuition charges that will be added to the above tuition rates. These additional rates are determined by the courses selected in the following areas:

<table>
<thead>
<tr>
<th>Student type</th>
<th>cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Sciences</td>
<td>$20.00 per semester credit hour</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>$20.00 per semester credit hour</td>
</tr>
<tr>
<td>Fashion &amp; Textiles - undergraduate</td>
<td>$10.00 per semester credit hour</td>
</tr>
<tr>
<td>Health Studies</td>
<td>$40.00 per semester credit hour</td>
</tr>
<tr>
<td>Library &amp; Information Studies - graduate</td>
<td>$10.00 per semester credit hour</td>
</tr>
<tr>
<td>Music</td>
<td>$35.00 per semester credit hour</td>
</tr>
<tr>
<td>Nursing - undergraduate</td>
<td>$50.00 per semester credit hour</td>
</tr>
<tr>
<td>Nursing - graduate masters</td>
<td>$55.00 per semester credit hour</td>
</tr>
<tr>
<td>Nursing - graduate doctoral</td>
<td>$60.00 per semester credit hour</td>
</tr>
</tbody>
</table>

Occupational Therapy                        $5.00 per semester credit hour
School of Management - graduate            $80.00 per semester credit hour
School of Management - undergraduate       $20.00 per semester credit hour
Social Work - graduate                     $50.00 per semester credit hour

Concurrent Enrollment Tuition
Students who will concurrently enroll at both Texas Woman’s University and another state university or community college should consult with the Registrar prior to enrollment at either institution. International students must report to the Office of International Education for concurrent enrollment verification.

Nonresident Classification for Tuition
Title 3 of the Texas Education Code specifies that out-of-state residents who come to Texas for the primary purpose of furthering their education will be classified as nonresident students. Persons classified as nonresident students upon first enrollment at Texas Woman’s University are presumed to be nonresidents for the period during which they continue as students. To petition for residency reclassification, the student must complete the Residency Questionnaire (http://www.twu.edu/media/documents/registrar/Core-Residency-Questionnaire.pdf) and submit it to the Office of the Registrar with appropriate documentation prior to the beginning of the semester.

Tuition Waivers for Nonresidents
Nonresident or international students receiving competitive scholarships in the amount of $1,000 or more awarded by Texas Woman’s University may pay the in-state tuition rate. Nonresident students who hold appointment as graduate teaching assistants or graduate research assistants may pay the in-state tuition rate provided they are employed at least one-half time in a position which relates to their degree program.

Oklahoma Residents - Undergraduate Only
Qualifying Oklahoma residents may be eligible for reduced tuition from other non-residents as authorized by action of the Texas Woman’s University Board of Regents. This action applies only to Oklahoma undergraduate students. Eligible students must provide two (2) different documents showing physical location of residency to the Registrar’s Office for this reduced rate.

Undocumented Immigrant Students – TEC 54.052 (A)(3)
Texas law allows certain students who are not U.S. citizens to qualify for Texas residency at public universities. Applicants qualifying under TEC 54.052 (A)(3) for the resident tuition rate will be evaluated under the regular freshman and transfer admissions criteria. Eligibility for residency status may be granted if a student meets all of the following criteria:

1. graduated from a public or private high school in this state or received the equivalent of a high school diploma in this state; and
2. maintained a residence continuously in this state for:
   a. the three years preceding the date of graduation or receipt of the diploma equivalent, as applicable; and
   b. the year preceding the census date of the academic term in which the person is enrolled in an institution of higher education.

Veterans Benefits
Texas Woman’s University honors the Veteran’s Administration GI Bill programs and the State of Texas Hazlewood Act. Benefit recipients are expected to remain in Academic Good Standing (http://catalog.twu.edu/undergraduate/academic-information/standards/good-standing) to be
eligible for benefits. Students should contact the Veterans Program Office (http://www.twu.edu/veterans) for applications and other forms.

**Excess Hours Rule for Graduate Students**

Doctoral resident students will be charged at the out-of-state rate for all doctoral work in excess of 99 semester credit hours. (Note: Students in Counseling Psychology, School Psychology, Family Therapy, and Nursing are charged at the out-of-state rate for all doctoral work in excess of 130 doctoral hours.)

**Excess Hours Rule for Undergraduate Students**

A higher tuition rate will be charged to any resident undergraduate student enrolled before fall 2006 who, before the academic session begins, has previously attempted a number of semester credit hours taken at any institution of higher education while classified as a resident student for tuition purposes that exceeds by at least 45 semester credit hours the number of semester credit hours required for completion of the degree program in which the student is enrolled, except for those who fall within the exceptions set out in Section 61.059(b), (c), and (d) of the Texas Education Code (shown below). For this purpose, an undergraduate student who is not enrolled in a TWU degree program is considered to be enrolled in a degree program requiring a minimum of 120 semester credit hours. For students who began higher education in fall 2006, excess semester credit hour tuition applies when the student has exceeded the number of semester credit hours required for the degree by at least 30 semester credit hours. For purposes of excess hours, resident undergraduate students include nonresident students who are receiving waivers to reduce their payment to the resident tuition rate.

**Exceptions**

1. This regulation does NOT apply to semester credit hours earned before the 1999 fall semester.
2. For a student enrolled in a baccalaureate program under Section 51.931, semester credit hours earned by the student 10 or more years before the date the student begins the new degree program under Section 51.931 are not counted for purposes of determining whether the student has previously earned excess undergraduate semester credit hours.
3. The following are not counted for purposes of determining whether the undergraduate student has previously earned excess semester credit hours:
   a. Semester credit hours earned by the student before receiving a baccalaureate degree that has previously been awarded to the student;
   b. Semester credit hours earned by the student by examination or under any other procedure by which credit is earned without registering for a course for which tuition is charged;
   c. Credit for a developmental education course or another course that does not count toward a degree program at the institution; and
   d. Semester credit hours earned by the student at a private institution or an out-of-state institution.
   e. Effective Fall 2009, hours earned by a student before graduating from high school and used to satisfy high school graduation requirements are not included in the calculations of excess hours.

**Tuition for Courses Attempted More Than Twice - Undergraduate**

The Texas Higher Education Coordinating Board had established the following policy: “Public institutions of higher education may not submit for formula funding credit or contact hours attempted by students who have enrolled in courses containing the same content for a third or more times at institutions since September 1, 2001.” Those courses attempted more than twice will be assessed the non-resident tuition rate after Census Day of the applicable semester.

Note: There are exceptions to this policy as designated by law. For example, exceptions include the following types of courses: thesis and dissertation courses; those music and art courses which involve more advanced content; independent study courses that are not substitutes for regular courses; special topics courses when topics vary; some developmental education courses; and continuing education courses required for professional certification.

**Request for Graduate Reduced Tuition (Code 3)**

Under provisions of the Texas Higher Education Code Section 54.051(e), Texas residents are eligible for a reduced tuition rate when enrolling for professional paper, thesis, or dissertation only, provided those hours are the final credits required for the degree. Students must complete a form requesting the reduction (http://www.twu.edu/gradschool/forms) and return it to the Graduate School (http://www.twu.edu/gradschool) prior to the final semester.

**Required Fees (Subject to Change)**

**Technology Fee**

A $22.50 per semester credit hour technology fee will be charged to all students who register for any semester. The technology fee is assessed to help to cover the cost of computer operations used for admissions, registration, student financial aid, computer labs, student work stations, and other student computer services.

**Fitness and Recreation Fee**

A fitness and recreation fee of $73.00 per semester will be assessed to all students who enroll. This fee is prorated for summer short terms.

**Graduate School Application Fee**

A $50.00 non-refundable application fee will be assessed all students who apply for admission to the Graduate School.

**International Application Fee**

A $75.00 non-refundable application fee will be assessed all international students who apply for admission.

**International Education Fee**

A $3.00 international education fee will be charged to all students who enroll each semester. Funds collected under this fee will be used in assisting students participating in TWU international or exchange programs.

**Instructional Enhancement Fee**

A per credit hour fee will be assessed to all students who enroll. This fee allows continuous improvement in course instruction and outstanding advising services.
• Undergraduate Rate - $8.85/semester credit hour
• Graduate Rate - $12.85/semester credit hour

Late Registration Fee
Students will be assessed a $50.00 non-refundable late registration fee if they register and/or pay beginning the first day of class for a semester.

Library Access Fee
A library access fee of $13.00 per semester credit hour will be assessed to all students who enroll for the fall, spring, or summer.

Medical Services Fee
A medical services fee of $47.00 per semester will be assessed all students who enroll. This fee is prorated for summer short terms. The medical services fee is used to provide medical services to students at the University.

Program Fee
A program fee will be assessed to all students who enroll. This fee supports academic programs on each campus.

• Lower-level undergraduate fee (1000 & 2000 level courses): $8/semester credit hour
• Upper-level undergraduate fee (3000 & 4000 level courses): $15/semester credit hour
• Graduate-level fee (5000 & 6000 level courses): $25/semester credit hour

Publication Fee
A $2.00 publication fee will be charged per semester to all students who enroll. The publication fee is used to defray the cost of publishing University publications.

Student Union Fee
A student union fee of $150.00 will be charged each semester to all students who enroll. This fee is prorated for summer short terms. The student union fee finances the Office of the Director of the Student Center and the maintenance of the student center areas on each campus.

Student Identification Card
An $15.00 non-refundable fee will be assessed each semester to students who enroll. This fee covers the cost of the student identification card system.

Student Services Fee
The student services fee is charged based on semester credit hours. For all semesters the fee is charged at a rate of $35.71 per semester credit hour not to exceed the following maximums:

$250.00 per semester during the long fall, spring, or summer terms
$142.84 per short summer terms
$71.42 per mini term

The student services fee entitles students to a variety of services provided by University components or via contract from an outside provider. Components funded at least partially by student services fee are Career and Employment Services, the Center for Student Development, the Counseling Center, Disability Support Services, and Intercollegiate Athletics. The student services fee also enables students to attend special lectures, concerts, and dramatic presentations; to receive the university newspaper, the Lasso; to participate as members of the United Student Association; and to use a variety of recreational facilities.

Course-Related Costs

Drop/Add Fee (Subject to Change)
A $10.00 fee will be charged for dropping or adding a course when the drop/add occurs on or after the first day of the term. There will be no charge for drops and adds that are departmentally initiated to balance teaching loads or close courses. A charge will be made for each class dropped and/or each class added.

Malpractice Liability Insurance
Students enrolled in the Institute of Health Sciences or in other programs requiring clinical experience will be automatically charged a course related malpractice liability insurance fee.

Bloodborne Pathogens Insurance
Students enrolled in certain courses may be automatically assessed this insurance to provide benefits in case of accidental exposure to bloodborne pathogens/infectious disease in health-related settings.

Textbooks and Supplies
Students and faculty members may purchase textbooks and all school supplies at the University Bookstore. It is difficult to estimate the per-student cost of textbooks and supplies, since the figures vary considerably by level and subject matter area. The cost total will be affected by the proportion of used versus new textbooks purchased by students.

Other Costs and Fees

Diploma and Graduation Fees
A candidate for graduation must pay a graduation application fee of $40, which includes the printing and mailing of the diploma. This fee is mandatory for all graduation applications regardless if the graduate plans to participate in the commencement ceremonies. To replace a previously issued diploma, there is a $25 diploma re-ordering fee. Additional information may be obtained from the Registrar’s office.

Housing and Meal Services
See separate bulletin available through the University Housing (http://www.twu.edu/housing/rates-and-contract-terms.asp) Director's office.

Returned Checks or Electronic Payments (Subject to Change)
A $30.00 service fee will be levied on all returned checks or electronic payments (web-check) if the bank is not at fault. Students submitting a payment to TWU that is returned unpaid are subject to being dropped from courses by the University. It is TWU policy to submit all returned checks immediately upon receipt to the Denton County District Attorney for collection.

Transcript Fee
A non-refundable fee of $10.00 per copy will be charged for all transcripts requested. All holds and past due balances must be cleared before transcripts will be released.
Replacement of Lost Meal Plan/I. D. Card (Subject to Change)
A $25.00 fee is required of all students who apply for the replacement of a lost meal plan or I. D. card.

Payment and Refunds of Tuition and Fees

Tuition and Fees Payment Option
Each student is to select one of the following alternatives for the payment of tuition and fees:

- Full payment of tuition and fees is required prior to the beginning of each semester in accordance with published deadlines in the Academic Calendar. Accepted financial aid can be used to hold class schedules and make required payment. Failure to pay will result in the deletion of all courses. Tuition and fee bills are not mailed to students but available online through WebAdvisor by accessing "My E-Bill."
- Installment Payment Plan (Subject to Change). An installment payment plan option is available for the Fall, Spring and long Summer terms only. Online enrollment by the student is required by the published deadlines. This payment option is available through the Pay Online feature through Pioneer Portal or from the TWU Homepage under Pay for Classes Online. The Fall and Spring payment plan requires a down payment of 25 percent of total semester charges by the published payment deadline. The remaining balance is split into three payments that are due at one-month intervals during the semester. The long Summer term payment plan requires a 50 percent down payment by the published payment deadline with the remaining balance in two payments that are due at one-month intervals. An installment fee of $25 (subject to change) will be assessed at the time of enrollment in any installment plan and is due in addition to the required down payment. Accepted financial aid awards can be used to make the required down payment for any installment plan.

Delinquent Payment Penalty (Subject to Change)
As provided by law, any student who fails to make full payment of tuition and all fees by the due date may be prohibited from registering for classes until full payment is made. In addition, the following charges apply:

- A charge of $25.00 for delinquent payments. Any student who does not make installment payments by the established installment plan due dates will be charged a delinquent payment fee of $25.00 for each payment that is delinquent.
- The student will not receive course credit if full payment is not made prior to the end of the semester.

Refunds for Classes Dropped
Refunds will not be made for any class dropped after the twelfth class day during the long fall, spring and summer semesters or after the second class day during each short term. Full refunds will be given for classes dropped prior to these days provided the student remains enrolled in other semester credit hours. Refunds for classes dropped are based upon student remaining in other courses during the semester.

Refunds for Withdrawal
Withdrawal from the University means officially dropping all classes through forms filed with the Office of Student Life. Refunds are prorated based on the day on which the student withdraws in relation to the Academic Calendar. The following schedule determines the refunds for tuition and fees for long fall, spring or summer semester withdrawal:

<table>
<thead>
<tr>
<th>Date Withdrawn</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the first class day</td>
<td>A non-refundable $15.00 matriculation fee will be assessed.</td>
</tr>
<tr>
<td>Prior to the first class day of the semester</td>
<td>100%</td>
</tr>
<tr>
<td>During the first five class days of the semester</td>
<td>80%</td>
</tr>
<tr>
<td>During the second five class days of the semester</td>
<td>70%</td>
</tr>
<tr>
<td>During the third five class days of the semester</td>
<td>50%</td>
</tr>
<tr>
<td>During the fourth five class days of the semester</td>
<td>25%</td>
</tr>
<tr>
<td>After the fourth five class days of the semester</td>
<td>None</td>
</tr>
</tbody>
</table>

No part of tuition or fees is returned after the 20th class day of the semester. Refunds are calculated on charges assessed, not payments received.

The following schedule determines the short or mini term refunds for tuition and fees upon withdrawal from the University (Education Code Section 54.006 (b2) Texas School Law Bulletin):

<table>
<thead>
<tr>
<th>Date Withdrawn</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the first class day</td>
<td>A non-refundable $15.00 matriculation fee will be assessed.</td>
</tr>
<tr>
<td>Prior to the first class day of the session</td>
<td>100%</td>
</tr>
<tr>
<td>During the first class day of the session</td>
<td>80%</td>
</tr>
<tr>
<td>During the second class day of the session</td>
<td>50%</td>
</tr>
<tr>
<td>Third day of class of the session and thereafter</td>
<td>None</td>
</tr>
</tbody>
</table>

Students withdrawing from the University who are enrolled for classes that begin after the last day for refunds will receive no refund of tuition and fees for those classes.

Refund Delivery Method
TWU has contracted with BankMobile Disbursements to facilitate the delivery of all student refunds for excess financial aid; dropped class refunds; account adjustment credits or withdrawal refunds. Refund checks will not be issued by the University.

A refund selection kit will be sent to students by mail after registering for their first semester at TWU. In order to receive any refund due from the University, the student must follow directions in the selection kit and make a choice from one of two methods to receive university refunds:

- ACH (electronic transfer) of refund dollars to an existing bank account that has been established.
- An online FDIC-insured bank account, BankMobile Vibe account, provided by BankMobile Disbursements.
Complete refund information is available at Bursar Office (http://www.twu.edu/bursar/refunds).

**Undergraduate Tuition Rebate Program**

The State of Texas allows eligible undergraduate students to apply for a $1,000 tuition rebate upon graduation. To be eligible for the rebate, an undergraduate student must have always been eligible for Texas Resident tuition, graduate in four calendar years, and graduate attempting no more than three semester credit hours beyond the minimum needed for the awarded degree. The minimum total includes transfer credit, repeated credits, withdrawals, and credit earned by examination. Specific information and the required agreement form are available from the Registrar’s Office (www.twu.edu/registrar). The deadline to submit this form to the Registrar’s Office is the same deadline as the Application for Graduation.
FINANCIAL AID

Office of Financial Aid (http://www.twu.edu/finaid)
Texas Woman’s University
P.O. Box 425408
Denton, TX 76204-5408
940-898-3064
finaid@twu.edu

TWU maintains an Office of Financial Aid (http://www.twu.edu/finaid) which provides financial assistance to qualified students. Aid may be awarded in the form of work, grants, loans, assistantships, scholarships or some combination of these. In order to assure that a student’s financial aid is available at registration, the following application deadlines must be followed:

<table>
<thead>
<tr>
<th>Item</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Scholarships</td>
<td>March 15</td>
</tr>
<tr>
<td>Summer Financial Aid</td>
<td>March 15</td>
</tr>
<tr>
<td>Fall/Spring Financial Aid</td>
<td>April 15</td>
</tr>
<tr>
<td>Spring Financial Aid</td>
<td>September 1</td>
</tr>
</tbody>
</table>

Applications received after these dates will be processed on a funds-available basis. Late applicants should be aware that funds may not be available as early as they are needed for payment of tuition, fees, and related educational expenses.

Federal law requires that institutions of higher education monitor the academic progress of students who receive federal financial aid. In order to remain eligible for federal, state and some institutional financial aid, students must comply with Texas Woman’s University’s standards for Satisfactory Academic Progress (SAP). All undergraduate and graduate students will be evaluated for SAP at the end of every semester. All hours attempted are evaluated through the SAP evaluation. This includes transfer credits, remedial courses, repeated courses, courses dropped after census date, and courses with grades that do not represent successful completion such as F, I, X, W, WP, WF, and #.

SAP Requirements

Minimum GPA
A graduate student must have a cumulative GPA of at least 3.00.

Minimum Pace
A student must successfully complete at least 67% of the credit hours they attempt each term.

Maximum Timeframe
A student may attempt no more that 150% of the credit hours required by his or her degree program.

Failure to Meet SAP Requirements

Financial Aid Warning
A graduate student who does not meet SAP requirements will be placed on Financial Aid Warning which allows the student to receive financial aid for one additional semester. The student will be monitored for SAP again at the end of the warning period.

Financial Aid Suspension
A graduate student who fails to meet SAP requirements after Financial Aid Warning is placed on Financial Aid Suspension and is not eligible to receive financial aid without a successful appeal. Should the student not wish to appeal, the student must meet SAP requirements before aid eligibility can be re-established. An appeal process is available for the student who experienced any of the following:

- a personal injury or illness
- death of a close relative
- other circumstances that affect the ability to meet SAP

Appealing Suspension
A student who wishes to appeal must obtain a "Suspension Appeal Request" form from the Financial Aid Office. The completed form, plus any supporting documentation, must be submitted to either the TWU Denton Financial Aid Office, 2nd Floor, Administrative Conference Tower (ACT), the TWU One Stop Center at the Dallas or Houston campuses, or emailed to finaid@twu.edu. Financial aid will only be awarded if an appeal is approved. A student with an approved appeal will be placed on Financial Aid Probation and will be evaluated again at the end of the probation term to see if SAP requirements have been met. If the requirements are not met, the student will be placed on Financial Aid Suspension until the SAP requirements are met. The students may appeal the Financial Aid Suspension.

The deadlines for students to submit an appeal are as follows:

Summer aid: June 15th
Fall aid: September 15th
Spring aid: February 15th

Academic Plans

Appeals may be approved outright or may be approved with an academic plan. In either case, should the appeal be approved, students will be allowed to receive financial aid for a probationary semester.

At the completion of the probationary semester, the student whose appeal was approved without an academic plan will be reviewed for SAP. If the student is still not meeting SAP requirements, the student will be placed on Financial Aid Suspension and will be ineligible for financial aid. The student may appeal Financial Aid Suspension.

The student who was placed on an academic plan will be reviewed for SAP at the end of the probationary semester. If the student is still not meeting SAP requirements as stated in the academic plan, the student will be placed on Financial Aid Suspension and will be ineligible for financial aid. Students may appeal Financial Aid Suspension.

Denied Appeals
If the student’s appeal is denied, the student will be ineligible for financial aid until the student meets the SAP requirements.

SAP Status Notifications
Students who lose financial aid eligibility will be notified by email to their TWU email address.

Graduate Assistantships

The University provides a limited number of graduate assistantships, graduate teaching assistantships, and graduate research assistantships for qualified graduate students. Stipends vary according to assignment and educational level of the applicant. Information regarding appointment procedures and remuneration is located on the Graduate School website (http://www.twu.edu/gradschool/graduate-assistants).

Graduate programs are designed to enhance the student’s scholarly and professional development. Assignments and responsibilities will enhance the assistant’s scholarship and professional development. The assistant
receives a stipend for contributing to the teaching and research mission of the University.

The University recognizes three types of graduate assistants:

1. A **graduate teaching assistant** will be employed as the teacher of record. As the teacher of record, the graduate teaching assistant is responsible for assigning final grades. Work units are determined in the same way as for a regular faculty member. A graduate teaching assistant who works toward the master’s degree may be assigned to teach undergraduate courses only. A graduate teaching assistant who holds the master’s degree and is working toward the doctoral degree may be assigned to teach undergraduate courses. Only under extremely unusual circumstances or in cases of demonstrated expertise or experience may a graduate teaching assistant working toward the doctorate be assigned to teach master’s level courses. This arrangement must be reviewed and approved in advance by the Dean of the Graduate School. A graduate teaching assistant may not be assigned to teach doctoral level courses. An exception at the discretion of the Dean of the Graduate School may be made in the case of graduate teaching assistants who have demonstrated exceptional expertise or experience.

A graduate teaching assistant is both a student and a faculty member. As a student, the assistant is expected to maintain high academic standards to retain the assistantship. As a faculty member, the assistant is expected to complete teaching and research responsibilities in a timely and efficient manner. For the graduate teaching assistant, the teaching assignment should provide opportunity for obtaining depth of knowledge within the academic discipline.

2. A **graduate assistant** will **not** be considered to be the teacher of record. The graduate assistant will be paid from Instructional Funds. The graduate assistant will provide direct support of instruction and will assist students as needed. The primary purpose of the graduate assistant should not be to do filing and clerical work.

3. A **graduate research assistant** is employed in conjunction with the research of a faculty member in a capacity that enhances the student’s career and educational development. For the graduate research assistant, the research project may ideally result in a professional paper, thesis, or dissertation. Duties vary depending on the type of research project and may include laboratory experiments, library searches, data entry, preparation of reports, and other relevant assignments.

Applications for assistantships (http://www.twu.edu/gradschool/graduate-assistants.asp) may be secured from the Graduate School website (http://www.twu.edu/gradschool). The application must be filed with the head of the academic component in which the assistantship is sought for review and recommendation. If the assistantship is outside of the student’s academic program, the student needs to inform her/his academic advisor of her/his assistantship.

General criteria for all graduate assistants:

1. The student must be admitted to graduate school.
2. The student must be in good academic standing at TWU. A student who is on scholastic probation may not hold a graduate assistantship.
3. A student who is employed full-time in any position cannot be appointed as a graduate teaching assistant. A student who holds a full-time position may hold a graduate research assistantship.
4. A student is not permitted to hold a graduate assistantship at TWU concurrently with an assistantship at any other college or university or with a student assistantship at TWU.
5. The maximum course load for a student who holds a graduate assistantship of approximately half time is 12 semester credit hours. The recommended course load for a graduate assistant with an appointment of approximately half time is nine semester credit hours. The minimum course load for a graduate assistant with an appointment of approximately half time is six semester credit hours. (Students enrolled over summer should consult with the Graduate School.) Graduate students who are enrolled for professional paper, thesis, or dissertation will be permitted to register for the number of semester credit hours required by their programs so long as clear evidence of progress on the research paper can be demonstrated. Any requests for exceptions are required to come from the Chair of the student’s program.

6. In-state Tuition waiver: A graduate assistant is entitled to register by paying the tuition and other fees or charges required for Texas residents without regard to the length of time the assistant has resided in Texas if the assistant is employed at least one-half time (.50 FTE), is enrolled in the minimum required course load, and is working in a position which relates to his/her degree program. The student should complete the Request for In-State Tuition (http://www.twu.edu/gradschool/graduate-assistants.asp) form, have it signed by the Chair of the department, and send it to the Graduate School. Graduate School personnel will approve and forward it to the Registrar.

7. Special criteria for graduate teaching assistants assigned primary responsibility for teaching a course for credit and assigning final grades include the following:
   a. The student should have earned at least 18 semester hours of graduate credit in the teaching field.
   b. Preferably the student will have had teaching experience in the specialty area.
   c. The student whose primary language is not English should have demonstrated proficiency in English as described in the Graduate Catalog and as mandated by the Texas Higher Education Coordinating Board.

8. International students must demonstrate English speaking proficiency through one of the following in order to hold a graduate teaching assistantship:
   - score of 26 or higher on the TOEFL iBT (https://www.ets.org/toefl/ibt/about) speaking section
   - score of 7.5 or higher on the IELTS (http://www.ielts.org) Speaking Test
   - score of 4 or higher on the MELAB (http://www.cambridgemichigan.org/melab) Speaking Test

9. International students must also follow the guidelines of International Education (http://www.twu.edu/international-education).
Scholarships

Texas Woman’s University awards more than $10 million in scholarships (https://www.twu.edu/finaid/types-of-aid/scholarships) annually which includes merit based, departmental, endowed, and need based scholarships.

- Scholarship applicants must first apply for admission to Texas Woman’s University (TWU) through Apply Texas. (https://www.applytexas.org/adappc/gen/c_start.WBX)
- The priority deadline is March 15th for fall and spring semester. The online system identifies all scholarships for which each student is eligible to apply.
- Complete the general application and submit to be auto-matched for scholarships.
- After the general application is complete, press the "opportunities" button and review "recommended opportunities". These are scholarships you must manually apply for in the system. The TWU General Scholarship Committee is responsible for the selection of the new and continuing scholarship recipients
- Scholarships will be discontinued any time a recipient withdraws from TWU or fails to meet requirements regarding academic progress, or attends less than full-time each long term.
- Scholarship offers are subject to timely acceptance in the scholarship system.

Eligibility
To be considered for scholarships, students must meet the following criteria:

- Have all required admission applications and academic transcripts in the TWU Admission’s Office or Graduate Admission’s Office by the application deadline
- Enroll full-time (minimum of 12 hours for undergraduate, 9 hours for graduate students and 6 hours for part-time graduate students or graduate assistants)

Eligibility Exception
Students may apply for an exception if:

- The student is graduating at the end of the semester of the award
- The students degree program requires less than full-time enrollment (Example: Clinicals, student teaching, thesis, dissertation, or professional paper)
- The scholarship description permits part-time enrollment

Award Notifications
- All award notifications are sent to your TWU email account
- The awards must be accepted online, then the funds will be transmitted to your Financial Aid account
- Scholarship awards are made in the Fall and Spring semester only

Entering First-Time Graduate Student Scholarships

New Graduate Student Scholarships

Awards are $2,500.00 per year for full-time students (nine credit hours or more) and $1,000.00 for part-time students (six to eight credit hours). This scholarship is automatically renewable for up to two years for Master students and up to three years for Doctoral students as long as the recipient maintains a 3.2 or higher cumulative grade point average. Only students who will be starting their graduate work at TWU for the first time are eligible to apply for this scholarship. This scholarship is awarded on the basis of cumulative grade point average and academic discipline.

McNair Scholars Scholarship

Several awards of $2,500.00 per year will be made to new graduate students who were undergraduate McNair Scholars. These awards are renewable as described in the New Graduate Student Scholarship section. Applicants must provide a letter of verification from their McNair advisor to the Dean of the TWU Graduate School.

Entering International Student Scholarships

These scholarships are awarded to new entering graduate international students. Awards are $2,000 per year and can be automatically renewed for up to two years for Master students and three years for Doctoral students. These scholarships will be renewed as long as the student maintains immigration status and is enrolled full-time (minimum of 9 credit hours). They must also maintain a 3.2 grade point average. This scholarship is awarded on the basis of cumulative grade point average and academic discipline.

Center for Women in Business (Minerva Scholar)

The Center for Women in Business awards up to $1,000 in scholarships to graduate students who have successfully completed a minimum of 40 credit hours and are interested in becoming business owners. Students selected for this award will become part of the Minerva Scholar Program which provides opportunities to learn what it takes to become a successful business owner through workshops, consulting, seminars, events, networking and competitions. The scholarship can be used to help pay for Texas Woman’s University tuition and fees and may be awarded for a total of two consecutive years. Minerva Scholars must remain in good academic standing and participate in required co-curricular activities in order to receive the second year of funding.

Other Scholarships for New and Returning Graduate Students

Mary Bryan and Tom C. Reith Scholarship

Awards are $1,500.00 per year. This scholarship is available to new entering students and current TWU students. Awards are based upon academic standing and financial need. Applicants may be required to complete an essay explaining financial need or hardship through the online scholarship application to be eligible for this scholarship. This is a one year scholarship and students awarded this scholarship must apply for it every year to be considered.

Departmental Scholarships

There are hundreds of endowment scholarships that are awarded each year. Each academic department and the TWU Alumni Foundation has scholarship funds available to award. Departmental awards are selected through the TWU Online Scholarship application. http://www.twu.edu/
Grants are awards of funds which do not require repayment and are usually awarded based on documented financial need. A Free Application for Federal Student Aid (FAFSA) (https://fafsa.ed.gov) is required. Visit the Office of Financial Aid (http://www.twu.edu/finaid)'s website (http://www.twu.edu/finaid) for additional information.

Texas Public Education Grant
This Texas grant is awarded to eligible Texas resident, non-Texas resident, and international students both at the graduate and undergraduate levels. Awards range from $100 to $2,400 depending upon the student's eligibility.

Board Authorized Tuition Grant
The Board Authorized Grant is a Texas Grant that is awarded to graduate Texas residents based upon financial need. Recipients must be enrolled at least half-time (6 semester credit hours/semester) in a degree or certification program, unless all regular coursework has been completed and less than half-time enrollment is in professional paper, thesis, dissertation, or an equivalent course. The average award is $1,600 annually. Recipients receive funds by credit to their university account.

TEACH Grant
This grant is awarded to eligible students who enroll in coursework necessary to begin a career in teaching or plan to complete such coursework. Awards provide up to $4,000 per year ($16,000 total for four-year programs) in grants to students who intend to teach full-time in high-need subject areas for at least four years at schools that serve students from low-income families. Graduate students are also eligible for $4,000 per year ($8,000 total). For students who receive the TEACH Grant, but fail to teach at least four years in an eligible curriculum, the grant becomes an interest bearing loan. Eligible applicants must have scored above the 75th percentile on the SAT, ACT, or GRE, or have graduated from high school with a cumulative grade point average of at least 3.25 on a 4.0 scale and earn a cumulative grade point average of at least 3.25 throughout the academic program for which the TEACH Grant is issued.

To avoid repaying the TEACH Grant as a loan with interest, a recipient must be a highly-qualified, full-time teacher in a high-need subject area, for at least four years within eight years of graduation, at a school serving low-income students.

Student Loans
The University administers loan programs whereby students can borrow a substantial part of the expenses of pursuing university study. Repayment of loans begins six months after the recipient has ceased enrollment as at least a half-time student (6 semester credit hours per semester). Students who receive loans as part of their financial aid award must complete Entrance Loan Counseling prior to receiving the loan funds. Entrance Loan Counseling may be completed online at StudentLoans.gov (https://studentloans.gov), on the TWU Financial Aid website (http://www.twu.edu/finaid) for non-federal loans, or in person by calling 940-898-3067 to schedule an appointment.

For more information on the loans listed below, please visit the TWU Financial Aid website (http://www.twu.edu/finaid).

Federal Direct Stafford Student Loans
Federal Direct Subsidized Stafford Student Loan
This loan is available to undergraduate students only on the basis of documented financial need. Repayment and interest are deferred until six months after the student graduates or ceases to be enrolled for at least six semester credit hours. The interest rate is variable up to 8.25% and is adjusted each year on July 1. The actual interest rate will be printed on the Disclosure Statement which the student will receive from the lender. The lender institution will notify the student borrower of interest rate changes throughout the life of the loan. Distinctions between this loan and the Federal Direct Unsubsidized Stafford Loan are that the Federal Direct Subsidized Stafford Loan does not require documented financial need and interest on the Federal Direct Subsidized Stafford Loan begins to accrue when funds are disbursed.

Federal Direct Subsidized Stafford Loan Annual Maximums

<table>
<thead>
<tr>
<th>Borrower's Academic Level</th>
<th>Maximum Annual Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>$3,500</td>
</tr>
<tr>
<td>Sophomore</td>
<td>$4,500</td>
</tr>
<tr>
<td>Junior</td>
<td>$5,500</td>
</tr>
<tr>
<td>Senior</td>
<td>$5,500</td>
</tr>
</tbody>
</table>

Federal Direct Unsubsidized Stafford Loan
This loan is available to undergraduate students or graduate/professional students. Interest accrues from the date of disbursement at a variable rate not to exceed 9% annually. The federal government sets the rate each year. Graduate students may borrow up to $20,500 annually with an aggregate maximum of $138,500 (including subsidized and unsubsidized loans borrowed at the undergraduate level).

Cumulative maximums for Federal Direct Subsidized and Unsubsidized Stafford Loans for each student category

<table>
<thead>
<tr>
<th>Student Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependent Undergraduate Subsidized + Unsubsidized</td>
<td>$31,000</td>
</tr>
<tr>
<td>Independent Undergraduate Subsidized only</td>
<td>$23,000</td>
</tr>
<tr>
<td>Independent Undergraduate Subsidized + Unsubsidized</td>
<td>$57,500</td>
</tr>
<tr>
<td>Graduate (Includes undergraduate loans) Subsidized only</td>
<td>$65,000</td>
</tr>
<tr>
<td>Graduate (Includes undergraduate loans) Subsidized + Unsubsidized</td>
<td>$138,500</td>
</tr>
</tbody>
</table>

Federal Perkins Student Loan
The University participates in the Perkins Loan Program authorized by the National Education Act of 1958 (Public Law 85-864) as amended by the Education Amendments of 1976 (Public Law 94-482). This loan is available to undergraduate and graduate students on the basis of exceptional financial need. Repayment and interest are deferred until nine months after the student graduates or ceases to be enrolled for at
least six semester credit hours. The current interest rate is 5% annually. Under certain circumstances a portion of the loan may be canceled for designated public service. The Perkins Loan Program is ending and set to expire on October 1, 2017.

**Federal Perkins Student Loan Maximums**

<table>
<thead>
<tr>
<th>Borrower’s Academic Level</th>
<th>Annual Limit</th>
<th>Aggregate/Cumulative Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>$5,500</td>
<td>$27,500</td>
</tr>
<tr>
<td>Graduate</td>
<td>$8,000</td>
<td>$60,000</td>
</tr>
</tbody>
</table>

**Federal Nursing Student Loan Program**

The University participates in the Nursing Student Loan Program which was established by the Nursing Training Act of 1964. This loan is available to undergraduate and graduate nursing majors on the basis of financial need. The interest rate is currently 5% annually. Repayment and interest are deferred until nine months after a borrower graduates or ceases to be enrolled for at least six semester credit hours in the College of Nursing.

**Federal Nursing Student Loan Maximums**

<table>
<thead>
<tr>
<th>Borrower’s Academic Level</th>
<th>Annual Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman &amp; Sophomore</td>
<td>$2,500</td>
</tr>
<tr>
<td>Junior &amp; Senior</td>
<td>$4,000</td>
</tr>
<tr>
<td>Graduate</td>
<td>$4,000</td>
</tr>
</tbody>
</table>

The aggregate/cumulative maximum is $13,000 including amounts borrowed for both undergraduate and graduate study.

**The Ella Kate and Wallace Ralston Medical and Nursing Student’s Loan Fund**

The Ella Kate and Wallace Ralston Medical and Nursing Student’s Loan Fund was established under the will of the late Ella Kate Ralston of Houston, TX. Mrs. Ralston was the widow of Dr. Wallace Ralston, a prominent Houston physician who specialized in diseases of the eye until his death in 1951. To the extent funds are available, this fund provides loans to full-time medical or nursing students who are Texas Residents and citizens of the United States. Loans up to $5,000 annually for medical students and up to $2,000 annually for nursing students are awarded on the basis of financial need. Preference will be given to junior and senior students, but loans may be granted to sophomores if funds are available.

**Federal Direct Graduate PLUS Loan**

This loan is available to degree or certification seeking students, enrolled half-time or more, who have exhausted their annual eligibility for the Unsubsidized Federal Direct Stafford Loan. A credit check is required and a FAFSA must be completed. Students may borrow up to the cost of attendance minus other aid received. Repayment begins 60 days after the final disbursement of the loan, but may be deferred during continued half-time enrollment. Interest payments not made during periods of enrollment or deferment will be capitalized.

**Emergency Loan Fund**

A Texas Public Education Emergency Loan is a loan granted to an enrolled student for the amount of tuition and fees only. Loans are available for Texas resident students, non-resident students and foreign students.

The maximum loan amount per student will be the minimum payment required to complete the current registration.

- Emergency Loans (WebAdvisor Application) (https://portal.twu.edu/default.asp)

**Policy**

- A Texas Public Education Emergency Loan may not exceed the total amount of tuition and fees due at the time of application for the loan.
- A promissory note will be executed for all loans. Interest will be charged monthly on the unpaid balance from the date loan is due and payable. Annual interest rate for the Texas Public Education Emergency Loan is 5% simple interest, and the annual interest rate for the University Emergency Loan is 3% simple interest.
- Financial aid awards will automatically be applied toward repayment of Texas Public Education Emergency Loans and University Emergency Loans. You will be responsible for any amount of this loan not satisfied with those funds.
- Students who default on their financial aid obligations will have a hold placed on their future enrollment at the University and official academic transcripts.
- Loans not paid by the due date will be reported to a national credit bureau, and turned over to an outside collection agency, with an additional charge of 33-1/3% collection cost added.
- It is the goal of the State of Texas that no resident be denied the opportunity to receive an education in a public institution due to a lack of financial ability. Accordingly, on a finding that a student would be deprived of an education due to a lack of financial ability, Texas Woman’s University will defer repayment of this loan. This deferral option is not a property right of the student. Please see a counselor in the Financial Aid Office to see if you qualify for this deferment.
- The student is responsible for informing the University of any and all changes in name and/or address while attending the University and after leaving the Institution as long as she/he remains indebted on the Texas Public Education Emergency Loan and/or University Emergency Loan.
- The loan application is available in Pioneer Portal through WebAdvisor (https://portal.twu.edu/default.asp) and requires your Portal log in information.
- Applications must be completed entirely. Incomplete loan applications will not be processed.

Additional information regarding due dates, application procedures, etc. can be found on the Emergency Loans (http://www.twu.edu/finaid/types-of-aid/loans/emergency-loans) page.

**Financial Aid Refunds and Repayments**

Financial aid recipients who enroll and receive aid for a particular semester, then fail to complete more than 60% of that semester, will have to repay part or all of the aid received for that semester. Additionally, any tuition, fees, room or board payments refunded by TWU as a result of a student’s withdrawal must be returned to the financial aid programs in accordance with federal law.
Up through the 60% point in each semester, a pro rata schedule is used to determine the amount of aid to be repaid by a student who withdraws. No adjustments in financial aid are required for students who withdraw after the 60% point in a semester.

For more information regarding repayments see Dropping or Withdrawing from Classes (http://www.twu.edu/finaid/dropping-or-withdrawing-from-classes) on the Financial Aid website. Examples of refund and overpayment calculations for financial aid recipients may be obtained from the Office of Financial Aid (http://www.twu.edu/finaid).

**Financial Aid Overawards**

In accordance with federal law, financial aid awards will be revised if the recipient receives awards in excess of documented financial need or total cost of attendance for a specific term or year. For information regarding repayments or revisions to financial aid awards due to dropping classes, withdrawing from the University, or receiving additional resources after a financial aid offer has been made by the University, contact the Financial Aid Office.

**Consumer Information Disclosures**

As a participant in Title IV Federal Student Financial Aid Programs, Texas Woman's University is pleased to provide the following Consumer Information to you:

**Financial Aid Information**

Financial aid information is available online at the Office of Financial Aid (http://www.twu.edu/finaid).

The information includes:
- A description of all Federal, State, local, private, and institutional student financial aid assistance available to students who enroll at Texas Woman's University;
- A description of need-based and non-need-based federal financial aid that is available to students including scholarships, grants, work-study, and loans;
- Policy for the disbursement of funds for books and supplies to students eligible for Pell Grants;
- The terms and conditions under which students receive Federal Direct Student Loans, Federal Parent Loans, Federal Perkins Student Loans, Federal Nursing Student Loans, Texas (State) College Access Loans and Texas (State) Be-On-Time Loans;
- The procedures and forms by which students apply for financial assistance;
- The criteria for selecting aid recipients from the group of eligible aid applicants;
- The criteria for determining the amount of a student's award;
- The rights and responsibilities of students receiving financial assistance;
- The criteria for continued student eligibility under each financial aid program;
- The academic standards which the student must maintain in order to be considered to be making satisfactory academic progress in his or her course of study for the purpose of receiving financial aid;
- The criteria by which the student who has failed to maintain satisfactory academic progress may reestablish his or her eligibility for financial assistance;
- The method by which financial aid is disbursed and the frequency of those disbursements;
- The terms of any loan received by a student as part of the student's financial aid package, a sample loan repayment schedule for sample loans and the necessity for repaying loans;
- The general terms and conditions applicable to any employment provided to a student as part of the student's financial aid package;
- The exit counseling information provided and collected by Texas Woman's University for borrowers under the Federal Perkins Loan Program, the Federal Nursing Loan Program, and the Federal Direct Student Loan Program.

The names and titles of persons designated to assist students in obtaining financial aid information are available at Office of Financial Aid (http://www.twu.edu/finaid/staff).

The names and titles of persons designated to assist students in obtaining admissions and general school information are available at:

- Graduate School (http://www.twu.edu/gradschool/staff)
- Admissions Counselors (http://www.twu.edu/admissions/meet-the-admissions-team)

**Education Abroad**

Students interested in studying abroad should contact Education Abroad Programs (http://www.twu.edu/education-abroad).

Students who participate in programs abroad which are approved for academic credit at Texas Woman's University may receive federal (Title IV) financial aid. Information on financial assistance for education abroad is also available through Education Abroad Programs.

**Cost of Attendance**

Cost of attendance information, including tuition and fees charged to full-time and part-time students, estimates of costs for necessary books and supplies, estimates of typical charges for room and board, estimates of transportation costs for students, and any additional cost of a program in which a student is enrolled or expresses a specific interest, is available at:

- Estimated Cost of Attendance (http://www.twu.edu/finaid/estimated-cost-of-attendance)
- Office (http://www.twu.edu/bursar) of the Bursar (http://www.twu.edu/bursar)

**Tuition and Fee Refund Policy**

Policies about tuition and fee refunds resulting from dropped courses or withdrawals (https://www.twu.edu/bursar/refunds).

**Withdrawing from the University**

Requirements and procedures for dropping courses or officially withdrawing from the university (http://www.twu.edu/registrar/dropping-withdrawing.asp).
Financial Aid Repayments Due to Withdrawal or Dropped Courses

Information on financial aid repayments resulting from withdrawal or dropped courses can be found at Dropping or Withdrawing from Courses (http://www.twu.edu/finaid/dropping-or-withdrawing-from-classes).

Academic Programs

Information on academic programs available at Texas Woman’s University, accreditation, instructional personnel, and plans for improving academic programs is available at Office of Academic Affairs (http://www.twu.edu/academic-affairs/default.asp).

A copy of the most recent accreditation report may be obtained at the SACS - Commission on Colleges (http://www.twu.edu/sacs).

Questions regarding academic accreditation, licensing, and placement of and types of employment obtained by graduates of degree and certificate programs should be directed to:

Dr. Jennifer Martin.
Interim Provost & Vice President for Academic Affairs
Texas Woman’s University
P.O. Box 425617
Denton, TX 76204
PH: 940.898.3301

Graduation and Completion Rates

Information on graduation and completion rates for Texas Woman’s University is available in the Fact Book (https://www.twu.edu/institutional-research/fact-book).

Questions concerning graduation and completion rates should be directed to:

Mark S. Hamner, Ph.D.
Assistant Provost
Texas Woman’s University
P.O. Box 425765
Denton, TX 76204-5765
PH: 940.898.3039

Equity in Athletics, Athletic Funding

The most recent Equity in Athletics Report can be found at TWU Athletics (http://www.twuathletics.com).

Questions concerning Equity in Athletics, athletic funding, or athletic programs should be directed to:

Chalese Connors, Athletic Director
Texas Woman’s University
P.O. Box 425349
Denton, TX 76204
PH: 940.898.2378

Drug and Alcohol Abuse Prevention

Information on drug free campuses and communities, alcohol and drug policies, and drug abuse and treatment programs is available in the Texas Woman’s University Student Handbook (http://www.twu.edu/student-life-office/student-handbook.asp). Questions concerning alcohol and drug policies and drug abuse and treatment programs should be directed to:

Monica Mendez-Grant, Ed.D.
Vice President for Student Life
Texas Woman’s University
P.O. Box 425379
Denton, TX 76204
PH: 940.898.3601


Information on crime statistics, security policies, and fire safety is available at the TWU Department of Public Safety (http://www.twu.edu/dps).

Questions concerning crime statistics, security policies or fire safety should be directed to:

Samuel Garrison, Interim Executive Director of Public Safety
Texas Woman’s University
P.O. Box 425767
Denton, TX 76204-5767
PH: 940.898.2911

Disability Support Services

Information about services and facilities available to students with disabilities, including students with intellectual disabilities, is available at the Office of Disability Support Services (https://www.twu.edu/disability-services).

Questions concerning disability services and facilities should be directed to:

Jo Ann Nunnelly, Director of Disability Support Services
Texas Woman’s University
P.O. Box 425966
Denton, TX 76204-5966
PH: 940.898.3835

Rights, Responsibilities and Other Legal Matters

Withdrawing or Dropping Courses

A student who withdraws or drops courses after receiving a financial aid payment may be required to repay part or all of their financial aid immediately. Withdrawing or dropping below six semester credit hours may also impact future financial aid eligibility. Students are strongly advised to contact the Office of Student Financial Aid prior to making decisions regarding withdrawing or dropping classes. Also, see the “Satisfactory Academic Progress Requirements” section for information on the impact of dropping classes or withdrawing.

Simply not attending class, or not paying for the registration, will not automatically cancel the classes. Failure to withdraw officially will result in grades of “F” for each class in which one has pre-registered. Students may incur additional cost if proper withdrawal procedures are not followed. Some financial aid funds such as grants, scholarships, Federal Perkins Loans, Federal Stafford Student Loans, Parent Loans for Undergraduate Students, Graduate PLUS Loans, Emergency Loans, and Nursing Student Loans are applied automatically toward registration or pre-registration charges. This results in the student’s registration or pre-registration being finalized. Consequently, students who register and later
decide not to attend Texas Woman’s University, must contact Student Life at 940-898-3601 to officially withdraw from all classes. Failure to officially withdraw may make the student responsible for repaying financial aid. See “Financial Aid Refunds and Repayments” section for more information.

Legal Rights of Financial Aid Recipients

Students receiving federal student aid have certain legal rights. Students’ rights include the following:

• The student has the right to know what financial aid programs are available at TWU.
• The student has the right to receive a listing from the financial aid office of the agency in each state which may be contacted regarding grants available to residents of that state.
• The student has the right to know the deadlines for submitting applications for each of the financial aid programs available.
• The student has the right to know how financial aid will be distributed, how decisions on that distribution are made, and the basis for these decisions.
• All financial aid payments are disbursed on a term by term basis. Typically, students receive one disbursement per term or semester. Funds awarded after the start of a term are disbursed as the funds become available.
• All scholarships, grants, Federal Direct Stafford Loans, Federal Perkins Loans, Nursing Loans, Federal Direct Graduate PLUS, and Federal Direct Parent Loans credited to your student account will be applied to any charges owed to TWU. Any amount exceeding charges owed to TWU will be refunded to you via the current university process.
• Refunds are issued to the student five days prior to the start of classes each term, or within two working days of the awarded funds being credited to your account for funds received after the start of classes.
• If you add classes or incur other charges to your student account after a financial aid refund has been issued to you, you must pay the additional charges by utilizing the refund or personal funds.
• The student has the right to know how his/her financial need was determined.
• The student has the right to know what resources (such as parental contribution, other financial aid, assets, etc.) were considered in the calculation of his/her financial need.
• The student has the right to know how much of his/her financial need, as determined by the institution, has been met.
• The student has the right to request an explanation of the various awards in his/her student aid package.
• The student has the right to know the school’s refund policy.
• The student has the right to know what portion of the financial aid he/she receives must be repaid, and what portion is grant (free) aid. If the aid is a loan, the student has the right to know what the interest rate is, the total amount that must be repaid, fees during repayment, the payback procedures, the length of time he/she has to repay the loan, when repayment is to begin, and available options for consolidation.
• The student has the right to know how the school determines whether he/she is making satisfactory academic progress, and the results of not meeting these standards.
• If the student is offered a Work-Study job, he/she has the right to know the required work hours, the job duties, the rate of pay, and how and when paychecks are received.
• If the student believes a mistake has been made in determining his/her financial aid eligibility, he/she has the right to ask that his/her financial aid application be reconsidered.
• If the student has a loan and the loan servicer transfers (e.g.sells) the loan and the right to receive payments, the student must be sent a notification telling him/her to whom he/she must now make payments.
• Lenders and loan servicers must provide borrowers with a copy of the complete promissory note.
• The student has the right to prepay a loan without penalty. This means that he/she may at any time pay in full the loan balance and any interest due without being charged a penalty by the loan servicer for early payment.
• If the student cannot meet a loan repayment schedule, he/she may request forbearance from the loan servicer under which the payments may be reduced for a specific period of time.
• In borrowing money, the student assumes the responsibility for repaying the loan. If circumstances arise which make it difficult to meet this responsibility, he/she should contact the loan servicer.

Legal Responsibilities of Financial Aid Recipients

Students receiving federal student aid have certain legal responsibilities. Student responsibilities include the following:

• The student must complete all application forms accurately and submit them on time to the appropriate location.
• The student must provide correct information. The intentional misreporting of information on financial aid application forms is a violation of the law and is considered a criminal offense which could result in indictment under the U.S. Criminal Code.
• The student must return all additional documentation, verification, corrections, and/or new information requested by either the Financial Aid Office or the agency to which an application was submitted.
• The student must report to the Financial Aid Office any additional financial resources received by him/her during the period of his/her financial aid award.
• The student is responsible for reading and understanding all forms that he/she is asked to sign and for keeping copies of the forms.
• The student must accept responsibility for all agreements that he/she signs.
• The student must perform the work that he/she has agreed upon in accepting Work-Study or regular student employment.
• The student must be aware of and comply with the deadlines for application or reapplication for aid.
• The student should be aware of the school’s refund policy.
• All schools must provide information to prospective students about the school’s programs and performance. The student should consider this information carefully before deciding to attend school.
• If the student receives a loan, he/she must notify the loan servicer if any of the following occurs before the loan is repaid:
  1. Graduation
  2. Withdrawal from school or less than half-time enrollment
  3. Change of address
4. Name change
5. Transfer to other school(s)

• If the student has received a Federal Perkins Loan, Nursing Student Loan, Federal Stafford Loan, or a Graduate PLUS Loan, he/she must complete an entrance loan counseling/debt management session, either in person or online, prior to receiving their first disbursement of loan funds at TWU. NOTE: Federal Perkins Loan and Nursing Student Loan recipients must complete entrance loan counseling/debt management each year.

• The student must also complete an exit interview, either in person or online, if enrollment drops below 6 credit hours; or if he/she graduates, transfers to another school, or fails to enroll for any long semester.

• The student must repay any loan received at TWU, plus accrued interest, in accordance with the repayment schedule.

• In borrowing money, the student assumes the responsibility for repaying the loan. If circumstances arise that make it difficult to meet this responsibility, he/she should contact the loan servicer.

• The student must notify the lender of any occurrence which may affect eligibility for a deferment of repayment.

• It is the student’s responsibility to return his/her signed award letter to the Financial Aid Office or accept aid through the TWU Pioneer Portal within 14 days of its issuance.
STUDENT LIFE

Student Rights and Responsibilities

Texas Woman’s University is a community of scholars in which the ideals of freedom of inquiry, freedom of thought, freedom of expression and freedom of the individual are sustained. TWU is committed to preserving the exercise of any right guaranteed to individuals by the constitution. However, the exercise and preservation of these freedoms and rights require a respect for the rights of all people in the community to enjoy them to the same extent. In a community of learning, willful disruption of the educational process, destruction of property, and interference with the orderly process of the university or with the rights of other members of the university cannot be tolerated.

Students enrolling in Texas Woman’s University and registered student organizations assume an obligation to conduct themselves in a manner compatible with the University’s function as an educational community. The act of registering for classes or registering as a TWU student organization is considered an explicit acceptance of TWU’s regulations as outlined in the most recent issue of the Student Handbook and Planner, the General Catalog, the Graduate Catalog, and other official University publications. To fulfill its functions of imparting and gaining knowledge, TWU retains the authority to maintain order within the university and to exclude those who are disruptive of the educational process or who represent a threat to the community.

Students and student organizations must assume the following responsibilities:

1. The right to an environment in the residence halls, academic buildings, and other areas on campus which will be as conducive as possible to study and serious inquiry;
2. The right to inquire about and to recommend improvements in policies, regulations, and procedures affecting the welfare of students through appropriate channels such as student government, administrative offices and various committees;
3. The right to a fair hearing (procedure described below) when charged with violation of University regulations.

Students and student organizations must assume the following responsibilities:

1. The responsibility for being fully acquainted with published regulations and for complying with these regulations in the interest of an orderly and productive community;
2. The responsibility for respecting the rights and property of other persons in the University community.
3. The responsibility for knowing that each student’s conduct reflects not only upon the student but also upon the institution and the members of the community and that conduct must be judged accordingly.
4. Responsibility to help maintain a safe environment by reporting suspicious/concerning/dangerous behavior to university officials.

For further information on student conduct policies please refer to the current Student Handbook and Planner (http://www.twu.edu/student-life-office/student-handbook.asp) in the print or web edition.
SERVICES AVAILABLE TO STUDENTS

- Bookstore (p. 222)
- Career Connections Center (p. 222)
- Center for Student Development (p. 223)
- Child Care (p. 224)
- Commuter and Non-Traditional Student Services (p. 224)
- Conference Services (http://www.twu.edu/conference-services)
- Consumer Information (p. 224)
- Counseling and Family Therapy Clinic (p. 224)
- Counseling Services (p. 224)
- Dental Hygiene Clinic (p. 225)
- Disability Support Services (p. 225)
- Eighteen Doctoral Characteristics (p. 225)
- Fitness and Recreation (p. 225)
- Food Services (p. 225)
- Gainful Employment Reporting (p. 226)
- ID Card/Pioneer Card (p. 226)
- Intercollegiate Athletics (p. 226)
- Mary Eleanor Brackenridge Student Union (http://catalog.twu.edu/graduate/services-available-students/mary-eleanor-brackenridge-student-union)
- Office of Diversity, Inclusion and Outreach (http://www.twu.edu/diversity-inclusion-outreach)
- Office of Student Support Services (http://www.twu.edu/teacher-certification)
- Pioneer Center for Student Excellence (p. 227)
- Quality Enhancement Programs (p. 227)
- Speech-Language-Hearing Clinic-Denton / Stroke Center-Dallas (p. 227)
- Student Handbook (p. 228)
- Student Health Services (p. 228)
- Student Life Office (http://www.twu.edu/student-life-office)
- Student Publications (p. 229)
- Tutoring Centers (p. 229)
- University Housing (p. 230)
- Write Site (http://www.twu.edu/write-site)
- Veteran & Military Student Center (p. 230)

Bookstore

Texas Woman’s University provides a selection of new, used, rental and electronic textbooks for every course offered by Texas Woman’s University. The TWU Campus Bookstore is located on the first floor of the Student Union Building on the Denton campus and it can also be accessed on-line (http://www.bkstr.com/texaswomansstore). The Campus Bookstore also provides residence hall supplies, snacks, health and beauty products, TWU imprinted gifts and apparel.

Students may pre-order and purchase their textbooks, supplies, apparel and gifts on-line (http://www.bkstr.com/texaswomansstore). The TWU Campus Bookstore can be reached at 940-898-3103.

Career Connections Center

www.twu.edu/career-services/

Lisa Garza, Director

Denton: Human Development Building, 200
Phone: 940-898-2950

Dallas: Student Life Office, Suite 3603
Phone: 214-689-6737

Houston: Campus Management Student Services, Room 1300-J
Phone: 713-794-2331

Email: careers@twu.edu

The Career Connections Center (http://www.twu.edu/career-services) serves as a bridge from your educational experience to the world of work. We are here to help you with all aspects of your career planning, from choosing a major to negotiating a salary. The Career Connections Center has professional and friendly staff available to work with students from each TWU College and campus providing tailored advising to meet individual needs.

Offering a wide variety of programs to aid students throughout the career exploration (http://www.twu.edu/students-alumni/career-advising-and-exploration) and preparation process, we partner with you to:

- Choose a major and connect academics to careers
- Design a plan for success
- Connect to potential career and internship opportunities
- Connect with employers in fields of interest and learn the effective job search strategies to get you where you want to be

Whether you are on-campus or on-line, the Career Connections Center has programs, tools, and resources available to assist you as you prepare for and make career decisions.

- Self-exploration assessment tools
- No appointment needed, drop-in hours for resume and cover letter critiques along with other career-related questions
Center for Student Development

The Center for Student Development (CSD) provides leadership development and co-curricular engagement opportunities for all students in the following programmatic areas:

- Clubs and Organizations
- Greek Life
- Leadership Development
- Orientation
- Special Events and Opportunities (for example: Redbud Awards, Senior Breakfast/Lunch, and Student Regent)
- Volunteer Services

Students who are interested in information should contact the Center for Student Development (http://www.twu.edu/student-development) at 940-898-3626, or come by the office located on the first floor of the Student Union.

Student Organizations

The Student Government Association (http://www.twu.edu/student-government) (SGA) has a long history of student participation and service to the university. SGA meetings are held on each campus (Denton, Dallas, and Houston) on a regular basis, and all students are welcome and encouraged to attend the meetings. Active participation in SGA committees provides students with an opportunity to play a major role in the decision making on their respective campus. Students interested in holding a leadership position in SGA must qualify for office according to the standards stated in the Constitution and Bylaws. Elections are held in the spring semester on all campuses. Students should contact the Center for Student Development for specific dates regarding the Denton campus elections. For Dallas and Houston dates, please contact the Assistant Director of Student Life on the appropriate campus.

Leadership Development

Participation in leadership development programs is an integral part of a student’s college experience. Students at TWU are encouraged to take advantage of both formal and informal leadership development programs and opportunities to develop their personal and professional skills. This approach to leadership ensures that students can tailor their own experience to promote their individual needs. Leadership programs, workshops, and retreats provide a strong basis for transitions from TWU to the work force after graduation.

Student Organizations

Involvement in student organizations enables students to have purposeful interactions on campus as well as find additional connections to their in-class experiences.

Participation in student organizations allows students to acquire leadership, communication, and team building skills. Organizations such as honorary societies, sororities, fraternities, professional organizations, and various special interest groups are vital components of the educational experience at Texas Woman’s University. Participation in student organizations is important to a student’s intellectual and professional development. A current listing of registered and recognized (both sanctioned and chartered) student organizations may be obtained from the Center for Student Development (CSD) on the Denton campus or their website. Current listings of student organizations on the Dallas and Houston campuses may be obtained through their respective Offices of Student Life or on their web pages.

Student Organizations: Policies and Qualifications

For more information about student organizations and the corresponding policies and qualifications, please refer to the following University Regulations and Procedures:

- Student Organizations (http://www.twu.edu/policy/PolicyDocs/Policy%208.05%20URP_V.03.01_StudentOrganizations.pdf)
- Student Organizations Fundraising (http://www.twu.edu/policy/PolicyDocs/Policy%208.06%20URP_V.03.02_StudentOrganizations-fundraising.pdf)

Student Events/Programs

Students who wish to have events or programs with attendance of 100 persons or more, amplified sound, or the exchange of money must adhere to policies stated in the Special Events Policy on the Special Events Form. Conference Services has scheduling procedures for student organizations on their website (http://www.twu.edu/conference-services/reservations-and-information/twu-student-organizations). Students must also fill out a student organization event checklist.

In support of the mission of Texas Woman’s University, the Division of Student Life does not allow for the planning of co-curricular activities during the week prior and the week of final exams. Creating or implementing meetings, programs, or activities during this time period may jeopardize students’ ability to perform to their highest academic potential.

Volunteer Services

TWU Volunteer Services (http://www.twu.edu/volunteer-services) seeks to engage students in experiences that address human and community needs. They strive to promote student learning and development through their programmatic endeavors and commitment to a culture of active citizenship.

TWU students, faculty, and staff can participate in programs and events sponsored by the office including: Volunteer Fairs, Lunch & Learn Brown Bag Workshop Series, Make a Difference Day, MLK, Jr. Day of Service, and
The Big Event. Additionally, Volunteer Services sponsors weekend and week-long immersive service opportunities through the Alternative Breaks Program.

For members of the TWU community who are not sure how to get started in their service, Volunteer Services also does individual consultations to help refine your search. Students are also encouraged to join the Helping Hands Service Ambassador, a student-led organization that provides twice weekly service opportunities. For more information on how you can get involved, please visit the Volunteer Services website (http://www.twu.edu/volunteer-services) or contact the Coordinator of Volunteer Services at 940-898-3626.

**Child Care**

The CARE (Campus Alliance for Resource Education) office provides educational resources for students seeking childcare. Some available resources include Texas Child Care Services (CCS) Assistance Program, the Texas licensing database, and tips for evaluating quality care and list of child care centers (including TWU Club House). For additional resources and information please visit CARE: Child Care (http://www.twu.edu/commuter/child-care.asp).

**CARE (formerly Commuter and Non-Traditional Student Services)**

Texas Woman's University is committed to meeting the unique needs of commuter and non-traditional students (including veterans, students with children, adult learners, and students who have experienced foster care). The CARE (http://www.twu.edu/commuter/default.asp) Office, located in the Denton Student Union room 209, connects commuter, off-campus, online and non-traditional students with University resources.

The CARE (http://www.twu.edu/commuter/default.asp) Office provides students with commuter tips and information on transportation (carpooling, bus schedules & parking), off campus housing, childcare, non-traditional student scholarships, monthly newsletter, holiday gift program, student organizations and more.

- Campus Alliance for Resource Education (CARE (http://www.twu.edu/commuter/default.asp))
- Commuter Services (See CARE (http://www.twu.edu/commuter/default.asp))
- Frontiers (http://www.twu.edu/foster-care-alumni) Program (students who experienced foster care)
- The Lasso (http://www.twu.edu/the-lasso) (see Publications)
- Veteran & Military Student Center (http://www.twu.edu/veterans/veterans-student-services/veteran-military-student-center) (See Veteran and Military Services Center)

**Consumer Information**

Information concerning the graduation rate of full-time degree seeking students may be obtained by contacting:

Office of Institutional Research and Data Management (http://www.twu.edu/institutional-research)
P.O. Box 425765
Denton, TX 76204-5765

Statistics on the occurrence of on-campus crime and the number of arrests may be obtained by contacting:

Department of Public Safety (http://www.twu.edu/dps)
P.O. Box 425767
Denton, TX 76204-5767

Statistics on athletic aid recipients including race, gender, sport, and graduation rates; policies regarding the possession, use, and sale of illegal drugs and the enforcement of federal and state drug laws; and policies regarding sexual assault, programs to prevent sex offenses, and procedures to follow when a sex offense occurs; as outlined in the Student Handbook (http://www.twu.edu/student-life-office/student-handbook.asp), may be obtained by contacting:

Vice President for Student Life (http://www.twu.edu/student-life)
P.O. Box 425379
Denton, TX 76204-5379

**Counseling and Family Therapy Clinic**

The Counseling and Family Therapy Clinic (http://www.twu.edu/family-sciences/counseling-family-therapy-clinic.asp), housed within the Department of Family Sciences (http://www.twu.edu/family-sciences), is open to the public and provides counseling for families, couples, groups, and individuals, both adults and children. Clinical services are provided by doctoral and master’s level family therapists and master’s level counselors within the department. All therapists and counselors are supervised by a clinical director and clinical faculty who have earned doctoral degrees, maintain licensure in a mental health discipline, and have more than 100 years of combined experience helping people overcome problems.

The Clinic provides an atmosphere of respect and dignity where each individual and family can be effectively served. Fees are assessed on a sliding scale in order that counseling, education, and preventive services are affordable for every family, couple, and individual. For an appointment or more information, call the Counseling and Family Therapy Clinic (http://www.twu.edu/family-sciences/counseling-family-therapy-clinic.asp) at 940-898-2600. The Clinic is located in HDB 114 on the Denton campus.

**Counseling and Psychological Services (CAPS)**

With offices on the Denton, Dallas, and Houston campuses, Counseling and Psychological Services (CAPS) (http://www.twu.edu/counseling) assists students with a wide range of personal concerns. Professional psychologists provide individual, couples, crisis and group counseling; workshops and presentations; and other special programs designed to meet students’ needs. Psychiatric consultation is also available when deemed appropriate.

All counseling services are free and confidential to currently enrolled students. A student may request help directly or be referred by faculty or other interested persons. In most cases adequate time will be provided to assist students with their concerns, although the University cannot provide long-term individual counseling. Referral assistance is provided for those individuals needing more extensive counseling CAPS is able to provide. In Denton, students may visit CAPS in West Jones Hall or call 940-898-3801. In Dallas, students should call 214-689-6655 for an
appointment. In Houston, students may visit CAPS on the second floor or call 713-794-2059.

CAPS also maintains a number of internet-based resources on its website. These include online workshops students may access at any time, self-help handouts, links to other resources, and more information about CAPS. For more information, visit Counseling and Psychological Services (CAPS) (http://www.twu.edu/counseling).

**Dental Hygiene Clinic**

Services of TWU’s Dental Hygiene Clinic (http://www.twu.edu/dental-hygiene-clinic) are available to faculty, staff, students, and the local community. For a nominal charge, the Clinic provides the following services: prophylaxis (tooth cleaning), periodontal therapy (deep cleaning), radiographs (x-rays), limited dental examinations and oral cancer screening, and oral disease prevention education and clinical treatment, including fluoride treatments and sealants. In spring tooth whitening is also offered. The Clinic serves as a laboratory for dental hygiene students, who are closely supervised by licensed, experienced dentists and dental hygienists. The clinic is located on the first floor of the MCL building on the Denton campus.

For more information contact:

Dental Hygiene Clinic (http://www.twu.edu/dental-hygiene-clinic)
P.O. Box 425796
Texas Woman’s University
Denton, TX 76204-3796
940-898-2888

**Disability Services for Students**

**Location:** CFO 106 (Denton campus)
**Phone:** 940-898-3835
**E-mail:** dss@twu.edu

Disability Services for Students (DSS) (http://www.twu.edu/disability-services) provides services for qualified students with disabilities who need assistance in being able to access academic or other programs on each of the TWU campuses. Students are encouraged to contact the DSS office as soon as possible in order to arrange for accommodations to be in place before they begin their program. Students are required to submit an application for services, a class schedule, and documentation that verifies the existence of a disability. The staff in the DSS office will then contact the student to arrange for an intake interview so that together they can determine eligibility for appropriate services. Students who are qualified to receive services that require faculty involvement will be provided with an Academic Adjustment letter that will also be shared with their professors; this letter will outline any accommodations that students need to access their courses.

Students needing housing accommodations should contact the Housing Department (http://www.twu.edu/housing) for any modification requests.

All TWU students who park on campus are required to purchase a TWU parking permit. Those students who have state-issued disability licenses or placards may park in any of the designated accessible parking spaces on campus.

Students at the Dallas campus are encouraged to work with the DSS coordinator that is located in room 8525; appointments may be scheduled by calling 214-689-6789. Houston students may contact the DSS coordinator in room 1300H or call 713-794-2182.

Texas residents needing disability-related assistance from the Texas Department of Assistive and Rehabilitative Services (http://www.dars.state.tx.us) (which has recently merged with the Texas Workforce Commission) should contact them directly by calling 800-628-5115 three months prior to enrollment.

**Eighteen Doctoral Characteristics**

The 18 Characteristics of Doctoral Programs were developed by the Texas Higher Education Coordinating Board’s Graduate Education Advisory Committee to create a snapshot of all doctoral programs at public universities and health-related institutions. The information is intended to provide information to institutions for self-improvement and to serve as a guide to members of the general public who are interested in doctoral education, such as prospective students and their families (Texas Administrative Code Title 19, Part 1, Chapter 5, Subchapter C, Rule 5.51).

Statistics required to be posted by the Texas Higher Education coordinating Board, “18 Characteristics of Texas Public Doctoral Programs”, are published annually on the TWU 18 Doctoral Characteristics website (http://www.twu.edu/gradschool/doctoral-characteristics).

**Fitness and Recreation**

Fitness and Recreation provides facilities, programs, and services for the University community to promote a healthy lifestyle and to encourage well-being through physical activity. Full service fitness facilities are located on all three campuses and include cardio and strength training machines. Each facility can be accessed with a current student ID. Locker rooms with showers and changing areas are available in each facility.

The fitness center located on the Denton campus includes group exercise studios, a full size gymnasium, a 30-foot climbing wall, a lounge with gaming equipment and a large screen TV, an outdoor sand volleyball court, indoor swimming pool, a golf course, tennis courts, and an outdoor adventure program. In addition, the following services and programs are offered for a nominal fee to students: specialized group exercise classes, sport teams, intramural sports, personal training, and outdoor adventure trips. For more information, contact Fitness and Recreation (http://www.twu.edu/fitandrec) at 940-898-2900.

Students, faculty, and staff may also use the fitness facilities at the Dallas and Houston campuses which include treadmills, ellipticals, stepmers, stationary bicycles, assorted strength training machines, and free weights. Various group exercise classes, recreational programs, and special events are also offered throughout the year. For more information, contact Student Life (http://www.twu.edu/student-life-dallas) at Dallas 214-689-6697 or Student Life (http://www.twu.edu/student-life-houston) at Houston 713-794-2157.

**Food Services**

Dining services (http://twu.campusdishes.com) available on the Denton campus include retail options, national brands and a traditional student dining facility. Located in the Student Union (http://www.twu.edu/student-union) is the Garden Room-food court, Chick-Fil-A, and The Underground-student dining room, The residential C(venience)-Store is located at the Guinn-Stark Commons, Java City Kiosk is in MCL academic
building. Which Wich is in CFO academic building and Starbucks is in the Library.

Food service is also available at the Houston and Dallas campuses. Denton campus students who are under the residency requirement are required to purchase a meal plan. Meal plans are also available for commuter students. For further information on meal plan options, contact:

Director of ID Systems and Contracted Auxiliary Services
Texas Woman’s University
P.O. Box 425380
Denton, TX 76204
940-898-3565

Gainful Employment Reporting
As required by the U.S. Department of Education, information on completion of graduate certificate programs, median debt of students who completed the program, and other information is found on the TWU website at each individual certificate program site.

ID Card/Pioneer Card
The TWU student identification card is issued to a student upon registration for the first semester the student is enrolled. All students are required to carry a TWU student ID card and to make it available upon request to academic and administrative officials.

The TWU ID Card is non-transferable. Fraudulent or unauthorized use warrants confiscation of the ID card. Anyone who uses their card to give false information is subject to university discipline and appropriate criminal prosecution.

There is a $25.00 replacement fee for lost, stolen, or discarded IDs.

If you have a video image photo ID card from a previous semester, activation is updated electronically based on enrollment.

Student IDs at the Denton campus are distributed at the ID Card Office (http://www.twu.edu/id-services), 3rd floor of Jones Hall, 940-898-3565.

Dallas campus IDs are available at the Student Life Office, 3rd floor, 214-689-6690.

Houston campus IDs are distributed at the Student Life Office, 2nd floor, 713-794-2157.

Intercollegiate Athletics
TWU Athletics (http://www.twuathletics.com) functions as an integral part of the total educational offerings of the University through the unique competitive learning experiences it provides. TWU Athletics shares with other components on campus the responsibility to contribute positively to the development of the individual student in an environment that empowers and affirms the full development of women.

A proud member of NCAA Division II (http://www.ncaa.org/d2) and the Lone Star Conference (http://www.lonestarconference.org), TWU Athletics is committed to the philosophy of academic and athletic excellence; where student comes first in student-athlete. Since 1982, the combined grade point average of all student-athletes each semester has never dropped below a 3.0. Many Pioneers have been awarded post-graduate scholarships and NCAA awards, and some have been honored with the distinction of TWU Distinguished Alumni.

TWU teams have won conference, regional and national championships. Individual student-athletes have set national records, achieved All-America honors, won medals in the Olympics, and participated on Pan American and national teams representing the United States.

TWU sponsors five varsity women’s programs in the sports of basketball, gymnastics, soccer, softball, and volleyball. For additional information, contact:

Director of Athletics
P.O. Box 425349
Denton, TX 76204-5349
940-898-2378

Diversity, Inclusion, and Outreach
The Office of Diversity, Inclusion, and Outreach provides the TWU community with diversity education programs and activities designed to enhance an appreciation for diversity among university students, staff, and faculty. Services include cultural awareness workshops, cultural celebrations and activities, and support for multicultural student organizations. Programs include the Cultural Connections Speaker series, which is designed to enhance and empower students to become advocates of change in an increasingly diverse society. Other resources include the SUCCESS Mentor Program, G-Force Mentorship Program, GO Centers, and the TWU Mobile GO Center. The Office of Diversity, Inclusion, and Outreach is located in Jones Hall, room 200. For more information you may contact us at 940-898-3679, or visit TWU Diversity Inclusion & Outreach. (http://www.twu.edu/diversity-inclusion-outreach)

Mary Eleanor Brackenridge Student Union
The Student Union is named for Mary Eleanor Brackenridge, a strong advocate for the advancement of women. She was appointed to the first Board of Regents, and she was president of the Texas Woman Suffrage Association from 1913 to 1914.

The Student Union (http://www.twu.edu/student-union) at TWU provides facilities and services intended to meet the needs of a diverse University community. The Student Union provides students an opportunity to develop leadership skills that provide a foundation for service within and beyond their academic experience. A notary public service for students is available in Room 209 in the Student Union building. Contact the Student Union (http://www.twu.edu/student-union) at 940-898-3641 for more information. Contact the Student Union office at 940-898-3641 to reserve meeting room space.

The following offices are located in the Student Union on the Denton campus: the Center for Student Development (http://www.twu.edu/student-development), Campus Alliance for Resource Education (CARE) (http://www.twu.edu/commuter/default.asp) and the office of the Vice President for Student Life.

The Student Government Association (http://www.twu.edu/student-government), the Campus Activities Board (https://www.twu.edu/student-union/campus-activities-board), Volunteer Services (http://www.twu.edu/volunteer-services), Greek Life (http://www.twu.edu/greek-life), and the Student Union Board (https://www.twu.edu/student-union/student-union-board) are also located in the building. Student
Union space is also provided on the T. Boone Pickens Institute of Health Sciences Campus (http://www.twu.edu/dallas) and in the Houston Center (http://www.twu.edu/houston). Please call the Pickens Institute at 214-689-6503 and the Houston Center at 713-794-2331 for further information.

Other services in the Student Union on the Denton campus include four dining locations, the TWU Bookstore (http://www.bkstr.com/texaswomansstore/home), computer stations, cyber cafe, TV and game room, meeting and lounge space, locker rentals, and a lactation room.

**Pioneer Center for Student Excellence**

**Web Site:** http://www.twu.edu/pioneer-center

Grounded within current research and based on high-impact practices, the Pioneer Center for Student Excellence (http://www.twu.edu/pioneer-center) supports academic achievement, assists in the development of professional skills, and contributes to the holistic student experience.

The center is home to multiple programs and services that enhance the academic experience of all TWU students. Services include:

- intensive graduate writing support programs
- academic coaching
- academic enhancement programming
- academic advising coordination
- internships
- collaborative learning spaces

Additionally, the Pioneer Center is home to co-located services including Quality Enhancement Programs (http://catalog.twu.edu/undergraduate/services-available-students/qep), Education Abroad (http://catalog.twu.edu/undergraduate/special-opportunities-programs/education-abroad), and the Terry Scholars Program (https://www.twu.edu/terry-scholarships). The center is located on the second floor of the Blagg-Huey Library on the Denton Campus, the tenth floor of the TWU Institute of Health Sciences - Houston Center, and provides services to students at the three TWU locations. For more information, please contact the Pioneer Center at 940-898-3755.

**Academic Coaching**

Academic coaching is a service provided for students who are seeking additional assistance with improving their academic skills, such as time management, test-taking, note-taking, general study skills, learning styles, and academic motivation. Together, the student and academic coach determine areas of needed assistance and work collaboratively to identify the student's learning strengths that will best assist them with improving in the identified area. Coaching sessions are available in person as well as via the internet.

**Internships/Cooperative Education**

Internships provide students with supervised learning situations in business, industry, government, or service enterprise. Employers select students for an internship on the basis of individual merit and qualifications. Several academic departments provide students the opportunity to participate in for-credit internships during their course of study. Non-credit internships are also available to students seeking practical work experience to supplement their coursework. More information is available in the Internships/Cooperative Education section of this catalog or at http://www.twu.edu/pioneer-center.

**Quality Enhancement Programs**

http://www.twu.edu/qep

Guided by the university’s mission and strategic plan, as well as current research on student engagement, the five-year Quality Enhancement Plan (QEP) Pioneering Pathways: Learn by Doing focuses on enhancement of student learning through engagement in experiential learning. The QEP provides a systematic plan for implementing and assessing experiential learning throughout the university.

Experiential learning at TWU bridges theory with practice, and is a dynamic, engaged form of learning characterized by active collaboration; real-world problem solving; hands-on application of classroom theories; in-depth engagement with content; or simulation of skills external to the classroom.

The QEP includes the following programs for students and faculty at all TWU locations:

- Experiential Student Scholars
- QEP-designated courses
- Experiential Fellows
- National Society for Experiential Education (NSEE) Experiential Education Academy

The QEP is co-located in the Pioneer Center for Student Excellence on the second floor of the Blagg-Huey Library on the Denton campus.

**Speech-Language-Hearing Clinic - Denton / Stroke Center - Dallas**

**Speech-Language-Hearing Clinic – Denton**

The Speech-Language-Hearing Clinic located on TWU's Denton Campus provides assessment and therapeutic services to the University and Denton communities for a minimal fee. Master's level graduate students under the direct supervision of licensed, certified speech-language pathologists, audiologists, AV therapists, and deaf educators provide assessments and individual intervention for language, literacy, speech sound disorders, voice, stuttering, hearing loss, and feeding for children and adults. During the summer, camps are offered for children with sensory-based feeding disorders, language and literacy difficulty, and speech sound disorders including Childhood Apraxia of Speech.

For applications or further information about the Clinic, contact:

TWU Speech-Language-Hearing Clinic (http://www.twu.edu/communication-sciences/clinics.asp)
P.O. Box 425737
Denton, TX 76204-5737
940-898-2285
email: comsclinic@twu.edu
The clinic is located in MCL 601 on the Denton campus.

The Stroke Center – Dallas
The Stroke Center – Dallas was established in 1992 to provide treatment and training in neurological rehabilitation specifically for stroke and right hemisphere injuries. A core of health professionals and graduate students provide outpatient services. Located in the T. Boone Pickens Institute of Health Sciences on the TWU Parkland campus, the Center operates five 6-week sessions each year. Assessment and intervention services include speech/language therapy, physical therapy, occupational therapy, and psychosocial counseling. A major focus of The Stroke Center is clinical research. Individuals may be referred by physician, family, or self.

For applications or further information about The Stroke Center programs contact:

The Stroke Center - Dallas (http://www.strokecenterdallas.org)
5500 Southwestern Medical Avenue
Dallas, TX 75235
214-689-6592
email: strokecenter@twu.edu

Student Handbook
The Student Handbook (http://www.twu.edu/student-life-office/student-handbook.asp) identifies policies and procedures governing student rights and responsibilities and provides a variety of information and resources. The handbook is distributed at the beginning of the fall semester. Students in Dallas and Houston may also pick up handbooks in the Administration office or from the Student Life Coordinators. Copies are available to students in Denton in Room 206 and Room 209 in the Student Union. The handbook is available online each year on the TWU Student Life webpage (http://www.twu.edu/student-life-office/student-handbook.asp).

Student Health Services
The Texas Woman's University Student Health Services (http://www.twu.edu/student-health-services) (SHS) is located on the TWU campus in the lower level of Hubbard Hall at 303 Administration Drive, next door to DPS (Department of Public Safety). SHS is dedicated to providing quality healthcare and preventative services to the students of our University. By providing these services, SHS intends to assist each student in maintaining maximum health, so that students may realize to the fullest extent possible the educational opportunities afforded by the university.

SHS provides medical services for diagnosis and treatment of illness and injury, as well as prevention services such as immunizations and wellness examinations. Mental health services are also available. Fees are assessed for office visits, lab services, medication, and medical equipment/supplies. All x-rays are referred to an off-campus facility, and students are responsible for all charges. Student Health Services offers an optional pharmacy delivery service through Drug Emporium in Denton. Prescriptions are delivered to the clinic twice daily for pick-up or mailed to students for a small fee. Students wishing to use the pharmacy service to fill prescriptions written by personal physicians must complete required pharmacy forms and prescriptions must be brought or faxed to Student Health Services.

Any enrolled student may call the "Ask a Nurse" telephone service at 940-898-3827 whenever the Denton Clinic is open.

For more information regarding healthcare for TWU students, please visit the Student Health Services website (http://www.twu.edu/student-health-services).

Transportation to Student Health Services
Officers from the Department of Public Safety may, on occasion, escort sick or injured students to Student Health Services. Individuals who are sick or who have minor injuries and can walk with some assistance should be escorted to a vehicle and transported to Student Health Services. An ambulance is not available to transport students to Student Health Services. Students with serious injuries, such as broken bones, severe bleeding, prolonged unconsciousness, or spinal injury, should be transported to a city hospital via city ambulance.

Health Care – Houston
Students may access medical care in Houston through the UT Health Services. Students with the Student Health Insurance Plan have the deductible waived. Immunization clinics are held periodically on the Houston campus. Students may utilize the "Ask a Nurse" telephone service at 888-898-8825, from 8AM until 5PM Monday through Friday, whenever the Denton campus is open. For additional information and location and hours of operation, contact the UT clinic at 713-500-3267 or the Student Life Coordinator at 713-794-2158.

Health Care – Dallas
Conveniently located medical care for students at the TWU T. Boone Pickens Institute of Health Sciences-Dallas includes Concentra Urgent Care. Students with the Student Health Insurance Plan have the deductible waived at Concentra. Student Health Services offers Health Promotion programming as well as immunization and clinic services on designated days on the Dallas campus. Dallas students are welcome to visit the clinic on the Denton campus. Students may utilize the "Ask a Nurse" telephone service at 888-898-8825 from 8AM until 5PM Monday through Friday, whenever the Denton campus is open. For additional information on location and hours of operation, contact Concentra at 214-630-2331 or the Student Life Coordinator in Dallas at 214-689-6696.

Health Insurance
An optional health insurance plan is available to TWU students currently enrolled as undergraduates taking at least 6 semester credit hours and graduates taking at least 3 semester credit hours. Major illness or accidents may require special medical attention or hospitalization that is not available at the University. F1 and J1 status international students are required by federal law and university policy to enroll in the university insurance plan as a condition of admission (see below). Some majors with clinical rotations and study abroad may require that students have insurance. The University sponsored insurance program covers service on or off-campus for a semester or for a twelve-month period. Students and their parents or guardians are encouraged to consider this insurance program, and more information can be obtained by contacting Student Health Services (http://www.twu.edu/student-health-services/default.asp).
Health Insurance for International Students

As a condition of enrollment and federal law, Texas Woman’s University requires all international students to maintain continuous medical and hospitalization insurance for the entire period of their enrollment at TWU. International students with an F1 or J1 visa status are required to obtain insurance coverage through the University sponsored insurance plan (http://www.twu.edu/student-health-services/international-students). International students will be automatically enrolled in the insurance plan and premiums will be placed on the student’s tuition and fees bill each semester.

International students may request an exception from the University sponsored insurance plan only in the following situations, if they are:

• Employed by TWU and covered by employee health insurance
• Covered by group health insurance through another U.S. employer
• Covered by spouse or parent’s group insurance plan through a U.S. employer
• A sponsored student covered by insurance through his or her government
• Graduating or leaving the country for the entire summer

If an exception is granted, a charge for repatriation and evacuation may remain on the student’s account, if the alternate health insurance does not include these required benefits.

In order to request an exception for Foreign Student Insurance charges, a student must complete the TWU Student Health Insurance Request for Exception/Waiver process by the specified deadline; please see International Students: Mandatory Insurance - Request for Exception (http://www.twu.edu/student-health-services/international-students). All Requests for Exception must be submitted by:

• 12th class day for the fall and spring semesters
• 4th class day for the summer semesters (students with alternate insurance)
• 12th class day of the spring semester (students leaving the country for the entire summer)

Late requests will not be accepted. The request process must be repeated each semester, and it is the student’s responsibility to submit requests in a timely fashion.

Tuberculosis Screening

All new students who have lived in areas of the world where tuberculosis is prevalent are required to be screened for tuberculosis (TB blood testing only); this includes all new and transfer international students and all new TEC 54.052 students. TB screening may be performed at TWU Student Health Services on the Denton campus, one of its subcontracting clinics sites in Dallas or Houston, or any other licensed medical facility in the United States. Screening for tuberculosis shall be initiated prior to registration for classes at TWU. Students with positive TB test results or history of taking TB prophylaxis or treatment are required to be evaluated by a medical provider and submit a Statement of Tuberculosis Clearance Form (http://www.twu.edu/media/documents/student-health/International_TBChestClearance_Form.pdf). For additional information regarding this policy, please contact Student Health Services (http://www.twu.edu/student-health-services/international-students).

Meningitis Vaccine

Effective January 1, 2012, Texas law requires that all new entering and transfer college students age 21 and younger must receive a vaccination or booster against bacterial meningitis. An entering student also includes a student who has had a break of enrollment of one or more fall or spring semesters. For more information, please visit Immunization Compliance: Meningitis Vaccination Requirement (http://www.twu.edu/student-health-services/immunization-compliance).

Student Publications

The Lasso

The Lasso, the student newspaper, informs students, faculty, staff, and others of University issues and events as well as off-campus topics of importance to the community. Student publications are recognized student activities that provide both a forum for communication and training for future writers, editors, reporters, photographers, and other publication professionals. We encourage you to apply to work with us!

Tutoring Centers

Mathematics and Technology Success Center

The TWU Mathematics and Technology Success Center (MTSC) assists students in reaching their educational goals through individual or group tutoring and computer-based programs. Located in MCL 307, this center provides tutoring to TWU students enrolled in any courses with mathematics or technology components, taking the computer literacy exam, or preparing to pass the TSI mathematics requirement. For more information call 940-898-2169 or visit the MTSC website (http://www.twu.edu/mtsc).

Science Learning Resource Center

The Science Learning Resource Center (http://www.twu.edu/slrc) (SLRC) exists to assist first year and sophomore students taking courses in biology, chemistry, and physics by providing tutoring and a wide variety of self-help audio-visual and computer assisted learning programs. The SLRC is also responsible for administering the Science Placement Tests to students who have not yet taken their introductory biology, chemistry, physics, and zoology courses. The Science Learning Resource Center is located in the Science Building (http://www.twu.edu/maps/denton-campus-map) on the Denton campus. For more information about SLRC call 940-898-2568 or visit the SLRC website (http://www.twu.edu/slrc).

The Write Site

The Write Site is the University’s writing resource center and serves the entire University community by providing individualized or group face-to-face writing assistance; help at any stage of the writing process (brainstorming, prewriting, drafting, organization, and revision); both synchronous and asynchronous online tutoring via the OWL and OWLive; and student-led writing workshops. The Write Site provides assistance for both graduate and undergraduate students in any discipline. For more information or to make an appointment, please call 904-898-2341 or visit the Write Site website (http://www.twu.edu/write-site).
Family Housing

Family Housing at Texas Woman’s University provides living options for married students and for single parents and their children. Married couples and single parents with a maximum of three children under the age of 18 may reside in the Lowry Woods Community apartments.

Family Housing Apartment contracts run from one semester to twelve months and are renewable. Vacancies are filled in order by application date and desired move in date. The apartment application, along with the $50 non-refundable application fee and $100 deposit, must be received before a student can be considered for an apartment.

Veteran & Military Student Center

www.twu.edu/veterans/veterans-student-services/veteran–military-student-center/

Brittanie Romine, Assistant Director

Location: Jones Hall, 106 and 107
Phone: 940-898-2789
Email: bromine@twu.edu

The Veteran and Military Student Center is a dedicated space for military-affiliated students including a quiet place to study equipped with computers, desks, a campus phone, a refrigerator, microwave, and coffee maker. Also featuring lounge space for meeting with fellow veterans and service members and holding Student Veterans Association (SVA) chapter meetings.
GRADUATE SCHOOL

Web Site: http://www.twu.edu/gradschool/

Dean: Carolyn Kapinus, Professor
Associate Dean: Ruth A. Johnson, Ph.D.

Location: ACT 220
Phone: 940-898-3415
Fax: 940-898-3412

Graduate instruction has been offered by the Texas Woman's University since 1930, when the increased demand for advanced studies resulted in development of a graduate program and establishment of the Graduate School. Since 1952 the Graduate School has operated as a unit under its own Dean and Graduate Council. Under provisions of Title IX of the Education Amendments in 1972, qualified men became eligible for admission to all programs offered at the graduate level on the same basis as qualified women.

The purposes of the Graduate School are to provide instruction and facilities for advanced study and research in the schools and colleges, and to offer the graduate degrees listed below.

College of Arts and Sciences
- Doctor of Philosophy
- Specialist in School Psychology
- Master of Arts
- Master of Fine Arts
- Master of Science

College of Professional Education
- Doctor of Education
- Doctor of Philosophy
- Master of Arts
- Master of Arts in Teaching
- Master of Education
- Master of Library Science
- Master of Science

Institute of Health Sciences

College of Health Sciences
- Doctor of Education
- Doctor of Philosophy
- Doctor of Physical Therapy
- Doctor of Occupational Therapy
- Master of Arts
- Master of Occupational Therapy
- Master of Science

College of Nursing
- Doctor of Philosophy
- Doctor of Nursing Practice
- Master of Science

School of Management
- Master of Business Administration
- Master of Health Systems Management
- Master of Healthcare Administration

Administration of the Graduate School

The Graduate School of the Texas Woman's University is administered by the Dean of the Graduate School in accordance with policies established by the Graduate Council (http://www.twu.edu/gradschool/graduate-council), as authorized by the Board of Regents (http://www.twu.edu/regents).

Admission to the Graduate School

Approval for admission to the Graduate School is required of all graduate students.

Graduate School admission does not imply admission to candidacy for an advanced degree. Candidacy will be granted only after a period of successful graduate work and after compliance with the conditions and course of study established by the University and its departments, schools, and colleges have been met.

The total enrollment of graduate students is limited. All applications to the Graduate School are subject to whatever provisions may limit the enrollment of graduate students. Admission is granted for not more than one academic year. Students who do not attend the University during the period of their admission must reapply.

Graduate students, whether living on or off campus, are subject to the general rules and regulations of the University and are expected to maintain the high standard of social and academic life of the University as well as the professional standards of their chosen field of study. Thus, graduate students are subject to all rules and regulations set forth in the Student Handbook (http://www.twu.edu/student-life-office/student-handbook.asp), the Graduate Catalog, and the policy statements of the Graduate School and the academic components. All graduate students of Texas Woman's University are expected to know and adhere to high standards of personal conduct and of academic integrity and scholarship. Any falsification, misrepresentation, or misapplication of information or research; any violation of professional or ethical standards; or any violation of the rules and regulations of the University may result in dismissal.

General Requirements for Admission to the Graduate School

The Graduate School establishes the minimum requirements for admission to all graduate degree and certification programs at Texas Woman's University. Applicants should consult with academic components regarding specific program criteria for admission.

All applicants are expected to meet the following criteria:

1. Hold an earned bachelor's degree or equivalent from a U.S. college or university accredited by a regional (general) accrediting agency, or an equivalent degree from a foreign college or university. The bachelor's degree must be substantially equivalent to a bachelor's degree granted by TWU.
2. Have a minimum 3.0 GPA for the last 60 semester credit hours of undergraduate study and a minimum 3.0 GPA for all prior graduate work. Academic components may choose to consider files of
applicants with lower GPAs, on a provisional basis, but no lower than a 2.50 on the last 60 hours of undergraduate study.

3. Satisfy any additional requirements of an individual academic component for admission to a specific graduate program offered by that component. Consult the appropriate catalog section for component requirements. A summary of component requirements is also available at Graduate Program and Admission Requirements. (http://www.twu.edu/gradschool/admission-requirements)

Examples include the following:
- Preferred scores recommended for standardized exams that are required by academic components.
- Review of completed undergraduate and graduate coursework.
- Reference letters, essays, interviews, and evidence of scholarly activity such as publication in refereed journals, professional presentations, grant acquisition, portfolios, and professional leadership.

4. International and permanent resident applicants must submit one of the following to show English proficiency:
- Test of English as a Foreign Language (TOEFL) (http://www.ets.org/toefl) score of at least 550 (paper-based), 213 (computer-based), or 79 (iBT)
- Michigan English Language Assessment Battery (MELAB) (http://www.cambridgemechigian.org/melab) score of 80 or higher
- International English Language Testing System (IELTS) (http://www.ielts.org) score of 6.5 or higher
- GRE (http://www.ets.org/gre) verbal score of 500 (153, Revised GRE) or higher.

See International Students (p. 232) for further information about English proficiency requirements.

Application for Admission

For admission into degree and certificate programs of the TWU Graduate School, all applicants must submit the following documents:

1. The ApplyTexas.org (http://www.applytexas.org) electronic application along with the non-refundable processing fee.
2. An official transcript from each college or university attended is required for all undergraduate and graduate coursework attempted and/or completed.
3. Official scores for any standardized exams that are required by the academic component offering the program of interest. If a standardized exam is not required by the component, the applicant has the option of submitting scores voluntarily. If submitting GRE electronic scores, the TWU institution code is 6826.
4. If you are an international applicant or permanent resident, official TOEFL or IELTS scores are required unless you qualify for an exemption. Refer to the TOEFL Exemption form (http://www.twu.edu/admissions/international/toefl-requirements-and-exemptions) for minimum score requirements and approved exemptions.

See International Students (p. 232) for further information about English proficiency requirements.

Residency

Rules and regulations for determining residence status in the State of Texas are specified under Title 3 of the Texas Education Code. Persons classified as nonresident students upon first enrollment in an institution of higher education are generally presumed to be nonresidents for the period during which they continue as students.

To petition a change in residency classification, the student must complete the Core Residency Questions (http://twu.edu/media/documents/registrar/Core-Residency-Questionnaire.pdf) and submit them to the Office of the Registrar (http://twu.edu/registrar) with appropriate documentation prior to the beginning of the semester.

International Students

Application deadlines for all international students are May 1 for the fall semester; October 1 for the spring semester; and March 1 for any summer session (F-1 visa holders: summer admittance available only for programs that start in the summer).
Applicants are required to submit an English translation of all required admission documents which are not issued in English along with official documents in the original language. The translation must be prepared by the issuing university, an educational government agency or an established translation service. See International Admission Requirements (http://www.twu.edu/admissions/international/international-admission-requirements) for additional information.

In addition to application forms and official admission documents, all international graduate applicants and permanent residents must submit one of the following to demonstrate English language proficiency:

- an official Test of English as a Foreign Language (http://www.ets.org/toefl) (TOEFL) score of 79 (IBT), 550 (paper-based), 213 (computer-based), or above;
- an International English Language Testing System (http://www.ielts.org) (IELTS) score of 6.5 or higher;
- a Michigan English Language Assessment Battery (http://www.cambridgemichigan.org/melab) (MELAB) score of 80 or higher;
- a verbal score of 153 (500, former GRE) or above on the Graduate Record Examination (http://www.ets.org/gre) (GRE);
- or a GMAT equivalent to 50th percentile.

The following exceptions also apply to the English language proficiency requirement for admission to the university:

- Applicants who are citizens of Anguilla, Antigua, Australia, The Bahamas, Barbados, Belize, Bermuda British Virgin Islands, Canada (except Quebec), Cayman Islands, Dominica, Grenada, Guyana, British Guyana, Ireland, Jamaica, Liberia, Montserrat, New Zealand, St. Kitts, and Nevis, St. Lucia, Sierra Leone, South Africa, St. Vincent, Trinidad and Tobago, Turks and Caicos Islands, and United Kingdom (England, Northern Ireland, Scotland, Wales).
- Applicants who have earned a baccalaureate or graduate degree from an accredited U.S. college or university.

Certain academic programs may require an additional English language proficiency test of all applicants.

For more information on TWU’s English language proficiency requirement, see TOEFL Requirements (http://www.twu.edu/admissions/international/toefl-requirements-and-exemptions). For more information concerning the Test of English as a Foreign Language, visit the ETS TOEFL website (http://www.ets.org/toefl).

Applicants who are not U.S. citizens or U.S. permanent residents will be issued the appropriate immigration form required to obtain an F-1 visa after all required admission documents have been received and evaluated in the Office of Admissions Processing (http://www.twu.edu/admissions-processing) and after an acceptance letter has been issued by the Graduate School.

Before the I-20 will be issued, accepted applicants seeking an F-1 visa must submit financial statements certifying responsibility for all expenses while attending the University. Applicants must also comply with the U.S. Citizenship and Immigration Services (USCIS) regulations by maintaining full-time student status during the school year (nine or more graduate semester credit hours each semester). Contact the Office of International Education (https://www.twu.edu/international-education) for additional information regarding the issuance of an I-20.

To determine status for tuition purposes, immigrants and permanent residents must submit proof of status by completing the Residency Questionnaire (http://www.twu.edu/media/documents/registrar/Core-Residency-Questionnaire.pdf).

All international students are required to have medical and hospital insurance. (See Student Health Services (p. 228).)

**Types of Admission**

A student may be admitted to the Graduate School for one of several types of study as indicated below. The acceptance letter sent by the Dean of the Graduate School will specify the type of admission granted. International students may be admitted only as degree-seeking. (An international student may be admitted as non-degree to the University, only if completing from her/his own country, and not in the United States.)

1. **Degree study:** This status identifies students seeking either a master’s or doctoral degree. Students should apply for admission at the appropriate level. Admission to master’s study is valid only for the master’s degree; a separate application for doctoral study is required. Students are admitted to degree study in a particular academic discipline, and any change of field of study requires a new application for admission.

2. **Certification study:** This status identifies students holding the bachelor’s degree who seek certification rather than a graduate degree. A maximum of 12 graduate semester credit hours earned for certification will subsequently apply toward a graduate degree only if the Dean of the Graduate School, upon recommendation of the student’s advisory committee, determines it is appropriate to the degree program. Post Master’s Certificates are also available in some master’s programs for students seeking specialization or advancement in the degree area. (See degree programs.)

3. **Postdoctoral study:** This status identifies students holding doctoral degrees who do not wish to pursue another graduate degree but who wish for personal or professional purposes to take additional course work.

**Nature of Admission**

Each application which meets the minimum requirements of the Graduate School will be evaluated by members of the appropriate department and by the Dean of the Graduate School; it will be accepted or rejected on the basis of the following criteria.

1. **Unconditional Admission:** No prerequisites are necessary, and no special qualifications must be met during or prior to graduate study.

2. **Provisional Admission:** Graduate degree study is permitted with the imposition of certain conditions which must be met for the student’s continuation in the degree program. These conditions may require the completion of prerequisites, satisfactory performance in initial course work, satisfactory completion of a degree in progress, or the completion of other conditions which indicate the student should continue graduate study. A student admitted with less than a ‘B’ average is given Provisional Admission, conditioned upon maintenance of a ‘B’ average during the first twelve semester credit hours of graduate study or upon other requirements specified.
Once the conditions for full admission have been met, the student should petition the Graduate School through the department for advancement to Unconditional Admission. Failure to meet conditions of admission results in the student’s removal from a degree program.

3. Denial of Admission: Admission is denied if the applicant fails to meet the minimum requirements established by the Graduate Council, the program has reached the limits of its enrollment, or the applicant does not meet departmental requirements.

Meningitis Policy

Effective January 1, 2012, Texas law requires that all new, entering, and transfer college students age 21 and younger must receive a vaccination or booster against bacterial meningitis. An entering student also includes a student who has had a break of enrollment of one or more fall or spring semesters. For more information, please visit the Meningitis Vaccination Requirement website (https://www.twu.edu/student-health-services/immunization-compliance).

Election of Graduate Work by Seniors of This University

A TWU student who at the beginning of the second semester of the senior year lacks not more than twelve semester credit hours for a bachelor’s degree is permitted to register for courses which may be applied toward meeting the master’s degree requirements provided that the total registration does not exceed sixteen semester credit hours and proper application has been made to the major department and the Graduate School, including submission of the Proof of Eligibility form (https://www.twu.edu/registrar/forms), before registering for such courses.

No work which is completed by an undergraduate student shall apply to a graduate degree, except for the work completed by seniors as provided for in this section. No work which is regularly a part of an undergraduate program shall apply toward a graduate degree except for Texas Woman’s University seniors who have made special application at the time of registration for graduate credit for specific courses to be applied toward a graduate program approved by their major department and by the Dean of the Graduate School.

Election of Graduate Work by Students Who Are Not Seeking Degrees

Students who do not plan to work toward a graduate degree but who wish to enroll in occasional courses for such purposes as personal enrichment, professional development, and meeting special interests may, with the permission of the department, register as “non-degree students.” (An international student may be admitted to the University for non-degree courses but is only authorized to take them from her or his own country, and not in the United States.) Admission to the Graduate School is not required; however, a completed application form, $50 processing fee, and an official transcript showing the bachelor’s degree or highest degree held must be filed with the Office of Admissions Processing. International students must submit a $75 processing fee and a satisfactory English proficiency scores (see International Students (p. 232)).

A maximum of 12 graduate semester credit hours earned by a “non-degree student” may subsequently apply toward a graduate degree only if the Dean of the Graduate School, upon recommendation of the student’s advisory committee, determines it is appropriate to the degree program.

All students who enroll in graduate courses, whether or not they are seeking degrees, are required to maintain a 3.0 GPA on all course-level courses taken at TWU. Students who fail to maintain this average will not be permitted to continue registering for graduate courses.

Health Requirements: Students in Health-related Majors

Students admitted to education and health-related programs that involve contact with patients are required to be immunized against chicken pox, hepatitis B, influenza, measles, mumps, rubella, pertussis, tetanus/diphtheria, and have annual TB screening; some departments have additional immunization and testing requirements. Proof of immunization is required at the time a student begins clinical coursework.

Some clinical facilities and school systems with which the University affiliates require that students be tested for drugs and have criminal background checks done. When this is required, students will have the screening done at their own expense. Departmental policy governs the procedures to be followed. Failure to meet the screening standards may result in the student being required to withdraw from the program.

Clinical facilities may require that students have health insurance. When this is required, students must show proof of health insurance.

Texas Woman’s University does not require HIV testing of its students; however, some agencies with which the University affiliates for clinical training may require such testing. Texas law requires that if a health care worker who is HIV positive performs exposure-prone procedures, the health care worker must notify a prospective patient of the health care worker’s seropositive status and receive the patient’s consent to perform the procedure.

Graduate Study by Faculty and Staff of Texas Woman’s University

Texas Woman’s University encourages the continual growth and development of faculty and staff. Full-time permanent staff employees may be granted time off from work to attend a TWU class during regular working hours provided that:

- The time off does not exceed three (3) credit hours per week.
- The employee’s absence does not adversely affect the operation of the employing department.
- The time off to attend classes is made up during the employee’s work week.
- The TWU class is offered at the campus where the employee is working.

Approval to attend class during regular work hours must be done in advance and in writing by the appropriate supervisor.

Employees cannot take courses at other universities during regular work hours.

However, no member of the faculty may be admitted to the Graduate School of the Texas Woman’s University for the purpose of pursuing a degree in the department or discipline in which he or she teaches.
Student Orientation

The Center for Student Development (http://www.twu.edu/student-development) offers an annual orientation for new graduate students. For more information, contact the Center for Student Development at 940-898-3626, the Graduate Orientation website (https://www.twu.edu/orientation/graduate-orientation), or email orientation@twu.edu.

Academic Information

- Student Responsibility (p. 235)
- Enrollment Certification (p. 235)
- Auditing Courses (p. 235)
- Dropping a Course (p. 235)
- Withdrawal from the University (p. 236)
- Grades and Gradepoints (p. 237)
- Review of Complaints and Appeals, Including Grade Appeals (p. 238)
- Course Repetition (p. 238)
- Students Called to Active Duty (p. 238)
- Information for Graduating Students (p. 238)
- Transcript Requests (p. 239)
- Changing Name and Other Personal Information (p. 239)
- Graduate Assistantships (p. 212)

Student Responsibility

The act of registering denotes an implicit declaration of the student’s acceptance of University regulations as outlined in the most recent issues of the catalog and student handbook. Failure to abide by university regulations will subject the student to appropriate disciplinary action as outlined in the Student Handbook. (http://www.twu.edu/student-life-office/student-handbook.asp)

Students are responsible for official emails sent from University administration, departments, faculty or staff to their university email account.

The University also expects the student to obey the law, to show respect for properly constituted authority, to perform contractual obligations, to maintain absolute integrity and a high standard of individual honor in scholastic work, and to maintain conduct appropriate for a community of scholars.

Enrollment Certification

Enrollment verification and loan deferments are completed in the Registrar’s Office (http://www.twu.edu/registrar) and are based upon a student’s having registered and paid tuition and fees according to the following criteria:

<table>
<thead>
<tr>
<th>Level</th>
<th>Fall &amp; Spring</th>
<th>Summer (cumulative across all summer terms)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time:</td>
<td>Full-time:</td>
</tr>
<tr>
<td></td>
<td>9 hours</td>
<td>9 hours</td>
</tr>
<tr>
<td></td>
<td>Half-time:</td>
<td>Half-time:</td>
</tr>
<tr>
<td></td>
<td>5-8 hours</td>
<td>5-8 hours</td>
</tr>
</tbody>
</table>

Student teaching, thesis, and dissertation semester credit hours will be certified as full-time. Internships will be certified as full-time if enrolled in 6 or more semester credit hours, and half-time if enrolled in 3-5 semester credit hours.

Auditing Courses

Only an individual fully eligible to enroll in the university may attend a class as an auditor without receiving college credit.

Permission to audit a course must be obtained utilizing the Course Audit Approval Form (http://www.twu.edu/registrar/forms.asp) after the first day of class by getting approval signatures from the instructor of the course, the chair of the department which offers the course, the dean of the school or college, and the Registrar’s Office.

- Persons auditing a course will be charged at the same tuition and applicable fee rate as those enrolled for credit, except as indicated below for those over the age of 65.
- The auditor may not participate in the laboratory part of a course or in a studio, practicum, workshop, or activity course.
- Attendance as an auditor may not be made on the basis of a claim for course credit and will not count towards enrollment load or status.
- Courses that are audited are not eligible for financial aid or VA benefits.
- Audited courses are not recorded on the student’s permanent record (the course will not appear on the academic transcript).
- Any persons 65 years of age or older are eligible to enroll in up to six semester credit hours of coursework and receive a waiver for tuition to audit classes without charge provided space is available.

Information about auditing may be obtained in the Office of the Registrar (http://www.twu.edu/registrar).

Dropping a Course

A student can drop a course online through WebAdvisor (https://portal.twu.edu/default.asp) until the end of Late Registration for the term. Once Late Registration is over and before the term’s census date, a student must either submit a signed Add/Drop form to the Registrar’s Office (http://www.twu.edu/registrar) or submit a drop request online utilizing the Online Drop Request (https://www.twu.edu/registrar/dropping-courses-or-withdrawing). After the census date, the Add/Drop form (https://www.twu.edu/registrar/dropping-courses-or-withdrawing) must include the instructor signature prior to being submitted to the Registrar. The online request will automatically be routed to the instructor for approval before it will be processed.

Course drops processed during the first six weeks of a long term will receive an automatic W grade, which is a non-punitive grade. After the first six weeks, the instructor will recommend either a grade of W or a
grade of WF on the drop form. Failure to submit a completed and signed drop form by the published deadline will cause the student to receive an F.

Refer to the academic calendar (http://www.twu.edu/registrar/academic-calendars.asp) for drop deadlines.

Students wishing to drop all classes and withdraw from the University must initiate a formal withdrawal through the Student Life Office (http://www.twu.edu/student-life-office/withdrawal-information.asp).

There is an Add/Drop fee assessed for each drop processed after the term starts, excluding withdrawals.

**Withdrawal from the University**

Any student who finds it necessary to withdraw from all semester credit hour classes must formally withdraw through the Office of Student Life (http://www.twu.edu/student-life-office/default.asp) on the Denton campus or the Student Life Coordinator on the Dallas or Houston campus. Because withdrawing may have significant implications for international student visas, student financial aid and awards, as well as contracts with University Housing and Dining, students are encouraged to contact these offices as appropriate before finalizing any withdrawal plan. The effective date of withdrawal is the day upon which the completed Request for Withdrawal Form (http://www.twu.edu/student-life-office/forms.asp) is received from the student and approved by the Student Life Office.

Withdrawal requests must be submitted by the withdrawal deadline for the term in which the student seeks to withdraw, as posted in the term’s academic calendar (http://www.twu.edu/registrar/academic-calendars). Please visit the Bursars website (http://www.twu.edu/bursar) for specific refund dates. For forms and additional information about withdrawing from the University, please visit the Student Life Withdrawal Information website (http://www.twu.edu/student-life-office/withdrawal-information.asp).

A student who withdraws on or before the census date of a term will have no record of coursework on her or his transcript. A student who withdraws after the census date of a term and before the last day to drop without penalty will receive a grade of W. After the last date to withdraw without penalty the grade of W or WF is assigned by the instructor.

**Medical Withdrawals**

A student experiencing an extraordinary health circumstance such as a serious physical or mental illness or injury that impedes his/her ability to function academically during that term may petition for a withdrawal from TWU for medical reasons. The student must submit to the Vice President for Student Life or her or his designee the Term Withdrawal Form, along with official documentation from their treating physician. The documentation must substantiate: the presence of a serious health condition; that the condition impedes academic functioning in the term from which the student is seeking withdrawal; and indicate the approximate date the condition began to impede the student’s academic functioning. If the petition is approved, the information in these documents will be used to determine the effective date of withdrawal. Students will be permitted one appeal of the petition decision. These appeals will be reviewed by the Withdrawal and Drop Appeals Committee. The committee’s decision is final. Because withdrawing may have significant implications for international student visas, student financial aid and awards, as well as contracts with University Housing and Dining, students are encouraged to contact these offices as appropriate before finalizing any withdrawal plan. A medical withdrawal does not qualify a student for an automatic grade of W. The instructor will assign a W or WF based on the student’s standing in the course at the time of withdrawal.

**Retroactive Withdrawals**

A student is expected to withdraw during the semester in which they are enrolled. When the semester is over, the record on that semester is closed. However, under extraordinary circumstances a student may petition for withdrawal for medical or other compelling reasons after the completion of classes for that semester. These retroactive petitions will only be considered through the end of one term beyond the semester in which the student is seeking the withdrawal. The student must be able to provide official documentation that substantiates: that s/he was unable to withdraw during the semester from which they are trying to withdraw; and that s/he experienced an “urgent, substantiated, nonacademic medical or other compelling circumstance (e.g., debilitating and/or hospitalized for a serious health condition, called away at the end of the semester because of the death of a parent, spouse or child, other documentable serious family emergency or military service, etc.). To petition for a retroactive withdrawal, a student must submit to the Vice President of Student Life or his or her designee a Term Withdrawal Form with official documentation and within the time-frame outlined above. Students will be permitted one appeal of the petition decision. These appeals will be reviewed by the Withdrawal and Drop Appeals Committee. The committee’s decision is final. Because withdrawing may have significant implications for international student visas, student financial aid and awards, as well as contracts with University Housing and Dining, students are encouraged to contact these offices as appropriate before finalizing any withdrawal plan. A retroactive withdrawal does not qualify a student for an automatic grade of W. The instructor will assign a W or WF based on the student’s standing in the course at the time of withdrawal.

**Students Called to Active Duty**

Texas Education Code 54.006(f) indicates, "Beginning with the summer semester of 1990, if a student withdraws from an institution of higher education because the student is called to active military service, the institution, at the student's option, shall: (1) refund the tuition and fees paid by the student for the semester in which the student withdraws; (2) grant a student, who is eligible under the institution's guidelines, an incomplete grade in all courses by designating 'withdrawn-military' on the student's transcript; or (3) as determined by the instructor, assign an appropriate final grade or credit to a student who has satisfactorily completed a substantial amount of coursework and who has demonstrated sufficient mastery of the course material."

If you are called to active duty, then you have the following three options:

1. Withdrawal with a full refund of eligible tuition and fees;
2. Incomplete grades with a deadline for completion of one year after the end of the active duty assignment;
3. Or a final grade if the material was sufficiently mastered, as determined by the instructor.

You should meet with your instructor(s) to decide if an Incomplete or final grade is warranted. Eligible students under this provision must produce a copy of his or her military orders.

**Refunds upon Withdrawal from the University**
The following schedule has been adopted for refunds of tuition and fees upon withdrawal from the University during the long fall, spring or summer semesters:

- Prior to the first day of class .................100%* (see University Calendar [http://www.twu.edu/registrar/academic-calendars.asp])
- During the first five class days of the semester .................80%
- During the second five class days of the semester .................70%
- During the third five class days of the semester .................50%
- During the fourth five class days of the semester .................25%
- After the fourth five class days of the semester .................None

*100% except for non-refundable fee

No part of tuition or fees is returned after the fourth week of the long fall, spring or summer semesters.

The following schedule has been adopted for refunds for tuition and fees upon withdrawal from the University during any short summer or mini term:

- Prior to the first class day of each short term ................100%
- During the first class day of each short or mini term ..........80%
- During the second class day of each short or mini term .........50%
- Third class day of each short or mini term and thereafter .... None

No part of tuition or fees is returned after the fourth week of any short summer or mini term.

Grades and Gradepoints

The number of grade points given for each grade earned by a student is determined as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Gradepoints as Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4 times as many grade points as semester credit hours</td>
</tr>
<tr>
<td>B</td>
<td>3 times as many grade points as semester credit hours</td>
</tr>
<tr>
<td>C</td>
<td>2 times as many grade points as semester credit hours</td>
</tr>
<tr>
<td>D</td>
<td>1 time as many grade points as semester credit hours</td>
</tr>
<tr>
<td>F</td>
<td>No grade points. Semester credit hours are counted; thus the grade is punitive.</td>
</tr>
<tr>
<td>W</td>
<td>No grade points.</td>
</tr>
<tr>
<td>WF</td>
<td>No grade points. Semester credits are counted; thus the grade is punitive.</td>
</tr>
<tr>
<td>I</td>
<td>No grade points.</td>
</tr>
<tr>
<td>CR</td>
<td>Credit for semester credit hours earned, but no grade points.</td>
</tr>
<tr>
<td>PR</td>
<td>No semester credit hours or grade points.</td>
</tr>
<tr>
<td>X</td>
<td>No grade points, non-punitive.</td>
</tr>
<tr>
<td>NG</td>
<td>No grade points, non-punitive.</td>
</tr>
</tbody>
</table>

Grades are interpreted as: A, Excellent; B, Good; C, Average; D, Inferior; F, Failure; CR, Credit; PR, In progress (normally used for dissertation, thesis, professional paper, practicums, or internships); I, Incomplete; W, Withdrew from the course without penalty; WF, Withdrew from the course while failing; X, No credit due to tuition deficiency; and NG, No grade awarded. The letters “REP” following the grade indicate repeated course work. The last grade is counted for repeated coursework.

Master’s students should consult the section of the catalog related to their specific degree to determine whether grades of C may be included in a degree plan. In no case may a grade below C be included on a master’s degree plan. Doctoral students may include no grade below B on a degree plan.

Incomplete Grades

An Incomplete (I) grade is appropriate only when a student has passing grades in 2/3 of assigned work, but, because of extenuating circumstances, cannot complete all of the course work by the end of the semester/term. Extenuating circumstances include:

1. Incapacitating illness which prevents a student from attending classes;
2. A death in the immediate family;
3. Change in work schedule as required by an employer; or
4. Other emergencies deemed appropriate by the instructor.

A grade of Incomplete should not be requested nor given for lack of completion of work because of procrastination or dissatisfaction with the grade earned.

Under the conditions above, the student may petition the instructor for time beyond the end of the semester/term to finish the course work. The instructor, the student, and the department chair (or equivalent) of the academic department in which the course is offered must complete and sign the form "Application for Grade of Incomplete [http://twu.edu/media/documents/registrar/Application-for-Grade-of-Incomplete.pdf]" which is available in the Office of the Registrar. If clinical or laboratory work remains to be completed, the department or program must certify that the student can successfully complete such work by the assigned completion date.

Specific arrangements to remove the grade of Incomplete must be made between the instructor and the student. The instructor will also specify that, if the work is not completed by the assigned time, a grade of B, C, D, or F will replace the Incomplete on the student’s transcript. If the student completes the required work by the assigned completion date, the instructor will submit the new grade to the Office of the Registrar.

In most instances, the work to be completed should be finished within the first several weeks following the end of the semester/term in which the Incomplete was given. The maximum time allowed to finish the course work is one calendar year. If no grade change is submitted by the designated completion date (or one calendar year) the default grade listed on the "Application for Grade Incomplete [http://twu.edu/media/documents/registrar/Application-for-Grade-of-Incomplete.pdf]" form will be applied to the course and will be reflected in the student's academic standing at that time.

Incomplete work cannot be finished by attending or retaking the class. If such an option is preferred, the student should accept the grade earned and re-enroll in the course in the expectation of earning a better grade. The grade used to compute the student’s GPA is best earned grade.

Any exceptions to these regulations which describe the use of the grade of Incomplete require the approval of the instructor, the department chair (or equivalent), and the dean or director of the academic unit in which the course was offered.
Review of Complaints and Appeals, Including Grade Appeals

Texas Woman’s University is committed to the fair treatment of all students who have academic/administrative complaints and appeals. The University has traditionally guaranteed students every opportunity for a fair, prompt, and thorough review of complaints and appeals.

The specific review procedures for each type of complaint or appeal (http://www.twu.edu/academic-affairs/academic-complaints-appeals.asp) are outlined on the Academic Affairs website (http://www.twu.edu/academic-affairs) where the form for complaints and appeals is also found.

A complaint is a dispute concerning some aspect of the student’s academic status arising from an administrative or faculty decision that the student regards as incorrect or unjust.

An appeal is a request to a person or authority for a decision to resolve a complaint.

Complaints or appeals at each level must be made in writing no later than ten class days after the date of the decision at the previous level unless otherwise stipulated in state or federal law. The ten days for appeals at each level do not include weekends, holidays, or days between academic sessions. The faculty member or administrator receiving the complaint or appeal will respond (acknowledging receipt of complaint or appeal) within ten class days not including weekends, holidays, or days between academic sessions. The review and decision may require a longer period of time. Administrators may appoint an ad hoc committee to hear the appeal of the student and submit a report to the administrator.

Grade appeals utilize the same process and forms as other complaints and appeals. Appeals must begin with the faculty no later than 10 class days after the grade is awarded. If the student wishes to appeal further, the appeal procedures (http://www.twu.edu/academic-affairs/academic-complaints-appeals.asp) will guide the process. All grade changes must be made through the Office of the Registrar within one year of the original grade assignment.

It is the intention of the University to provide students who have complaints and appeals with adequate internal review and to begin resolving them promptly at the level at which the complaint or appeal originated. Students should follow university procedures and deadlines to advance a complaint or appeal as needed. The University expects students to initiate complaint or appeal procedures with the appropriate individual or office and follow university procedures to completion before seeking external consideration. Procedures designate the office which makes the final decision on each type of academic complaint or appeal.

Course Repetition

When a course is retaken as a result of a low or failing grade, the grade used to compute the student’s GPA is the best grade. This does not apply to courses that can be taken multiple times for additional credit.

Students Called to Active Duty

Texas Education Code 54.006(f) indicates, “Beginning with the summer semester of 1990, if a student withdraws from an institution of higher education because the student is called to active military service, the institution, at the student’s option, shall: (1) refund the tuition and fees paid by the student for the semester in which the student withdraws; (2) grant a student, who is eligible under the institution’s guidelines, an incomplete grade in all courses; or (3) as determined by the instructor, assign an appropriate final grade or credit to a student who has satisfactorily completed a substantial amount of course work and who has demonstrated sufficient mastery of the course material.”

A student called to active duty has the following three options:

1. withdrawal with a full refund of eligible tuition and fees;
2. incomplete grades with a deadline for completion of one year after the end of the active duty assignment; and/or
3. a final grade if the material was sufficiently mastered, as determined by the instructor.

Students should meet with their instructor to decide if an Incomplete or final grade is warranted.

Additional policy information can be found by contacting Student Life (http://www.twu.edu/student-life).

Information for Graduating Students

The calendar of Graduation Deadlines (http://www.twu.edu/gradschool/degree-completion) for graduating students is issued by the Graduate School each semester. It is available on the Graduate School website (http://www.twu.edu/gradschool).

A graduation checklist (http://www.twu.edu/gradschool/degree-completion) that identifies all requirements and forms that must be completed for graduation is available on the Graduate School website.

Students must be enrolled in the term in which they are graduating. A student who is graduating must apply online for graduation no later than:

- the 12th class day of Fall semester for December graduation
- the 12th class day of Spring semester for May graduation
- the 12th class day of Summer semester for August graduation.

(Note: August doctoral graduates may participate in December commencement only. August master’s graduates may choose to participate in May or December commencement. If participating in the May commencement, students must apply by the May graduation deadline. The term ‘graduation’ refers to degree completion and conferral; the ceremony is called ‘commencement’. Although students completing master’s degrees in August may elect to participate in May commencement, they do not graduate until August.)

A student cannot apply for graduation while on academic probation. A student must clear her or his probationary status during her or his next semester of enrollment, during which she or he can apply for early deadline (http://www.twu.edu/gradschool/forms) or apply for the following semester’s graduation date.

Late applications for graduation are not accepted. Applications must be received by the deadline in order to start the audit approval processes. Students that do not meet the deadline may consider early deadline (http://www.twu.edu/gradschool/forms) to save on enrollment costs for the next semester.
A student cannot graduate with a grade of Incomplete on her or his transcript. This applies even if the ‘I’ grade is in a course unrelated to the student’s degree plan.

If a student who has applied to graduate determines he or she is not able to meet the submission deadline, which is the last day to file documents required for graduation with the Graduate School, then he or she may request to ‘rollover’ his or her application for graduation to a future semester by submitting the Rollover Form (http://www.twu.edu/gradschool/forms), available on the Graduate School website. This request must be completed by the ‘rollover’ deadline which is two weeks prior to the submission deadline. By meeting the ‘rollover’ deadline, the student does not have to reapply for graduation or pay another application fee. After the ‘rollover’ deadline, any student who is unable to meet the submission deadline must reapply online for graduation and pay another application fee. A student may request to ‘rollover’ her or his application twice. After two ‘rollovers’ have been granted, any failure to meet the submission deadline will result in the student being removed from the graduation list and will require the student to reapply for graduation and pay another application fee.

The State of Texas requirement that a student be enrolled in the term in which she or he is graduating may be waived only if all the following criteria are met on or before the Friday prior to the start date of the next term:

- All degree requirements must be met;
- An Early Deadline form (http://www.twu.edu/gradschool/forms) must be submitted to the Graduate School;
- All forms and documents, including thesis or dissertation if applicable, must be submitted to and approved by the Graduate School;
- An application for graduation must be submitted for the graduating semester, which is the next term, and the application fee must be paid.

The student will have their degree conferred at the end of that semester. Students can request, in writing, a letter of completion from the Graduate School stating that all degree requirements have been met along with the official date the degree will be conferred. In addition, the request for a letter of completion must include:

1. the student’s name and ID number;
2. the names and addresses where the letter is to be sent; and
3. a request that a copy be sent to the student via email or hard copy.

**Commencement Ceremonies**

Denton commencement ceremonies are held in Pioneer Hall, located on TWU’s main campus at 304 Administration Drive, Denton, TX 76204. Pioneer Hall is on Bell Avenue, just north of Administration drive.

Houston’s commencement ceremonies are negotiated each semester. Notification to graduating students is published prior to the event.

**Diplomas**

When students apply for graduation, they are placed on an order list to receive a diploma. The diplomas are ordered after the rollover deadline each term (Fall, Spring, Summer). Failing to rollover will require a new application and application fee for graduation as the diploma will have the wrong graduation information.

Diplomas are ordered from an outside source and are typically received in the Graduate School about four weeks following commencement.

Diplomas are sent to students after the degree audit has been satisfied and confirmation that all financial obligations to the university have been met (including library and parking fines). Diplomas are generally mailed four to five weeks after degrees have been posted to the student’s transcript. Student’s are responsible to provide an accurate mailing address to the Graduate School.

**Transcript Requests**

In accordance with the TWU FERPA policy (http://www.twu.edu/Policy/default.asp) (Family Educational Rights Privacy Act), transcripts can only be released to the student or to a third party upon signed, written authorization of the student, except in certain situations prescribed by Federal law. All financial and administrative obligations to the University must be met before an official TWU transcript (http://www.twu.edu/registrar/transcript-request.asp) will be released. Official transcripts (http://www.twu.edu/registrar/transcript-request.asp) will show all TWU work and only a summary of transfer credit by institution. Unofficial transcripts will show an itemized listing of TWU and transfer courses. Transcripts reflecting the official academic record from other institutions must be ordered from the original institution.

There is no charge for an unofficial transcript. There is a $10.00 charge for each copy of an official transcript. Official transcripts (http://www.twu.edu/registrar/transcript-request.asp) ordered through the online ordering system will incur an additional transaction/convenience fee. Other services such as electronic and express delivery will be charged additional fees based on the service requested. Transcript orders may take up to 5 business days to complete, although most will be processed within 48 hours of receiving the completed request. Peak times and account holds may delay processing beyond the 5 business days.

Students wishing to have a transcript order not processed until after the posting of grades or a degree should indicate this at the time the order is placed.

**Changing Name and Other Personal Information**

To change or correct personally identifiable information in academic records, students should submit the Student Information Changes (http://www.twu.edu/media/documents/registrar/Student-Information-Changes.pdf) form available in the Registrar’s Office (http://www.twu.edu/registrar/default.asp) on any TWU campus. All changes will require at a minimum the student signature, TWU student ID number, and a copy of at least one or more government-issued photo ID’s. Name and Social Security Number changes will also require a copy of the new Social Security card or official court orders indicating name changes.

Requests should be sent to the following address:

Office of the Registrar
P.O. Box 425559
Denton, Texas 76204-5559
Fax: 940-898-3205

**Graduate Assistantships**

The University provides a limited number of graduate assistantships, graduate teaching assistantships, and graduate research assistantships for qualified graduate students. Stipends vary according to assignment
The University recognizes three types of graduate assistants:

1. **A graduate teaching assistant** will be employed as the teacher of record. As the teacher of record, the graduate teaching assistant is responsible for assigning final grades. Work units are determined in the same way as for a regular faculty member. A graduate teaching assistant who is working toward the master's degree may be assigned to teach undergraduate courses only. A graduate teaching assistant who holds the master's degree and is working toward the doctoral degree may be assigned to teach undergraduate courses. Only under extremely unusual circumstances or in cases of demonstrated expertise or experience may a graduate teaching assistant working toward the doctorate be assigned to teach master's level courses. This arrangement must be reviewed and approved in advance by the Dean of the Graduate School. A graduate teaching assistant may not be assigned to teach doctoral level courses. An exception at the discretion of the Dean of the Graduate School may be made in the case of graduate teaching assistants who have demonstrated exceptional expertise or experience.

   A graduate teaching assistant is both a student and a faculty member. As a student, the assistant is expected to maintain high academic standards to retain the assistantship. As a faculty member, the assistant is expected to complete teaching and research responsibilities in a timely and efficient manner. For the graduate teaching assistant, the teaching assignment should provide opportunity for obtaining depth of knowledge within the academic discipline.

2. **A graduate assistant** will not be considered to be the teacher of record. The graduate assistant will be paid from Instructional Funds. The graduate assistant will provide direct support of instruction and will assist students as needed. The primary purpose of the graduate assistant should not be to do filing and clerical work.

3. **A graduate research assistant** is employed in conjunction with the research of a faculty member in a capacity that enhances the student’s career and educational development. For the graduate research assistant, the research project may ideally result in a professional paper, thesis, or dissertation. Duties vary depending on the type of research project and may include laboratory experiments, library searches, data entry, preparation of reports, and other relevant assignments.

Applications for assistantships (http://www.twu.edu/gradschool/graduate-assistants.asp) may be secured from the Graduate School website (http://www.twu.edu/gradschool). The application must be filed with the head of the academic component in which the assistantship is sought for review and recommendation. If the assistantship is outside of the student's academic program, the student needs to inform her/his academic advisor of her/his assistantship.

General criteria for all graduate assistants:

1. The student must be admitted to graduate school.
2. The student must be in good academic standing at TWU. A student who is on scholastic probation may not hold a graduate assistantship.
3. A student who is employed full-time in any position cannot be appointed as a graduate teaching assistant. A student who holds a full-time position may hold a graduate research assistantship.
4. A student is not permitted to hold a graduate assistantship at TWU concurrently with an assistantship at any other college or university or with a student assistantship at TWU.
5. The maximum course load for a student who holds a graduate assistantship of approximately half time is 12 semester credit hours. The recommended course load for a graduate assistant with an appointment of approximately half time is nine semester credit hours. The minimum course load for a graduate assistant with an appointment of approximately half time is six semester credit hours. (Students enrolled over summer should consult with the Graduate School). Graduate students who are enrolled for professional paper, thesis, or dissertation will be permitted to register for the number of semester credit hours required by their programs so long as clear evidence of progress on the research paper can be demonstrated. Any requests for exceptions are required to come from the Chair of the student's program.
6. In-state Tuition waiver: A graduate assistant is entitled to register by paying the tuition and other fees or charges required for Texas residents without regard to the length of time the assistant has resided in Texas if the assistant is employed at least one-half time (.50 FTE), is enrolled in the minimum required course load, and is working in a position which relates to his/her degree program. The student should complete the Request for In-State Tuition (http://www.twu.edu/gradschool/graduate-assistants.asp) form, have it signed by the Chair of the department, and send it to the Graduate School. Graduate School personnel will approve and forward it to the Registrar.
7. Special criteria for graduate teaching assistants assigned primary responsibility for teaching a course for credit and assigning final grades include the following:
   a. The student should have earned at least 18 semester hours of graduate credit in the teaching field.
   b. Preferably the student will have had teaching experience in the specialty area.
   c. The student whose primary language is not English should have demonstrated proficiency in English as described in the Graduate Catalog and as mandated by the Texas Higher Education Coordinating Board.
8. International students must demonstrate English speaking proficiency through one of the following in order to hold a graduate teaching assistantship:
   - score of 26 or higher on the TOEFL iBT (https://www.ets.org/toefl/ibt/about) speaking section
9. International students must also follow the guidelines of International Education (http://www.twu.edu/international-education).

General Requirements and Regulations for Master's Degrees

Texas Woman's University confers three types of master's degrees: the Master of Arts, the Master of Science, and various professional master's degrees, such as the Master of Education and the Master of Occupational Therapy. TWU also offers the Specialist in School Psychology degree, which is considered as a master's level degree for the purposes of Graduate School requirements. The minimum requirements for these degrees follows.

Residence

While no specific residence requirement exists for the master's degree, the student should plan to pursue as much full-time resident study as is possible in the degree program.

Time Limits

No absolute time period exists within which a master's degree must be completed, but semester credit hours older than six years cannot apply toward any master's degree. Under extraordinary circumstances, semester credit hours older than six years may be reinstated with the permission of the Dean of the Graduate School, upon request and recommendation of a student’s advisory committee, chair of the department, and dean of the college.

Limits on Course Load

The nature of graduate study is such that the graduate student load should be lower than a normal undergraduate load. A graduate student is considered full-time if enrolled in nine or more semester credit hours. Enrollment in fewer than nine semester credit hours is considered part-time enrollment. Graduate students are encouraged to consider twelve semester credit hours a maximum load and, if employed, to enroll for proportionately fewer semester credit hours.

Grade Requirements

Grades in courses offered for the master's degree must average B or above in both the major and minor fields. (Some departments of the University accept no grade lower than B for degree work; please see the appropriate departmental sections in this catalog.) In no case may a course with a grade below C apply to the degree.

Graduate students are expected to maintain a B average on all graduate work. Consistent failure to do so results in dismissal from the Graduate School. When a student’s cumulative grade point average on graduate-level work falls below B or when a student receives a grade of D, F, or WF during any one semester or full summer session (including summer one, two or three) of twelve weeks, the student is automatically on academic probation and notified of this status. Earning a grade of D, F, or WF or failure to restore the cumulative average to B or above during the next enrollment results in dismissal from the Graduate School. It is not possible to improve the grade record at Texas Woman’s University by attendance at another university. Students who have been suspended may reapply to the TWU Graduate School when 6 years have elapsed after the suspension.

Notification of probation status will be sent to the student’s TWU email address. Notification of dismissal/suspension will be mailed by certified mail to the student’s address on file with the university at that time. All official communications (http://www.twu.edu/registrar) will be sent to students’ TWU email accounts.

Students enrolled for credit or non-credit classes are assigned a TWU email address for receiving announcements, correspondence, and other important messages (including payment deadlines and financial aid information). Messages delivered to the TWU email address will be considered officially delivered (http://www.twu.edu/registrar).

Major and Minor Subject

At least one-half of the semester credit hours offered for the degree shall be in a single field of concentration. It is incumbent upon the student to elect courses with at least three instructors, two of whom represent the field of the graduate major. In addition, the student may select a minor closely allied to the major, to the thesis subject, or to the interests of the student. When a minor is listed as suitable by the major department, no special permission is necessary, but at least one-half of the minor must be completed in residence at TWU and in a field offering a graduate degree program. If a minor is selected, a faculty member from the minor program shall serve on the student’s committee. The minor program, if not on the submitted degree plan, must be added to the degree plan by notification to the Graduate School. A minor selection may only be from the list of majors offered by the university and supported by the major program.

Administration of Program

Each student must meet the special requirements of the major department. Each student must comply with all policies and legislation concerning curricula or work leading to graduate degrees as formulated by the Graduate Council and administered by the Dean of the Graduate School as authorized by the Board of Regents and the Chancellor and President of the University.

When a master’s student is accepted into a program, the dean, director, or department chair will appoint an academic advisor who is responsible for the student’s program until an advisory committee is appointed. The name of the student’s advisor will be included in the official letter of acceptance sent to the student by the Graduate School. The student will develop a degree plan with the advisor upon completion of twelve semester credit hours, subject to final approval by the advisory committee, department chair, academic dean (as required), and Dean of the Graduate School.

Degree Plan

The graduate student and the advisor share the responsibility to file with the Graduate School, on the form provided for that purpose, the complete plan of graduate study (http://www.twu.edu/gradschool/forms) leading to the degree. (When the student presents a minor, a faculty member from the minor department must approve the proposed program through signature on the degree plan.) The student should file, with the Graduate School, the approved and signed degree plan upon completion of twelve semester credit hours.
Thesis or Professional Paper Committee

In consultation with a faculty advisor, it is the graduate student's responsibility to recommend the membership of the Research Committee. The Research Committee consists of not fewer than two voting members of the graduate faculty (http://www.twu.edu/gradschool/graduate-faculty) from the student's degree program. If the student has a minor, an additional member of the committee should be a faculty member from the minor area. This committee shall have authority with respect to the student’s thesis or professional paper; and the committee chair administers this authority. This committee also serves as the candidate’s committee to examine the student’s thesis or professional paper. The chair of a thesis committee must possess Full Graduate Faculty Status (http://www.twu.edu/gradschool/graduate-faculty). Other voting committee members must have at least Associate Graduate Faculty Status. Exceptions to committee membership may be made at the discretion of the Dean of the Graduate School.

Admission to Candidacy

A student is admitted to candidacy for the master's degree:

1. When the degree plan has been approved in the Graduate School;
2. all admission or other conditions, including unconditional admission status, have been met; and
3. at least twelve semester credit hours of course work have been successfully completed.

Program Requirements

All master's degree programs require either the writing of a thesis or professional paper or the fulfillment of a special project or other requirements.

Each master's program which includes the writing of a thesis requires the completion of a minimum of twenty-four semester credit hours of approved courses plus a maximum of six semester credit hours for the thesis.

Each master's program which includes the writing of a professional paper or the fulfillment of a special project requires a minimum of thirty-six semester credit hours of approved courses, of which a maximum of six semester credit hours may be included for professional paper or special project.

All courses in the program must be graduate-level (numbered 5000 or higher), and in no case may undergraduate credit be accepted toward a master's degree.

A maximum of 12 graduate semester credit hours earned by a “non-degree student” may subsequently apply toward a graduate degree only if the Dean of the Graduate School, upon recommendation of the student’s advisory committee, determines it is appropriate to the degree program.

Graduate students are not permitted to apply toward the master's degree more than twelve semester credit hours earned in workshops, in seminars, or in any combination of these. Such courses must form part of the logical, related sequence of work leading to the degree.

Thesis and Professional Paper

A thesis, required in many master's degree programs, is the culmination of the student’s independent scholarship or creative achievement in some branch of learning or the arts. The professional paper or project may be prepared in conjunction with a research class or seminar or with certain off-campus activities approved by the committee and terminating in a written presentation which demonstrates the student's ability to prepare a bibliography, gather data, use original source material, draw conclusions, and present the material in a form which shows adequate command of the English language.

Prospectus approval is required by the Research Committee and the Dean of the Graduate School prior to the student beginning research for a thesis, even when Institutional Review Board (IRB) authorization is not required. However, the prospectus for a professional paper, if prepared, does not need to be filed in the Graduate School. Both require Responsible Conduct in Research (http://www.twu.edu/gradschool/graduate-council/responsible-conduct-of-research) (RCR) certification and IRB or IACUC (http://www.twu.edu/research/about-research-and-sponsored-programs.asp) approval if human subjects or animals are involved.

To secure semester credit hours for work done on the thesis or professional paper the student must register for this work. When “Thesis” or "Professional Paper" appears on the schedule, it is counted as three credit hours in determining both load, tuition, and fees. Although no more than six semester credit hours can be earned for the writing of the thesis, the candidate must re-enroll in the thesis course until the writing is completed.

Only an officially registered student may hold conferences with faculty members concerning the preparation of a thesis or professional paper. This rule applies both when the student is in actual residence and when the student is not in residence but receiving consultation through conferences or correspondence. This rule does not apply to those preliminary conferences held before the thesis subject has been selected. Registration for thesis or professional paper in one term is good for that term only and does not extend to the next term.

Enrolled graduate students may use the computer and research consulting services of the Center for Research Design and Analysis (CRDA) (http://www.twu.edu/research/crda.asp) in the preparation of professional papers, theses, and dissertations. The center also provides assistance with qualitative and quantitative research designs. Students may also access the support services of the Pioneer Center for Student Excellence (http://www.twu.edu/pioneer-center) and the Write Site (http://www.twu.edu/write-site).

The grade of PR is assigned to indicate a professional paper or thesis in progress. A student writing a thesis for six semester credit hours is given CR (Credit) for the first enrollment (5983), usually the completion of the prospectus and PR (In Progress) for all subsequent enrollments (5993) until the last enrollment. At that time CR is given again. A student writing a professional paper for three semester credit hours is assigned the grade of PR for all enrollments except the last one and then is assigned the grade of CR for the final enrollment.

Submission of the student’s thesis must be completed no later than the filing date listed in the Graduate School’s Graduation Deadlines (http://www.twu.edu/gradschool/degree-completion). Once the thesis has been reviewed by the Graduate Reader/Editor and the Sr. Graduate Analyst and all recommended corrections have been completed, a digital submission
and upload must be made. A bound copy at the expense of the student, may be required by the student’s major department.

All theses are uploaded to Texas Digital Library (TDL) and ProQuest. Students should consult the Thesis and Dissertation Fee Sheet, posted on the Graduate School website (http://www.twu.edu/gradschool/forms) prior to turning in their thesis. Copyrighting, which remains optional, may be secured during the submission process for an additional fee. Details concerning the abstracts, microfilming, copyrighting, and their fees are available in the Graduate School.

The Graduate School publications “Guide to the Preparation and Processing of Dissertations, Theses, and Professional Papers (http://www.twu.edu/gradschool/forms)” and “Formatting Navigator (http://www.twu.edu/gradschool/forms)” should be consulted for additional information concerning the thesis or professional paper. (See General Requirements and Regulations for Master’s Degrees (http://catalog.twu.edu/graduate/graduate-school/general-requirements-regulations-masters-degrees) and Committees (http://catalog.twu.edu/graduate/graduate-school/general-requirements-regulations-masters-degrees/thesis-professional-paper-committee))

### Final Examination

A candidate for a master’s degree must take a final examination. The format and scope of the examination is determined by the department or program. The examination must cover, if applicable, the candidate’s thesis, professional paper, or project, and/or major and minor fields of study as well as other pertinent material required by the department or program. The examining committee, approved by the Dean of the Graduate School, consists of a minimum of two members from the student’s degree program.

Formal notice of satisfactory completion of the final examination, the Certificate of Final Exam (CFE) (http://www.twu.edu/gradschool/degree-completion), must be filed in the Graduate School by the date specified for each semester in the Graduate School “Graduation Deadlines. (http://www.twu.edu/gradschool/degree-completion)”

### Credit by Transfer

There is no automatic transfer of graduate credit. However, a student’s advisor or committee may recommend and the Dean of the Graduate School may approve specific courses for transfer credit as a part of the student’s master’s degree plan. Programs will use the following scale in determining the maximum possible number of semester credit hours that may be transferred:

- up to 6 semester credit hours in a program of 30-38 semester credit hours.
- up to 9 semester credit hours in a program of 39-44 semester credit hours.
- up to 12 semester credit hours in a program of 45 or more semester credit hours.

Only graduate courses in which the grade of B or better has been earned from a regionally accredited school may be considered for transfer credit. Transferred work is not accepted until the student has demonstrated ability to do satisfactory work at Texas Woman’s University. No credit toward a graduate degree may be obtained by correspondence, nor may credit toward a graduate degree be obtained by extension work from another institution. All transfer credits must have been earned in residence at a university of recognized excellence and approved at TWU by the appropriate dean or chair and by the Dean of the Graduate School. The rule governing the time limit for master’s degree credit applies to transfer credit.

### Transfer of Semester Credit Hours from a Completed TWU Master’s Degree to a New TWU Master’s Degree

There is no automatic transfer of graduate credit from a previous master’s degree earned at Texas Woman’s University to a new master’s degree in progress at Texas Woman’s University. The completion of a number of semester credit hours is not in itself sufficient; the nature and quality of work are the major considerations. The graduate student’s Advisory Committee for the new degree has the prerogative, with approval of the department, to recommend to the Dean of the Graduate School the acceptance of any transferable credits from a previous master’s degree. Any semester credit hours selected for transfer are still governed by the time limit for master’s work; that is, at the time when the new master’s degree is completed, the transferred semester credit hours must not be more than six years old.

Programs will use the following guidelines in determining the maximum possible number of semester credit hours from a previous master’s degree earned at TWU that may be applied to a new master’s degree at TWU:

- up to 12 semester credit hours in a new program of 30-44 semester credit hours.
- up to 18 semester credit hours in a new program of 45-59 semester credit hours.
- up to 24 semester credit hours in a new program of 60 or more semester credit hours.

Only graduate courses in which the grade of B or better has been earned may be considered for such transfer credit.

### General Requirements and Regulations for Doctoral Degrees

Admission to the Graduate School of prospective doctoral candidates is the joint responsibility of the Dean of the Graduate School and the head of the program to which the student applies. Students must show sufficient and satisfactory undergraduate and/or masters preparation in the field or fields in which the doctoral work is to be done. Students must also demonstrate superior ability to do advanced work at the doctoral level.

Candidates for doctoral degrees are subject to all applicable academic and other University regulations which govern candidates for the master’s degrees unless otherwise indicated.

### Advisory Committee and Degree Program

When a doctoral student is accepted into a program, the program’s dean, director, or department chair appoints an academic advisor who is responsible for the student’s program until an advisory committee is appointed. The name of the student’s advisor will be included in the official letter of acceptance sent to the student by the Graduate School. The student will develop a degree plan with the advisor. The degree plan will be reviewed by a department committee which shall consist of not
fewer than three members of the graduate faculty (http://www.twu.edu/gradschool/graduate-faculty), with two being from the major department. This committee shall have authority to review the student’s course work and to evaluate it through written and/or oral examinations with respect to the student’s program. The student’s advisor chairs the advisory committee and administers this authority. When a student presents a minor, a faculty member from the minor department must approve the proposed program through signature on the degree plan. It is the student’s responsibility to work with her/his advisor to develop the degree plan, which must be forwarded through the department chair to the Dean of the Graduate School before completion of eighteen semester credit hours at TWU.

**Course Requirements**

Specific requirements are determined by the student’s advisory committee, department chair, and academic dean. In general, however, work leading to the doctorate requires the completion of a minimum of ninety graduate-level semester credit hours beyond the baccalaureate degree. In some cases a student may need to complete more than ninety semester credit hours in order to meet individual requirements determined by the advisory committee. The completion of a number of semester credit hours, however, is not in itself sufficient; the nature and quality of work are the major considerations.

**Credit by Transfer**

There is no automatic transfer of graduate credit, but the student’s advisory committee has the prerogative to recommend to the Dean of the Graduate School the acceptance of transferable semester credit hours.

Only graduate coursework completed at regionally accredited institutions may be considered for transfer. A student may apply for consideration of transfer of semester credit hours after satisfactorily completing a minimum of nine semester credit hours of graduate credit at Texas Woman’s University and upon filing the degree program. The rule governing the time limit for doctoral work also applies to transferable credits.

Only graduate courses in which a grade of B or better has been earned are acceptable for transfer. No credit toward a graduate degree may be obtained by correspondence and no credit toward a graduate degree may be obtained by extension work from another institution.

At least fifty percent of the work counted toward a doctoral degree program must be composed of courses having residence status at Texas Woman’s University.

**Major and Minor**

Specific requirements for the major and minor subjects are determined by the dean of the college or chair of the committee in consultation with the department in which the candidate seeks the minor. Detailed statements regarding majors and minors are in the departmental, school, and college sections of this catalog. At least half of the courses for the minor must be completed in residence at TWU.

**Grade Requirements**

No course with a grade below B is accepted toward a doctoral degree at the University.

The doctoral student is expected to maintain a cumulative grade point average of at least B (3.00). When a student’s cumulative grade point average on graduate-level work falls below B during any one semester or full summer session of twelve weeks, or when a student receives a single grade of D, F, or WF, the student is placed on academic probation and notified of this status. Should a student receive two failing grades (F or WF) within a single semester, the student will be dismissed immediately without a probation semester. Earning a grade of D, F, WF, or failure to restore the cumulative GPA to 3.00 or above during the next enrollment results in dismissal from the Graduate School. The grade record at Texas Woman’s University cannot be improved by attendance at another university. Students who have been suspended may reapply to the TWU Graduate School when 10 years have elapsed after the suspension.

Degree programs in the various colleges have different criteria/expectations when a student earns a grade of C. If a doctoral student earns a grade of C, continuation in the degree program is reviewed by the student’s advisory committee. A student is not allowed to continue in the doctoral program if there are two failing grades (F or WF) in the doctoral program.

Notification of probation status will be sent to the student’s TWU email address. Notification of dismissal/suspension will be mailed by certified mail to the student’s address on file with the university at that time.

**Course Load**

Normally nine or more graduate semester credit hours are considered a full course load. A graduate student is considered full-time if enrolled in nine or more semester credit hours. Enrollment in fewer than nine semester credit hours is considered part-time enrollment. Graduate students are encouraged to consider twelve semester credit hours a maximum load and, if employed, to enroll for proportionately fewer semester credit hours.

**Tuition for Doctoral Semester Credit Hours Exceeding Legislated Limit**

The Texas Legislature has amended the state’s Education Code to limit funding of doctoral semester credit hours for any student at any institution to 99 semester credit hours. TWU doctoral students are charged at the out-of-state tuition rate for any doctoral work in excess of 99 semester credit hours. By state exception, TWU doctoral students in Counseling Psychology, School Psychology, Family Therapy, and Nursing Science are charged at the out-of-state tuition rate for any doctoral work in excess of 130 semester credit hours. Doctoral students should, therefore, work closely with their advisors to plan a course of study that will prevent their inadvertently exceeding the limit. All semester credit hours listed as I, NG, PR, W, WF, REP, and X on the transcript are included in the total doctoral semester credit hours.

Doctoral students who are simultaneously enrolled in a master’s program should work with their advisors to avoid exceeding the 99/130 doctoral hour limit. Master’s courses taken after a student becomes enrolled as a doctoral student are included in the 99/130 hours if they receive doctoral funding.
Time Limits

All requirements toward a doctoral degree, aside from a completed master’s degree, must be completed within a period of ten consecutive calendar years from the date doctoral semester hour credit is first earned.

Admission to Candidacy for Ph.D. and Ed.D. Students

When a student applies for admission to candidacy, the Dean of the Graduate School appoints a research committee from a list of faculty members suggested by the student in consultation with the chair of the department and submitted by the dean of the college (if required). The committee is composed of a minimum of three members. The chair must possess Full Graduate Faculty status [http://www.twu.edu/gradschool/graduate-faculty]. The second and third committee members must have at least Associate Graduate Faculty status. This committee evaluates the student’s professional promise, plans for continued study, and progress with respect to the dissertation and later approves the dissertation and sets the final examination of the candidate for the doctoral degree. Admission to candidacy requires the following:

1. Unconditional admission to the Graduate School;
2. Submission of a Degree Plan [http://www.twu.edu/gradschool/forms];
3. Demonstration of professional promise;
4. Good academic standing;
5. Completion of research tools;
6. Satisfaction of the residence requirement, if required;
7. Successful completion of qualifying examination.

The qualifying examination consists of written and/or oral comprehensive examinations conducted by the candidate’s committee and administered at least one academic year before the degree is expected to be conferred, ordinarily not earlier than during the last semester of the second full year of graduate study. In no case may a student be excused from the qualifying examination. (NOTE: The student must have met research tool and any residence requirements before taking the qualifying examination.) Once qualifying exams have been completed addition of new courses, not tested on, cannot be added to the Degree Plan.

Research Tools for Ph.D. and Ed.D. Students

Doctoral studies require skills and techniques (tools) that vary with the specific needs of the discipline. The degree-granting components determine the suitability of specific research tools for their programs. In general, such tools comprise coursework equivalent to a minimum of six graduate semester credit hours for each tool. Equivalent competencies may, if acceptable to the component, be demonstrated by examination. The degree-granting component establishes whether the semester credit hours are included in the 90 semester credit hours required for the program or whether they are required in addition to the minimum semester credit hours needed for the degree.

Dissertation

Each Ph.D. and Ed.D. candidate must write a dissertation based upon an investigation which makes an original contribution to the literature and research of the student’s discipline. The Dean of the Graduate School appoints the dissertation director upon recommendation of the chair and/or dean of the college of the doctoral major. In final form, the dissertation must be approved by the student’s committee, specified administrators of the appropriate college or school, and the Dean of the Graduate School.

 Prospectus approval is required by the Research Committee; the department chair, director, or associate dean; dean of the college (if required); and the Dean of the Graduate School, prior to the student beginning research for a dissertation (even if IRB approval is not required). A notification will be sent to the student and copied to the research committee chair. The study may then be implemented.

To secure semester credit hours for work done on the dissertation, the student must register for this work. When “Dissertation” appears on the schedule, it is counted as three or six semester credit hours in determining both load, tuition, and fees. Dissertation requires a minimum of six credit hours to a maximum of eighteen credit hours, to be established by program requirements and shown on the student’s degree plan. Any additional enrollments will be for (PR) in progress and will not receive credit.

Enrolled graduate students may use the computer and research consulting services of the Center for Research Design and Analysis (CRDA) [http://www.twu.edu/research/crda.asp] in the preparation of their professional papers, theses, and dissertations. The center also provides assistance with qualitative and quantitative research designs. Students may also access the services of the Pioneer Center for Student Excellence [http://www.twu.edu/pioneer-center] and the Write Site [http://www.twu.edu/write-site].

The grade of PR will be assigned to indicate a dissertation is in progress. A student writing a dissertation for six semester credit hours will be given CR (Credit) for the first enrollment (usually 6983) and PR (In Progress) for all subsequent enrollments (usually 6993) until the last, for which CR will be given again. A student writing a dissertation for twelve semester credit hours will be given CR for the first two enrollments, usually the completion of the prospectus (6983) and for the last two enrollments (usually 6993) and PR for enrollments in between.

Only an officially registered student may hold conferences with faculty concerning the preparation of a dissertation. This rule applies both to the student in actual residence and to the student not in residence who is receiving aid or guidance through conferences or correspondence. This rule does not apply to preliminary conferences held before the dissertation subject has been selected. Registration for dissertation in one term is good for that term only and does not extend to the next term.

Digital submission of the student’s dissertation must be completed no later than the filing date listed in the Graduate School “Graduation Deadlines [http://www.twu.edu/gradschool/degree-completion].” One or more bound copies at the expense of the student, may be required by the student’s major department. Copyright ownership of theses and dissertations is retained by the student, but the student must grant to TWU royalty-free permission to reproduce and publicly distribute copies of the thesis or dissertation. In circumstances where the research for the thesis or dissertation has been done in conjunction with other policies discussed in the Texas Woman’s University Policy on Intellectual Property, those policies will apply with regard to the students.

All dissertations are uploaded to Texas Digital Library (TDL) and ProQuest and are included in Dissertation Abstracts International. The student pays for microfilming at the time of filing the dissertation and abstract in the
Final Examinations

When the research committee has approved the candidate's dissertation and all other requirements for the degree have been met, the student stands for a final examination before the committee. The final examination is oral, written, or both, and includes a defense of the dissertation and the research on which it is based, as well as questions concerning both the major and minor fields.

Formal notice of satisfactory completion of the final examination, Certificate of Final Exam (CFE) (http://www.twu.edu/gradschool/degree-completion.asp), must be filed in the Graduate School by the date specified for each semester in the Graduate School "Graduation Deadlines (http://www.twu.edu/gradschool/degree-completion)."

After successfully defending their dissertation, the student is to make final corrections required by the research committee, and then submit the dissertation to the Graduate Reader for review. Dissertations requiring extensive revisions may result in an additional semester of enrollment. The dissertation must be approved by the Graduate Reader and then be uploaded to Texas Digital Library (TDL) and Proquest before graduation requirements are considered complete.

Doctoral students are not permitted to participate in the graduation ceremony if they have not met all deadline requirements.

Committees on Dissertations, Theses, and Professional Papers

These policies shall apply to the research committee of each candidate for a graduate degree requiring a dissertation, thesis, or professional paper.

Purpose

The purpose of the committee is threefold:

1. to guide the student during the major study,
2. to evaluate the student's total progress and achievement, and
3. to maintain high standards of scholarship.

Selection

A graduate student's responsibility includes recommending the membership of the committee. Before first registration for thesis, professional paper, or dissertation, the student should identify in writing to the head of the appropriate department, school, or college those persons whom the student wishes to have as chair and members of the committee. The head of the component recommends in writing the appointment of the committee and its chair to the Dean of the Graduate School. If those recommendations are different from the student's request, a written statement to that effect accompanies the recommendations to the Dean of the Graduate School.

Master's Degree

The Research Committee consists of not fewer than two voting members of the graduate faculty (http://www.twu.edu/gradschool/graduate-faculty) from the student's degree program. If the student has a minor, an additional member of the committee should be a faculty member from the minor area. This committee shall have authority with respect to the student's thesis or professional paper; and the committee chair administers this authority. This committee also serves as the candidate's committee to examine the student's thesis or professional paper. A person selected to serve on a master's committee must hold a master's degree or higher. Exceptions to committee membership may be made at the discretion of the Dean of the Graduate School.

Doctoral Degree

The Research Committee consists of not fewer than three voting members of the graduate faculty (http://www.twu.edu/gradschool/graduate-faculty), at least two of whom represent the major discipline. If the student has a minor, one member of the committee should be a faculty member from the minor area. This committee shall have authority with respect to the student's dissertation; and the committee chair administers this authority. This committee also serves as the candidate's committee to examine and give approval for the dissertation.

Qualifications for Committee Membership

Ordinarily, a person selected to serve on a committee should hold a regular, full-time academic appointment at TWU and should be a member of the graduate faculty. A person selected to serve on a master's committee must hold a master's degree or higher, and one selected to serve on a doctoral committee is expected to hold a doctor's degree. The chair of a Thesis or Dissertation committee must possess Full Graduate Faculty (http://www.twu.edu/gradschool/graduate-faculty) status. The second and/or third members must have at least Associate Graduate Faculty status. Exceptions may be made at the discretion of the Dean of the Graduate School.

External Committee Members: A committee chair may request that someone, from outside of the university, serve on a student's research committee, when her/his expertise and/or experience will enhance the quality of the student's research and study experience. The external committee member participates in research meetings but is not a voting member of the committee. The appointment is with great appreciation but no remuneration is awarded for the service. A copy of the individual's vita/resume must be submitted with the request to the Dean of the Graduate School.

Appointment

Official appointment of the committee is the responsibility of the Dean of the Graduate School.
Authority and Responsibilities

The advisory committee is an arm of the Graduate School. When the committee has been appointed, the authority of the component with respect to the student’s program including course work, evaluation, and major study is delegated to the committee; however, actions and decisions of the committee are subject to review and recommendation by the head of the component.

The committee chair is the committee spokesperson in dealing with the student. The student should have no uncertainty concerning the person with whom to deal in the day-to-day preparation of the major study, and it should seldom be necessary for the student to hold conferences concerning minor matters with the individual members between committee meetings.

1. The committee determines specific program requirements for the student consistent with University policy.
2. The committee requires an approved prospectus before the student begins data-gathering procedures. To indicate approval, each committee member signs the prospectus cover sheet (http://www.twu.edu/gradschool/forms); the committee chair forwards the approved prospectus to the head of the next larger component for signature. The thesis or dissertation prospectus is then forwarded to the Dean of the Graduate School. To indicate approval of a professional paper prospectus, each committee member signs the prospectus, and the committee chair files it with the office of the component in which the student is majoring.
   a. The committee chair assures the Graduate School in writing that the researcher and the research chair have completed and submitted the “Responsible Conduct of Research Training” (http://www.twu.edu/research/responsible-conduct-research-plan.asp) verification.
   b. The committee chair assures that any study involving human subjects meets the criteria of the Texas Woman’s University Institutional Review Board (http://www.twu.edu/research/irb.asp) guidelines established in accordance with the Department of Health and Human Services regulations, and that it has been approved, if necessary, by the Institutional Review Board.
   c. The committee chair assures the Graduate School in writing that written permission has been obtained in advance from every person who is photographed, filmed, video-taped, or recorded in any way for educational or research purposes. Consent forms are available in each academic component and in the Graduate School.
   d. The committee chair assures the Graduate School that, when other institutions or organizations are involved in the major study, the student will obtain letters of cooperation from the appropriate officials on their letterhead before beginning the collection of data.
   e. The committee chair informs the Graduate School of the receipt of the required letters of informed consent for human studies and letters of institutional cooperation. These documents are filed for the length of time stipulated in the regulations.
   f. The committee chair informs the student of the necessity of assuring the rights to privacy and protection of confidentiality of data before data are collected, normally when the prospectus is approved.
   g. The committee chair assures the Graduate School in writing that any study involving live animals meets the criteria of the Texas Woman’s University Institutional Animal Care and Use Committee guidelines (http://www.twu.edu/research/animal-care-and-use-committee.asp).
3. The committee accepts or rejects the completed major study in accordance with high standards of scholarship.
4. The committee members are responsible for thorough and prompt review of the student’s work throughout the major study.

Changes in Committee Appointment

If necessary, changes in committee membership can be made. A request for a change may be initiated by the student, committee member, or head of the component. Requests for changes should be written and routed through the chair of the committee to the head(s) of the component(s) to the dean of the respective college to the Dean of the Graduate School. Academic courtesy holds that, before an official change is made, the committee chair should inform all parties concerned.

Committees of the Federation

A Texas Woman’s University student enrolled in a program of the Federation of North Texas Area Universities (http://www.twu.edu/federation) may request that a faculty member from another Federation university be asked to serve on the committee. The head of the component recommends such an appointment in writing to the Dean of the Graduate School.

The chair of the student’s committee provides guidelines relative to the Federation program in the student’s major component. When the degree is granted by Texas Woman’s University, the chair and the majority of the voting members of any committee of the Federation must be from the student’s major component at Texas Woman’s University.

Meetings

A committee is convened by the chair no fewer than two times and often three or more times, depending upon the student’s progress. Committee members are expected to respond promptly to the call for a meeting. All committee members are expected to attend committee meetings. Majority decisions of the committee prevail.

First Obligatory Meeting

At least ten days before this meeting, with the approval of the committee chair, the student gives each member a copy of the prospectus developed to the level of complexity deemed appropriate by the chair. The prospectus typically may include an introduction, a statement of purpose (problem, questions, hypotheses), a selected review of literature, and a description of the student’s research methods and procedures. At this meeting, the committee assesses the student’s prospectus and ability to carry out the research. The committee makes suggestions to the chair concerning the course work or study still needed by the student and establishes the time limitations for the currency of the research data. The committee decision takes one of the several forms listed below.

1. Unqualified approval: If the prospectus is followed in precise detail, the student’s research design will not later be challenged.
2. Qualified approval: Changes may be made under the supervision of the chair without further committee involvement.
3. Qualified disapproval: The student must revise the prospectus and meet again with the whole committee.
4. Unqualified disapproval: The student must prepare a new prospectus or withdraw from the program.

When the committee has granted unqualified approval to a prospectus for a thesis or dissertation, the student must file in the Graduate School a copy of the prospectus bearing the approval signatures of all committee members, the department chair, and the academic dean. (This filing is not required for professional papers.) The prospectus is due no later than the semester prior to graduation. No study may be implemented prior to receiving notification of approval from the Graduate School. Revisions may be required at any level of review process. Departments typically require a more extensive prospectus, however, the copy filed in the Graduate School must be no longer than ten pages, setting forth salient aspects of the following:

- tentative title,
- purpose and rationale for the study,
- statement of the problem,
- proposed procedures, and
- other information deemed necessary by the committee.

If human subjects, animals, or outside agencies are involved, the appropriate permission and approval statements must also be filed with the prospectus. See the Graduate School publication Guide to the Preparation and Processing of Dissertations, Theses, and Professional Papers.

Students are not to begin the collection of data prior to receiving prospectus approval (even if IRB approval is not required) in the form of a letter/email received from the Graduate School and copied to the committee chair. Research conducted without prospectus approval could be rejected.

**Second Obligatory Meeting**

At least ten days before this meeting, with the approval of the committee chair, the student gives each member of the committee a copy of the completed major study. At this meeting the student must defend the major study, although relevant questions outside its purview may be asked. The component decides whether the examination is written or oral. If the examination is oral, the meeting is announced and is open to the component faculty. Ordinarily, only the committee and the candidate participate in the examination; however, the committee may invite the participation of other faculty members. The committee’s decision, made in executive session, takes one of the several forms listed below.

1. Unqualified approval: The committee recommends the student be approved for the degree by the Dean of the Graduate School.
2. Qualified approval: Suggested changes are made under the direction of the chair without another meeting of the committee and the committee will then recommend that the Dean of the Graduate School approve granting the degree.
3. Qualified disapproval: The research needs to be repeated or modified, or the major study rewritten extensively and resubmitted for another meeting of the committee. If a second formal defense of the major study is scheduled, two such meetings may not be scheduled in the same semester. (Two consecutive summer terms are considered one semester.)
4. Unqualified disapproval: The student is advised to withdraw from the program without completing the degree.

The committee chair promptly informs in writing the Dean of the Graduate School, the head(s) of the component(s), and the student of any decision falling into the category of unqualified approval or unqualified disapproval.

Students must file their thesis with the Graduate School by the filing deadline (http://www.twu.edu/gradschool/degree-completion) to be allowed to graduate in that term. All theses will be read by the Graduate Reader for quality and professionalism and may require corrections before students are allowed to receive their degrees. Students are encouraged to file their thesis early if complete.

**Preparation and Submission of Dissertations, Theses, and Professional Papers**

All students submitting a dissertation or thesis are now required to have them read by the Graduate Reader for quality and professionalism. Students will not be graduated until their document has been approved. It is recommended that students turn their dissertation or thesis in early if it is complete. Late submissions will not be considered for that term’s graduation (see deadlines (http://www.twu.edu/gradschool/degree-completion)).

TWU students enrolling in thesis or dissertation are required to use the digital submission format.

Digital paper submission: A digital copy is uploaded to Texas Digital Library (TDL) and Proquest’s database. Some programs still require the student to provide one printed copy for the department.

The Graduate School provides assistance for students completing a dissertation or thesis. The Senior Graduate Services Analyst provides formatting assistance, graduate school requirements as well as style manual formatting, corresponding forms and any applicable requirements. Contact information and hours of availability can be found on the Graduate School website under Thesis and Dissertation Consultation (http://twu.edu/gradschool/current-students/thesis-and-dissertation-consultation).

In addition to the services provided by the Graduate Services Analyst, the graduate school provides a “Guide to Preparation and Processing of Dissertations, Theses and Professional Papers” as well as a supplemental guide, “Formatting Navigator (http://www.twu.edu/gradschool/degree-completion.asp)”. 

OFFICERS OF ADMINISTRATION

Board of Regents
ANNA MARIA FARIAS, Esq., San Antonio, Chair/Presiding Officer
†DEBBIE GIBSON, Houston
RACHEL IACOBUCCI, Highland Village, Student Regent
NANCY PAINTER PAUP, Fort Worth
NOLAN E. PEREZ, M.D., Harlingen, Vice Chair/Assistant Presiding Officer
†MARY PINCOFFS WILSON, Austin
ANN SCANLON McGINITY, Ph.D., Pearland
GEORGE R. SCHRADER, Dallas
†MELISSA D. TONN, M.D., Dallas
†Indicates a regent whose term has expired but who will continue to serve until the governor appoints a replacement. There is also one vacant regent position awaiting an appointment.

Officers of Administration
Chancellor and President
CARINE M. FEYTEN, Ph.D.

The Chancellor’s Cabinet
LEWIS J. BENAVIDES, Senior Associate Vice President for Human Resources and CHRO
B.J. CRAIN, Interim Vice President for Finance and Administration
CHRISTOPHER JOHNSON, Chief of Staff
RANDALL LANGSTON, P.h.d., Vice President for Enrollment Services
MONICA MENDEZ-GRANT, Ed.D., Vice President for Student Life
ROBERT B. PLACIDO, Ph.D., Associate Provost for Technology and CIO
CINDY POLLARD, M.A., Associate Vice President for Marketing and Communications and CMCO
HEIDI TRACY, Vice President for University Advancement
ALAN UTTER, Ph.D., Provost and Vice President for Academic Affairs
DESTINEE N. WAITERS, J.D., Associate Vice President of Compliance and General Counsel

The Graduate School
RUTH A. JOHNSON, Ph.D., Associate Dean of the Graduate School
CAROLYN KAPINUS, Ph.D., Dean of the Graduate School

Colleges
ANITA HUFFT, Ph.D., Dean, College of Nursing
CHRISTOPHER RAY, Ph.D., Dean, College of Health Sciences
ABIGAIL TILTON, Ph.D., Dean, College of Arts and Sciences
JERRY WHITWORTH, Ed.D., Interim Dean, College of Professional Education
Faculty
* ABELLERA, ROBIN L., Assistant Clinical Professor of Communication Sciences and Disorders. B.S., University of Houston; M.A., Texas Woman's University.

* ABRAHAM, ANNIE, Assistant Clinical Professor of Nursing. B.S.N., Leelabai Thackersey College of Nursing; Bombay; M.S., University of Texas at Arlington.

* ACKERS, SUZANNE M., Visiting Assistant Clinical Professor of Nursing. B.S., Abilene Christian University; M.S., Texas Woman's University.

* AHMED, SHAZIA A., Associate Clinical Professor of Biology. B.S., University of Karachi; M.S., University of Karachi; Ph.D., Texas Woman's University.

* AKIN, LYNN K., Associate Professor of Library and Information Studies. B.A., Trenton State College; M.L.S., Texas Woman's University; Ph.D., Texas Woman's University.

* ALLMAN, TAMBY M., Associate Professor of Communication Sciences and Disorders. B.S., Baylor University; M.A., Texas Woman's University; Ed.D., National-Louis University.

* AMERIH, HUSNY, Associate Professor of Occupational Therapy. B.S., King Hussein Medical Center; Amman, Jordan; M.S., University of Central Arkansas; Ph.D., Texas Woman's University.

* AMUTA, ANN O., Assistant Professor of Health Studies. M.P.H., Texas A & M University; Ph.D., Texas A & M University.

* ANDERLE, DALE W., Assistant Clinical Professor of Physical Therapy. B.A., University of North Texas; M.S., Texas Woman’s University; D.P.T., A.T. Still University.

* ANDERSON, GINA B., Professor of Teacher Education; Interim Associate Dean of the College of Professional Education. B.S., University of Oklahoma; M.S., Oklahoma State University; Ed.D., Oklahoma State University.

* ANDERSON, MARY E., Associate Professor of Chemistry and Biochemistry. B.A., Hollins College; Ph.D., Cornell University.

* ANDERSON, NANCY, Professor of Reading. B.A., Texas Lutheran University; M.Ed., University of Houston; Ph.D., Ohio State University.

* ARMSTRONG, ERIC K., Associate Professor of Communication Sciences and Disorders; Chair of the Department of Communication Sciences and Disorders. B.A., University of Texas at Dallas; M.S., University of Texas at Dallas; Ph.D., University of Texas at Dallas.

* ARMSTRONG, JOYCE, Professor of Family Sciences. B.S., East Texas State University; M.Ed., East Texas State University; Ph.D., Texas Woman's University.

* ARNOLD, CAROL M., Associate Professor of Nursing. B.S., Texas Woman's University; M.S., Texas Woman's University; Ph.D., Texas Woman's University.

* ASBURY, EDWARD T., Associate Professor of Psychology. B.A., University of Tennessee, Knoxville; M.A., Texas Christian University; M.A., East Tennessee State University; Ph.D., Texas Christian University.

* AULBACH, REBECCA, Assistant Professor of Nursing. B.S., Texas Woman's University; M.S., Texas Woman's University; Ph.D., Texas Woman's University.

* AVERITT, DAYNA L., Assistant Professor of Biology. B.A., University of Texas at Austin; M.S., Georgia State University; Ph.D., Georgia State University.

* AYERS, constance j., Associate Professor of Nursing. B.S., University of Missouri, Columbia; M.S., University of Missouri, Columbia; Ph.D., Texas Woman's University.

* BAILEY, CATHERINE A., Associate Professor of Nursing. B.S., Texas Woman's University; M.S., Texas Woman's University; Ph.D., Texas Woman's University.

* BAIN, CYNTHIA D., Assistant Clinical Professor of Nursing. B.S.N., University of Texas at Tyler; M.S., Walden University.

* BAKER, NANCY, Associate Professor of Business and Economics. B.S., Hendrix College; M.S., University of Houston, Clear Lake; Ph.D., University of North Texas.

* BAKER, VICKI D., Associate Professor of Music. B.A., Texas A&M University; Corpus Christi; M.A., Texas Woman's University; Ph.D., Texas Tech University.

* BANKE, STEPHEN E., Associate Professor of Mathematics. B.S., Stephen F. Austin State University; M.S., Stephen F. Austin State University.

* BARR, MARIA E., Assistant Professor of Business and Economics. B.B.A., University of Texas, El Paso; M.B.A., University of Texas, El Paso; Ph.D., University of Texas at El Paso.

* BAUDLER, BARBARA S., Assistant Clinical Professor of Nursing. B.S.N., Duquesne University; M.S.N., LaRoche College-Pittsburgh, PA.

* BAXTER, MARY FRANCES, Professor of Occupational Therapy. B.S., Colorado State University; M.A., Texas Woman's University; Ph.D., University of Houston.

* BECKER, KEVIN, Assistant Professor of Kinesiology. B.S., University of Wisconsin-LaCrosse; M.S., Illinois State University; Ph.D., University of Tennessee-Knoxville.

* BEINS, AGATHA, Assistant Professor of Multicultural Women's and Gender Studies. B.A., Carleton College; M.A., University of Arizona; M.F.A., Eastern Washington University; Ph.D., Rutgers University.

* BEN-EZRA, VICTOR, Professor of Kinesiology. B.S., City University of New York City College; M.S., Springfield College; Ph.D., University of Maryland, College Park.

* BENDER, ASHLEY B., Assistant Professor of English. B.A., University of North Texas; M.A., University of North Texas; Ph.D., University of North Texas.

* BENNER, WILLIAM, Visiting Assistant Professor of Spanish. B.S., College of Charleston; M.A., University of South Carolina; Ph.D., Tulane University.
* BERGEL, MICHAEL, Associate Professor of Biology. B.Sc., The Hebrew University of Jerusalem; M.Sc., The Hebrew University of Jerusalem; Ph.D., The Hebrew University of Jerusalem.

* BHARADWAJ, SNEHA V., Associate Professor of Communication Sciences and Disorders. B.S., University of Mysore, India; M.S., University of Mysore, India; Ph.D., University of Texas at Dallas.

* BICKLEY, CHRISTINA, Assistant Professor of Physical Therapy. B.A., State University of New York, Stonybrook; M.H.S., University of Indianapolis; Ph.D., Texas Woman's University.

* BIGGERS, AMANDA, Visiting Assistant Professor of Teacher Education. B.S., Texas Tech University; M.Ed., Texas A&M University, College Station; Ph.D., The University of Iowa.

BIGGERS, CARTER, Assistant Professor of Music. B.M., Texas Tech University; M.M., Texas Tech University, D.M.A., The University of Iowa.

* BIGGERSTAFF, KYLIE D., Associate Professor of Kinesiology. B.A., Southern Methodist University; M.S., University of North Texas; Ph.D., Florida State University.

* BIRCH-EVANS, ANLEE, Assistant Professor of Nursing. B.S., Texas Woman’s University; M.S., University of Texas Health Science Center-Houston; Ph.D., Texas Woman’s University.

BLAIR, FAYE A., Associate Clinical Professor of Nursing. B.S., University of Texas Medical Branch; M.S., University of North Texas Health Science Center; Ph.D., Texas Woman’s University.

* BLANCO, PEDRO, Assistant Professor of Family Sciences. B.A., Southwest Texas State University; M.A., Lewis-Clark State College; Ph.D., University of North Texas.

* BLOSSER, JACOB M., Associate Professor of History. B.A., Milligan College; M.A., James Madison University; Ph.D., University of South Carolina Columbia.

* BOGARDUS, JENNIFER M., Assistant Clinical Professor of Physical Therapy. B.S., Quinnipiac University; M.P.T., Quinnipiac University; Ph.D., Nova Southeastern University.

BOLINGER, CHRISTOPHER, Assistant Professor of Communication Sciences and Disorders. Ph.D., Texas Tech University: Health Sciences Center; M.S., Texas Tech University: Health Sciences Center; B.B.A., Texas Tech University: Health Sciences Center.

* BONES, PAUL D.C., Assistant Professor of Sociology. B.A., University of Oklahoma; M.A., University of Oklahoma; Ph.D., University of Oklahoma.

* BOONME, KITTIPONG (KEN), Assistant Professor of Business and Economics. B.B.A., University of North Texas; M.B.A., University of North Texas; Ph.D., University of North Texas.

BORUFF, REBECCA, Visiting Assistant Clinical Professor of Nursing. B.S., Texas Woman’s University; M.S., Texas Woman’s University.

BOURDEAUX, JENNIFER M., Visiting Assistant Professor of Physical Therapy. B.S., Louisiana State University and A&M College; Ph.D., The University of Texas Medical Branch at Galveston.

* BOWMAN, O. J., Associate Professor of Occupational Therapy. B.S., University of Wisconsin, Madison; M.S., Washington University, St. Louis; Ph.D., Texas A&M University.

* BOWYER, PATRICIA L., Professor of Occupational Therapy; Associate Director of the School of Occupational Therapy: Houston. B.A., Milligan College; M.S., Eastern Kentucky University; Ed.D., East Tennessee State University.

BRAWAND, TERRY J., Lecturer I of Accounting. B.S., Pennsylvania State University; M.B.A., Texas Woman’s University.

* BREWER, WAYNE A., Assistant Professor of Physical Therapy. B.A., University of Pittsburgh; M.P.H., University of Pittsburgh; Ph.D., Texas Woman’s University.

* BRIDGES, PHYLLIS J., Cornaro Professor of English. B.A., West Texas A&M University; M.A., West Texas A&M University; Ph.D., Texas Tech University.

* BRIGGS, CONNIE M., Professor of Reading; Chair of the Department of Reading. B.A., Southeastern Oklahoma State University; M.Ed., Southeastern Oklahoma State University; Ph.D., University of North Texas.

* BRINZO, JULIE A., Assistant Clinical Professor of Nursing. B.S., Texas Tech University; M.S., Texas Woman’s University; D.N.P., Texas Tech University Health Sciences Center.

* BRITT, BILLY MARK, Professor of Chemistry and Biochemistry. B.S., Millsaps College; Ph.D., University of Oregon.

* BRIZZOLARA, KELLI J., Assistant Professor of Physical Therapy. B.S., Texas A&M University; M.S., Texas Woman’s University; Ph.D., Texas Woman’s University.

* BROCK, LINDA J., Associate Professor of Family Sciences. B.B.A., University of North Texas; M.S., Texas Woman’s University; Ph.D., Texas Woman’s University.

* BROGAN, MAUREEN M., Assistant Clinical Professor of Nursing. B.S., Southern Illinois University; M.S., Texas Woman’s University.

* BROUGHTON, KENNETH SHANE, Professor of Nutrition and Food Sciences; Chair of the Department of Nutrition and Food Sciences; Interim Chair of Biology. B.S, Colorado State University; M.S., Washington State University; Ph.D., Washington State University.

* BROWER, CHRISTOPHER, Assistant Professor of Biology. B.S., Northeastern Oklahoma State University; M.S., University of Oklahoma Health Sciences Center; Ph.D., University of Oklahoma Health Sciences Center.

* BROWN, DIANE P., Associate Clinical Professor of Occupational Therapy. B.S., Baylor University; M.O.T., Texas Woman’s University; Ph.D., University of North Texas.

* BROWN, KATHRYN G., Senior Lecturer of Kinesiology. B.S., Oklahoma Panhandle State University; M.S., Oklahoma State University; M.Ed., Northwestern Oklahoma State University.

BROWN, LEE WARREN, Assistant Professor of Management. B.B.A. The University of Texas at Arlington; M.B.A., The University of Texas at Arlington; Ph.D., The University of Texas at Arlington;

* BROWN, MATTHEW C., Assistant Professor of English. B.A., University of Florida; B.S., University of Florida; M.A., University of Toronto; Ph.D., University of Notre Dame.
* BROWN, MELISSA MCINNIS, Assistant Professor of Family Sciences. B.A., University of Texas at Austin; M.A., University of Alabama, Tuscaloosa; Ph.D. University of Alabama, Tuscaloosa.

BRYANT, REBECCA, Visiting Lecturer of Management. B.B.A., Texas Woman's University; M.B.A., Texas Woman's University.

* BUCKLEY, RHONDA R., Associate Professor of Family Sciences. B.A., Auburn University; M.A., Auburn University; Ph.D., Auburn University.

* BURKE, AMY, Assistant Professor of Reading. B.A., Austin College; M.A.T., Austin College; M.Ed., Texas Woman's University; Ph.D., University of Texas at Austin.

* BUSH, ROSE MARY, Associate Clinical Professor of Nutrition and Food Sciences; Dietetic Internship Program Director of the Department of Nutrition and Food Sciences: Houston. B.S., Grambling College; M.S., Texas Woman's University.

BUTLER LAFARGUE, WENDY, Assistant Clinical Professor of Nursing. B.S., Texas Woman's University; M.S., Texas Woman's University.

* BYNANE, PATRICK M., Associate Professor of Drama; Program Director of Drama. B.A., Ashland University; M.A., Southwest Missouri State University; Ph.D., Louisiana State University.

* CALABRESE, JOHN A., Professor of Visual Arts. B.A., The Catholic University of America; M.F.A., Pratt Institute; Ph.D., Ohio University, Athens.

* CALDRE, ROSEMARY A., Assistant Professor of Dance. B.A., University of California, Los Angeles; M.F.A., University of Wisconsin, Madison; Ph.D., Texas Woman's University; C.M.A., Laban-Bartenieff Institute of Movement Studies.

CAMPBELL, RACHELLE, Clinical Instructor of Nursing. B.S.N., University of Texas at Arlington; M.S., Texas Woman's University.

* CANDLERIO, ROSEMARY A., Assistant Professor of Dance. B.A., Boston University; M.A., University of California, Los Angeles; Ph.D., University of California, Los Angeles.

* CARFAGNO, LOUIS F., Visiting Lecturer I of Business and Economics. B.S., Embry-Riddle Aeronautical University; M.S., Embry-Riddle Aeronautical University; D.M., University of Phoenix.

* CASPER, VIVIAN C., Associate Professor of English. B.A., Washburn University; M.A., Rice University; Ph.D., Rice University.

* CESARIO, SANDRA K., Professor of Nursing. B.S.N., Fort Hays State University; M.S., University of Oklahoma; Ph.D., Texas Woman's University.

* CHAN, JOSEPHINE SUK-KUEN, Professor of Occupational Therapy. B.S., Hong Kong Polytechnic University; M.A., Texas Woman's University; Ph.D., University of Houston.

* CHANCE, PAULA V., Assistant Clinical Professor of Communication Sciences and Disorders. B.S., Abilene Christian University; M.S., Texas Woman's University.

* CHANNEY, SUSAN GOAD, Comaro Professor of Nursing. B.S.N., Incarnate Word College; M.S., Texas Woman's University; Ed.D., University of Houston.

* CHANG, PEI-FEN J., Associate Professor of Occupational Therapy. B.S., National Taiwan University; M.S., University of Southern California; Ph.D., University of Texas Medical Branch.

* CHO, HO SOON MICHELLE, Professor of Nursing. B.S., Texas Woman's University; M.S., Texas Woman's University; Ph.D., Texas Woman's University.

* CHANCE, PAUL D., Assistant Clinical Professor of Nursing. B.S.N., Angelo State University; M.S.N, Angelo State University.

* CLARK, ANNA FOUNTAIN, Visiting Assistant Professor of Government. B.A., University of Denver; M.P.A., University of Texas at Dallas; Ph.D., University of Texas at Dallas.

* CLUTTER, PAULA C., Associate Professor of Nursing. B.S.N., University of Texas Medical Branch; M.S., University of Florida; Ph.D., University of Texas Health Science Center, San Antonio.

* COFFEY, KATHERINE, Associate Clinical Professor of Kinesiology. B.S., Indiana University; M.S., Indiana University; Ph.D., Indiana University.

* COHEN, NICKI S., Professor of Music. B.S., Duquesne University; M.A., University of Denver; Ph.D., University of Kansas.

* COMER, LOUISE E., Visiting Clinical Instructor of Nursing. B.S.N., University of Texas at Austin; M.S., Texas Woman's University.

* CONRAD-WEBB, HEATHER M., Associate Professor of Biology. B.S., Baylor University; Ph.D., Ohio State University, Columbus.

* COTTRELL, DAMON B., Clinical Professor of Nursing; Assistant Dean of the College of Nursing: Denton. B.S., Texas Woman's University; M.S., Texas Woman's University; D.N.P., Robert Morris College.

* COWART, MELINDA F., Professor of Teacher Education. B.S., University of Texas at Austin; M.Ed., Texas A&M-Commerce; Ed.D., Texas A&M-Commerce.

* CREWS, DEREK, Associate Professor of Management. B.B.A., University of North Texas; M.B.A., University of North Texas; Ed.D., Nova Southeastern University.

* CSIZA, LINDA A., Assistant Professor of Physical Therapy. B.S., Texas Woman's University; M.S., Rocky Mountain University of Health Professions; D.Sc., Rocky Mountain University of Health Professions.

* CUNNINGHAM, JANET A., Associate Clinical Professor of Nursing. B.S., Case Western Reserve University; M.S., University of Minnesota.

* CURRY, EVELYN L., Assistant Professor of Library and Information Studies. B.A., Prairie View A&M University; M.A., University of Wisconsin, Madison; Ph.D., University of Illinois, Urbana-Champaign.

* DA SILVA, CAROLYN P., Professor of Physical Therapy. B.A., Rice University; M.S., Texas Woman's University; D.Sc., University of Alabama, Birmingham.

* DAVY, JUANITA A., Visiting Assistant Clinical Professor of Nursing. B.S.N., University of the Incarnate Word; M.S.N., Clarkson College; Ph.D., Walden University.

* DAVIS, ANN M., Lecturer of Biology. B.A., Rice University; Ph.D., Southwestern Medical Center.
* DAVIS, KATHLEEN, Assistant Professor of Nutrition and Food Sciences. B.S., Texas Woman's University; M.S., Texas Woman's University; Ph.D., Texas Woman's University.

* DAVIS, RONALD W., Professor of Kinesiology. B.S., University of Wisconsin, Oshkosh; M.S., University of Wisconsin, LaCrosse; Ph.D., Texas Woman's University.

* DELLOSTRITTO, RITA A., Associate Professor of Nursing. B.S., Texas Woman's University; M.S.N., University of Houston; Ph.D., Texas Woman's University.

* DEMUYNCK, MARIE-ANNE, Professor of Computer Science. B.A., Catholic University of Leuven; M.A., Catholic University of Leuven; M.S., Texas Woman's University; Ph.D., University of North Texas.

* DENHAM, SHARON A., Professor and Endowed Chair of Teaching Excellence of Nursing. B.S.N., Ohio State University-Athens; M.S.N, Bellarmine University; D.S.N., University of Alabama, Birmingham.

DENKE, LINDA, Visiting Assistant Clinical Professor of Nursing. B.S.N., Arizona State; M.S.N., University of Texas at Arlington; Ph.D., University of Texas at Arlington.

* DEORNELLAS, KATHY L., Associate Professor of Psychology. B.F.A., Stephen F. Austin State University; M.Ed., University of North Texas; Ph.D., Texas Woman's University.

DICKINSON, CHARLENE B., Assistant Clinical Professor of Dental Hygiene. B.S., Texas Woman's University; M.S., Texas Woman's University.

* DILLON, SUZANNA, Associate Professor of Kinesiology. B.S., Alma College; M.A., Western Michigan University; Ph.D., Texas Woman's University.

* DIMARCO, NANCY M., Professor of Nutrition and Food Sciences. B.A., University of Colorado, Boulder; M.S., Iowa State University; Ph.D., Iowa State University.

DITTMAR, ALLISON, Assistant Clinical Professor of Nursing. B.S.N., University of Texas at Austin; M.S.N., Texas Woman's University.

DRAGOO, SHERI L., Professor of Fashion and Textiles. B.S., Christian Heritage College; M.S., Texas Tech University; Ph.D., Texas Tech University.

* DRISCOLL, PATRICIA T., Professor of Health Systems Management. B.S.N., Incarnate Word; M.S., Texas Woman's University; J.D., Southern Methodist University.

DU, XIAOFEN, Assistant Professor of Nutrition and Food Sciences. B.S., Huazhong Agricultural University; M.S., Huazhong Agricultural University; Ph.D., Oregon State University.

* DUNLAP, KAREN L., Associate Professor of Teacher Education. B.S.Ed., Stephen F. Austin State University; M.Ed., Stephen F. Austin State University; Ed.D., University of Texas, El Paso.

* DUTTON, CATHERINE L., Visiting Lecturer I of Family Sciences. B.A., Utah State University; M.A.T., Texas Woman's University; Ph.D., Texas Woman's University.

* EDWARDS, DONALD, Professor of Mathematics and Computer Science; Chair of the Department of Mathematics and Computer Science; Special Assistant to the Provost. B.S., University of North Texas; M.S., University of North Texas; Ph.D., Texas Christian University.

* EDWARDS, JOAN E., Associate Professor of Nursing. B.S.N., University of Illinois, Chicago; M.S., University of Washington.

* ELIAS, ANNETTE T., Associate Professor of Reading. B.A., University of Puerto Rico; M.Ed., Texas Woman's University; Ph.D., Texas Woman's University.

* ELKINS, AARON, Assistant Professor of Library and Information Studies. B.S., University of South Florida; M.A., University of South Florida; Ph.D., Florida State University.

* ELLISON, JENNIFER, Assistant Professor of Physical Therapy. B.S., University of Oklahoma; M.S.H., Washington University, St. Louis; Ph.D., Texas Woman's University.

* ENNIS, JOYCE A., Assistant Clinical Professor of Nursing. B.S.N., Marquette University; M.S.N.,Marquette University; Ph.D., University of Phoenix.

ENRIGHT, CARISSA R., Associate Clinical Professor of Nursing. B.S.N., Duke University; M.S., Boston University.

* ESPINOZA, LUIS ENRIQUE, Assistant Professor of Health Studies. B.S., The University of Texas-Pan American; B.A., The University of Texas-Pan American; M.S., The University of Texas-Pan American; M.P.H., University of North Texas Health Science Center; Ph.D., Texas Woman's University.

* EVERTS, HELEN B., Assistant Professor of Nutrition and Food Sciences. B.S., The Pennsylvania State University, M.S., The University of Georgia; Ph.D., The University of Georgia.

* EVETTS, CYNTHIA L., Associate Professor, Director of the School of Occupational Therapy. B.S., Texas A&M University; M.O.T., Texas Woman's University; Ph.D., Texas Woman's University.

* FALLEY, BRANDI N., Assistant Professor of Mathematics. B.A., Ouachita Baptist University; M.S., Baylor University; Ph.D., Baylor University.

* FANNING, SARA C., Associate Professor of History. B.A., University of Texas, Austin; M.A., National University of Ireland; Ph.D., University of Texas at Austin.

* FEHLER, BRIAN, Associate Professor of English. B.A., Texas Wesleyan University; M.A., Texas Christian University; Ph.D., Texas Christian University.

* FETTE, CLAUDETTE A., Associate Clinical Professor of Occupational Therapy. B.S., Texas Woman's University; M.S., University of North Texas; Ph.D., Texas Woman's University.

* FEYTEN, CARINE M., Chancellor and President; Professor of Teacher Education. B.A., Universite' Catholique de Louvain, Belgium; M.A., Universite' Catholique de Louvain, Belgium; Ph.D., University of South Florida.

FLANAGAN, JENNIFER L., Assistant Professor of Management. B.S., Texas A&M University-Commerce; M.B.A., Texas Woman's University; Ph.D., Texas A&M University-Commerce.

* FLETCHER, TINA S., Associate Professor of Occupational Therapy. B.S., University of Texas Medical Branch; B.F.A., East Texas State University;
M.A., University of Alabama; M.F.A., Texas A&M University-Commerce; Ed.D., Texas A&M University-Commerce.

* FOGG, NIKI, Assistant Clinical Professor of Nursing. B.A., University of Texas Medical Branch; M.S., Texas Woman's University.

* FREDLAND, NINA M., Professor of Nursing. B.S., Niagara University; M.S., University of Pennsylvania; Ph.D., Johns Hopkins University.

* FREDRICKSON, REBECCA R., Associate Professor of Teacher Education. B.F.A, Stephen F. Austin State University; M.Ed., University of Texas at Tyler; Ed.D., Stephen F. Austin State University.

* FREYSTEINSON, WYONA, Associate Professor of Nursing. B.S.N., University of Saskatchewan; M.S., University of Saskatchewan; Ph.D., Texas Woman's University.

* FRIED, NEIL H., Assistant Clinical Professor of Nursing. B.S., Florida State University; M.S., University of Alabama, Birmingham.

* FUCHS, JORDAN L., Associate Professor of Dance. B.A., Oberlin College; M.F.A., Ohio State University, Columbus.

GALATAS, LAUREEN R., Associate Clinical Professor of Nursing. B.S.N., Louisiana State University; M.N., Louisiana State University.

* GAMBLIN, SARAH A., Associate Professor of Dance. B.F.A., Ohio University, Athens; M.F.A., University of Washington.

GARDNER, DAVID M., Assistant Professor of Computer Science. B.B.A., University of North Texas; M.S., University of North Texas; Ph.D., University of North Texas.

* GILL, CYNTHIA B., Professor of Communication Sciences and Disorders. B.S., Southwest Texas State University; M.Ed., Southwest Texas State University; Ed.D., East Texas State University.

GILLASPY, JESSICA, Assistant Clinical Professor of Kinesiology. B.S., University of North Texas; M.S., University of West Florida.

* GILLUM, NERISSA LEBLANC, Associate Professor of Family Sciences. B.S., Ambassador University; M.S., University of North Texas; Ph.D., University of North Carolina, Greensboro.

* GLEESON, PEGGY B., Professor of Physical Therapy; Associate Director of the School of Physical Therapy. Houston. B.S., St. Louis University; M.S., Texas Woman's University; Ph.D., Texas Woman's University.

* GOH, HUI-TING, Assistant Professor of Physical Therapy. M.S., Texas Woman's University; Ph.D., University of Southern California.

* GOLMAN, MANDY A., Assistant Professor of Health Studies. B.A., University of Texas, Austin; M.S., Texas Woman's University; Ph.D., Texas Woman's University.

* GOO, MINKOWAN, Assistant Professor of Teacher Education. B.A., Daegu University; M.A., Daegu University; Ph.D., University of Iowa.

* GOODMAN, GERALD R., Professor of Health Care Administration; Program Director of Health Care Administration. B.S., University of Houston; M.S., Texas Woman's University; M.A.S., Southern Methodist University; D.P.H., University of Texas Health Science Center-Houston.

GORMAN, RHONDA, Associate Professor of Drama. B.F.A., Texas Christian University; M.F.A., Southern Methodist University.

GRANGE-MAASOUMI, LYNETTE D., Assistant Clinical Professor of Nursing. B.S.N., Pacific Union College; M.S.N., University of Southern California.

* GRANT, SUSAN K., Comaro Professor of Visual Arts. B.S., University of Wisconsin, Madison; M.F.A., University of Wisconsin, Madison.

* GRAY, BARBARA A., Associate Professor of Nursing. B.S.N., Harding College; M.S.N., University of Texas at Arlington; Ph.D., Texas Woman's University.

* GREEN, LAURA B., Associate Professor of Communication Sciences and Disorders. B.S., Stephen F. Austin State University; M.A., University of Houston; Ph.D., University of Washington.

* GREER, RUSSELL, Associate Professor of English. A.B.J., University of Georgia; A.L.M., Harvard University; Ph.D., University of Georgia.

* GREGORY, DIANE C., Associate Professor of Visual Arts. B.S.Ed., University of Missouri, Columbia; M.Ed., University of Missouri, Columbia; Ph.D., University of Missouri, Columbia.

GRIFFIN, ANGELA D., Visiting Assistant Clinical Professor of Nutrition and Food Sciences. B.S., University of Central Arkansas; M.S., University of Central Arkansas.

* GRIGORIEVA, ELLINA, Professor of Mathematics. B.S., Moscow State Lomonsov University; M.S., Moscow State University; Ph.D., Moscow State University.

* GRUBBS, LISA G., Assistant Professor of Family Sciences. B.S., University of North Texas; M.S., Texas Woman's University; Ph.D., Sam Houston State University.

* GULLION, JESSICA S., Assistant Professor of Sociology. B.A., Texas Tech University; M.A., Southwest Texas State University; Ph.D., Texas Woman's University.

* GUMIENNY, TINA, Assistant Professor of Biology. B.S., Texas A&M University; M.S., University of Idaho; Ph.D., Moscow State University.

* HANSON, LAURA K., Associate Professor of Biology. B.S., University of Southern California; M.S., University of Tennessee, Memphis.

HANDMAN, RISA B., Assistant Clinical Professor of Dental Hygiene. B.S., Georgia Southern University; M.S., University of Tennessee, Memphis.

* HANSEN-THOMAS, HOLLY, Professor of Teacher Education. B.A., University of Texas at Austin; M.A., University of Texas at San Antonio; Ph.D., University of Texas at San Antonio.

* HANSON, LAURA K., Associate Professor of Biology. B.S., University of Washington; Ph.D., Cornell University.
HARDING, BRIAN T., Associate Professor of Philosophy. B.A., University of Dallas; M.A., Fordham University; Ph.D., Fordham University.

* HARRIS, CHRISTOPHER M., Assistant Professor of Business and Economics. B.B.A., Belmont University; M.B.A., University of Nebraska, Omaha; Ph.D., University of Texas at Arlington.

* HARRIS, JEFF E., Associate Professor of Psychology. B.A., DePauw University; M.A., Southern Illinois University at Carbondale; Ph.D., The Ohio State University System.

HARRIS, MARY E., Visiting Assistant Clinical Professor of Nursing. B.S.N., Texas Christian University; M.N.Sc., University of Arkansas for Medical Sciences.

* HART, CHRISTIAN L., Professor of Psychology. B.A., University of North Texas; M.S., Texas Christian University; Ph.D., Texas Christian University.

HAYS, EDITH H., Senior Lecturer of Mathematics. B.B.A., Southern Methodist University; M.S., Texas Woman's University.

* HENLEY, MATTHEW K., Assistant Professor of Dance. B.A., University of Arizona; B.F.A., University of Arizona; M.F.A. University of Washington, Ph.D., University of Washington.

* HENNIGAN, MARY L., Assistant Clinical Professor of Occupational Therapy. B.A., Dominican University; M.B.A., University of Dallas; M.O.T., Texas Woman's University.

HERNANDEZ, LUIS J., Visiting Assistant Professor of Teacher Education. B.Ed., Universidad Catolica Andres Bello; M.S., University of North Texas.

HESTAND, JENNIFER, Assistant Clinical Professor of Nursing. B.S.N., The University of Texas at Arlington; M.S.N., Middle Tennessee School of Anesthesia.

* HEVRON, PARKER R., Assistant Professor of Government. B.A., Austin College; Ph.D., University of Southern California.

* HO, TUONG-VI V., Associate Clinical Professor of Nursing. B.S., University of Texas Health Science Center-Houston; M.S., University of Texas Health Science Center-Houston; Ph.D., Texas Woman's University.

* HODGES, LYDIA "LYBETH" E., Professor of History. B.S., University of North Texas; M.A., Texas Woman's University; Ph.D., Texas Tech University.

* HOFFMAN, GRETCHEN L., Associate Professor of Library and Information Studies. B.A., University of Nevada, Reno; M.L.S., Emporia State University; Ph.D., Emporia State University.

* HOLLIMAN, RYAN, Assistant Professor of Family Sciences. B.A., University of North Texas; M.Ed., University of North Texas; PhD., University of North Texas.

* HORN, DEWAYNNA R., Assistant Professor of Business and Economics. B.S., Belhaven College; M.B.A., Millsaps College; Ph.D., Jackson State University.

* HOYE, TIMOTHY K., Professor of Government. B.A., East Texas State University; M.A., East Texas State University; Ph.D., Duke University.

* HUESKE, CATHY L., Clinical Professor of Nursing. B.S.N., University of St. Thomas; M.S.N, University of Texas Health Science Center-Houston; Ph.D. University of Texas Medical Branch.

* HUEY, ERRON, Assistant Professor of Family Sciences. B.A., Harding University; M.S., Oklahoma State University; Ph.D., Oklahoma State University.

HUFFMAN, ALLISON S., Assistant Clinical Professor of Nursing. B.S., Texas A&M University; B.S., Texas Woman's University; M.S., Texas Woman's University; D.N.P., St John Fisher College.

* HUFFT, ANITA, Professor of Nursing; Dean of the College of Nursing. B.S.N., University of Maryland; M.N., Louisiana State University; Ph.D., Texas Woman's University.

HUFFT, EDWARD M.Jr., Visiting Professor of Business and Economics. B.S., Louisiana State University and A & M College; M.B.A., University of Houston; Ph.D. University of Kentucky.

* HURLBUT, AMANDA R., Assistant Professor of Teacher Education. B.S., University of North Texas; M.Ed., Dallas Baptist University; Ph.D., University of North Texas.

* HWANG, SHANN HWA, Professor of Family Sciences. B.A., Malone College; M.A., Ashland University; Ph.D., University of Tennessee, Knoxville.

HYDE, SHELIA A., Visiting Lecturer I of Business and Economics. B.S., Northwestern State University of Louisiana; M.A., Louisiana Tech University.

* HYNDS, DIANNA L., Professor of Biology. B.S., Hillsdale College; Ph.D., Ohio State University, Columbus.

* IMRHAN, VICTORINE, Professor of Nutrition and Food Sciences. B.S., Texas Tech University; M.S., Louisiana Tech University; Ph.D., Texas Woman's University.

IRVING, LYNN Z., Lecturer of Accounting. B.S., Indiana State University; M.S., The University of Texas at Dallas.

IRWIN, MARY ANN, Visiting Assistant Clinical Professor of Nursing. B.S.N., Saint Joseph's College; M.S., Texas Woman's University.

JAEEKEL, ROSEMARIE C., Assistant Clinical Professor of Nursing. B.A., University of Colorado, Boulder; B.A., Viterbo College; M.S., University of Colorado, Boulder.

* JENG, LING HWEY, Professor of Library and Information Studies; Director of the School of Library and Information Studies. B.A., National Taiwan University; M.L.I.S., University of Texas at Austin; Ph.D., University of Texas at Austin.

* JENSEN, JONI L., Associate Professor of Music. B.Mus., Brigham Young University; M.M., Brigham Young University; D.M.A., University of Arizona.

JOHNSON, ANN A., Associate Clinical Professor of Nursing. B.S.N., Houston Baptist University; M.S.N., University of Alabama, Birmingham.

JOHNSON, JAMES E., Comarao Professor of Chemistry and Biochemistry. B.Chem., University of Minnesota, Twin Cities; M.S., University of Minnesota, Twin Cities; Ph.D., University of Missouri, Columbia.

* JOHNSON, OLINDA P., Assistant Professor of Nursing. B.S., Texas Woman's University; M.S., Texas Woman's University; Ph.D., Texas Woman's University.
* JOHNSON, RUTH A., Associate Dean of the Graduate School. B.S., Northern State University; M.S., Iowa State University; Ph.D., Iowa State University.

* JOHNSON, WENDI L., Assistant Professor of Psychology. B.A., Bryant College; M.A., Western Carolina University; Ph.D., Texas Woman’s University.

* JONES, CATHERINE S., Visiting Assistant Clinical Professor of Nursing. B.S.N., The University of Texas Health Science Center at Houston; M.S., University of Colorado; Ph.D., University of Texas at Arlington.

JONES, RICHARD C., Associate Professor of Science Education. B.A., West Virginia University; M.A.T, University of Texas at Dallas; Ph.D., Texas A&M University.

* JUMA, SHANIL, Associate Professor of Nutrition and Food Sciences. B.S., Purdue University; M.S., University of Illinois, Chicago; Ph.D., Oklahoma State University.

* KAYE, ELIZABETH L., Assistant Professor of Reading. B.A., Trinity University; M.A., Texas Woman’s University; Ph.D., Texas Woman’s University.

KEARNEY, DOLORES E., Associate Clinical Professor of Nutrition and Food Sciences. B.S., State University of New York College at Oneonta; M.P.H., University of North Carolina, Chapel Hill.

* KEATING, ANALOUISE, Professor of Multicultural Women’s and Gender Studies. B.A., Wheaton College; M.A., University of Illinois at Chicago; Ph.D., University of Illinois at Chicago.

* KEELE, REBECCA, Assistant Professor of Nursing. B.S., University of Central Arkansas; M.S., The University of Kansas; Ph.D., The University of Kansas.

KELLY-RICKS, NILA N., Assistant Professor of Social Work. B.S., Oklahoma State University; M.S.W., University of Oklahoma; Ph.D., University of Texas at Arlington.

* KESSLER, MARK, Professor of Multicultural Women’s and Gender Studies. B.A., University of Pittsburgh; M.A., Pennsylvania State University; Ph.D., Pennsylvania State University.

KESSLER, STEPHANIE, Assistant Clinical Professor of Nursing. B.S.N., Widener University; M.S., University of Southern Maine.

KILLEN, JOAN M., Visiting Associate Clinical Professor of Nursing. B.S., Wayne State University; M.S., Wayne State University; Ph.D., University of Texas at Austin.

KIM, SAMUEL Y., Assistant Professor of Psychology. M.Ed., Georgia State University; Ed.S., Georgia State University; Ph.D., Georgia State University.

KOBERNA, LESLIE W., Associate Clinical Professor of Dental Hygiene. B.S., Weber State University; M.P.H., University of Utah; Ph.D., Texas Woman’s University.

* KOCI, ANNE, Professor of Nursing. B.S.N., Tennessee Technological University; M.S.N., University of Tennessee, Knoxville; Ph.D., Emory University.

KREMER, KATHRYN K., Associate Clinical Professor of Nursing. B.S., Texas Woman’s University; M.S.N., University of Texas at Arlington.

* KRUTKA, DANIEL G., Assistant Professor of Teacher Education. B.S., University of Oklahoma; M.Ed., University of Oklahoma; Ph.D., University of Oklahoma.

* KUBIN, LAURA, Associate Professor of Nursing. B.S., Baylor University; M.S., Texas Woman’s University; Ph.D., Texas Woman’s University.

* KUHN, VERONICA, Assistant Professor of Family Sciences. B.A., California State University; M.A. University of San Diego; Ph.D., Loma Linda University.

* KWON, YOUNG-HOO, Professor of Kinesiology. B.S., Seoul National University; M.Ed., Seoul National University; Ph.D., Pennsylvania State University, University Park.

* LACKEY, DUNDEE C., Assistant Professor of English. B.F.A., Texas State University; M.A., Texas A&M University, Corpus Christi; Ph.D., Michigan State University.

* LADD, LINDA, Professor of Family Sciences. B.A., Portland State University; M.S., Portland State University; Ph.D., Oregon State University; Psy.D., Pacific University.

LAMBERT, JASON R., Assistant Professor of Management. B.A., Columbia College Chicago; Ph.D., The University of Texas at Arlington.

* LANDDECK, KATHERINE E., Associate Professor of History. B.A., University of Arkansas; M.A., University of Tennessee, Knoxville; Ph.D., University of Tennessee, Knoxville.

* LANDRUM, PEGGY A., Clinical Professor of Nursing. B.A., University of Florida; M.S., Texas Woman’s University; Ph.D., Texas A&M University.

* LANGFORD, RAE W., Professor of Nursing. B.S., Texas Woman's University; M.S., Ohio State University, Columbus; Ed.D., University of Houston.

* LEE, HYUK-JIN, Associate Professor of Library and Information Studies. B.A., Yonsei University; M.S., University of Michigan, Ann Arbor; Ph.D., Rutgers University.

* LEE, MIKYOUNG, Associate Professor of Nursing. B.S.N., Kyungpook National University; M.N., Kyungpook National University; Ph.D., The University of Iowa.

LELER, NOAH, Assistant Professor of Dramatic Arts. B.S.E., Southwest Missouri State University; M.A., Missouri State University; Ph.D., University of Missouri.

* LEMIEUX, MONIQUE J., Assistant Professor of Nutrition and Food Sciences. B.S., Christopher Newport University; M.S., The University of Tennessee Knoxville; Ph.D., Texas Tech University.

* LERNER, BARBARA A., Associate Professor of Teacher Education; Associate Provost for Undergraduate Studies and Academic Partnerships. B.A., George Washington University; M.A., George Washington University; Ph.D, Texas Woman’s University.

LEVANDOWSKI, SHANNON, Assistant Clinical Professor of Occupational Therapy; Academic Fieldwork Coordinator for the School of Occupational Therapy. B.A., Clemson University; B.S., University of Wisconsin, Milwaukee; M.S. Boston University; OTD, Boston University.
* LEVITT, JUNKO (JUNE) S., Assistant Professor of Communication Sciences and Disorders. B.A., Musashino Women's College; M.S., University of Texas at Dallas; Ph.D., University of Texas at Dallas.

* LIN, SUH-JEN, Associate Professor of Physical Therapy. B.A., National Taiwan University; M.S., Massachusetts General Hospital Institute of Health Professions; Ph.D., University of Iowa.

* LITTON, ALFRED GUY, Associate Professor of English; Executive Director of Honors Programs. B.A., University of Arkansas; M.A., University of Central Arkansas; Ph.D., University of South Carolina, Columbia.

* LIU, FUQIN, Associate Professor of Nursing. B.S.N., Adventist University of the Philippines; M.S., Loma Linda University; Ph.D., University of Washington.

* LO, CELIA, Professor of Sociology; Chair of the Department of Sociology and Social Work. B.S., Hong Kong Shue Yan University; M.A., University of Alabama; Ph.D., University of Alabama.

* LOHMANN, ALICIA F., Assistant Clinical Professor of Occupational Therapy. B.S., Texas A&M University; M.O.T., Texas Woman's University.

LYNCH, CATHERINE CARRASCO, Assistant Clinical Professor of Communication Sciences and Disorders. B.S., Texas Woman's University; M.S., Texas Woman's University.

LYTLE, JAMES R., Lecturer I of Finance. B.S., Sam Houston State University; M.B.A., Baylor University; M.S., University of Illinois at Urbana - Campaign.

MACHUCA, ALICIA, Assistant Professor of Mathematics. B.S., University of Texas at San Antonio; Ph.D., University of Texas at Arlington.

* MAGIE, ANNA L., Associate Professor of Fashion and Textiles. B.S., University of North Texas; M.S., University of North Texas; Ph.D., Texas Woman's University.

MAGNER, DIONNE, Assistant Clinical Professor of Nursing. B.S.N., Louisiana State University Health Sciences Center at New Orleans; M.S., Texas Woman's University.

MAGUIRE, CYNTHIA F., Senior Lecturer of Chemistry and Biochemistry. B.S., University of Central Oklahoma; M.S., Texas Woman's University.

MAHARAJ, TERESA L., Assistant Clinical Professor of Nursing. B.S., Texas Woman's University; M.S., Texas Woman's University; Ph.D., University of Texas at Tyler.

MAI, VY, Visiting Assistant Clinical Professor of Nursing. B.S., Texas Woman's University; M.S., Texas Woman's University.

* MAIER, CAMELIA G., Associate Professor of Biology. B.S., University of Bucharest; M.S., University of North Texas; Ph.D., University of North Texas.

* MALECHA, ANN T., Professor of Nursing. B.S.N., Loyola University, Chicago; M.S., Northwestern University; Ph.D., Texas Woman's University.

* MALLAM, WINIFRED A., Professor of Mathematics. B.A., Shaw University; M.S.S.E., Texas Woman's University; Ph.D., University of Jos.

* MALONE, PEGGY N., Associate Professor of Teacher Education. B.S., Texas A&M University-Commerce; M.Ed., Texas A&M University- Commerce; Ed.D., Baylor University.

* MANCUSO, PEGGY J., Professor of Nursing; Associate Dean for Research. B.S., University of Tulsa; M.S., University of Texas at Arlington; Ph.D., Texas Woman's University.

* MANN, MARK D., Assistant Professor of Kinesiology. B.A., Southwestern University; M.A., Southern Nazarene University; M.S., Nova Southeastern University; M.S., Pittsburg State University; Ed.D., Oklahoma State University; Ph.D., University of Arkansas.

* MARICLE, DENISE E., Professor of Psychology. B.S., University of Minnesota, Twin Cities; M.A., University of Notre Dame; Ph.D., University of Northern Colorado.

* MARSHALL, DAVID D., Professor of Computer Science. B.A., Baldwin-Wallace College; M.A., Cleveland State University; Ph.D., University of Illinois, Chicago.

* MARSHALL, LINDA, Associate Professor of Sociology. B.S., Texas Tech University; M.S., University of Texas System : Arlington; Ph.D., TTexas Woman's University.

* MARTIN, JENNIFER L., Professor of Family Sciences; Senior Associate Provost. B.A., Lamar University; M.S., Lamar University; Ph.D., Texas Woman's University.

* MASON, VICKI C., Assistant Clinical Professor of Occupational Therapy. B.S., Murray State University; M.S., University of St. Francis.

* MASSEY-STOKES, MARILYN, Associate Professor of Health Studies. B.S., Southwestern Oklahoma State University; M.Ed., Southwestern Oklahoma State University; Ed.D., Oklahoma State University.

MASTEN-CAIN, KATHRYN, Assistant Professor of Library and Information Studies. B.A., Beloit College; M.P.A., Arizona State University; Ph.D. University of North Texas.

* MAURER, ROBERT T., Associate Professor of Health Systems Management; Program Director of Health Systems Management : Dallas. B.A., University of Virginia; M.S., Texas Tech University; M.B.A., University of Texas at Austin; Ph.D., University of Texas at Dallas.

* MAZIAZ, MINDY, Assistant Professor of Nutrition and Food Sciences. B.S., Texas A&M University; M.S., University of Alabama, Birmingham; Ph.D., Texas Woman's University.

* McCARROLL, ELIZABETH M., Associate Professor of Family Sciences. B.S., University of Texas at Austin; M.S., Texas Tech University; Ph.D., Texas Tech University.

* McELRATH, EILEEN T., Assistant Professor of Library and Information Studies. B.A., Murray State University; M.S.L.S., Murray State University; M.A., University of Kentucky; Ph.D., Florida State University.

* McFARLANE, JUDITH M., Cornaro Professor of Nursing. B.S.N., Texas Tech University; M.S., University of St. Francis.

* McMAHAN, SARAH K., Associate Professor of Teacher Education. B.S., Abilene Christian University; M.Ed., Abilene Christian University; Ph.D., Texas Tech University.

* MEDLEY, SYLVIA ANN, Professor of Physical Therapy; Director of the School of Physical Therapy. B.A., University of Texas at Austin; B.S., University of Texas Health Science Center-Dallas; M.S., Texas Woman's University; Ph.D., University of Texas at Dallas.
* MEHTA, JYUTIKA A., Associate Professor of Communication Sciences and Disorders. B.S., Bombay University; India; M.S., University of Texas at Dallas; Ph.D., University of Texas at Dallas.

* MELLOTT, SUSAN K., Associate Professor of Nursing. B.S.N., Indiana University of Pennsylvania; M.S.N., University of Pennsylvania; Ph.D., Texas A&M University.

* MENN, MINDY, Assistant Professor of Health Studies. B.A., Texas A&M University; M.S., Texas A&M University; Ph.D., University of Florida, Gainesville.

* MILLIGAN, JENNIFER S., Assistant Clinical Professor of Nursing. B.S., Texas Woman's University; B.A., Texas A&M University; M.S., Texas Woman's University.

* MILLS, NATHANIEL C., Professor of Biology. B.S., Western Kentucky University; Ph.D., Vanderbilt University.

MILOCH, KIMBERLY S., Professor of Kinesiology; Director of Quality Enhancement Programs. B.A., Southwest Texas State University; M.S., Baylor University; Ph.D., Florida State University.

* MIRSALEH-KOHAN, NASRIN, Assistant Professor of Chemistry and Biochemistry. B.S., University of Tehran; M.S., Bowling Green State University; Ph.D., University of Tennessee, Knoxville.

* MISTRIC, MICHAEL L., Associate Clinical Professor of Nursing. B.A., State College of Arkansas; B.S.N., Pittsburgh State University; M.N.S., University of Arkansas for Medical Sciences; Ph.D., University of Texas System; Medical Branch.

* MITCHELL, KATY E., Associate Professor of Physical Therapy. B.S., University of California, Davis; M.S., Pacific University; Ph.D., Texas Woman's University.

* MOLLEN, DEBRA, Professor of Psychology. B.A., Adelphi University; M.A., University of Denver; Ph.D., Indiana University.

* MONTGOMERY, DIANE F., Associate Professor of Nursing. B.S.N., University of Texas Health Science Center-Houston; M.S.N., University of Texas Medical Branch; Ph.D., Texas Woman's University.

MONTGOMERY, MARLENE M., Visiting Assistant Professor of Reading. B.A., Fontbonne University; M.Ed., Texas Woman's University; Ph.D., Texas Woman's University.

* MOORE, CAROLYN E., Associate Professor of Nutrition and Food Sciences. B.S., University of California, Berkeley; M.S., University of California, Berkeley; M.B.A., Rice University; Ph.D., University of California, Los Angeles.

* MOORE, JENNIFER E., Assistant Professor of Library and Information Studies. B.A., University of Texas at Austin; M.S.I.S., University of Texas at Austin; Ph.D., University of Texas at Austin.

* MOORE, LIN, Associate Professor of Family Sciences. B.S., Texas Woman's University; M.S., Texas Woman's University; Ph.D., Texas Woman's University.

* MOORER-COOK, LAURA L., Associate Clinical Professor of Communication Sciences and Disorders. B.S., Texas Woman's University; M.A., Texas Woman's University.

* MORELAND, KAREN A., Associate Clinical Professor of Nutrition and Food Sciences. B.S., Southwest Texas State University; M.S., Texas Woman's University.

* MORGAN, ILANA, Assistant Professor of Dance. B.F.A., Ohio University; M.A., Texas Woman's University; Ph.D., Texas Woman's University.

MORRIS, KRISTINE W., Associate Clinical Professor of Nursing. B.S.N., Harding University; M.S., Texas Woman's University.

MORRIS, MICHAEL, Assistant Research Professor of Psychology. B.A., Winona State University; Ph.D. University of Iowa.

* MORY, KIMBERLY D., Associate Clinical Professor of Communication Sciences and Disorders. B.A., California State University, Fullerton; M.A., California State University, Fullerton.

* MURDOCK, SANDRA, Assistant Professor of Health Care Administration. B.S., St. Ambrose University; M.A., Central Michigan University; Ph.D., University of Texas Health Science Center-Houston.

* MURO, JOEL, Professor of Family Sciences. B.A., Austin College; M.J., University of North Texas; Ph.D., University of North Texas.

* MURO, LILIA LAMAR, Associate Professor of Family Sciences. B.A., University of Texas at San Antonio; M.A., Southwest Texas State University; Ph.D., University of North Texas.

* MYERS, DIANE M., Associate Professor of Teacher Education. B.A., Connecticut College; M.S., Southern Connecticut State University; Ph.D., University of Connecticut.

NA, ELISA, Assistant Professor of Psychology. B.S., University of Washington; Ph.D., The University of Iowa.

* NAVARRA-MADSEN, JUNALYN, Associate Professor of Mathematics. B.S., University of Utah; M.S., University of Texas at Dallas; Ph.D., University of Texas at Dallas.

* NELSON, LESLIE, Assistant Professor of Nursing. B.S.N, University of Alberta; M.S.N., University of Alberta; Ph.D., Texas Woman's University.

* NEVILLE-SMITH, MARSHA A., Professor of Occupational Therapy. B.S., Eastern Michigan University; M.S., University of Texas at Dallas; Ph.D., University of Texas at Dallas.

NIBERT, AINSLIE T., Associate Professor of Nursing; Associate Dean of the College of Nursing: Houston. B.S., Texas Christian University; M.S., The University of Texas Health Science Center at Houston; Ph.D, Texas Woman's University.

* NICHOLS, DAVID L., Professor of Kinesiology; Interim Co-chair, Department of Kinesiology. B.S., Central State University, Oklahoma; M.S., Texas Woman's University; Ph.D., Texas Woman's University.

NOLAN, DEBRA K., Assistant Clinical Professor of Nursing. B.S., Texas Woman's University; M.S., Texas Woman's University.

* NORTON, AARON, Assistant Professor of Family Sciences. B.S., University of Utah; M.S., Kansas State University; Ph.D., Kansas State University.

* NUGENT, JOHN H., Associate Professor of Accounting. B.A., Columbia University; M.B.A., Southeastern University, Washington, DC; D.B.A., Business School Lausanne, Switzerland.
* NURSE, RACHELLE-ANN P., Assistant Professor of Nursing. B.S.N., University of Texas Health Science Center-Houston; M.S.N., University of Texas Health Science Center-Houston; M.S.H.A., Houston Baptist University; Ph.D., Texas Woman's University.

O'DONNELL, RENEE, Visiting Assistant Professor of Health Studies. B.S., University of North Texas; M.S., University of North Texas.

ODUKOMAIYA, ZIGWAI REMY, Lecturer I of Fashion and Textiles. B.A., Ahmadu Bello University; M.F.A., University of North Texas.

* OLSEN, JONATHAN, Professor of Government; Chair of the Department of History and Government. B.A., University of Texas at Austin; M.A., The University of Kansas; M.A., University of Maryland; Ph.D., University of Maryland.

* OMARY, MANAL A., Associate Professor of Chemistry and Biochemistry. B.S., Yarmouk University; Ph.D., University of Maine, Augusta.

* OQUIN, CHARLI L., Clinical Professor of Nursing. B.S., University of Texas at Arlington; M.S., Texas Woman's University; D.N.P., Texas Christian University.

* ORTIZ RODRIGUEZ, ALEXIS, Professor of Physical Therapy. B.S., University of Puerto Rico; M.S., Texas Woman's University; Ph.D., Texas Woman's University.

* PALOMARES, RONALD S., Assistant Professor of Psychology. B.S., Texas A&M University; M.A., Lesley College; Ph.D., Texas A&M University.

PAN, DAVID W., Visiting Associate Professor of Management. B.S., University of Beijing; M.A., Ball State University; Ph.D., Southern Illinois University; J.D., The University of Tulsa.

* PANCHERI, KAREN K., Associate Professor of Nursing. B.S., Texas Woman's University; M.S., University of Texas Health Science Center-Houston; Ph.D., Texas Woman's University.

* PARKER, KIMBERLY A., Associate Professor of Health Studies. B.S., South Carolina State University; M.P.H., University of South Carolina, Columbia; M.A., South Carolina State University; Ph.D., University of Georgia.

* PARSONS, MATTHEW COLBY, Associate Professor of Visual Arts. B.Ph., Miami University; M.F.A., Southern Illinois University.

* PATEL, RUPAL M., Associate Clinical Professor of Physical Therapy. B.S., Texas Woman's University; M.S., Texas Woman's University.

* PAYESTEH, BITA, Assistant Professor of Communication Sciences and Disorders. B.A., The University of Texas at Dallas; M.S., The University of Texas at Dallas; Ph.D., University of Minnesota.

PECK, MARY L., Visiting Assistant Clinical Professor of Nursing. B.S., University of Houston-Clear Lake; M.S., Texas Woman's University.

PEEBLES, LYNDA R., Senior Lecturer of Chemistry and Biochemistry. B.S., Harding University; Ph.D., University of North Texas.

* PEMBERTON, JANE B., Professor of Teacher Education; Chair of the Department of Teacher Education. B.S., Kansas State University; M.S., Kansas State University; Ph.D., University of New Mexico.

PEOPLES, WHITNEY A., Visiting Assistant Professor of Multicultural Women's and Gender Studies. B.A., Agnes Scott College; M.A., University of Cincinnati; Ph.D., Emory University.

* PEREZ, JANA C., Associate Professor of Visual Arts. B.F.A., University of Texas at Austin; M.A. Texas Woman's University; M.F.A., Texas Woman's University.

* PERRYMAN, CAROL L., Assistant Professor of Library and Information Studies. B.S., Friends University; M.S., University of Illinois, Urbana-Champaign; Ph.D., University of North Carolina, Chapel Hill.

PETERS, MARGARET S., Assistant Professor of Nursing. B.S., Texas Woman's University; M.S., Texas Woman's University.

* PETTY, KAREN L., Professor of Family Sciences; Chair of the Department of Family Sciences. B.S., Stephen F. Austin State University; M.Ed., Stephen F. Austin State University; Ph.D., Texas A&M University.

* PHELPS, MARK T., Associate Clinical Professor of Health Care Administration. B.S., Baylor University; M.S., Trinity University; J.D., South Texas College of Law.

* PHILLIPS, DANIELLE, Assistant Professor of Multicultural Women's and Gender Studies. B.A., Spelman College; Ph.D., Rutgers University.

* PICKENS, NORALYN D., Associate Professor of Occupational Therapy; Associate Director of the School of Occupational Therapy: Dallas. B.S., University of Wisconsin, Milwaukee; M.S., University of Wisconsin, Milwaukee; Ph.D., University of Wisconsin, Madison.

* POE, TRAVIS, Assistant Clinical Professor of Nursing. B.S., Texas Woman's University; M.S., Texas Woman's University; Ph.D., Texas Woman's University.

* POMELNIKOV, ALEXEY G., Visiting Lecturer I of Business and Economics. B.B.A., University of Texas System: Arlington; M.B.A., University of Dallas; M.S., Ivanovo State Power University; Ph.D., Ivanovo State Power University.

* PORRAS, CLAUDIA V., Assistant Professor of Psychology. B.A., Texas Tech University; M.S., Oklahoma State University; Ph.D., Oklahoma State University.

* PRASAD, CHANDAN, Professor of Nutrition and Food Sciences. B.S., G.B. Pant University of Agriculture and Technology: Naini Tal, India; M.Sc., G.B. Pant University of Agriculture and Technology: Naini Tal, India; Ph.D., Louisiana State University.

* PRESNALL, BARBARA A., Professor of Government. B.A., George Washington University; M.A., George Washington University; Ph.D., American University.

* QUISENBERRY, SUSAN L., Associate Clinical Professor of Nursing. B.S.N., University of Oklahoma Health Sciences Center; M.S., Texas Woman's University; D.N.P., Harris College of Nursing.

* RADIGHIERI, JEFFREY, Assistant Professor of Business and Economics. B.B.A., Texas A&M University; M.B.A., University of Montana; Ph.D., Washington State University at Pullman.

* RAISINGHANI, MAHESH, Professor of Business and Economics. B.Comm., Osmania University, India; M.S., University of Texas at Arlington; M.B.A., University of Central Oklahoma; Ph.D., University of Texas at Arlington.

* RAMAN, PUSHKALA, Professor of Marketing. B.Sc., University of Madras; M.B.A., Indian Institute of Management; Ph.D., Texas A&M University.
RAY, CHRISTOPHER T., Professor of Kinesiology; Dean of the College of Health Science. B.S., University of Tennessee; M.S. University of Tennessee; Ph.D., University of Georgia.

* RESTREPO, ELIZABETH B., Associate Clinical Professor of Nursing. B.S., Old Dominion University; M.S., Virginia Commonwealth University; Ph.D., Texas Woman's University.

* REW, MARTHA L., Associate Clinical Professor of Nutrition and Food Sciences. B.S., University of Southwestern Louisiana; M.S., Louisiana State University.

RHEMANN GUERRERO, MARIE A., Assistant Clinical Professor of Nursing. B.S.N., West Texas State University; M.S.N., Vanderbilt University.

* RICHEY, SHEILA, Associate Professor of Nursing. B.S.N., University of Illinois at Chicago; M.S.N., Indiana University; Ph.D., St. Louis University.

* RIGBY, BRANDON RHETT, Assistant Professor of Kinesiology. B.S., LeTourneau University; M.S., Baylor University; Ph.D., Baylor University.

RIGGS, CHARLES L., Professor of Fashion and Textiles; Professor of Chemistry and Biochemistry. B.S., University of North Texas; Ph.D., Oklahoma State University.

ROBB, JEFFREY B., Professor of Government. B.A., North Texas State University; M.S., University of North Texas; J.D., University of Texas at Austin.

* RODDEY, TONI S., Professor of Physical Therapy. B.S., University of Texas Medical Branch; M.S., Texas Woman's University; Ph.D., Texas Woman's University.

RODRIGUEZ, KELLEY POCHE, Visiting Assistant Professor of Music. B.M., The University of Texas at Austin; M.A., Texas Woman's University; Ph.D., Texas Tech University.

* ROSARIO, MARTIN, Assistant Professor of Physical Therapy. B.S., Universidad Central de Bayamon; M.S., University of Puerto Rico-Medical Sciences Campus; Ph.D., University of Puerto Rico-Medical Sciences Campus.

* ROSE, KATHERINE K., Professor of Family Sciences. B.S., Baylor University; M.S., Purdue University; M.S., University of North Texas; Ph.D., Purdue University.

* ROSEN, LISA H., Assistant Professor of Psychology. B.A., Rice University; M.A., University of Texas at Austin; Ph.D., University of Texas at Austin.

ROSSLER, ALEATHA MARIE, Assistant Clinical Professor of Nursing. B.S.N., The University of Texas at Arlington; M.S., Texas Woman's University.

* RUBIN, LINDA, Professor of Psychology. B.S., University of Kansas; M.S., University of Kansas; Ph.D., University of Kansas.

RUNNELS, RATONIA C., Assistant Professor of Social Work. B.A., University of Texas at Austin; M.S., University of Texas at Austin; Ph.D., University of Texas at Austin.

* RUSS, MOLLY, Associate Professor of Business and Economics. B.A., University of North Texas; M.A., Louisiana State University; Ph.D., Louisiana State University.

RYDIN, SOPHIE L., Visiting Assistant Professor of Occupational Therapy. B.S., Chung Shan Medical and Dental College; M.O.T., Texas Woman's University; Ph.D., Texas Woman's University.

* RYLANDER, DAVID H., Professor of Business and Economics. B.S., Trinity University; M.B.A., Texas A&M University; Ph.D., University of North Texas.

* SADRI, MAHMOUD, Professor of Sociology. B.A., University of Teheran: Teheran, Iran; M.A., University of Teheran: Teheran, Iran; Ph.D., New School for Social Research.

* SAHLIN, CLAIRE L., Cornaro Professor of Multicultural Women's and Gender Studies; Associate Dean of the College of Arts and Sciences. B.A., Bethel College: St. Paul, Minnesota; M.T.S., Harvard Divinity School; M.A., Harvard University; Ph.D., Harvard University.

SANDOVAL, PAUL, Assistant Professor of Psychology; Chair of the Department of Psychology and Philosophy. B.S., University of Texas at San Antonio; M.A., University of California, Riverside.

SANCHEZ, CLAUDIA D., Professor of Teacher Education. B.A., Escuela Normal Superior de Coahuila: Saltillo, Mexico; B.A., Universidad Autonoma de Coahuila: Saltillo, Mexico; M.S., Texas A&M University; Ph.D., Texas A&M University.

SCHINN, EUGENE M., Assistant Clinical Professor of Nursing. B.S.N., Seton Hall University; M.S., Texas Woman's University.

SCHRUM, NOLA M., Assistant Clinical Professor of Nursing. B.A., University of Texas at Arlington; M.S., Texas Woman's University.

SCHULTZ, MARY ROCHELLE, Associate Clinical Professor of Nursing. B.S.N., Houston Baptist University; M.S.N., University of Texas Medical Branch.

SCOTT, GRAHAM R., Assistant Professor of English. B.A., California State University, San Bernardino; M.A., University of California, Riverside; Ph.D., University of California, Riverside.

SCOTT, SHANNON R., Professor of Psychology; Chair of the Department of Psychology and Philosophy. B.A., Stephen F. Austin State University; M.S., Tufts University; Ph.D., Tufts University.

SCOTT-TILLEY, DONNA D., Professor of Nursing; Assistant Provost for Promotion of Research and Sponsored Programs. B.S.N., Texas Tech University Health Sciences Center; M.S.N., Texas Tech University Health Sciences Center; Ph.D., University of Texas Health Science Center-San Antonio.

* SELCER, ANNE D., Associate Professor of Health Care Administration. B.S., Wright State University; M.S., Wright State University; M.A., Fielding Graduate University; M.L.H.R., Ohio State University; Ph.D., Fielding Graduate University.

SENN, WILL, Assistant Professor of Library and Information Studies. B.S., Excelsior College; M.S., University of North Texas; Ph.D., University of North Texas.

* SENNE, TERRY A., Professor of Kinesiology; Director of Academic Assessment. B.S., George Williams College; M.S., University of Illinois, Chicago; Ph.D., North Carolina State University.

SHANI, PINKY, Assistant Professor of Nursing. B.S., University of South Florida; M.S., University of South Florida; Ph.D., University of South Florida.
SHEARDY, RICHARD D., Professor of Chemistry and Biochemistry; Chair of the Department of Chemistry and Biochemistry. B.S., Michigan State University; Ph.D., University of Florida.

SHERIFF, SUSAN W., Comaro Professor of Nursing; Graduate Director of Nursing. B.S.N., Eastern Mennonite University; M.S., Texas Woman's University; Ph.D., Texas A&M University; Commerce.

SHIPLEY, ROGER R., Associate Professor of Health Studies; Interim Chair of Health Studies. B.S., Western Maryland College; M.Ed., Western Maryland College; Ed.D., Temple University.

SHIRLEY, KATHLEEN, Assistant Clinical Professor of Physical Therapy. B.S., East Carolina University; D.P.T., Texas Woman's University.

SHUSTET, RICHARD J., Professor of Music. B.Mus., Indiana University-Bloomington; M.M., University of Rochester; D.M.A., University of Rochester.

SILLMAN-FRENCH, LISA M., Professor of Kinesiology. B.S., State University of New York College at Cortland; M.A., Texas Woman's University; Ph.D., Texas Woman's University.

SIMPSON, ANNE M., Comaro Professor of Reading. B.A., Southern Methodist University; M.Ed., Texas A&M University; Ph.D., University of North Texas.

SIT, WILLIAM (YAU CHI BOOGIE), Assistant Clinical Professor of Occupational Therapy. Professional Diploma, Hong Kong Polytechnic; M.A., Texas Woman's University; Ph.D., Texas Woman's University.

SMITH, CHAD E., Associate Professor of Communication Sciences and Disorders. B.A., Lamar University; M.S., Lamar University; Ph.D., Nova Southeastern University.

SMITH, GABRIELLA, Assistant Professor of Psychology. B.A., Spelman College; M.A., University of Alabama; Ph.D., University of Alabama.

SNIDER, SHARLA L., Professor of Family Sciences. B.S., University of North Texas; M.A., Texas Woman's University; Ph.D., Texas Woman's University.

SOLIMAN, MAHA, Assistant Professor of Computer Science. M.S., University of Louisville; P.H.D., University of Louisville.

SOLOMON, RHEATTE D., Associate Clinical Professor of Nursing. B.S., Evangel College; M.S., Brigham Young University.

SOSA-SANCHEZ, PATRICIA Y., Visiting Assistant Professor of Teacher Education. B.S., Texas Woman's University; M.S., Texas Woman's University; Ph.D., Texas Woman's University.

SOURDOT, LUDOVIC, Associate Professor of Teacher Education. B.S., Arkansas State University; M.Ed., Texas State University; Ph.D., Texas A&M University.

SOURIS, STEPHEN W., Professor of English. B.A., Harvard University; M.A., University of Michigan, Ann Arbor; Ph.D., University of Wisconsin, Madison.

SPENCER, BECKY S., Assistant Professor of Nursing. B.A., University of Cincinnati; M.S.N, Research College of Nursing; Ph.D., University of Kansas.

SPOLSKY, SONYA, Assistant Professor of Communication Sciences and Disorders. M.A., The University of Arizona; Ph.D., The University of Arizona.

SPOONTS, LIZABETH A., Associate Clinical Professor of Dental Hygiene. B.S., Texas Woman's University; M.S., University of North Texas.

ST GERMAIN, ANN D., Associate Clinical Professor of Nursing. B.S.N., University of Texas Health Science Center - Houston; M.S.N, University of Texas Health Science Center - Houston.

STABB, SALLY D., Professor of Psychology. B.A., Pennsylvania State University; M.Ed., Pennsylvania State University; Ph.D., University of Kansas.

STANKEY, MICHAEL J., Professor of Business and Economics. B.S., Purdue University; M.S., University of Illinois : Urbana-Champaign; Ph.D., University of Illinois : Urbana-Champaign.

STANKUS, JO-ANN T., Assistant Professor of Nursing. B.S.N., Incarnate Word College; M.S.N, University of Texas at Arlington; M.A., Texas Woman's University; Ph.D., University of North Texas.

STARRETT, TERESA M., Associate Professor of Teacher Education. B.S., University of North Texas; M.Ed., University of North Texas; Ed.D., University of North Texas.

STEWART, MARY A., Assistant Professor of Reading. B.A., Texas Christian University; M.Ed., Texas Christian University; Ph.D., University of North Texas.

STOCKHOLM, MELISSA C., Assistant Clinical Professor of Communication Sciences and Disorders. B.S., Baylor University; M.Ed., Stephen F. Austin State University.

STONER-DAVIS, KERSTINA L., Visiting Assistant Clinical Professor of Nutrition and Food Sciences. B.S., Kansas State University; M.S., Texas Woman's University.

STEWART, MARY A., Assistant Professor of Reading. B.A., Texas Christian University; M.Ed., Texas Christian University; Ph.D., University of North Texas.

SYMES, LENE, Professor of Nursing. B.S.N., University of Michigan, Ann Arbor; M.S.N., University of Texas Health Science Center-Houston; Ph.D., Texas Woman's University.

SYNAR, TANYA M., Associate Professor of Visual Arts. B.F.A., Colorado State University; M.F.A., University of Washington.

SZOT, C. LAUREN, Assistant Clinical Professor of Physical Therapy. B.S., Louisiana State University; M.S., D.P.T., Louisiana State University Health Science Center.
TANNER, SHAUMARIE, Assistant Clinical Professor of Biology. B.S.,
Texas Woman's University; M.S., Texas Woman’s University.

TEAGUE, AMY L., Associate Clinical Professor of Dental Hygiene. B.S.,
Texas Woman’s University; M.S., Texas Woman’s University.

* TENGESDAL, MARK O., Associate Professor of Business and
Economics. B.A., Pacific Lutheran University; M.A., University of
California, Riverside; Ph.D., University of California, Riverside.

* TERRIZZI Jr., JOHN A., Assistant Professor of Psychology. B.S.,
Juniata College; M.A., College of William and Mary; Ph.D., West Virginia
University.

* THOMAS, PAUL D., Assistant Professor of Music. B.A., Cedarville
University; M.M., Bowling Green State University; Ph.D., University of
North Texas.

* THOMPSON, LOU A., Professor of English. B.A., University of North
Texas; M.A., Louisiana State University; Ph.D., Texas Christian University.

* THOMPSON, MARY E., Professor of Physical Therapy. B.S., University
of Kentucky; M.S., Texas Woman's University; Ph.D., University of North
Texas.

* THOMSON, ANNE T., Assistant Clinical Professor of Nursing. B.S.N.,
University of Kansas; M.S.N., University of Texas at Arlington; Ph.D.,
Texas Woman’s University.

* TIEETZE, MARI F., Professor of Nursing; Doswell Endowed Chair in
Nursing Informatics. B.S.N., Washburn University; M.S.N., University of
Kansas; Ph.D., Texas Woman's University.

* TILTON, ABIGAIL C., Associate Professor of Social Work; Dean of the
College of Arts and Sciences. B.S.W., University of North Texas; M.S.S.W.,
University of Texas at Arlington; Ph.D., University of North Texas.

* TOMS, ROBERTA J., Associate Professor of Nursing. B.S.N., Wichita
State University; M.N., Wichita State University; Ph.D., Kansas State
University.

* TRAVIS, PAUL D., Professor of History. B.A., The Wichita State
University; M.A., Wichita State University; Ph.D., University of Oklahoma.

TRINKA, MICHELLE, Assistant Clinical Professor of Nursing. B.S.N., Texas
Tech University Health Science Center; M.S.N., University of Tyler at
Texas.

* TRUDELLE-JACKSON, ELAINE, Professor of Physical Therapy. B.S.,
Texas Woman's University; M.S., University of North Texas; Ph.D., Texas
Woman's University.

* TRUJILLO-JENKS, LAURA A., Associate Professor of Teacher Education.
B.S., University of Texas at Austin; M.A., Austin Peay State University;
Ph.D., University of Texas at Austin.

* TSAI, KAI-LI, Associate Professor of Health Care Administration. B.S.,
China Medical College; M.S., Harvard University; Ph.D., University of
California, Los Angeles.

* TSENG, SHIH-CHIAO, Assistant Professor of Physical Therapy. B.S.,
National Cheng Kung University; M.S., National Taiwan University; Ph.D.,
University of Maryland, Baltimore.

TSEROTAS, SHOPHA M., Assistant Clinical Professor of Nursing. B.S.N.,
Grandview College, Des Moines; M.S., Texas Woman's University.

* VAN SELL, SHARON L., Professor of Nursing. B.A., Murray State
University; M.Ed., Memphis State Univeristy; M.S., University of Colorado,
Denver; Ed.D., University of Denver.

* VARDELL, SYLVIA M., Professor of Library and Information Studies. B.S.,
University of Texas : Austin; Ph.D., University of Minnesota : Twin Cities.

* VAS, ASHA K., Assistant Professor of Occupational Therapy. B.O.T.,
Christian Medical College; M.A., St. Catherine University; Ph.D., The
University of Texas at Dallas.

* VIJAYAGOPAL, PARAKAT, Professor of Nutrition and Food Sciences.
B.S., University of Kerala; M.S., Banaras Hindu University; Ph.D.,
University of Kerala.

VILLANUEVA, CHRISTINA, Assistant Clinical Professor of Nursing. B.S.N.,
Stephen F. Austin State University; M.S.N., Walden University.

* VITTRUP, BIRGITTE M., Associate Professor of Family Sciences.
B.A., Texas State University; B.S., University of Texas at Austin; M.A.,
University of Texas at Austin; Ph.D., University of Texas at Austin.

* WAINSCOTT, SARAH D., Assistant Professor of Communication
Sciences and Disorders. B.S., James Madison University; M.Ed., James
Madison University; Ph.D., Gallaudet University.

WALKER, KAREN E., Visiting Assistant Professor of Family Sciences.
B.B.A., University of North Texas; M.Ed., University of North Texas; Ed.D.,
University of North Texas.

* WALKER-BATSON, DELAINA, Cornaro Professor of Communication
Sciences and Disorders. B.A., Southern Methodist University; M.S.,
University of Utah; Ph.D., University of Texas at Austin.

* WANG-PRICE, SHARON S., Professor of Physical Therapy. B.S., National
Taiwan University : Taipei, Taiwan; M.S., University of Pittsburgh; Ph.D.,
Texas Woman’s University.

WARD, JASMINE D., Assistant Professor of Health Studies. B.A.,
Tuskegee University; M.P.H., The University of Alabama at Birmingham;
Ph.D., The University of Alabama at Birmingham.

* WARREN, CYNTHIA A., Assistant Professor of Nutrition and Food
Sciences. B.S., Texas A&M University; M.S., Texas A&M University; Ph.D.,
Texas A&M University.

* WASHINGTON, FERMOND (LEON) F., Assistant Professor of
Occupational Therapy. B.S., Texas Woman’s University; M.S.W. Our Lady
of the Lake University; Ph.D. Texas Woman's University.

* WASHMON, GARY B., Professor of Visual Arts. B.F.A., University of New
Mexico; M.F.A., University of Illinois, Urbana-Champaign.

* WATSON, PATRICIA A., Professor of Reading. B.S., Missouri State
University; M.S., Missouri State University; Ph.D., University of Missouri,
Columbia.
WEATHERFORD, GWENDOLYN, Assistant Professor of Kinesiology. B.S., Texas A&M, Commerce; M.S., Texas A&M, Commerce; Ph.D., Texas Woman’s University.

WEBB, KERRY S., Associate Professor of Business and Economics. B.A., East Texas Baptist University; M.A., Southwestern Seminary; Ph.D., University of North Texas.

WEREMA, GILBERT J., Associate Professor of Business and Economics. B.B.A., University of Eastern Africa, Kenya; M.B.A., Alabama A&M University; M.S., Alabama A&M University; Ph.D., University of Georgia.

WEST, M. GENEVIEVE, Professor of English; Chair of the Department of English, Speech, and Foreign Languages. B.A., Mississippi State University; M.A., Mississippi State University; Ph.D., Florida State University.

WESTMORELAND, SANDRA, Associate Professor of Biology. B.S., University of Houston; M.S., University of Texas at Arlington; Ph.D., University of Texas at Arlington.

WHEELER, ANN M., Associate Professor of Mathematics. B.S., Henderson State University; M.S.E., Henderson State University; Ph.D., University of Northern Colorado.

WHITEHEAD, VAGNER MENDONÇA, Associate Professor of Visual Arts; Chair of the Department of Visual Arts. M.F.A., University of Florida.

WHITWORTH, JERRY E., Professor of Teacher Education; Interim Dean of the College of Professional Education. B.A., University of Arkansas; M.S., Fort Hays State University, Ed.D., University of Missouri, Columbia.

WIGINTON, KRISTIN L., Associate Professor of Health Studies. B.S.Ed., Baylor University; M.S.Ed., Baylor University; Ph.D., Texas Woman’s University.

WILLIAMS, JAMES L., Professor of Sociology. B.A., University of Georgia; M.A., University of Georgia; M.A.Ed., Western Carolina University; Ph.D., University of Georgia.

WILLIAMS, JEFFREY S., Assistant Clinical Professor of Nursing. B.S., Sam Houston State University; B.S.N., University of Texas Health Science Center - Houston; M.S.N., University of Texas Health Science Center - San Antonio; D.N.P., Texas Christian University.

WILLIFORD-SHADE, MARY A., Professor of Dance; Chair of the Department of Dance; Co-Coordinator of the School of the Arts. B.Ed., University of Arkansas; M.F.A., Ohio State University, Columbus; C.M.A., Laban-Bartenieff Institute of Movement Studies.

WILSON, CECILIA E., Associate Clinical Professor of Nursing. B.S., Texas Woman’s University; M.S., Texas Woman’s University; Ph.D., Capella University.

WILSON, JENNIFER E., Associate Clinical Professor of Nursing. B.S., University of Maryland, Baltimore; M.S., George Mason University.

WOODS, ALISA P., Associate Clinical Professor of Communication Sciences and Disorders. B.S., University of Oklahoma Health Sciences Center; M.S., Texas Woman’s University.

WOODS, SARAH B., Assistant Professor of Family Sciences. B.A., University of Rochester; M.S., University of Rochester; Ph.D., Florida State University.

WOODS, STEPHANIE L., Associate Professor of Nursing; Associate Dean of the College of Nursing - Dallas. B.S., Texas Woman’s University; M.S., University of Texas Health Science Center, San Antonio; Ph.D., University of Texas at Austin.

WOOLERY, DANIELLE N., Assistant Professor of Music. B.M., University of North Texas; M.M., Webster University; D.M.A., University of Miami.

WREN, RENE’, Visiting Assistant Professor of Occupational Therapy. B.S., Louisiana State University Health Sciences Center; O.T.D., Chatham University.

XU, WEN, Assistant Professor of Computer Science. Ph.D., The University of Texas at Dallas.

* YANG, PHILIP Q., Professor of Sociology. B.A., Zhongshan University; China; M.A., University of California, Los Angeles; Ph.D., University of California, Los Angeles.

YOUNG, DEBORAH D., Professor of Fashion and Textiles; Program Director of Fashion and Textiles. B.S., Texas Tech University; M.S., Texas Tech University; Ph.D., Texas Tech University.

YOUNG, ELIZABETH A., Professor of Nursing. B.S., Texas Woman’s University; M.S., Texas Woman’s University; Ed.D., University of Houston.

YOUNG, MARGARET, Professor of Business and Economics; Director of the School of Management. B.B.A., University of Texas at El Paso; M.S., New Mexico State University; Ph.D., New Mexico State University.

YOUNG, STEVEN W., Associate Professor of Drama. B.A., University of Northern Iowa; M.F.A., Illinois State University.

* YOUNGBLOOD, PAMELA J., Professor of Music; Chair of the Department of Music and Drama; Co-Coordinator of the School of the Arts. B.M., Union University; M.M., University of North Texas; D.M.A., University of North Texas.

YOUSEF, MARY GRACE, Assistant Clinical Professor of Nursing. B.S., Texas Woman’s University; M.S., Texas Woman’s University.

* ZANDERS, MICHAEL L., Assistant Professor of Music. B.M., Temple University; M.M., Temple University; Ph.D., Temple University.

* ZEIGLER, VICKI L., Associate Professor of Nursing. B.S.N., Medical University of South Carolina; M.S.N., Medical University of South Carolina; Ph.D., Texas Woman’s University.

* ZHANG, JIAN, Associate Professor of Computer Science. B.S., Hefei University of Technology, China; P.R.; M.S., Tulane University; Ph.D., Tulane University.

* ZOU, LIN, Associate Professor of Finance. B.S., Nanjing University; M.A., Shanghai University of Finance and Economics; M.S., University of Texas at Dallas; Ph.D. (Acct.), Ph.D. (Finance), University of Texas at Dallas.

**Cornaro Professors**

Named for Elena Lucrezia Cornaro Piscopia, the first woman in history to receive a university degree (from the University of Padua, Italy, in 1678), the Cornaro Award for Excellence in Teaching is made by a peer committee in recognition of outstanding commitment to scholarship and the advancement of learning.

2017 SHERIFF, SUSAN W., Ph.D., Professor of Nursing
Emeritus Faculty

The Emeritus Faculty of Texas Woman's University are a valued and treasured resource, and they represent the rich history of the university. You can find a listing of the Emeritus Faculty on the TWU website (http://twu.edu/osap/faculty-staff-resources).
## COURSE ABBREVIATIONS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART</td>
<td>Visual Arts</td>
</tr>
<tr>
<td>BACT</td>
<td>Bacteriology</td>
</tr>
<tr>
<td>BIOL</td>
<td>Biology</td>
</tr>
<tr>
<td>BUS</td>
<td>Business</td>
</tr>
<tr>
<td>CHEM</td>
<td>Chemistry</td>
</tr>
<tr>
<td>COMS</td>
<td>Communication Sciences and Disorders</td>
</tr>
<tr>
<td>CSCI</td>
<td>Computer Science</td>
</tr>
<tr>
<td>DH</td>
<td>Dental Hygiene</td>
</tr>
<tr>
<td>DNCE</td>
<td>Dance</td>
</tr>
<tr>
<td>DRAM</td>
<td>Drama</td>
</tr>
<tr>
<td>ECO</td>
<td>Economics</td>
</tr>
<tr>
<td>EDBE</td>
<td>Education/Bilingual</td>
</tr>
<tr>
<td>EDSP</td>
<td>Education/Special</td>
</tr>
<tr>
<td>EDUC</td>
<td>Education</td>
</tr>
<tr>
<td>ELDR</td>
<td>Education/Administration</td>
</tr>
<tr>
<td>ENG</td>
<td>English</td>
</tr>
<tr>
<td>FL</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>FS</td>
<td>Family Sciences</td>
</tr>
<tr>
<td>FT</td>
<td>Fashion and Textiles</td>
</tr>
<tr>
<td>GOV</td>
<td>Government</td>
</tr>
<tr>
<td>HCA</td>
<td>Health Care Administration</td>
</tr>
<tr>
<td>HSM</td>
<td>Health Systems Management</td>
</tr>
<tr>
<td>HIST</td>
<td>History</td>
</tr>
<tr>
<td>HS</td>
<td>Health Studies</td>
</tr>
<tr>
<td>KINS</td>
<td>Kinesiology</td>
</tr>
<tr>
<td>LS</td>
<td>Library Science</td>
</tr>
<tr>
<td>MATH</td>
<td>Mathematics</td>
</tr>
<tr>
<td>MU</td>
<td>Music</td>
</tr>
<tr>
<td>NFS</td>
<td>Nutrition and Food Sciences</td>
</tr>
<tr>
<td>NURS</td>
<td>Nursing</td>
</tr>
<tr>
<td>OT</td>
<td>Occupational Therapy</td>
</tr>
<tr>
<td>PHIL</td>
<td>Philosophy</td>
</tr>
<tr>
<td>PHYS</td>
<td>Physics</td>
</tr>
<tr>
<td>PSY</td>
<td>Psychology</td>
</tr>
<tr>
<td>PT</td>
<td>Physical Therapy</td>
</tr>
<tr>
<td>READ</td>
<td>Reading</td>
</tr>
<tr>
<td>SCI</td>
<td>Science</td>
</tr>
<tr>
<td>SOCI</td>
<td>Sociology</td>
</tr>
<tr>
<td>SOWK</td>
<td>Social Work</td>
</tr>
<tr>
<td>SPAN</td>
<td>Spanish</td>
</tr>
<tr>
<td>SPCH</td>
<td>Speech</td>
</tr>
<tr>
<td>WS</td>
<td>Women’s Studies</td>
</tr>
<tr>
<td>ZOOL</td>
<td>Zoology</td>
</tr>
</tbody>
</table>
CAMPUS MAPS

For campus maps and locations, visit the Campus Maps and Locations on the TWU website (http://www.twu.edu/maps).
INDEX

A
Academic Information ................................................................. 235
Accreditation and Approval .................................................... 201
Administration of Program ..................................................... 241
Admission to Candidacy .......................................................... 242
Admission to Candidacy for Ph.D. and Ed.D. Students .......... 245
Admission to the Graduate School .......................................... 231
Advisory Committee and Degree Program ......................... 243
Application for Admission ....................................................... 232
Areas of Study ...................................................................... 12
Arts & Sciences .................................................................. 198
Auditing Courses ................................................................. 235
Authority and Responsibilities ............................................. 247
B
Biology ............................................................................... 12
Bookstore ............................................................................. 222
C
Campus and Centers ............................................................. 205
Campus Maps ................................................................. 266
CARE .................................................................................. 224
Career Connections Center ................................................. 222
Center for Student Development ...................................... 223
Changes in Committee Appointment .................................. 247
Changing Name & Other Personal Information ................... 239
Chemistry & Biochemistry .................................................. 15
Child Care ...................................................................... 224
Colleges, Schools, & Departments .................................. 198
Committees of the Federation ............................................ 247
Committees on Dissertations, Theses, and Professional Papers ................................................................. 246
Communication Sciences & Disorders .................................. 18
Consumer Information ........................................................ 224
Consumer Information Disclosures ...................................... 217
Cornaro Professors ............................................................. 263
Counseling and Family Therapy Clinic .............................. 224
Counseling and Psychological Services (CAPS) ................. 224
Course Abbreviations .......................................................... 265
Course Load ...................................................................... 244
Course Repetition ............................................................... 238
Course Requirements ......................................................... 244
Credit by Transfer ............................................................... 243
Credit by Transfer ............................................................... 244

D
D.P.T. in Physical Therapy · Professional ................................ 156
Dance ............................................................................. 23
Degree Plan ..................................................................... 241
Dental Hygiene Clinic ......................................................... 225
Disability Support Services ............................................... 225
Dissertation ..................................................................... 245
Distance Education ............................................................ 206
Diversity, Inclusion, & Outreach ......................................... 226
Doctor of Nursing Practice (D.N.P.) .................................... 129
Doctor of Occupational Therapy ........................................ 148
Doctoral Degree ............................................................... 246
Dropping a Course .............................................................. 235
Dual Degree: M.A. in Music · Therapy / M.S. in Counseling and Development .......................................................... 107
Dual Degree: M.B.A. and M.H.S.M. .................................... 94
Dual Degree: M.L.S. and M.S. in Health Studies ................ 84
Dual Degree: M.S. in Counseling and Development / M.A. in Music · Therapy .................................................. 43
Dual Degree: M.S. in Health Studies / M.L.S ...................... 66
E
Education Abroad Programs .................................................. 202
Eighteen Doctoral Characteristics ........................................ 225
Election of Graduate Work by Seniors of This University .... 234
Election of Graduate Work by Students Who Are Not Seeking Degrees ................................................................. 234
Emergency Loan Fund ......................................................... 216
Emeritus Faculty ................................................................. 264
English, Speech, & Foreign Languages .............................. 28
Enrollment Certification ....................................................... 235
F
Faculty ............................................................................. 250
Family Educational Rights and Privacy Act (FERPA) ............. 6
Family Sciences ................................................................. 34
Federation of North Texas Area Universities ....................... 204
Final Examination ............................................................. 243
Final Examinations ............................................................. 246
Financial Aid ................................................................. 212
Financial Aid Overawards ............................................... 217
Financial Aid Refunds and Repayments ............................... 216
Financial Information ....................................................... 207
Fitness and Recreation ......................................................... 225
Food Services ................................................................. 225
G
Gainful Employment Reporting ........................................... 226
General Information ................................................................. 201
General Requirements and Regulations for Doctoral Degrees ........ 243
General Requirements and Regulations for Master’s Degrees .......... 241
General Requirements for Admission to the Graduate School ........ 231
Grade Requirements ................................................................... 244
Grades and Gradepoints ............................................................... 237
Graduate Assistantships ............................................................... 212
Graduate Assistantships ............................................................... 212
Graduate Catalog ........................................................................... 5
Graduate Degrees Offered at TWU .................................................. 9
Graduate School ............................................................................ 231
Graduate Study by Faculty and Staff of Texas Woman’s University ... 234
Grants ............................................................................................. 215
H
Health Care Administration ......................................................... 54
Health Requirements: Students in Health-related Majors .................. 234
Health Sciences .............................................................................. 199
Health Studies ............................................................................... 60
History & Government .................................................................... 68
I
ID Card/Pioneer Card ..................................................................... 226
Information for Graduating Students ............................................... 238
Intellectual Property ...................................................................... 206
Intercollegiate Athletics .................................................................. 226
International Students .................................................................... 232
Internships / Cooperative Education Program .................................. 203
Introduction .................................................................................... 6
K
Kinesiology .................................................................................... 73
L
Library & Information Studies ......................................................... 80
M
M.A. in Administration .................................................................... 186
M.A. in Art (concentration in Art Education) .................................... 195
M.A. in Art (concentration in: Art History, Ceramics, Graphic Design, Painting, or Sculpture) ......................................................... 195
M.A. in Counseling Psychology ...................................................... 166
M.A. in Dance ............................................................................... 26
M.A. in Drama ............................................................................... 109
M.A. in English .............................................................................. 31
M.A. in Government ........................................................................ 72
M.A. in History ............................................................................... 71
M.A. in Library Science .................................................................... 84
M.A. in Multicultural Women’s and Gender Studies ......................... 113
M.A. in Music - Education ............................................................... 105
M.A. in Music - Pedagogy ............................................................... 106
M.A. in Music - Performance .......................................................... 105
M.A. in Music - Therapy ................................................................. 107
M.A. in Reading Education .............................................................. 174
M.A. in Sociology ............................................................................ 178
M.A. in Teaching, Learning, and Curriculum .................................... 186
M.A.T. (emphasis in Art Education) ................................................ 196
M.A.T. (emphasis in Dance) ............................................................. 27
M.A.T. (emphasis in Early Childhood Education) .............................. 53
M.A.T. (emphasis in English) .......................................................... 32
M.A.T. (emphasis in Mathematics or Computer Science) ................ 101
M.A.T. (emphasis in Reading) .......................................................... 175
M.A.T. (Interdisciplinary) ............................................................... 86
M.B.A. (Accounting) ...................................................................... 91
M.B.A. (Business Analytics) ............................................................ 91
M.B.A. (Healthcare Administration) ................................................. 92
M.B.A. (HR Management) ............................................................... 92
M.B.A. (Management) ..................................................................... 93
M.Ed. in Administration ................................................................. 188
M.Ed. in Early Childhood Education ................................................ 45
M.Ed. in Reading Education ........................................................... 174
M.Ed. in Special Education ............................................................. 188
M.Ed. in Teaching, Learning, and Curriculum .................................. 189
M.F.A. in Art (concentration in: Ceramics, Painting, Photography, or Sculpture) ................................................................. 196
M.F.A. in Dance ............................................................................... 26
M.H.A. (Business Analytics) ............................................................ 59
M.L.S. in Library Science ................................................................. 83
M.O.T. Master of Occupational Therapy ......................................... 145
M.S. in Biology ............................................................................... 14
M.S. in Chemistry .......................................................................... 16
M.S. in Child Development ............................................................. 40
M.S. in Child Life ............................................................................ 41
M.S. in Counseling and Development .............................................. 42
M.S. in Education of the Deaf ........................................................ 21
M.S. in Exercise and Sports Nutrition .............................................. 77
M.S. in Exercise and Sports Nutrition .............................................. 137
M.S. in Family Studies .................................................................... 46
M.S. in Family Therapy .................................................................... 48
M.S. in Food Science and Flavor Chemistry ..................................... 138
M.S. in Food Systems Administration ............................................. 138
M.S. in Health Studies .................................................................... 65
<table>
<thead>
<tr>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.S. in Kinesiology</td>
</tr>
<tr>
<td>M.S. in Mathematics</td>
</tr>
<tr>
<td>M.S. in Mathematics Teaching</td>
</tr>
<tr>
<td>M.S. in Nursing</td>
</tr>
<tr>
<td>M.S. in Nutrition</td>
</tr>
<tr>
<td>M.S. in Psychological Science</td>
</tr>
<tr>
<td>M.S. in Speech-Language Pathology</td>
</tr>
<tr>
<td>Major and Minor</td>
</tr>
<tr>
<td>Major and Minor Subject</td>
</tr>
<tr>
<td>Management</td>
</tr>
<tr>
<td>Management</td>
</tr>
<tr>
<td>Mary Eleanor Brackenridge Student Union</td>
</tr>
<tr>
<td>Master of Health Systems Management (M.H.S.M.)</td>
</tr>
<tr>
<td>Master of Healthcare Administration (M.H.A.)</td>
</tr>
<tr>
<td>Master’s Degree</td>
</tr>
<tr>
<td>Mathematics &amp; Computer Science</td>
</tr>
<tr>
<td>Meetings</td>
</tr>
<tr>
<td>Meningitis Policy</td>
</tr>
<tr>
<td>Mission Statement</td>
</tr>
<tr>
<td>Multicultural Women’s &amp; Gender Studies</td>
</tr>
<tr>
<td>Music &amp; Drama</td>
</tr>
<tr>
<td>N</td>
</tr>
<tr>
<td>Nature of Admission</td>
</tr>
<tr>
<td>Nondiscrimination Policy</td>
</tr>
<tr>
<td>Nursing</td>
</tr>
<tr>
<td>Nutrition</td>
</tr>
<tr>
<td>Nutrition &amp; Food Sciences</td>
</tr>
<tr>
<td>O</td>
</tr>
<tr>
<td>Occupational Therapy</td>
</tr>
<tr>
<td>Officers of Administration</td>
</tr>
<tr>
<td>Online-Hybrid M.A. in Drama</td>
</tr>
<tr>
<td>P</td>
</tr>
<tr>
<td>P.B. Certificate of Advanced Studies in Women’s Health Physical Therapy</td>
</tr>
<tr>
<td>P.B. Certificate in Accounting</td>
</tr>
<tr>
<td>P.B. Certificate in Adapted Physical Education</td>
</tr>
<tr>
<td>P.B. Certificate in Advanced Geriatric Physical Therapy</td>
</tr>
<tr>
<td>P.B. Certificate in Advanced Neurologic Physical Therapy</td>
</tr>
<tr>
<td>P.B. Certificate in Bilingual Speech Language Pathology</td>
</tr>
<tr>
<td>P.B. Certificate in Diversity</td>
</tr>
<tr>
<td>P.B. Certificate in Leadership in Education and Sport</td>
</tr>
<tr>
<td>P.B. Certificate in Multicultural Women’s and Gender Studies</td>
</tr>
<tr>
<td>P.B. Certificate in Social Science Research Methods</td>
</tr>
<tr>
<td>P.B. Certification in Interprofessional Informatics</td>
</tr>
<tr>
<td>P.M. Nursing Certifications</td>
</tr>
<tr>
<td>Ph.D. in Counseling Psychology</td>
</tr>
<tr>
<td>Ph.D. in Dance</td>
</tr>
<tr>
<td>Ph.D. in Early Child Development and Education</td>
</tr>
<tr>
<td>Ph.D. in Family Studies</td>
</tr>
<tr>
<td>Ph.D. in Family Therapy</td>
</tr>
<tr>
<td>Ph.D. in Health Studies</td>
</tr>
<tr>
<td>Ph.D. in Kinesiology</td>
</tr>
<tr>
<td>Ph.D. in Molecular Biology</td>
</tr>
<tr>
<td>Ph.D. in Multicultural Women’s and Gender Studies</td>
</tr>
<tr>
<td>Ph.D. in Nursing Science</td>
</tr>
<tr>
<td>Ph.D. in Nutrition</td>
</tr>
<tr>
<td>Ph.D. in Occupational Therapy</td>
</tr>
<tr>
<td>Ph.D. in Physical Therapy</td>
</tr>
<tr>
<td>Ph.D. in Reading Education</td>
</tr>
<tr>
<td>Ph.D. in Rhetoric</td>
</tr>
<tr>
<td>Ph.D. in School Psychology</td>
</tr>
<tr>
<td>Ph.D. in Sociology</td>
</tr>
<tr>
<td>Ph.D. in Special Education</td>
</tr>
<tr>
<td>Physical Therapy</td>
</tr>
<tr>
<td>Pioneer Center for Student Excellence</td>
</tr>
<tr>
<td>Post Baccalaureate RN to M.S. Program</td>
</tr>
<tr>
<td>Post-Baccalaureate Certificate in Health Care Management</td>
</tr>
<tr>
<td>Post-Master’s Certificate in Evidence-Based Health Science Librarianship</td>
</tr>
<tr>
<td>Post-Master’s Certificate in School Counseling</td>
</tr>
<tr>
<td>Post-Master’s Certificate in School Librarianship</td>
</tr>
<tr>
<td>Post-Master's Certificate of Advanced Study - Educational Diagnostician</td>
</tr>
<tr>
<td>Post-Master's Certificate of Advanced Study - Principal</td>
</tr>
<tr>
<td>Post-Master's Certificate of Advanced Study - Superintendent</td>
</tr>
<tr>
<td>Preparation and Submission of Papers</td>
</tr>
<tr>
<td>Professional Education</td>
</tr>
<tr>
<td>Program Requirements</td>
</tr>
<tr>
<td>Psychology &amp; Philosophy</td>
</tr>
<tr>
<td>Q</td>
</tr>
<tr>
<td>Qualifications for Committee Membership</td>
</tr>
<tr>
<td>Quality Enhancement Programs</td>
</tr>
<tr>
<td>R</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Research and Sponsored Programs</td>
</tr>
<tr>
<td>Research Tools for Ph.D. and Ed.D. Students</td>
</tr>
<tr>
<td>Residency</td>
</tr>
<tr>
<td>Review of Complaints and Appeals, Including Grade Appeals</td>
</tr>
</tbody>
</table>
Rights, Responsibilities & Other Legal Matters ................................. 218
RN-M.S. Program ................................................................................. 126

S
Scholarships ....................................................................................... 214
School of the Arts ............................................................................... 198
Services Available to Students ......................................................... 222
Sociology & Social Work ................................................................. 176
Specialist in School Psychology (S.S.P.) ........................................ 167
Speech-Language-Hearing Clinic-Denton / Stroke Center-Dallas ...... 227
Student Handbook .............................................................................. 228
Student Health Services ................................................................. 228
Student Life ....................................................................................... 221
Student Loans .................................................................................. 215
Student Orientation ................................................................. 235
Student Publications ................................................................. 229
Student Responsibility ................................................................. 235
Students Called to Active Duty ...................................................... 238

T
Teacher Education ........................................................................... 180
Technology Resources ................................................................. 204
The Academic Common Market ..................................................... 203
The Board of Regents ...................................................................... 201
The Office of Alumni Relations ...................................................... 202
The TWU Libraries ........................................................................ 205
Thesis and Professional Paper ......................................................... 242
Thesis or Professional Paper Committee ....................................... 242
Time Limits ...................................................................................... 245
Transcript Requests ........................................................................ 239
Tuition for Doctoral Hours Exceeding Legislated Limit ................. 244
Tutoring Centers ............................................................................. 229
TWU Foundation ............................................................................ 202
Types of Admission ......................................................................... 233

U
University Advancement ................................................................ 206
University E-mails to Students ....................................................... 205
University Housing ........................................................................ 230

V
Veteran & Military Student Center ................................................. 230
Visual Arts ..................................................................................... 192

W
Withdrawal from the University ..................................................... 236