

College of Arts and Sciences



COLLEGE OF ARTS AND SCIENCES

Administrative Officers

Dean, College of Arts and Sciences	Jaimie L. Hebert, Ph.D.
Associate Dean, College of Arts and Sciences	Mary F. Plishker, Ph.D.
Associate Dean, College of Arts and Sciences	Dana E. Nicolay, M.F.A.
Associate Dean, College of Arts and Sciences	Keri L. Rogers, Ph.D.
Department of Agricultural and Industrial Sciences	TBA, Chair
Department of Art	Tony Shipp, M.F.A. Chair
Department of Biological Sciences	Matthew P. Rowe, Ph.D., Chair
Department of Chemistry	Richard E. Norman, Ph.D., Chair
Department of Computer Science	Peter A. Cooper, Ph.D., Chair
Department of Geography and Geology	TBA, Chair
Department of Mathematics and Statistics	Ken Smith, Ph.D., Chair
School of Music	James M. Bankhead, Ph.D., Chair
Department of Physics	E. Rex Isham, Ph.D., Chair
Department of Theatre and Dance	Penelope A. Hasekoester, M.F.A., Chair

Degrees Offered

Majors		Degrees	Page
Agriculture		M.S.	93
Biology	M.A.	M.S.	101
Chemistry		M.S.	107
Computing and Information Science		M.S.	112
Dance		M.F.A.	134
Digital Forensics		M.S.	113
Industrial Technology	M.A.		97
Information Assurance and Security*		M.S.	113
Mathematics	M.A.	M.S.	124
Music		M.M.	130
Music Education		M.M.	130
Statistics		M.S.	127

* Subject to action by the Board of Regents, the Texas State University System and/or the Texas Higher Education Coordinating Board.

Additional Information on Graduate Programs

For additional information about the graduate programs, please contact the Dean of the College of Arts and Sciences at: Box 2209, Huntsville, TX 77341-2209 or by telephone (936) 294-1401, or FAX (936) 294-1598, or email coas@shsu.edu. The College of Arts and Sciences' internet address is www.shsu.edu/coas.

DEPARTMENT OF AGRICULTURAL AND INDUSTRIAL SCIENCES

The Department of Agricultural and Industrial Sciences consists of two major programs of study, Agricultural Sciences and Industrial Technology. Specific requirements for each degree offered are outlined under the respective program headings. For more information on the Department of Agricultural and Industrial Sciences, please visit www.shsu.edu/agr or contact the graduate coordinator, Dr. Stanley Kelley, sfkelley@shsu.edu.

Requirements for Admission

MS and MA Programs

Students seeking admission to the graduate program in Agriculture or Industrial Technology must:

1. Submit a Graduate Studies Application for Admission with the application fee to Graduate Studies.
2. Submit official transcripts of all college-level work, including the transcript that shows the date the undergraduate degree was conferred.
3. Submit GRE scores.
4. Submit two letters of recommendation from faculty in the undergraduate major field of study.
5. Complete an undergraduate degree in agriculture, industrial technology, technology or related field from an accredited four-year institution. (Applicants without an acceptable background in agriculture or technology must complete 12 hours of undergraduate stem work earning a minimum GPA of 3.0)

A holistic review of each student's application file will be completed on a competitive basis.

AGRICULTURAL SCIENCES PROGRAM

Master of Science in Agriculture

The graduate program in agricultural sciences is designed to further the professional competence of those individuals engaged in production agriculture, careers in agricultural and related agencies, businesses and industries, and/or agricultural education and extension.

The Agricultural Sciences program maintains four locations with working laboratories. The Agriculture Center is home to the Indoor Arena, Meat Science Lab, Soils Lab, Horse Husbandry Lab, and a greenhouse. Nearby is the Horticulture Center with two greenhouses, and a classroom. The Ag Mechanization and Technology Center provides excellent advanced teaching and research opportunities in the areas of power and machinery, electrification, geomatics, soil and water conservation, irrigation, drainage, landscaping, and wood/metal construction and fabrication. The 1600-acre Gibbs Ranch is home to purebred and crossbred beef cattle herds and a meat goat flock, along with additional plant, soil and animal resources used for instruction and research purposes.

Agricultural Sciences Option: 37 Semester Hours

This degree is designed to be a broad-based degree including thirty-seven hours of coursework. Fifteen hours from agribusiness, agricultural education, agricultural mech-

anization, animal science, horticulture, and/or agronomy are required. In addition, the curriculum includes a course in research methodology, graduate seminar and a course in agricultural statistics. An additional fifteen semester hours are designated as electives and can be taken in agriculture or from a related field. The degree is designed to provide comprehensive knowledge and capabilities in several fields of agriculture.

Required Courses:

AGR 575	Statistical Methods in Agriculture	3 SCH
AGR 635	Techniques and Interpretation of Research	3 SCH
AGR 614	Graduate Seminar	1 SCH

Five courses can be selected from the following areas:

- Agribusiness (500-level)
- Agricultural Education (500-level)
- Agricultural Mechanization (500-level)
- Animal Science (500-level)
- Horticultural/Crop Sciences (500-level)

For a total of:	15 SCH
Electives (may be 400- [6 hours], 500- or 600-level)	15 SCH

Non-thesis and thesis options are available. The non-thesis option includes the thirty-seven hours listed above followed by a written comprehensive capstone exam. The thesis option must have prior approval by the chair of the thesis committee and includes an oral comprehensive exam and thesis defense. Six of the fifteen elective hours are used for research and thesis preparation. Once enrolled in a thesis class, a student must be continually enrolled until graduation.

MBA Program with a Specialization in Agribusiness

The Master of Business Administration with a specialization in Agribusiness program requires a core of twenty-one graduate semester hours and fifteen hours of graduate electives. The specialization in agribusiness option allows students to obtain a masters degree in business, but specialize in agribusiness. This specialization requires that 12 of the 15 hours in electives be in agribusiness. Specific courses will be taken in agricultural management, finance, marketing, government policy, and quantitative methods. The combination of business and agriculture courses create an innovative degree for a candidate interested in pursuing a career in agricultural business. This program is administered by the College of Business Administration, but electives in agribusiness are administered by the Department of Agricultural and Industrial Sciences. For more information on the program, contact Dr. Roger Hanagriff, rhanagriff@shsu.edu.

For application forms or further information, contact:

Coordinator of Graduate Studies
 College of Business Administration
 Sam Houston State University
 Huntsville, TX 77341-2056
 Telephone: (936) 294-1246
www.shsu.edu/~coba/

Senior Courses Open to Graduate Students

- AGR 431 Animal Growth and Performance
- AGR 432 Fruit and Vegetable Production
- AGR 433 Soil Fertility Management and Fertilizers
- AGR 434 Agribusiness Marketing
- AGR 436 Stocker and Feedlot Management
- AGR 461 Agribusiness Organization and Management

- AGR 463 Agricultural Sales and Consulting
- AGR 464 International Agriculture
- AGR 465 Agricultural Law
- AGR 468 Landscape Design II
- AGR 470 Forage Crops and Pasture Management
- AGR 471 Agricultural Safety and Health
- AGR 472 Sports Turf Management
- AGR 474 Agricultural Market Analysis and Prices
- AGR 475 Advanced Agribusiness Management
- AGR 477 Economics of Land Use and Planning
- AGR 480 Beef Cattle Production and Management
- AGR 481 Advanced Agricultural Mechanics
- AGR 483 Range Management
- AGR 485 Applied Electronics/Hydraulics in Agriculture
- AGR 486 Agriculture and Government Programs
- AGR 487 Agricultural Engines and Tractors
- AGR 488 Principles of Agricultural Leadership and Community Development
- AGR 489 Animal Reproduction
- AGR 491 Advanced Horse Production and Management
- AGR 494 Animal Feeds and Feeding
- AGR 495 Animal Breeding and Genetics
- AGR 497 Integrated Pest Management

A maximum of six hours of 400-level courses may be taken toward the completion of the master's degree. Course requirements in 400-level courses will be appropriately modified for graduate credit.

AGRICULTURE COURSE DESCRIPTIONS

- AGR 530 Techniques for Joining Metallic and Nonmetallic materials.**
Principles and techniques of bonding and fusing metallic materials by the electric and oxyacetylene processes. Study of fluxes, chemicals, and oxidants used in joining metal. Joining of non-metallic materials by mechanical and chemical means.
- AGR 531 Mechanized Harvesting and Handling of Agricultural Products.**
Fundamentals of selection, service, and operation of agricultural harvesting machines. Analysis and development of mechanical systems to feed and care for livestock. Storage and handling facilities for agricultural products.
- AGR 533 Advanced Rural Utilities.**
Selection and use of electrical equipment as related to efficiency and economy in agricultural production, processing and storage of feeds, forage crops and grain in connection with livestock enterprises.
- AGR 535 Advanced Principles of Livestock Management.**
Survey of current knowledge and concepts of beef production with emphasis on the stocker/feedlot segment. Includes feeding, management, marketing and disease control of stocker and feedlot cattle.
- AGR 536 Contemporary Issues in Agricultural Business.**
Analysis and discussion of current issues in agricultural business with appropriate principles and theories. Issues may include marketing, management, finance, policy, international, legal and ethical topics. Student participation is expected via reports throughout the semester or term reports.
- AGR 560 Agricultural Policy.**
Advanced analysis of government policies and programs important to agriculture. Topics include: the policy making process and leaders, interest groups, organization and functions of federal and state agencies,

policies relevant to production agriculture and natural resources, rural development, consumer and food safety, international marketing and food distribution.

AGR 562 Principles of Crop Protection.

Diagnosis, epidemiology, and control of plant pests. Causative and limiting factors are stressed. Designed for prospective or practicing teachers and technicians in the agro-chemical industry or in federal or state plant pest control agencies.

AGR 564 Agricultural Internship.

A directed study utilizing industry to develop an understanding of agricultural production and management principles.

AGR 570 Food and Fiber Crops.

A study of traditional plant breeding techniques and an overview of contemporary crop improvement methods. The physiology, adaptation, classification, taxonomy, and utilization of major crop species used for production of food and fiber are covered. Genetic and environmental influences on crop quality are discussed.

AGR 575 Statistical Methods in Agriculture.

Applications of statistical methods for making meaningful interpretations of qualitative and quantitative data from experiments in agriculture. Instruction includes sampling and randomization, correlation and regression, analysis of variance and testing of hypotheses of means and variances, and design of experiments in agriculture.

AGR 582 Nutritional and Physiological Inter-Relationships.

Physiological functions of various body processes in domestic animals with emphasis on the metabolic relationships among minerals, vitamins, amino acids, fats, carbohydrates, enzymes, hormones and non-nutritive feed additives and the effect of nutritional antagonists.

AGR 586 Capital Management in Agricultural Business.

This course provides an in-depth understanding of capital marketing, capital budgeting, financial planning, and appraisal principles important in the field of agribusiness.

AGR 598 Economics of Agricultural Production.

Agricultural production principles applied to the use of resources; cost analyses of production enterprises; linear programming of enterprises for maximizing returns; elements of depreciation schedules; evaluation for income tax purposes.

AGR 614 Graduate Seminar.

This course is designed to provide students a forum for presentation of their graduate project and to provide an opportunity for faculty to present seminars relative to contemporary issues in agriculture. The project is an agreement between student and his/her committee. Course cannot be repeated.

AGR 635 Techniques and Interpretation of Research.

A course designed to develop the competencies needed to interpret and utilize agricultural research. Topics will include: the philosophy of the scientific method, formats for agricultural research data, interpretation of data, and application of information to specific situations.

AGR 698, Thesis.

699

In addition to the preliminary study of the techniques of research, these courses involve completion of a bibliography, organization of material, selection of a suitable problem, a digest of related literature, selection of appropriate procedures, formulation of a plan of investigating and reporting, collection and organization of data, and the writing of the thesis.

AGRICULTURAL EDUCATION COURSE DESCRIPTIONS

- AED 564 Advanced Problems in Vocational Education.**
A directed individual investigation of advanced problems in Career and Technology Education.
- AED 576 Personal Leadership and Organizational Dynamics.**
Concepts and practices in planning and presenting materials to agricultural groups. Includes leadership skills, concepts of community development, and dynamics of technological change.
-

CAREER AND TECHNOLOGY COURSE DESCRIPTIONS

- CAT 564 Advanced Problems in Vocational Education.**
This course is designed to provide students with an interest in education, the opportunity to gain specialized experience and investigation of advanced problems in Career and Technology Education. Prerequisite: Departmental Approval. May be repeated or taken concurrently to a maximum of 6 hours.

INDUSTRIAL TECHNOLOGY PROGRAM

Master of Arts in Industrial Technology

The graduate program in Technology is designed to provide advanced training for professional and managerial positions in the teaching profession and occupations related to industry.

The authorized degree program is a Master of Arts degree with an emphasis in Industrial Technology. For admission requirements, refer to those listed under the Department of Agricultural Sciences.

Master of Arts in Industrial Technology: 37 Semester Hours

This degree is designed to provide advanced training for professional and managerial positions in industry. A student selecting this plan must complete 37 hours in Industrial Technology/Education and graduate seminar, or may, with the approval of the academic advisor, complete 24 hours in Industrial Technology and 12 hours in a supporting field.

All 400-level courses (except IT 490) will be offered for graduate credit upon the consent of the student's academic advisor. A maximum of six hours of 400-level courses may be taken toward the completion of the master's degree. Course requirements in 400-level courses will be appropriately modified for graduate credit.

Required Courses:

IE	531	Graduate Human Relations	3 SCH
IE	579	Instructional/Production Analysis	3 SCH
IE	591	Laboratory Organization and Management	3 SCH
IT	568	History and Philosophy of Industrial Education	3 SCH
IT	631	Plant Layout and Materials Handling	3 SCH
IT	633	Quality Control	3 SCH
IT	634	Materials Test Technology	3 SCH
AGR	614	Graduate Seminar	1 SCH
IT	635	(or AGR 635) Principles and Techniques of Research	3 SCH
		Electives (may be 400- [6 hours], 500- or 600-level)	12 SCH

The student may complete a six-hour thesis, IT 698 and IT 699, as part of the Industrial Technology requirement.

INDUSTRIAL TECHNOLOGY COURSE DESCRIPTIONS

- IT 568 History And Philosophy Of Industrial Education.**
This course is designed to provide the opportunities for in-depth study of the historical background of the industrial education movement.
- IT 590 Directed Studies.**
This course is designed to provide students with the opportunity to gain specialized experience in one or more of the following areas: Internship, Laboratory Procedures, Individualized Study, Innovative Curriculum, Workshops, Specialized Training Schools, Seminar. In the internship and laboratory procedures segment, the student will gain organization and management techniques through observation and participation in conducting classroom activities and associated laboratory experience. The student may gain experience in a maximum of two areas of competency. In the individualized studies segment, the student will select a problem and work under the direction of a major professor. 1-6 hours, may be repeated or taken concurrently for a maximum of six hours. (Area of study to be indicated on transcript.)
- IT 631 Plant Layout And Materials Handling.**
A study of the methods in planning and control of production; operation analysis; routing; scheduling and dispatching; production charts and boards; inventory control; accumulation of material requirements; and use of critical path techniques used in industry.
- IT 634 Materials Test Technology.**
A study of internal stresses and deformation of bodies resulting from the action of external forces; concepts and techniques of testing tensile, compression, shear, transverse, hardness and the elasticity on various materials and fasteners.
- IT 635 Principles And Techniques Of Research In Industrial Education.**
A study of the basic principles of research and the techniques of application as related to Industrial Education.
- IT 698, 699 Thesis.**
In addition to the preliminary study of the techniques of research, these course involve completion of a bibliography, organization of material, selection of a suitable problem, a digest of related literature, selection of appropriate procedures, formulation of a plan of investigating and reporting, collection and organization of data, and the writing of the thesis.

INDUSTRIAL EDUCATION COURSE DESCRIPTIONS

- IE 531 Graduate Human Relations For Vocational-Technical Industrial Teachers.**
This course is designed to meet the needs of the competent tradesman in understanding and working with students. Parallel course to IE 431.
- IE 565 Methods And Media In Vocational-Technical Education.**
Success in most professional areas is dependent in part on the ability of an individual to communicate effectively with others. An inventory of media used in communications will be made. Various means and equipment for aiding the communication of ideas will be studied and evaluated.
- IE 579 Instructional/Production Analysis.**
This course is a study of the inventory and analysis procedure by which the essential elements of an occupation or production scheduling activ-

ity are identified and listed for instruction or production purposes. The analysis determines the instructional or production format necessary for a smooth and orderly process from the simple to the complex order of tasks, operation and jobs required in the industrial environment.

IE 582

Vocational Student Identification And Follow-Up.

Techniques for identifying students for vocational training; sources and means of job placement for co-operative part-time students and graduates of vocational programs; and methods of making student follow-up studies are included.

IE 586

Teaching Aids In Industrial Education.

This course is designed to aid teachers of industrial subjects in the design and construction of teaching aids. The study of multi-media is an integral and important phase of this course.

IE 591

Laboratory Organization And Management.

This course is designed for graduates who are going to teach Industrial Education or manage equipment and supplies in industry. It is to prepare students to successfully manage laboratory activities, organize laboratories in accordance with contemporary concepts, and to control materials/supplies within their laboratories. Parallel course to IE 491.

DEPARTMENT OF BIOLOGICAL SCIENCES

Biology, the study of living things, is an exciting and dynamic field that offers many areas of focus. Graduate studies in the biological sciences provide opportunities to study viruses, bacteria, protists, fungi, plants, and animals and to investigate the biochemical, physiological, anatomical, behavioral, or ecological processes that make each organism unique. Specific areas of faculty research interests include parasitology, systematics of insects and plants, vegetation mapping, animal, plant and bacterial physiology, cellular signal transduction, genetics of longevity, micro and macro evolution, vertebrate reproduction, animal mating systems, entomology, behavioral ecology, and ecology of aquatic and terrestrial ecosystems.

The Department of Biological Sciences is located in the Lee Drain Building, which houses facilities including teaching and research laboratories, the Warner Herbarium, Sam Houston State Vertebrate Museum, Texas Bird Sound Library, an animal rearing facility, greenhouse, scanning electron microscope, and modern molecular biology research equipment. The Department also operates the Center for Biological Field Studies, a 250-acre field station within five miles of campus that is dedicated to research and teaching.

The Department of Biological Sciences offers MA and MS degrees in Biology and is a contributing partner to the interdisciplinary MS degree in Forensic Science along with the College of Criminal Justice and Department of Chemistry. The MS degree in Biology allows for specialization in one of several areas of Biology and is designed for those students planning to pursue careers in research or environmental biology with governmental agencies and industry. The MS degree in Biology is also appropriate for students planning to continue their training in Ph.D. programs at other institutions or in professional schools. The MS degree in Forensic Science is a degree that prepares the student to work for or consult with various agencies in the criminal justice system.

The MA degree in Biology is primarily designed for secondary education teachers who wish to increase their competency in the field of biology. This degree is not recommended for students who plan to pursue doctoral studies. Students pursuing the Master of Education degree may specialize in Biology as a teaching field.

Admission Requirements

Students seeking admission to the graduate program in the Biological Sciences must submit the *Graduate Studies Application for Admission* with the one-time application fee to the Office of Graduate Studies, official transcripts of all college-level work (including the transcript that shows the date the undergraduate degree was conferred), and official GRE scores. Two letters of recommendation from faculty in the undergraduate major field of study at the student's undergraduate degree-granting institution are required with the application for admission.

To be granted regular admission to the graduate program, applicants must have an undergraduate degree in biology or a related field. Applicants having an undergraduate degree in a discipline other than biology must successfully complete the equivalent of an undergraduate minor in the biological sciences before being considered for regular admission. Regular admission to the graduate program is also based on a combination of GRE scores and undergraduate GPA. For a final admissions decision, GRE scores and undergraduate GPA do not constitute the primary criteria to end consideration of an applicant. A holistic review of each student's application file will be completed on a competitive basis. More detailed information on competitive GRE scores and undergraduate GPA can be found on the department's website at: www.shsu.edu/~bio_www/.

Master of Arts, 38 Semester Hours with a Minor, 32 Semester Hours without a Minor. This degree program is well suited for many training objectives, but it is most often recommended for secondary teachers who wish to prepare in two fields. A student may opt to include a minor. This plan requires 32 semester hours (38 with a minor field) of graduate credit. No more than two 400-level courses in the major field and one 400-level course in the minor field may be applied toward the degree. If opting for the MA with a minor, 26 hours are taken in Biology, including BIO 520, and 12 semester hours of graduate credit are required in a minor field that logically supports the major. Completion of a literature-based review paper is required.

Master of Science, 32 Semester Hours with Thesis. This degree program is designed for those students who select all of their courses from those offered in the Biology program unless otherwise authorized by the Graduate Advisor and the faculty research advisor. No more than two 400-level courses in the major field and one 400-level course in the minor field may be applied toward the degree. Students with this degree are prepared for positions as professional biologists in the public or private sector, teaching at the college level or to begin doctoral programs in the biological sciences. This is a research-oriented degree requiring a thesis. This plan requires 32 semester hours of graduate credit, at least 26 of which must be in courses numbered 500 or above. Six hours of thesis (3 hours each of BIO 698 and BIO 699) and BIO 520 (2 hours) are counted toward this 32-hour degree program.

Master of Science, 38 Semester Hours with a Minor and a Thesis. Students with this degree are prepared for positions as professional biologists in the public or private sector, teaching at the college level or to begin doctoral programs in the biological sciences. This is a research-oriented degree requiring a thesis. This plan requires 38 semester hours of graduate credit. No more than two 400-level courses in the major field and one 400-level course in the minor field may be applied toward the degree. Included in the 38 hours are BIO 520 (2 hours), BIO 698 and BIO 699 (6 hours of thesis), 18 hours of Biology courses and a minor of 12 hours in a field that supports the major. The minor must be approved by the minor-granting program.

Master of Education in Secondary Education. This degree plan is designed primarily for the secondary teacher. All such degrees originate in the College of Education in the Department of Curriculum and Instruction and require the completion of a minimum of 36 hours of graduate credit, 30 of which must be in courses numbered 500 or above. Twelve to 24 hours of professional education coursework are required (12 hours minimum for minor and 6 hours minimum for a second minor). A comprehensive examination is required. Students may elect from 12 to 24 semester hours in biology in this 36-semester-hour program. A thesis is not required. Course requirements are adjusted to meet individual student needs by the M.Ed. program and the Graduate Advisor for Biology.

Other Scholarly Requirements

In order to receive the MA or MS degree, all graduate students are required to pass a comprehensive examination based on their coursework and general biological concepts. The nature of this examination, which may be written and/or oral, will be determined by the faculty. Students must be enrolled the semester they take the comprehensive examination. For MA degrees, a literature-based review paper is prepared in consultation with the student's faculty advisor. Students must defend the literature-based review before the student's advisory committee, and present it to the faculty in seminar format. For MS degrees, students complete a thesis research project under supervision of the student's thesis advisor, and present the thesis to the faculty in seminar format. The thesis must also be defended before the student's thesis committee. Once enrolled in BIO 699, a student must be continually enrolled until graduation.

Graduate Student Support

Competitive teaching and research assistantships are available to graduate students in Biology through the Department of Biological Sciences and individual faculty members, respectively. University scholarships are also available. The department also offers competitive research grants to support research activities and travel to scientific meetings. For details and application materials, contact the Graduate Committee Chair, Department of Biological Sciences, Box 2116, Sam Houston State University, Huntsville, TX 77341-2116; (936) 294-1540; email: bio_www@shsu.edu. Details are also available on the Department's website at: www.shsu.edu/~bio_www/.

Senior Courses Open to Graduate Students

- BIO 430 Vertebrate Natural History (Credit 3)
- BIO 431 General Entomology (Credit 3)
- BIO 432 Environmental Toxicology (Credit 3)
- BIO 433 Aquatic Biology (Credit 3)
- BIO 435 Immunology (Credit 3)
- BIO 437 Microbial Ecology (Credit 3)
- BIO 446 Parasitology (Credit 4)
- BIO 449 Cytology (Credit 4)
- BIO 460 Philosophy of Biology (Credit 3)
- BIO 461 Introductory Evolutionary Biology (Credit 3)
- BIO 470 Animal Behavior (Credit 3)
- BIO 471 Invertebrate Zoology (Credit 3)
- BIO 474 Biostatistics (Credit 3)
- BIO 480 Molecular Biology (Credit 3)
- BIO 493 Endocrinology (Credit 3)

A maximum of six hours of 400-level courses may be taken toward the completion of the master's degree. Course requirements in 400-level courses will be appropriately modified for graduate credit.

Master of Science in Forensic Science. This interdisciplinary degree is designed to produce graduate level forensic scientists. Formal graduate coursework comes from the Departments of Chemistry, Biological Sciences and the College of Criminal Justice. Summer practicum and internships provide experiences in the collection, preservation, analysis and presentation of forensic evidence. The Master of Science in Forensic Science program requires completion of 42 graduate semester hours and can be completed in two years. Coursework focuses on the collection, preservation, analysis, and presentation of forensic evidence. Graduates of this scientist-practitioner program will be prepared to consult with various agencies within the criminal justice system. In order to receive a MS degree in Forensic Science, all graduate students are required to pass a comprehensive examination. This unique program is the first of its kind in Texas and one of only a handful of such programs in North America.

The competitive admissions process is based on a holistic approach taking all of the required materials into consideration. The desired profile includes an average GRE score of at least 1100 and an undergraduate GPA of at least 3.0. Applicants with unique qualifications who do not meet all of the foregoing qualifications may be accepted into the program on probationary status at the discretion of the admissions committee and appropriate academic dean. The program will encourage diversity related to gender and ethnicity.

The Program of Study**

Required Courses:

BIO	474	Biostatistics
BIO	534	Electron Microscopy
BIO	595	Special topics: Forensic Analysis of Biological Evidence
CHM	568	Analytical Spectroscopy
CHM	585	Special Topics: Drug Chemistry/Toxicology
CJ	531	Techniques for Crime Scene Investigation
CJ	537	Law and Forensic Science
CJ	560	Forensic Analysis of Pattern Evidence
CJ	561	Principles of Quality Assurance
CJ	562	Seminar in Forensic Science
CJ	670	Internship

After consultation with appropriate advisors, students will establish a focus in Biological Sciences, Chemistry or Criminal Justice with an additional 9 hours of coursework in that area including:

BIO, CHM or CJ Elective

BIO, CHM or CJ 698 Graduate Research/Thesis/Thesis Practicum

BIO, CHM or CJ 699 Thesis

**** Please Note: Curriculum may be adapted to meet AAFS (American Academy of Forensic Science) program accreditation standards.**

BIOLOGY COURSE DESCRIPTIONS

BIO 520 Professional Aspects of Science.

An essential course on scientific professionalism for the beginning M.S. student. This course provides students with an introduction to the professional and ethical responsibilities of scientists. Students will also discuss philosophical and controversial issues in academia and science, as well as political issues that may influence the process and practice of science. Most importantly, this course encourages and helps students to develop skills needed for presenting their research to fellow scientists through the processes of publishing, giving conference presentations, writing grant proposals, and becoming active in the scientific community. Required of all graduate students in Biology. Prerequisite: graduate standing. Credit 2.

BIO 530 Forensic Entomology.

The methods and materials necessary for use of insects as forensic evidence in legal investigation will be discussed. Laboratory included. Prerequisites: introductory entomology and graduate standing. Credit 3.

BIO 531 Classification and Natural History of Plants.

Classification and natural history of major groups of nonvascular and vascular plants are presented. Emphasis is on morphological recognition, ecological and physiological differences, and economic importance of major taxa. Laboratory included. Prerequisites: introductory botany and graduate standing. Credit 3.

BIO534 Electron Microscopy.

This course is designed to teach students the methods of preparing specimens for electron microscope analysis and to use the electron microscope as a tool to conduct research. Students will become competent in using the electron microscope for visual analysis or chemical elemental analysis. Prerequisites: 12 hours advanced biology. Credit 3.

- BIO 548 Comparative Animal Physiology.**
A study of the physiological adaptive mechanisms and the comparison of adaptive strategies across vertebrate taxa. Emphasis will be directed toward homeostatic mechanisms of water, energy and electrolyte balance, and metabolism. A two-hour laboratory to emphasize investigative skills employing modern laboratory techniques is included. Independent original research project required. Prerequisites: organic chemistry, general physiology, or instructor's consent. Credit 4.
- BIO 562 Advanced Plant Physiology.**
Further studies of the life processes of plants at the molecular, cellular and organismal levels with focus on current research and recent advances in this field. A scholarly paper on a selected physiological topic is required. Three hours of lecture per week. Prerequisite: 12 hours advanced biology. Credit 3.
- BIO 564 Cell Structure and Physiology.**
A study of signal transduction pathways in the cell. For the laboratory portion of the course, students will conduct independent investigations of cells defective in signal transduction and prepare a scientific paper of the results. Prerequisites: cell biology and organic chemistry. Credit 3.
- *BIO 568 Advanced Invertebrate Zoology.**
Invertebrates are the dominant form of life on earth, comprising greater than 75% of all described species. Students will be briefly introduced to the phylum/class level characteristics of the major groups of invertebrate animals. The majority of the course will deal with the evolutionary history and phylogeny of invertebrates, invertebrate ecology, and the myriad solutions invertebrates have evolved to deal with the common problems of reproduction, feeding, osmoregulation, respiration, locomotion and developmental patterns. Prerequisites: 12 hours advanced biology, invertebrate zoology recommended. Credit 3.
- BIO 571 Evolution.**
This course is concerned with modern concepts of the evolution of organisms. Extended reading and classroom discussion supplement the lecture treatment. Three one-hour lectures a week are scheduled. Prerequisite: introductory genetics. Credit 3.
- BIO 575 Bacterial Physiology.**
A study of bacterial metabolism that will include fermentation, anaerobic respiration, bacterial photosynthesis and nitrogen fixation. This course will also discuss how bacteria sense their environment and adjust their metabolism accordingly. Three hours of lecture per week. Prerequisites: microbiology, genetics, and organic chemistry II or general physiology. Credit 3.
- BIO 578 Virology.**
A study of viruses that infect plants, animals, and bacteria. Areas considered include chemical and structural properties of viruses, virus-host relations, and infection and growth phenomena, including interference and regulation. Also included are the roles of viruses as agents of disease and malignancy, and as gene vectors in natural settings, but also as tools in biotechnology and gene therapy. Three hours of lecture per week. Prerequisites: microbiology, genetics, and organic chemistry. Credit 3.
- BIO 580 Advanced Ecology.**
An advanced theoretical and practical study of biotic and abiotic ecosystem interactions encompassing the physiology of individuals, growth of populations including social and species interactions within populations, analysis of population composition and change, the distribution of communities, and the functioning of ecosystems. Independent study of a selected ecological

topic required. Prerequisites: general chemistry I and II, general ecology. Credit 3.

BIO 581 Ecological Computer Modeling.

An introduction to the development and application of computer models in ecology and population biology. Principles of modeling, programming concepts, specific model dynamics, and prepackaged computer models will be explored. Two hours of lecture and two hours of laboratory per week. Prerequisite: general ecology. Credit 3.

BIO 582 Ichthyology.

Taxonomy, distribution, natural history and economic importance of fishes with emphasis on Texas forms. Field work will include techniques for determining populations, growth studies, food habits and propagation. Two-hour laboratory plus field work. Prerequisites: introductory biology plus 12 hours advanced biology. Credit 3.

BIO 583 Herpetology.

An introduction to the biology of amphibians and reptiles and one of the most important evolutionary events in natural history: the rise and diversification of terrestrial vertebrates. A comprehensive introduction will address the taxonomy, systematics, evolution, anatomy, physiology, ecology, distribution, and natural history of these unique vertebrates. Upon completion of this course, students will understand and appreciate why amphibians and reptiles serve as excellent biological models in research, and will become familiar with the major research questions and programs in herpetology. A laboratory and field component will introduce students to a variety of sampling and collecting techniques. Common museum practices for specimen preservation and documentation will also be addressed. Although regional species will receive the most emphasis, this course will address the biology of all amphibians and reptiles. Two-hour laboratory plus field work. Prerequisites: introductory biology plus 12 hours advanced biology. Credit 3.

BIO 584 Ornithology.

The classification evolution, anatomy, physiology, ecology, behavior and conservation of birds are studied in this course. Laboratories include general anatomy, taxonomy, identification and field techniques used in the study of behavior and migration. Laboratories may include independent research projects related to topics discussed in this course. Two-hour laboratory plus field work. Prerequisites: introductory biology plus 12 hours advanced biology. Credit 3.

BIO 585 Mammalogy.

The taxonomy, systematics, anatomy, ecology, distribution, and life history of mammals are studied in this course. Laboratories include general taxonomy, identification, and field techniques. Two-hour laboratory plus field work. Prerequisites: introductory biology plus 12 hours advanced biology. Credit 3.

BIO 590 Limnology.

Limnological techniques are stressed with special emphasis on physiochemical conditions of freshwater environments and their effects on aquatic life. Plankton analysis, a study of bottom fauna, lake and stream mapping and evaluation of aquatic productivity are included. Two-hour laboratory plus field work. Prerequisites: 8 hours college chemistry plus 12 hours advanced biology. Credit 3.

BIO 591 Advanced Genetics.

This is an advanced study of the principles of heredity and the nature and function of the gene. Emphasis will be on molecular genetics with special attention to recent advances in DNA technologies. Laboratory studies in-

clude completion of a mini-research project and preparation of a scientific paper. Two-hour laboratory. Prerequisite: introductory genetics with grade of C or better and organic chemistry. Credit 3.

BIO 595 Special Graduate Topics in Biology.

This course is designed to provide an avenue for selected graduate students to engage in independent studies. Registration is on an individual basis but is limited to students in residence. A topic of study is selected and approved by the Biology faculty. Prerequisites: graduate standing in Biology and consent of department chair. Credit 3.

BIO 596 Reproductive Physiology.

Physiological control of animal reproduction is the subject of this course. Current literature relating to this subject is critically examined and evaluated. An individual research problem is undertaken by the student. Two-hour laboratory. Prerequisites: introductory courses in physiology and organic chemistry. Credit 3.

BIO 698, 699 Thesis. Credit 3.

DEPARTMENT OF CHEMISTRY

The graduate program in Chemistry is designed to train chemists for careers in business, industry or academics. This degree is also appropriate for those students planning to continue their training in Ph.D. programs at other institutions.

Admission Requirements

Students seeking admission to the Master of Science program in Chemistry must submit the *Graduate Studies Application for Admission* with the one-time application fee to the Office of Graduate Studies, official transcripts of all college-level work (including the transcript that shows the date the undergraduate degree was conferred), official GRE scores, and three letters of recommendation. The Chemistry Department requirements are as follow:

1. A major or minor in Chemistry or commensurate industrial experience,
2. A GPA of at least 2.5 in undergraduate Chemistry courses,
3. Submit acceptable scores on the Graduate Record Exam.

For a final admissions decision, a holistic review of each student's application file will be completed on a competitive basis.

The Department of Chemistry offers classes in a wide variety of chemical subjects including analytical, forensic, inorganic, organic, and physical chemistry, toxicology and biochemistry.

Degree Requirements

Master of Science, 30 Semester Hours without Minor and with Thesis

- 24 graduate semester hours of Chemistry
- 6 semester hours of research and thesis

Master of Science, 30 Semester Hours with Minor and Thesis

- 12 graduate semester hours of Chemistry
- 6 semester hours of research and thesis
- 12 graduate semester hours in a minor field that logically supports the major (Computing Science, Mathematics, Physics, Biology, etc.).

Master of Science, 36 Semester Hours with Minor, Non-Thesis

- 24 graduate semester hours of Chemistry
- 12 graduate semester hours in a minor field that logically supports the major (Computing Science, Mathematics, Physics, Biology, etc.)

Master of Science, 36 Semester Hours without Minor, Non-Thesis

- 36 graduate semester hours of Chemistry

Master of Education in Secondary Education: This degree plan is designed primarily for the secondary teacher. All such degrees originate in the College of Education in the Department of Curriculum and Instruction and require the completion of a minimum of thirty-six hours of graduate credit, thirty of which must be in courses numbered 500 or above. Twelve to twenty-four hours of professional education coursework are required (twelve hours minimum for minor and 6 hours minimum for a second minor). A comprehensive examination is required. Based on review of a student's undergraduate transcript, the Department of Chemistry may require completion of undergraduate stem courses. The degree requires 36 hours of graduate credit as described below:

12-24 semester hours of graduate credit in Chemistry

12-24 semester hours of professional education courses

Other information

Advisory Committee: For students completing a thesis, a thesis research project will begin in the second semester of graduate work. The student and the thesis director, with approval from the chair, will select two additional faculty members to serve as the thesis committee. Once enrolled in a thesis class, a student must be continually enrolled until graduation.

Period of Study: Students taking 9 semester hours of coursework each long semester and 3 semester hours each summer session will be expected to finish their graduate program within two years. A minimum of three long semesters and two summer sessions is required.

Comprehensive exam and oral thesis defense: All graduate students are required to pass a comprehensive exam based on their coursework. The nature of this exam, which may be written and/or oral, will be determined by the faculty in consultation with the student's thesis director. MS students will be tested on three of five areas (Analytical Chemistry, Physical Chemistry, Organic Chemistry, Inorganic Chemistry, and Biochemistry). Students must be enrolled the semester that they take comprehensive examinations. An oral presentation of the thesis to the faculty in a seminar format is required, and the thesis must be defended before the student's thesis committee.

Master of Science in Forensic Science. This interdisciplinary degree is designed to produce graduate level forensic scientists. Formal graduate coursework will come from the Departments of Chemistry, Biological Sciences and the College of Criminal Justice. Summer practicum and internships will provide experiences in the collection, preservation, analysis and presentation of forensic evidence. The Master of Science in Forensic Science program requires completion of 42 graduate semester hours and can be completed in two years. Coursework will focus on the collection, preservation, analysis, and presentation of forensic evidence. Graduates of this scientist-practitioner program will be prepared to consult with various agencies within the criminal justice system. In order to receive a MS degree in Forensic Science, all graduate students are required to pass a comprehensive examination. This unique program is the first of its kind in Texas and one of only a handful of such programs in North America.

The competitive admissions process is based on a holistic approach taking all of the required materials into consideration. The desired profile includes an average GRE score of at least 1100 and an undergraduate GPA of at least 3.0. Applicants with unique qualifications who do not meet all of the foregoing qualifications may be accepted into the program on probationary status at the discretion of the admissions committee and appropriate academic dean. The program will encourage diversity related to gender and ethnicity.

The Program of Study**

Required Courses:

BIO	474	Biostatistics
BIO	534	Electron Microscopy
BIO	595	Special topics: Forensic Analysis of Biological Evidence
CHM	568	Analytical Spectroscopy
CHM	585	Special Topics: Drug Chemistry/Toxicology
CJ	531	Techniques for Crime Scene Investigation
CJ	537	Law and Forensic Science
CJ	560	Forensic Analysis of Pattern Evidence
CJ	561	Principles of Quality Assurance
CJ	562	Seminar in Forensic Science
CJ	670	Internship

After consultation with appropriate advisors, students will establish a focus in Biological Sciences, Chemistry or Criminal Justice with an additional 9 hours of coursework in that area including:

BIO, CHM or CJ	Elective
BIO, CHM or CJ	698 Graduate Research/Thesis/Thesis Practicum
BIO, CHM or CJ	699 Thesis

**** Please Note: Curriculum may be adapted to meet AAFS (American Academy of Forensic Science) program accreditation standards.**

Senior Courses Open to Graduate Students

CHM	440	Instrumental Analytical Chemistry (Credit 4)
CHM	442	Air Quality (Credit 4)
CHM	443	Structural Spectroscopic Methods (Credit 4)
CHM	448	Physical Chemistry I (Credit 4)
CHM	467	Advanced Inorganic Chemistry (Credit 3)
CHM	449	Physical Chemistry II (Credit 4)

A maximum of six hours of 400-level courses may be taken toward the completion of the master's degree. Course requirements in 400-level courses will be appropriately modified for graduate credit.

CHEMISTRY COURSE DESCRIPTIONS

CHM 503 Independent Study in Chemistry.

This course is intended to provide an avenue for selected graduate students to engage in independent studies. Registration is on an individual basis and is restricted to students in residence. Prerequisite: approval of department chair. Credit 1-3.

CHM 510 Chemical Literature and Seminar.

Students will participate in the departmental seminar program. This participation will require the preparation and presentation of current research material in a format acceptable to the American Chemical Society. Credit 1.

CHM 561 Physical Organic Chemistry.

This course consists of a study of the effect of structure upon reactivity of organic compounds. The qualitative and quantitative relationship of structure to acidity and basicity in organic chemistry is developed. In addition, reactive intermediates (carbocations, carbanions and free radicals)

as well as concerted reactions are studied. Prerequisite: CHM 239/219. Credit 3.

CHM 562 Organic Reaction Mechanisms.

Current models for mechanisms of organic reactions are discussed and applied. The mechanisms and applications of synthetically important reactions are also surveyed. Literature searching for less often utilized but historically important transformations are integral to the course. The methods of determining reaction mechanisms are surveyed along with applications to individual reactions. Prerequisite: CHM 239/219. Credit 3.

CHM 568 Analytical Spectroscopy.

Theory and application of selected areas of spectroscopy commonly used in qualitative and quantitative analysis are covered. Topics include atomic and molecular spectroscopy, mass spectrometry, laser analytical methods, fluorescence, phosphorescence, and chemiluminescence and their application to environmental, atmospheric, forensic, and bioanalytical problems. Prerequisite: CHM 440. Credit 3.

CHM 572 Advanced Biochemistry I.

The chemical structure and the biological functions and controls of proteins are reviewed. Proteins to be considered include enzymes, transport proteins and structural proteins. Protein biosynthesis and recombinant DNA technology are also discussed. Credit 3.

CHM 574 Chemistry of Coordination Compounds.

The chemistry of compounds containing metal ions is discussed. Emphasis is placed on the complexes of transition metals. The electronic configurations of these ions in various bonding environments are considered in interpreting their chemical and physical properties. Prerequisites: CHM 467 and 448. Credit 3.

CHM 581 Advanced Physical Chemistry: Thermodynamics.

Principles are stressed including the three laws of thermodynamics, thermochemistry and statistical thermodynamics. Applications of the principles to gases, solution, mixtures, solids and interfaces are given. Prerequisites: CHM 448. Credit 3.

CHM 585 Selected Topics in Advanced Chemistry.

This course is adaptable to the needs and interests of the individual graduate student majoring in Chemistry. Modern developments in specific subdivisions of the field of chemistry are considered. It may be repeated for credit, provided the repetition is not in the same subdivisional field. The subdivisional fields offered are: analytical, biochemistry, environmental, inorganic, organic, and physical chemistry. Prerequisite: Graduate standing in Chemistry. Credit 3.

CHM 698 Graduate Research in Chemistry. Credit 3.

CHM 699 Thesis. Credit 3.

DEPARTMENT OF COMPUTER SCIENCE

The graduate program in Computer Science prepares students for professional employment or further study at the doctoral level. Computer Science may be selected as the major for the Master of Science degree. Computer Science may also be selected as a minor for MS and MA degrees in related areas.

The Computer Science program's curriculum utilizes state-of-the-art software, software development methodologies, project management techniques, and hardware. Emphasis is placed on preparing students for an environment where change is the norm.

Research areas include software engineering, networking, programming languages, language translators, artificial intelligence, database, parallel processing, real time systems, digital forensics, security, data mining and the application of theory to practical problems in industry. The quality of Computer Science graduates is widely recognized by industry. Graduates are employed within the state of Texas, the United States, and many foreign countries.

The Digital Forensics curriculum prepares students for service in a variety of public and commercial arenas as digital forensics or network security professionals. In particular, graduates from the Digital Forensics program will be able to effectively plan, establish and administer security and information assurance systems in commercial settings and in law enforcement. The Digital Forensics program utilizes state of the art facilities through the Sam Houston State University Center of Excellence in Digital Forensics, a federally funded training and research facility. These facilities include a Network Security Lab, accommodating training in data and network security as well as cyber security intrusion detection, prevention and tracing, and a Data Recovery Lab that will provide training in the identification, recovery, and preservation of data for legal purposes.

Both programs reflect a diverse student body with applicants from Texas, the United States, and a host of foreign countries. SHSU Computer Science graduates have been employed by IBM, Microsoft, Dell, HP, Texas Instruments, and internet and communication companies. Many graduates also find positions in energy related fields. Firms employing SHSU graduates include major oil, transportation/distribution, and waste disposal companies.

Additional information concerning the Department of Computer Science and its graduate program offerings can be found at www.shsu.edu/~csc_www. For further information concerning the digital forensics program and continuing education opportunities visit df.shsu.edu.

Admission Requirements

Students seeking admission to the graduate program in Computer Science must submit the *Graduate Studies Application for Admission* with the one-time application fee to the Office of Graduate Studies, and official transcripts of all college-level work (including the transcript that shows the date the undergraduate degree was conferred). **In addition** the following are required:

- An acceptable GRE score.
- Undergraduate GPA: The graduate admissions requirements indicate a minimum undergraduate GPA of 2.5. Admission preference is given to those applicants with undergraduate GPA's in excess of 3.0.

- An academic background in a technical area, or appropriate technical work experience.
- At least two letters of recommendation that address qualifications for graduate study.
- International students must submit scores on the TOEFL.

A holistic review of each student's application file will be completed upon a competitive basis.

A. COMPUTER SCIENCE

Graduate study in Computer Science is accessible both to students who have completed undergraduate Computer Science majors or minors and to those with baccalaureate degrees in related fields with the equivalent of a Computer Science minor in formal coursework or professional experience. As a minimum, candidates are expected to present a background comparable to that provided in CS 164, 165, 334, 362, 431, 482, MTH 299, and MTH 379 as described in the undergraduate catalog of Sam Houston State University. Applicants with less preparation will be required to complete additional stem work as part of the graduate program. This requirement covers the stem work courses that are taken at Sam Houston State University as well.

Degree Plans

There is a thesis and non-thesis option available for a Master of Science degree in Computer Science. The graduate advisor will review each applicant's background and assist in developing individual study plans including any required stem work. The selection of a minor and the choice of electives must be approved by the Computer Science Department Chair to ensure the student's plan is a properly balanced program.

Master of Science, 36 hours without thesis and 39 hours with thesis.

Common Requirements:

1. A 15-hour core consisting of CS 531, 536, 564, 566, and 574
2. An oral examination over core courses
3. Six semester hours of approved Computer Science courses
4. One of the following:
 - A. CS 561 (a practicum project, and oral presentation of the project)
 - B. CS 698 and CS 699 (research and thesis)

Additional Requirements:

The degree program may include a 12-semester hour minor in a field approved by the Chair of the Computer Science Department, or 12 additional semester hours of approved Computer Science courses. The 12-semester hour minor in an approved field may only be chosen if the student's plan of study provides for a minimum of 48 semester hours (total graduate and undergraduate) in Computer Science or the student has extensive professional experience in Computer Science.

Other Scholarly Requirements

A committee advisor is assigned to each student who has registered for either CS 561 (the programming practicum) or CS 698 (thesis). Committee appointments are made by the Chair of the Computer Science Department based upon recommendation from the Computer Science Graduate Advisor. The advisory committee consists of graduate faculty from the Computer Science Department and possibly one from the minor area, if applicable. The oral comprehensive examination, required by the University of all Master's degree candidates, as well as the CS 561 project presentation or the CS 698

thesis defense, will be administered by this committee. Students must be enrolled the semester in which they take comprehensive examinations. Once enrolled in CS 561 or CS 568, a student must be continuously enrolled until graduation.

B. DIGITAL FORENSICS

Graduate study in Digital Forensics is accessible both to students who have completed undergraduate Computer Science or Criminal Justice majors or minors and to those with baccalaureate degrees in technical fields with the equivalent of a Computer Science or Criminal Justice minor in formal coursework or professional experience. Applicants who do not possess the appropriate academic, technical or experiential backgrounds may be required to take stem work courses to ensure a minimum standard of technical competence. Stem work decisions are made on an individual basis by the department chair.

Degree Plan

The Master of Science in Digital Forensics Program has a total of 36 semester credit hours. This hours total is derived from a need to provide appropriate coursework in two areas, Criminal Justice and Digital Forensics.

Criminal Justice (6 hours)

- CJ 532 Perspectives in Criminology (3 hours)
- CJ 634 Basic Research Methods and Planning Resources (3 hours)

Digital Forensics (21 hours)

- DF 531 Principle and Policy in Information Assurance (3 hours)
- DF 534 Digital Security (3 hours)
- DF 561 Network Security (3 hours)
- DF 583 Digital Forensics Investigation (3 hours)
- DF 584 Software Forensic Evidence Management (3 hours)
- DF 630 Cyber Law (3 hours)
- DF 661 Cyber Warfare and Terrorism (3 hours)

Additional Requirements (9 hours)

- DF 637 Directed Management and Development Projects (3 hours)
- DF 670 Internship (3 hours)
- DF/CJ Elective (3 hours)

Other Scholarly Requirements

A committee advisor is assigned to each student who has registered for either DF 637 (Directed Management and/or Development Project) or DF 670 (Internship). Committee appointments are made by the Chair of the Computer Science Department based upon recommendation from the Computer Science Graduate Advisor. The advisory committee consists of graduate faculty from the Computer Science Department. Supervision of the Directed Management and Development Project, as well as the presentation of project findings will be administered by this committee. Students must remain continuously enrolled until graduation.

C. INFORMATION ASSURANCE AND SECURITY*

Graduate study in Information Assurance and Security is accessible both to students who have completed undergraduate Computer Science or Management Information Science majors or minors and to those with baccalaureate degrees in technical fields with the equivalent of a Computer Science or Management Information Science minor in formal coursework or professional experience. Applicants who do not possess the appropriate academic, technical or experiential backgrounds may be required to take

stem work courses to ensure a minimum standard of technical competence. Stem work decisions are made on an individual basis by the department chair.

* Subject to action by the Texas Higher Education Coordinating Board.

Degree Plan

The Master of Science in Information Assurance and Security program has a total of 36 semester credit hours drawn from Digital Forensics and Computer Science coursework and consists of 30 hours of prescribed coursework and 6 hours of elective coursework.

Prescribed Coursework (30 hours)

DF	531	Principle and Policy in Information Assurance (3 hours)
DF	561	Network Security I (3 hours)
DF	583	Digital Forensics Investigation (3 hours)
CS	534	Operating System Security (3 hours)
CS	537	Database Security (3 hours)
DF	564	Organizational System Security (3 hours)
DF	566	Risk Assessment and Financial System Investigation (3 hours)
CS	568	Cryptography and Steganography (3 hours)
CS	589	Disaster Recovery (3 hours)
DF	637	Directed Management and Development Project (3 hours)

Elective Coursework (6 hours). Select 6 hours from:

CS	535	Malware (3 hours)
DF	568	Digital Fraud Examination (3 hours)
DF	661	Network Security II (3 hours)
DF	670	Internship (3 hours)

Other Scholarly Requirements

A committee advisor is assigned to each student who has registered for either DF 637 (Directed Management and/or Development Project) or DF 670 (Internship). Committee appointments are made by the Chair of the Computer Science Department based upon recommendation from the Computer Science Graduate Advisor. The advisory committee consists of graduate faculty from the Computer Science Department. Supervision of the Directed Management and Development Project, as well as the presentation of project findings will be administered by this committee. Students must remain continuously enrolled in the Directed Management and Development Project until its completion and the completion of all required coursework.

Senior Courses Open to Graduate Students (with the approval of the Graduate Advisor)

CS	430	Language Translators (Credit 3)
CS	431	Computer Operating Systems (Credit 3)
CS	437	Software Engineering (Credit 3)
CS	477	Simulation (Credit 3)
CS	482	Programming Languages (Credit 3)

A maximum of six hours of 400-level courses may be taken toward the completion of the master's degree. Course requirements in 400-level courses will be appropriately modified for graduate credit.

COMPUTER SCIENCE COURSE DESCRIPTIONS

- CS 531 Operating Systems.**
A comprehensive study of computer operating systems. Topics include: computer architecture, concurrent processes, multi-threaded systems, scheduling, memory management, I/O management, file systems, networking and the client/server model, distributed systems, and computer security. Prerequisites: CS 362 and 431. Credit 3.
- CS 532 Parallel Computing.**
This course is a study of large-scale parallel processing systems. The central themes are theoretical models, machine architecture, computer algorithms, and programming languages that model, support, describe and implement parallel processing. Prerequisite: CS 584. Credit 3.
- CS 533 Microcomputer Interfacing.**
This course emphasizes real-time and fault-tolerant computing systems. Topics include interrupt processing, real-time programming and scheduling, fault-tolerant architectures and systems, and robotic programming. Extensive programming will be done. Prerequisite: CS 333. Credit 3.
- CS 534 Operating System Security.***
This course will provide the rationale and necessity for a full range of security concepts and techniques and how to apply them to multiple operating systems. The course will cover methodologies for the design of operating system security and forensic techniques for operating systems. Also covered will be the identification of best practices in the administration, testing and security for operating systems. Prerequisites: DF 531 or CS 531. Credit 3.
- CS 536 Software Engineering.**
This course emphasizes strategies, techniques, and methodologies that deal with the complexity in developing large-scale information systems. Methods for Software engineering methodologies, conventional as well as object-oriented, are discussed. Software measurement and management are discussed. Formal mechanisms for system specification, software development, and project management are introduced. Prerequisite: CS 437. Credit 3.
- CS 537 Database Security.***
Database security has an immense impact on the design of today's electronic information systems. This course will provide an overview of database security concepts and techniques and discuss new directions of database security in the context of a connected commercial world. This course provides the information needed to develop, deploy and maintain a secure database solution. It exposes the pitfalls of database design, their means of identification and the methods of exploiting vulnerabilities. Prerequisites CS 334, DF 531 or departmental approval. Credit 3.
- CS 538 Computer Graphics.**
A study of modern Computer Graphics programming techniques. Topics include: representations, transformations, and analysis of 2-dimensional and 3-dimensional objects; techniques for hidden surface/edge removal, illumination and shading, volume rendering, animation, and image data compression; and practical experience in graphics software libraries and applications. Prerequisite: CS438. Credit 3.
- CS 544 Data Mining and Knowledge Discovery.**
An introduction into Data Mining and Knowledge Discovery. Topics include discussion of variety of mining techniques. Mining of complex data such as multimedia database, text database, and world-wide-web will be introduced. The applications and trends in data mining will also be discussed. Prerequisite: CS566. Credit 3.

- CS 560 Special Topics.**
Topics and courses are selected to suit individual needs of students. The course may be repeated for additional credit. Prerequisite: Consent of graduate advisor. Credit 3.
- CS 561 Programming Practicum.**
The practicum provides the student an opportunity to develop their programming and analytical skills by applying concepts and techniques learned in organized classes to real world projects under the supervision of faculty and/or supervisory Computer professionals. Prerequisite: Eighteen hours of Computer Science graduate level coursework. Student must register for this course every semester the practicum is in progress but only three hours of practicum will apply to the student's degree plan. Credit 3.
- CS 562 Computer Architecture and Organization.**
An introduction into Computer Architecture and Organization. Topics include computer evolution and performance issues, the computer systems including system buses, internal and external memory, input/output, and operating system support, CPU issues including computer arithmetic, instruction sets, addressing modes, RISC and superscalar organization, control unit issues, microprogramming, and parallel organization. Prerequisites: CS 333 and CS 431. Credit 3.
- CS 563 Networks and Data Communications.**
An introduction to the basic techniques for interconnecting computers and peripherals for decentralized Computer. Network components, digital communications, interconnection architectures, communications protocols for geographic and local area networks and interprocess communications are covered. Prerequisite: CS 463. Credit 3.
- CS 564 Programming Languages.**
A comprehensive study of computer programming languages. Topics include: language design principles, formal grammars, procedural operating environment, language standardization, and language support for parallel and distributed programming. Language paradigms to be discussed will include procedural programming, logical programming, functional programming, and object-oriented programming. Prerequisite: CS 482. Credit 3.
- CS 566 Database Systems.**
A survey of contemporary topics in database systems. Topics include: relational database theory, database design issues, cryptography, security integrity issues, data recovery, concurrency problems, optimization, distributed database systems, the client/server model, object-oriented databases, stenography, data compression, data warehouse, data mining, logic/knowledge based systems, and other related topics. Prerequisite: CS 334. Credit 3.
- CS 568 Cryptography and Steganography.***
This course is designed to cover the theoretical and practical aspects of cryptography and steganography including specification, design, and programming. Topics include digital signatures, symmetric and asymmetric (public key) algorithms, hash functions, cryptographic algorithms, cost to break algorithms including key safety, Diffie-Hellmann, RSA, key stores, Secure Socket Layers, Virtual Private Networks (VPN), Certificate Authorities, and important cryptanalysis and steganalysis strategies. Prerequisites DF 561 or departmental approval. Credit 3.
- CS 572 Artificial Intelligence.**
A survey of topics in artificial intelligence. Topics include: history of AI, knowledge representation, knowledge acquisition, search techniques, control strategies, and AI languages. Applications include natural language processing, neural nets, and expert systems. Prerequisite: CS 362. Credit 3.

- CS 573 Neural Networks.**
An introduction into Neural Networks. Topics include discussion of variety of standard neural networks, with architecture, training algorithm, and applications; and development of neural network expert systems. Prerequisite: CS 362. Credit 3.
- CS 574 Data Structures.**
A number of important concepts and algorithms, with emphasis on correctness and efficiency, are reviewed. The advanced treatment of sorting, searching, hashing, and dynamic storage management is provided. Advanced data structures, such as advanced tree structures, graphs, and networks, are introduced. Applications to distributed file structures, database management systems, internet/intranetworks are covered. Prerequisite: CS 362. Credit 3.
- CS 583 Educational Multimedia.***
This course explores the uses of multimedia in the classroom and extends the teachers skill base in the development of appropriate multimedia examples to support and enhance the middle school and high school curricula. Throughout the course students will gain experience in still and motion digital editing, audio and animation production. This course may not be counted toward the M.S. in Computer Science, Information Assurance and Security or Digital Forensics. Prerequisite: Graduate standing. Credit 3.
- CS 585 Critical Analysis of Instructional Software.***
This course examines the instructional and educational value of commercially available software for the pre-k through 12th grade. The course builds upon a foundation of instructional theory to identify appropriate characteristics of instructional software and explores the effectiveness of instructional software in the classroom. This course may not be counted toward the M.S. in Computer Science, Information Assurance and Security or Digital Forensics. Prerequisites: CS 583. Credit 3.
- CS 587 Designing Instructional Materials for the Web.***
This course examines the development of web sites for instructional purposes. The course looks at the systematic design of instruction, a process that examines the development of appropriate course goals, the identification of measurable objectives that meet those goals and intelligent approaches to assessing student performance. This design approach is then applied to the development of web-based materials, providing opportunities for skills acquisition in a variety of multimedia applications and their incorporation into a web site. The course culminates in the development of a geometry web site for use in schools. This course may not be counted toward the M.S. in Computer Science, Information Assurance and Security or Digital Forensics. Prerequisites: CS 585. Credit 3.
- CS 589 Development of Technology Infrastructure in School.***
This course examines the funding, design and implementation processes required to establish and realize a coherent technology acquisition and management strategy. This course may not be counted toward the M.S. in Computer Science, Information Assurance and Security or Digital Forensics. Prerequisites: Graduate standing. Credit 3.
- CS 593 Modeling Theory.**
This course is a study of the use of analytical models as aids in the formulation and resolution of system alternatives. Emphasis is on problem definition, formulation and resolution using appropriate mathematical methodologies and analysis software packages. Prerequisites: MTH 379 and CS 477. Credit: 3.
- CS 661 Network Security II.***
This course extends the practical skills and basic concepts provided in Network Security I to provide experience and skills in intrusion detection,

management and prevention alongside the theoretical and conceptual basis for secure communication and perimeter defense in depth. The course explores the capabilities and limitations of 'best practices' approaches to network security together with significant case studies to provide the commercial and industrial context for the network security professional. Prerequisites: DF 561. Credit 3.

CS 694 Numerical Analysis.

Topics include solutions of equations, approximation and interpolation, numerical differentiation and integration, the fast Fourier transform, and numerical simulation. Also listed as MTH 694. Prerequisite: MTH/CS 394. Credit 3.

CS 698, 699 Thesis. Credit 3 hours for each course.

DIGITAL FORENSICS COURSE DESCRIPTIONS

DF 531 Principle and Policy In Information Assurance.

An investigation into the development of security planning and policy formation, risk management, security education, training and awareness programs. This course examines physical and electronic approaches to data protection and derives appropriate assessment strategies for determining the assurance quality of target systems. Credit 3.

DF 534 Digital Security.

This course introduces the student to basic security needs. The course will include, but not be limited to examination of individual vs. government privacy issues, federal encryption standards, the different layers of security currently available, cryptography, and strategies for evaluation and selection of security methods. Credit 3.

DF 535 Malware.

This course will study the motivations of malicious code (such as computer viruses, Trojan horses, spyware and adware) developers and the common weaknesses exploited by such code. Forensic techniques for protection and recovery from such malicious code will be examined in detail. Prerequisites CS 534. Credit 3.

DF 561 Network Security I.

The rationale and necessity for securing computer systems and data networks, as well as methodologies for the design of security system, establishing security protocols and the identification of best practices in the administration, testing and response protocols for secure communications systems. Credit 3.

DF 583 Digital Forensics Investigation.

This course explores tools for the recovery of information on hardware or hidden within other formats. Topics also include cryptographic analysis, password recovery, the bypassing of specific target operating systems, and obtaining data from a digital device that has been destroyed. Credit 3.

DF 584 Software Forensic Evidence Management.

Analysis of investigative techniques and tools in the detection, investigation and analysis of digital crimes. This course examines the nature of cyberevidence and the tracking and identification of cybercriminals. Credit 3.

DF 589 Disaster Recovery.

This course will focus on the discipline of Information Security and its associated areas of Contingency operations. It will provide the student with skills and knowledge concerning managerial issues associated with planning for and reacting to events, incidents, disasters, and crises. Prerequisites: DF 531. Credit 3.

DF 630 Cyber Law.

Focus will be on how the law impacts digital security in diverse ways. Discussion will emphasize the concept of criminal intent, the digital victim and address jurisdictional issues and provide an overview of legal terms and issues with which the security manager must address. Prerequisites: CJ 593, DF 583. Credit 3.

DF 637 Directed Management and Development Project.

This course will provide the rationale and necessity for a full range of security concepts and techniques and how to apply them to multiple operating systems. The course will cover methodologies for the design of operating system security and forensic techniques for operating systems. Also covered will be the identification of best practices in the administration, testing and security for operating systems. Prerequisites 24 hours graduate coursework. Credit 3. Continuous enrollment in DF 637 is required until graduation.

DF 661 Cyber Warfare and Terrorism.

This course will focus on philosophies, tactics, and targets of cyber terrorist organizations. The course includes discussion of emerging cyber war trends and the roles of the private sector and U.S. Government in responding to, mitigating and preventing electronic offensive actions. Prerequisite: DF 561. Credit 3.

DEPARTMENT OF GEOGRAPHY AND GEOLOGY

GEOGRAPHY PROGRAM

The graduate program in Geography is designed for those students seeking the M.Ed. degree. It serves as a minor teaching field on the Master of Education degree.

Areas of Concentration for the Comprehensive Examination:

- Regional Geography
- Systematic Geography

Degree Plans

Master of Education in Curriculum and Instruction (Elementary Education). This degree plan is designed primarily for the elementary teacher. All such degrees originate in the Department of Curriculum and Instruction. Students pursuing this plan should either hold elementary teacher certification or complete it prior to being awarded the degree. The degree plan requires the completion of a minimum of thirty-six hours of graduate credit, thirty hours of which must be in courses numbered 500 or above.

The major consists of eighteen to twenty-four semester hours in Education which are approved in conference with the elementary graduate advisor.

The minor consists of twelve to eighteen semester hours in an approved subject in which the student has at least eighteen undergraduate hours.

A comprehensive examination covering coursework in Education and the minor field must be taken and passed prior to graduation. Students should be enrolled the semester in which they take comprehensive examinations.

Master of Education in Curriculum and Instruction (Secondary Education). This degree plan is designed primarily for the secondary teacher. All such degrees originate in the Department of Curriculum and Instruction and require the completion of a minimum of thirty-six hours of graduate credit, thirty of which must be in courses numbered 500 or above. Twelve to twenty-four hours of professional education coursework are required (twelve hours minimum for minor and 6 hours minimum for a second minor). A comprehensive examination is required. Students should be enrolled the semester in which they take comprehensive examinations.

Senior Courses Open to Graduate Students

- GEO 433 Field Studies (Credit 3)
- GEO 437* Urban Geography
- GEO 439* Population Geography
- GEO434/444 Introduction to Geographic Information Systems (Credit 3)
- GEO 435 Applied Geographic Information Systems (Credit 3)
- GEO 442 Geomorphology (Credit 4)
- GEO 461 Conservation of Natural Resources (Credit 3)
- GEO 464 Studies in Geography (Credit 3)
- GEO 471 Texas (Credit 3)
- GEO 475 Readings in Geography (Credits 1-3)

A maximum of six hours of 400-level courses may be taken toward the completion of the master's degree. Course requirements in 400-level courses will be appropriately modified for graduate credit.

Graduate Courses

GEOGRAPHY COURSE DESCRIPTIONS

GEO 575 Selected Problems in Geography.

This course is designed for individual students who wish intensive supervision in their research or study of special topics in the field of Geography. Credit 1-3.

GEOLOGY PROGRAM

The graduate program in Geology is designed for those students seeking the M.Ed. degree. It serves as a minor teaching field on the Master of Education degree.

Degree Plans

Master of Education in Curriculum and Instruction (Elementary Education). This degree plan is designed primarily for the elementary teacher. All such degrees originate in the Department of Curriculum and Instruction. Students pursuing this plan should either hold elementary teacher certification or complete it prior to being awarded the degree. The degree plan requires the completion of a minimum of thirty-six hours of graduate credit, thirty hours of which must be in courses numbered 500 or above.

The major consists of eighteen to twenty-four semester hours in Education which are approved in conference with the elementary graduate advisor.

The minor consists of twelve to eighteen semester hours in an approved subject in which the student has at least eighteen undergraduate hours.

A comprehensive examination covering coursework in Education and the minor field must be taken and passed prior to graduation. Students should be enrolled the semester in which they take comprehensive examinations.

Master of Education in Curriculum and Instruction (Secondary Education). This degree plan is designed primarily for the secondary teacher. All such degrees originate in the Department of Curriculum and Instruction and require the completion of a minimum of thirty-six hours of graduate credit, thirty of which must be in courses numbered 500 or above. Twelve to twenty-four hours of professional education coursework are required (twelve hours minimum for minor and 6 hours minimum for a second minor). A comprehensive examination is required. Students should be enrolled the semester in which they take comprehensive examinations.

Senior Courses Open to Graduate Students

- GEL 431 Geology of North America (Credit 3)
- GEL 432 Economic Geology (Credit 3)
- GEL 437 Plate Tectonics (Credit 3)
- GEL 440 Stratigraphy and Sedimentation (Credit 4)
- GEL 442 Structural Geology (Credit 4)
- GEL 446 Hydrogeology (Credit 4)
- GEL 460, 461 Field Geology (Credit 3)
- GEL 495 Special Topics in Geology (Credit 3)

A maximum of six hours of 400-level courses may be taken toward the completion of the master's degree. Course requirements in 400-level courses will be appropriately modified for graduate credit.

Graduate Courses

GEOLOGY COURSE DESCRIPTIONS

GEL 595 Special Graduate Topics In Geology.

Individual study in special areas of geology. Topic content to be selected and agreed upon by the students and member of the geology faculty. Credit 1-3.

DEPARTMENT OF MATHEMATICS AND STATISTICS

MATHEMATICS PROGRAM

Graduate degree plans in Mathematics can be designed to prepare students for careers in industry, business, or education, or for further study in mathematics. Both the Master of Arts and Master of Science degrees in Mathematics are available. Students pursuing the Master of Education degree may specialize in Mathematics as a teaching field.

Included in each degree program is a core of courses selected to provide the background necessary for further study in an area of specialization. Before nine semester hours of graduate Mathematics have been completed, each student meets with the appropriate graduate advisor to review his/her academic progress and career plans, and to receive counseling concerning the direction of the remaining coursework. Based on this meeting, a Graduate Study Plan is filed on the student's behalf with the department and college offices.

Admission Requirements

Students seeking admission to the graduate program in Mathematics must submit the *Graduate Studies Application for Admission* with the one-time application fee to the Office of Graduate Studies, official transcripts of all college-level work (including the transcript that shows the date the undergraduate degree was conferred), and official GRE scores. Two letters of recommendation from the Mathematics or Statistics faculty at the student's undergraduate degree-granting institution are required with the application for admission. A 3.0 overall undergraduate GPA is recommended for admission into the Mathematics program. For a final admissions decision, GRE scores do not constitute the sole criterion for consideration of the applicant, nor do GRE scores and undergraduate GPA constitute the primary criteria to end consideration of an applicant. Based on review of a student's undergraduate transcript, the Department of Mathematics and Statistics may require completion of undergraduate stem courses as a condition for admission.

A permanent faculty advisory committee is assigned to each student after admission to candidacy. Committee appointments are made by the graduate advisor in consultation with the department chair. Committee appointments may be changed if a revision of the Graduate Study Plan indicates that such a modification is needed. In programs that include the writing of a thesis, the advisory committee also serves as the thesis committee.

Other Scholarly Requirements

An oral examination is administered by the advisory committee for each Master of Arts and Master of Science degree candidate. [NOTE: The oral examination must be scheduled with the Graduate Advisor at least three weeks in advance. Request forms are available in the department office.] Comprehensive examinations for the Master of Education are administered by the Department of Curriculum and Instruction, but they include questions prepared and evaluated by members of the Mathematics faculty. Students must be enrolled the semester in which they take comprehensive examinations.

Requirements specified in the degree programs that follow are subject to minor modification by the department. Also, to ensure a balanced program, all electives must

be approved by the department chair or an authorized representative of the graduate Mathematics faculty.

Degree Plans

Master of Arts, 36 Semester Hours, Non-Thesis.

These programs are designed for persons who will specialize in Mathematics teaching at the pre-university or two-year college level.

Common Requirements:

1. Core courses: MTH 586, 587, 588, and 589.
2. An oral examination over core courses.
3. 9 semester hours elective work in approved courses offered for graduate credit in Mathematics.
4. A 3-semester-hour directed reading and research course in Mathematics. This course must include a written report on the research.

Additional Requirements:

The degree program includes a 12 semester hour minor in a discipline that could serve as a second teaching field, or 12 additional semester hours of approved graduate coursework, either all in Mathematics or Statistics, or 6 hours in each of two fields from the following list: Mathematics, Computer Science, Statistics, and Secondary Education.

Master of Science, 36 Semester Hours, Thesis or Non-Thesis.

Common Requirements:

1. Core courses: MTH 561, 668, 673, and 694.
2. One of the following:
 - A. A thesis of 6 semester hours and 6 additional hours of approved courses offered for graduate credit in Mathematics.
 - B. 9 semester hours of approved courses offered for graduate credit in Mathematics and a 3-semester-hour directed reading and research course. This course must include an oral presentation of the research results to the department, and a written report on the research.
3. An oral examination over core courses (and the thesis, where applicable).

Additional Requirements:

The degree program includes a 12-semester-hour minor in an approved field, or 12 semester hours of additional study in approved courses offered for graduate credit in Mathematics.

Master of Education in Curriculum and Instruction (Elementary Education). This program is designed to provide additional study in a teaching field for the professional elementary/middle school teacher and is initiated by the Department of Curriculum and Instruction in the College of Education. Students with middle school certification with a 24-semester hour undergraduate specialization in Mathematics may elect 12-18 graduate semester hours in Mathematics in this 36-semester hour program. Mathematics 583, 584, and 585 or approved substitutes are required.

Master of Education in Curriculum and Instruction (Secondary Education). This program is designed to provide additional study for a person with secondary certification in mathematics and is initiated by the Department of Curriculum and Instruction in the College of Education. Students may elect from 12-24 semester hours in Mathematics on this 36-semester-hour program. Course requirements are adjusted to meet individual student needs. A core of three courses chosen from Mathematics 586, 587, 588, and 589 is required, and Mathematics electives must be approved by the gradu-

ate advisor. The Mathematics component of the (written) comprehensive examination is based upon the content of the required Mathematics core.

Senior Courses Open to Graduate Students

Courses open to students pursuing Master of Arts and Master of Education programs:

- MTH 466 Elementary Analysis (Credit 3)
- MTH 467 The Evolution of Mathematics (Credit 3)
- MTH 477 Algebraic Structures (Credit 3)

Courses open to students pursuing Master of Science programs:

- MTH 466 Elementary Analysis (Credit 3)
- MTH 477 Algebraic Structures (Credit 3)

A maximum of six hours of 400-level courses may be taken toward the completion of the master's degree. Course requirements in 400-level courses will be appropriately modified for graduate credit.

MATHEMATICS COURSE DESCRIPTIONS

MTH 560 Special Topics.

Topics and courses are selected to suit individual needs of students. Methods of independent study and research are stressed. The course may be repeated for additional credit. Prerequisite: Consent of program coordinator. Credit 3.

MTH 561 Theory and Applications of Probability.

Topics include probability axioms and properties, conditional probability, random variables, probability distributions, moment generating functions, laws of large numbers, and the Central Limit Theorem. Also listed as STA 561. Prerequisite: STA 472 (or equivalent) or consent of the instructor. Credit 3.

MTH 570 Fourier Analysis and Applications.

This course is a study of applied harmonic analysis. Topics include Fourier analysis, wavelet analysis, and applications of these topics. Prerequisite: MTH 466 or MTH 588 or the consent of the instructor. Credit 3.

MTH 583 Seminar in Geometry and Measurement for Elementary Teachers.

This course will include a study of congruency, similarity, transformations, coordinate geometry, and measurement. It is specifically designed for elementary school teachers with a mathematics specialization who wish to obtain the master's degree in elementary education with a minor in mathematics. Prerequisites: Elementary school mathematics certification and MTH 383 or equivalent. Credit 3.

MTH 584 Seminar in Mathematical Systems for Elementary Teachers.

This course will include a study of the development of the systems of natural numbers, the integers, the rational numbers, and the real numbers. It is specifically designed for middle school teachers with a mathematics specialization who wish to obtain the master's degree in education with a minor in mathematics. Prerequisites: Middle school mathematics certification including MTH 384 or equivalent. Credit 3.

MTH 585 Mathematics Seminar for Junior High School Teachers.

This course includes applications of number theory in arithmetic, algebra, geometry, and other mathematical areas at a level appropriate for middle school teachers. Prerequisite: Consent of instructor. Credit 3.

MTH 586 Seminar in Algebra for Teachers.

This course consists of a survey of several abstract algebraic systems including groups, rings, integral domains, and fields. Prerequisite: Certifica-

tion in secondary school mathematics including MTH 364 or equivalent. Credit 3.

MTH 587 Seminar in Geometry for Teachers.

This course is a study of topics in geometry including constructions and transformations. Prerequisite: Certification in secondary school mathematics including MTH 363 or equivalent. Credit 3.

MTH 588 Seminar in Analysis for Teachers.

This course includes topics from set theory, functions, real sequences, limits, continuity, differentiation and integration. Prerequisite: Certification in secondary school mathematics including MTH 143 or equivalent. Credit 3.

MTH 589 Seminar in Probability and Statistics for Teachers.

This course includes topics from probability theory, distribution functions, descriptive statistics, and inferential statistics. Prerequisite: Certification in secondary school mathematics including MTH 379 or equivalent. Credit 3.

MTH 595 Digital Image Processing.

The emphasis of this course is on the analysis of digital image processing algorithms used for solving problems in areas such as image enhancement and restoration, image registration, pattern recognition, and image segmentation. Prerequisite: MTH 377 and programming experience. Credit: 3 hours

MTH 596 Optimization.

The emphasis of this course is on modern algorithms and computational methods needed for solving optimization problems. Applications to current industrial problems will be given, and the theory of operations research will be developed. Prerequisite: MTH 377 and MTH 244, or consent of instructor. Credit: 3 hours

MTH 597 Discrete Mathematics.

Discrete structures are emphasized in this course, which includes a study of combinatorics, graph theory, and number theory. The applications of these structures in computers and communications will be highlighted. Prerequisites: MTH 477 or MTH 586 or equivalent. Credit: 3 hours

MTH 632 Introduction to Topology.

This course is a rigorous introduction to point set topology. Topics include continuity, connectedness, compactness, metrization theorems, separation theorems, and the Tychonoff theorem. Prerequisites: MTH 364 or equivalent. Credit: 3 hours

MTH 668 Numerical Linear Algebra.

This course is a study of vector spaces and matrices. Topics include solving linear systems, least square methods, eigenvalue and eigenvector theory, and applications of these topics. Prerequisite: MTH 377 or consent of instructor. Credit 3.

MTH 673 Applied Analysis.

This course studies properties of normed spaces and functions defined on normed spaces. Special emphasis is placed on Euclidean n -space. Topics include limits, continuity, differentiation, and integration. Prerequisite: MTH 466 or MTH 588 or consent of the instructor. Credit 3.

MTH 677 Abstract Algebra.

Algebraic structure is emphasized in this course, which includes a study of groups, rings, fields, and their applications in coding theory and cryptography. Prerequisite: MTH 477 or MTH 586 or consent of instructor. Credit 3.

MTH 679 Functions of a Complex Variable.

Included in this course are studies of the complex number system, analytic functions, integration theory and the calculus of residues. Additional topics of special interest to the class may be included. Prerequisite: MTH 244 or consent of instructor. Credit 3.

MTH 694 Scientific Computation.

Topics include solutions of equations, approximation and interpolation, numerical differentiation and integration, the fast Fourier transform, and numerical simulation. Also listed as CS 694. Prerequisites: MTH 244 and some programming experience, or consent of instructor. Credit 3.

**MTH 698, Research and Thesis. Credit 3.
699**

STATISTICS PROGRAM

The educational objectives of the Master of Science degree in Statistics are threefold: to provide professionally competent statisticians equipped to accept responsibilities in business, industry and public service positions, to provide the academic foundation needed to pursue the study of statistics at the doctoral level, and to provide opportunity for study of statistics at the graduate level by students whose primary area of specialization is a field in which applications of statistics are appropriate. (Such areas include social sciences, education, criminal justice and the physical sciences.)

Admission Requirements

Students seeking admission to the graduate program in Statistics must submit the *Graduate Studies Application for Admission* with the one-time application fee to the Office of Graduate Studies, official transcripts of all college-level work (including the transcript that shows the date the undergraduate degree was conferred), and official GRE scores. Two letters of recommendation from the Mathematics or Statistics faculty at the student's undergraduate degree-granting institution are required with the application for admission. A 3.0 overall undergraduate GPA is recommended for admission into the Mathematics program. For a final admissions decision, GRE scores do not constitute the sole criterion for consideration of the applicant, nor do GRE scores and undergraduate GPA constitute the primary criteria to end consideration of an applicant. Based on review of a student's undergraduate transcript, the Department of Mathematics and Statistics may require completion of undergraduate stem courses as a condition for admission.

Other Scholarly Requirements

An oral examination is administered by the advisory committee for each Master of Science degree candidate. [NOTE: The oral examination must be scheduled with the Graduate Advisor at least three weeks in advance. Request forms are available in the department office.] Students must be enrolled the semester in which they take comprehensive examinations.

Requirements specified in the degree programs that follow are subject to minor modification by the department. Also, to ensure a balanced program, all electives must be approved by the department chair or an authorized representative of the graduate Statistics faculty.

Degree Plans

Master of Science Degree, 37 Semester Hours, Thesis or Non-thesis.

Prerequisites: STA 471, 472.

Required Core: STA 511, 533, 561, 562, 564, 568, MTH 668.

Electives: (Four courses chosen from STA 560, 565, 566, 567, 568, 569, 570, MTH 570, 673, 694, CS 593).

Research/Thesis: STA 698:699 or 3 semester hour Practicum (STA 560) and an additional 3 semester hour graduate statistics elective. The Practicum must include an oral presentation of the results to the department, and a written report on the results.

Graduate Minor in Statistics. Three specific plans are available for the graduate minor in Statistics with each plan requiring a minimum of 12 semester hours of statistics.

Mathematical Statistics Minor Program. The required courses are STA 533, 561, 562, and 564 with STA 560 strongly recommended as well.

M.A. in Mathematics Program. The required coursework is STA 471, 472 or STA 561, 562, and two additional courses selected from STA 533, 560, 566, 567, 568, 569, and 570.

Statistical Methods Minor Program. This minor is particularly appropriate for graduate students in the social or natural sciences, education and criminal justice. The required courses are STA 533, 568, and 2 additional courses selected from STA 560, 566, 567, 569, and 570.

STATISTICS COURSE DESCRIPTIONS

- STA 511 Software for Statistical Sciences.**
Topics include MINITAB, SAS, Maple and Scientific Workplace (or equivalents). This one-hour course is available for graduate students in all disciplines. Prerequisites: STA 380 (or equivalent), graduate standing and consent of instructor. Credit 1.
- STA 533 Design and Analysis of Experiments.**
Topics include the design, analysis and interpretation of results from standard experimental design models including the completely randomized design, the randomized complete block, the incomplete block, factorial models, Latin squares, Greco-Latin squares, screening designs, fractional factorials, and general fixed, mixed and random effects ANOVA models. Prerequisites: STA 472 (or equivalent). Credit 3.
- STA 560 Special Topics in Statistics.**
Topics and courses are selected to suit individual student needs. Methods of independent study and research are stressed. Such topics as stochastic processes, Markov chain models, game theory, remote sensing, statistical decision theory, time series analysis and pattern recognition may be included. Also listed as MTH 560. Prerequisites: Consent of instructor. Credit 3.
- STA 561 Theory and Applications of Probability.**
Topics include probability axioms and properties, conditional probability, random variables, probability distributions, moment generating functions, laws of large numbers and the Central Limit Theorem. Also listed as MTH 561. Prerequisites: STA 472 (or equivalent) or consent of instructor. Credit 3.
- STA 562 Theory and Applications of Statistics.**
Topics include point estimation, hypothesis testing, interval estimation, non-parametric statistics, regression, correlation, analysis of variance, robustness and model fitting. Prerequisites: STA 561 (or equivalent). Credit 3.
- STA 564 Applied Multivariate Statistical Analysis.**
Topics include the multivariate normal distribution, inferences about a mean vector, comparisons of several multivariate means, principal components analysis, clustering, discriminant and classification analysis. Prerequisites: STA 472 and MTH 668, or consent of instructor. Credit 3.

- STA 565 Linear Statistical Models.**
Topics include the statistical properties of quadratic forms, the full-rank general linear statistical model, the less-than-full-rank model, the linear model structure of regression models, ANOVA models, ANCOVA models, the general characteristics of the fixed, mixed and random effects models and model diagnostics considerations. Prerequisites: STA 472 or STA 562 (or equivalents). Credit 3.
- STA 566 Sampling Methods.**
Topics include the theory and applications of standard methods for performing scientific-based sampling. Among these are simple random sampling, cluster sampling, stratified random sampling, systematic sampling, probability proportional to size (pps) sampling, sampling from finite populations and ratio regression estimation. Prerequisite: STA 472, STA 562, or consent of instructor. Credit 3.
- STA 567 Reliability Analysis and Quality Control.**
Topics include measures of failure, reliability functions, failure models, life testing and censoring, system reliability, parameter estimation and testing, control charting, acceptance sampling plans, software reliability and process control. Prerequisites: STA 472, STA 562, or consent of instructor. Credit 3.
- STA 568 Regression Modeling and Analysis.**
Topics include model estimation and testing, simple and multiple regression models, residual analysis, variables selection, polynomial regression, multicollinearity, ridge regression, logistic regression and real data analysis and applications. Prerequisites: STA 472, STA 562, or consent of instructor. Credit 3.
- STA 569 Statistical Computing and Consulting.**
This course consists of a detailed study of the SAS package including SAS/BASICS, SAS/STAT, SAS/GRAPH and SAS/IML with emphasis on applying these tools in a consulting environment. Techniques and principles important in working with representatives of user disciplines are included. Prerequisites: STA 380 and graduate standing. Credit 3.
- STA 570 Nonparametric Statistics.**
Topics include order statistics, contingency analysis, rank tests (Wilcoxin signed-rank test, Mann-Whitney U test and others), distribution-free tests of location and scale, Kendall's tau and related areas. Prerequisites: STA 472, STA 562, or consent of instructor. Credit 3.
- STA 698 Research and Thesis.**
This course includes a study of research methods in statistics, identification of an appropriate thesis problem and the preparatory work leading to a plan for its solution. Study must be supervised by a member of the graduate statistics faculty. Prerequisite: STA 562. Credit 3.
- STA 699 Research and Thesis.**
This course continues the thesis research and concludes with a carefully written solution of the thesis problem and a satisfactory oral presentation of the results. Study must be supervised by a member of the graduate statistics faculty. Prerequisite: STA 698. Credit 3.
- STA 765 Statistical Methods for Decision Making.**
Topics covered are oriented toward statistical methods supporting the decision environment. Topics include estimation, hypothesis testing, statistical modeling and decision methods. Prerequisite: 3 credit hour of graduate-level, introductory probability and statistics or the equivalent. Credit 3.

SCHOOL OF MUSIC

The School of Music offers the Master of Music degree with areas of emphasis/tracks in Performance, Conducting, and Theory/Composition.

Admission Requirements

Students seeking admission to the graduate program in music must submit the *Graduate Studies Application for Admission* with the one-time application fee to the Office of Graduate Studies, official transcripts of all college-level work (including the transcript that shows the date the undergraduate degree was conferred), and official GRE scores.

In addition, the following are required:

1. Students must submit all required School of Music application materials, including three letters of recommendation. The School of Music application materials are available from the School of Music.
2. Students seeking admission as Performance or Conducting majors must pass an entrance audition administered by the appropriate faculty member or group of faculty members in the area of study. Students seeking admission in Theory/Composition must complete an admission interview with the appropriate faculty member or group of faculty members in the area of study.
3. A submission of scores from the Graduate Record Exam (GRE) is required (including scores for the Graduate Music Diagnostic Exam – see below). For a final admissions decision, GRE scores do not constitute the sole criterion for consideration of the applicant, nor do GRE scores constitute the primary criterion to end consideration of an applicant. The applicant's test scores will be compared with those of other applicants from similar socioeconomic backgrounds to the extent that those backgrounds can be properly determined and identified by the School of Music's admissions process.
4. Transcripts from all previous college level academic work are required and should be submitted to the Office of Graduate Studies. A bachelor's degree in music or a demonstrated equivalent level of accomplishment is required. Students not possessing a bachelor's degree in music which is accredited by the National Association of Schools of Music will be evaluated through the Graduate Music Diagnostic Exam.
5. A final admissions decision is based upon an aggregate evaluation of all application components. No specific weight is assigned to any one factor.

General Degree Requirements

1. All students pursuing graduate degree programs must take and satisfy the Graduate Music Diagnostic Exam. Included in this exam are questions in music history, music theory, and aural skills. The purpose of the Graduate Music Diagnostic Exam is to evaluate each student's general musical knowledge, identify deficiencies, and determine the potential for successful academic completion of the desired graduate music degree program.
2. Leveling coursework (if necessary) will be determined by the Graduate Advisor on the basis of the Graduate Music Diagnostic Exam.
3. Graduate Ensemble enrollment is required each semester in which a full load is carried and/or a student is in residence.
4. The Master of Music degree program requires a minimum of 30 hours beyond the undergraduate degree. A thesis is required for the emphases in Theory/Composition. Once enrolled in a thesis class, a student must be continually enrolled until graduation.
5. The emphasis in Performance is offered in piano, voice, and all orchestral instruments, including saxophone and euphonium.

6. Students specializing in vocal performance within Performance emphasis must be proficient in Italian, German, and French diction.
7. Students in the Theory/Composition emphasis must be able to demonstrate piano competence.
8. The emphasis in Conducting is available with concentrations in Choral, Orchestral, and Wind emphases.
9. Successful completion of a comprehensive oral examination is required for graduation. This exam is administered by a committee of three Music faculty. Oral examination committees are appointed by the Graduate Advisor in consultation with the student. Students must be enrolled the semester in which they take comprehensive examinations.

Specific Track Requirements

Performance Track, 30 hours

MUS 530 – Analytical Techniques (3 hrs.)

MUS 698 – Research Techniques (3 hrs.)

Additional course from either Music History, Music Theory, or Music Education (3 hrs.)

MUS 681X – Recital I (3 hrs.)

MUS 682X – Recital II (3 hrs.)

MUS 501X – Applied Music (4 hours)

MUS 588X – Applied Literature (3-6 hours)

MUS 598X – Applied Pedagogy (3 hours)

ENS 512 – Graduate Ensemble (2 hours)

Electives – from Music History, Music Theory, Music Education, or other approved course (0-3 hours)

Conducting Track, 30 hours

MUS 530 – Analytical Techniques (3 hrs.)

MUS 698 – Research Techniques (3 hrs.)

Additional course from either Music History, Music Theory, or Music Education (3 hrs.)

MUS 681X – Recital I (3 hrs.)

MUS 682X – Recital II (3 hrs.)

CND 501X – Applied Conducting (4 hours)

MUS 588X – Applied Literature (3-6 hours)

MUS 598X – Applied Pedagogy (3 hours)

ENS 512 – Graduate Ensemble (2 hrs.)

Electives – in Music History, Music Theory, or Music Education (0-3 hrs.)

Theory/Composition Track, 30 hours

(Students in the Theory/Composition track must choose either a Theory emphasis or Composition emphasis.)

MUS 530 – Analytical Techniques (3 hrs.)

MUS 698 – Research Techniques (3 hrs.)

MUS 563 – Pedagogy of Theory (3 hrs.)

MUS 567 – Score Reading (3 hrs.)

CMP 501X – Applied Composition (2 hrs.)

One additional 3 hr. graduate course in Music History (3 hrs.)

Electives - Music courses other than Theory/Composition (4 hrs.)

Additional Courses depending on emphasis – see below (9 hrs.)

Additional Courses for Theory emphasis:

Two additional 3 hr. graduate courses in Music Theory (6 hrs.)

MUS 699 – Thesis (3 hrs.)

Additional Courses for Composition emphasis:
Six (6) additional hours of CMP 501X
MUS 681X – Graduate Recital (3 hrs.)

Up to 9 hrs. of upper division (400-level) undergraduate courses may be taken to satisfy graduate degree requirements if similar courses were not completed in undergraduate studies. These courses include:

- MUS 464 Seminar in Composition
- MUS 474 Twentieth-Century Musical Styles
- MUS 465 Counterpoint and Analysis

GRADUATE MUSIC COURSE DESCRIPTIONS

APPLIED MUSIC INSTRUCTION

BSN 501X Bassoon	EUP 501X Euphonium	PNO 501X Piano	TUB 501X Tuba
CEL 501X Cello	FLU 501X Flute	SAX 501X Saxophone	VLA 501X Viola
CND 510X Conducting	HRN 501X Horn	STB 501X String Bass	VLN 501X Violin
CLR 501X Clarinet	OBO 501X Oboe	TRB 501X Trombone	VOI 501X Voice
CMP 501X Composition	PER 501X Percussion	TRP 501X Trumpet	

Applied Music Fees. Students enrolled in Applied Music Instruction are required to pay fees related to the number of credit hours enrolled at the time of registration.

OTHER MUSIC COURSES

- ENS 512 Graduate Ensemble.**
Participation in a musical ensemble at the graduate level. Credit 1.
- MUS 530 Analytical Techniques.**
Advanced techniques in the analysis of music from all historical periods. Emphasis is placed on the ability to distinguish various stylistic idioms and to verbalize about the harmonic, rhythmic, melodic, and structural details of music. Credit 3.
- MUS 563 Pedagogy of Theory.**
A general review of undergraduate theory, with an emphasis on the methods of presenting material to secondary students, and also to freshman and sophomore classes. Comparative analysis of textbooks commonly used in these areas is emphasized. Credit 3.
- MUS 567 Score Reading.**
The course emphasizes specialized aural development, functional keyboard facility, and proficiency in reading orchestral, band, and choral scores. Credit 3.
- MUS 568 Seminar in Special Problems.**
Advanced and specialized work in Music Education, orchestration, composition, theoretical research, and instrumental and choral technology is emphasized. Prerequisites: Approval of the Graduate Advisor. Credit 3.
- MUS 582 Symphonic Literature.**
A systematic survey of literature for the symphony orchestra from its establishment to the present, with emphasis on standard works as they exemplify changing stylistic trends. Credit 3.
- MUS 588X Applied Literature.**
Advanced study of literature for the various applied music areas. Individual research projects and class performance. (Two enrollments allowed, 3 hrs. each).
- MUS 598X Applied Pedagogy.**
Advanced study in the pedagogy for the various applied areas. Credit 3.

MUS 681X Recital I.

A one hour solo performance reflecting high standards of artistic achievement and involving both research and applied study requisite to its success. The first of two recitals for performance and conducting specializations. Credit 3.

MUS 682X Recital II.

A one hour solo performance reflecting high standards of artistic achievement and involving both research and applied study requisite to its success. The second of two recitals for performance and conducting specializations. Credit 3.

MUS 698 Research Techniques.

Emphasizes efficient use of standard library materials and bibliographic sources, and the development of effective writing skills. Credit 3.

MUS 699 Thesis. Credit 3.

DEPARTMENT OF THEATRE AND DANCE

DANCE PROGRAM

Master of Fine Arts

This degree is structured to meet two objectives: (1) to offer advanced preparation of the dance artist by providing intensive studio training, choreographic and performance opportunities and (2) to provide the developing artist with a philosophical, theoretical, and research orientation to dance as an art form.

Admission Requirements

Students seeking admission to the Master of Fine Arts program offered by the Dance Program must submit the *Graduate Studies Application for Admission* with the one-time application fee to the Office of Graduate Studies, official transcripts of all college-level work (including the transcript that shows the date the undergraduate degree was conferred), and official GRE scores. Dance Program admissions requirements are as follows:

1. A bachelor's degree in Dance, or a demonstrated equivalent level of achievement.
2. A minimum GPA of 3.0 in undergraduate Dance courses.
3. Submission of a videotaped portfolio of choreographed works for evaluation by the graduate review committee.
4. Submission of official GRE scores.
5. Demonstrate through audition (to be undertaken no more than one year prior to the commencement of study) quality performance and understanding which is acceptable to the graduate review committee.
6. A final admissions decision is based upon an aggregate evaluation of all application components. No specific weight is assigned to any one factor.

Specific Requirements

MFA Graduate Committee. A Master of Fine Arts Graduate Committee in Dance is composed of three members of the Dance graduate faculty and is selected by the student before the end of the second year of study. This selection will be done in consultation and with the approval of the graduate advisor.

Transfer Credit. Up to 6 hours of graduate credit may be transferred toward the Master of Fine Arts degree in Dance. However, the MFA Graduate Committee reserves the right to refuse graduate credit from another institution or from Sam Houston State University for any courses not done specifically under the direction of the Dance MFA Graduate Committee.

Period of Study Required. The Master of Fine Arts degree requires a minimum of 60 semester credit hours. A minimum GPA of 3.0 must be maintained. The MFA candidate is expected to maintain continuous physical training in ballet and modern technique classes during the time he/she is enrolled. Requirements of the degree must be completed within six years of the beginning of study.

Minimum MFA Course Requirements

36 hours	core curriculum in Dance
6 hours	thesis
9 hours	electives in Dance
<u>9 hours</u>	electives in related fields
60 hours	total

All candidates must achieve advanced placement in dance technique classes to be recommended for the Master of Fine Arts degree in Dance. No more than six hours of graduate credit in dance technique may be earned in less than the advanced placement level.

Other Scholarly Requirements

A thesis is required of all MFA candidates. The thesis will be a formal concert of the student's works, accompanied by a supporting paper. The works will consist of either the student's performance, creative work, or reconstructed repertory. The graduate committee must approve the proposed content and extent of the thesis prior to the presentation of the thesis performance. The written paper must comply with the specifications for the written thesis, which are available through the Office of the Dean, College of Arts and Sciences. A record of the performance, either in film, videotape, or notated form, must be included as part of the candidate's accompanying paper.

The student must also pass an oral examination testing general knowledge of dance concepts, philosophy, and traditions as they relate to his/her thesis work. The oral examination will be conducted by the candidate's graduate committee and selected members of the faculty of the Department of Theatre and Dance and the dean's representative. Students must be enrolled during the semester in which they take oral examinations. After all coursework has been satisfactorily completed, the oral examination has been passed and the thesis performance and supporting paper have been approved by the graduate committee, the candidate is recommended for the Master of Fine Arts degree in Dance. The candidate must supply a record of the thesis, which will be permanently retained by the University.

Senior Courses Open to Graduate Students

DNC 472	Dance Criticism and Analysis (Credit 3)
DNC 474	Dance Pedagogy (Credit 3)
DNC 476	Choreography III (Credit 3)
DNC 492	Seminar in Dance (Credit 3)
DNC 493	Independent Study (Credit 3)

A maximum of six hours of 400-level courses may be taken toward the completion of the master's degree. Course requirements in 400-level courses will be appropriately modified for graduate credit.

DANCE COURSE DESCRIPTIONS

DNC 533 The Development of Advanced Skills in Dance.

This course includes theoretical concepts and laboratory experiences in modern dance and ballet. Course may be repeated for credit. . Credit 3.

DNC 560 Seminar in Dance Production.

An opportunity to produce all aspects of a dance concert from pre-production planning to post-production meetings. Costume design and construction, lighting design and board operation, sound recording and board operation, publicity, fund raising, box office, house management, video operation and editing, are experienced in actual production settings. Credit 3.

DNC 571 Theory of Dance.

An examination is made of the component elements of dance as an art form. Credit 3.

DNC 573 Advanced Laban Movement Analysis.

This course provides an overview of Laban Movement Analysis at the graduate level. It emphasizes the areas of Body, Effort, Shape, Space and the components necessary to understand and support non verbal communication. The course focuses on psychophysical connectivity to facilitate efficiency and expressivity in movement. The material will be introduced through observation, improvisation, exploration, composition, readings, group discussions, and movement assignments as both a methodology and an observation/description of the structural and qualitative aspects of human movement. A brief history/application of LMA is included in the curriculum. Prerequisites: PHY 135 and BIO 245 or their equivalents. Credit 3.

DNC 574 Advanced Laban Movement Analysis II.

This theory based movement course employs a codified means for examining human movement at the advanced graduate level. The material exemplified by the course supplies a detailed means for describing, analyzing, criticizing, and eventually prescribing movement. It can be applied to dance technique, choreography, performance, research, criticism, and other areas related to human movement. Prerequisite: DNC 573. Credit 3.

DNC 576 Contemporary Dance Composition.

This course includes the analysis of various components of design and development of basic dance studies into more extended dance works. Credit 3.

DNC 577 Independent Studies.

This course is adaptable to the needs and interests of the individual student. Students with specific interests are provided the opportunity to investigate and make application in theoretical, creative or field experience approaches to their area of concentration. May be repeated provided the repetition is in a different area of study. Prerequisites: Permission of Dance Program Coordinator. Credit 3.

DNC 578 Advanced Composition in Contemporary Dance.

The purpose of this course is to extend understanding of dance as an art and a craft, and to improve ability to choreograph an extended dance work. Prerequisite: DNC 576 or permission of instructor. Credit 3.

DNC 585 Research Methods in Dance.

Research methods specific to dance theory, choreography, and performance are introduced. Standard and electronic information resources, methods of investigation, and various means of organizing a review of literature are examined. Written and organizational skills are evaluated. Competencies and deficiencies in oral presentations are reviewed, recorded, and assessed. The course culminates with the development, refinement, and oral presentation of a written thesis proposal in dance. Prerequisite: graduate standing or per mission of the instructor. Credit 3.

DNC 698 Thesis.

This phase of the thesis development involves the selection and design of a suitable performance and/or creative project with the completion of review of related literature and research work necessary. The thesis committee must approve a pilot showing of the work-in-progress. Credit 3.

DNC 699 Thesis.

The exhibition of the thesis will consist of a formal thesis concert of the student's performance and/or creative work accompanied by a supporting paper. The written paper must comply with the specifications of the written thesis, which are available in the Office of the Dean of the College of Arts

and Sciences. The student must also pass an oral examination, testing general knowledge of dance concepts and traditions that relate to his/her thesis work. (The student must be registered in DNC 699 the semester in which he/she receives the M.F.A. degree.) Credit 3.

THEATRE PROGRAM

Senior Courses Open to Graduate Students

- THR 430 Scene Design (Credit 3)
- THR 461 Stage Lighting (Credit 3)
- THR 463 Dramatic Theory and Criticism (Credit 3)
- THR 466 Play Directing (Credit 3)
- THR 467 Play Directing (Credit 3)
- THR 471 The American Musical Theatre (Credit 3)
- THR 492 Undergraduate Seminar in Theatre (Credit 3)

A maximum of six hours of 400-level courses may be taken toward the completion of the master's degree. Course requirements in 400-level courses will be appropriately modified for graduate credit.

THEATRE COURSE DESCRIPTION

THR 560 Graduate Seminar in Theatre.

Directed individual assignments in all areas of theatre. Special permission of the department chair. May be repeated for credit. Credit 3.



College of Business Administration

SMITH-HUTSON BUSINESS BUILDING

WELCOME
COLLEGE OF BUSINESS
ADMINISTRATION

COLLEGE OF BUSINESS ADMINISTRATION

The College of Business Administration's undergraduate and graduate degree programs are accredited by AACSB International, The Association to Advance Collegiate Schools of Business.

Administrative Officers

Dean	R. Dean Lewis, Ph.D.
Associate Dean	Leroy W. Ashorn, Ph.D.
Assistant Dean	Valerie Muehsam, Ph.D.
Department of Accounting	Philip Morris, Ph.D., CPA, Chair
Department of Economics and International Business	Donald Freeman, Ph.D., Chair
Department of General Business and Finance	Joe F. James, Ph.D., Chair
Department of Management and Marketing	Roger D. Abshire, D.B.A., Chair

Degrees Offered

Majors	Degrees	Page
Accounting*	M.S.	see below
Business Administration	M.B.A.	143
Business Administration - Banking and Financial Institutions	M.B.A.	145
Finance	M.S.	146

* Subject to action by the Texas Higher Education Coordinating Board. Pending approval, this degree program will be implemented for fall 2008. Please reference the online catalog for further information.

Vision Statement

Sam Houston State University's College of Business Administration aspires to be recognized among the best regional colleges of business administration in the nation. It is committed to developing capable, confident, and ethical graduates equipped for a lifetime of productive contribution to business and society.

Mission Statement

The Mission of the College of Business Administration is to provide an excellent education to a diverse student body through traditional and unique business programs primarily at the undergraduate level. The College provides students with the opportunity to develop the skills necessary to achieve successful business careers in a global environment, to become productive and ethically committed citizens, to be prepared for advanced studies, and to pursue life-long learning. Through a continuously improving curriculum, excellent teaching, utilization of technology, and scholarly productivity the college responds to changing student needs and provides service to its constituencies.

This mission is accomplished with talented, diverse, and dedicated faculty, staff, and administrators working together with business, educational, government and community leaders.

Degree Programs

The College of Business Administration offers a Master of Business Administration (MBA) degree and a Master of Science (MS) degree in Finance. Both degrees are comprised of thirty-six (36) graduate credit hours (except for the Five-year Accounting programs for each, which are thirty (30) graduate credit hours) and are open to students with a baccalaureate degree from any academic discipline. Prerequisite courses are required for those students without the necessary academic foundation for graduate business courses. The prerequisite courses are listed in the “stem requirements for non-business graduates” section for this college. Please refer to the Master of Business Administration program or the Master of Science in Finance program for a detailed listing of the specific degree requirements. Also, see website www.shsu.edu/mba. Students interested in pursuing the Five-year program in Accounting as part of either the MBA or MS should refer to the detailed listing of degree requirements that follow. Please refer to the online catalog for the most current requirements.

Admission Requirements

Students must submit to the Office of Graduate Studies an application, official transcript(s) of all previous college work, and a Graduate Management Admission Test (GMAT) score. Applicants with a baccalaureate degree from a recognized, accredited university in the United States who satisfy at least one of the following graduate admission formulas shall be admitted unconditionally into SHSU's graduate programs:

$$200 X (\text{overall GPA}) + (\text{GMAT score}) \geq 1100$$
$$200 X (\text{advanced hours GPA}) + (\text{GMAT score}) \geq 1150$$

Applicants who meet all other qualifications but whose combined score using the formulas above is less than 1100 but greater than 950 (or less than 1150 but greater than 1000 on advanced hours) will be invited to submit additional supporting information to be considered for admission by the College of Business Administration Graduate Admission Committee. The deadlines for submission of supplemental materials are:

- November 15 for spring semester admission
- April 15 for summer admission
- July 15 for fall admission

Contact the graduate advisor for a list of additional materials that may be required.

The grade point average (GPA) is based on a four-point scale and only courses from the baccalaureate degree granting institution are used for determining graduate admission. Students who are not in good standing at another college or university are not eligible for admission into either the MBA program or the MS in Finance program.

International students or students whose native language is not English must submit a GMAT score of at least 450 and a TOEFL score of at least 550 on the paper based exam, 213 on the computer based exam, or 79 on the internet-based exam. International students must submit all required admission materials at least sixty (60) days prior to the start of the admitting semester. All immigration requirements must also be satisfied prior to admission.

Stem Requirements for Non-Business Graduates

Students seeking either the MBA or MS in Finance who do not hold a baccalaureate business degree must complete the following course requirements as prerequisites to graduate business courses. Baccalaureate degrees from foreign universities not accredited by the Association to Advance Collegiate Schools of Business (AACSB International) will be treated as non-business degrees. **The graduate stem courses (530s) do not apply to the 36-hour graduate credit hour requirement of the MBA degree or the Master of Science in Finance degree.**

ACC 530 ¹	Analysis of Accounting Information	3 SCH
BAN 530 ²	Quantitative Tools for Business	3 SCH
ECO 530 ³	Economic Principles and Policy	3 SCH
FIN 530 ⁴	Business Finance Environment	3 SCH
GBA 281	Business Legal Environment	3 SCH
MGT 380	Organization Theory and Human Behavior	3 SCH
MIS 388	Management Information Systems	3 SCH
MKT 371	Principles of Marketing	3 SCH

¹ The combination of ACC 231 and ACC 232 can be substituted for ACC 530.

² The combination of BAN 232 and MGT 475 can be substituted for BAN 530.

³ The combination of ECO 233 and ECO 234 can be substituted for ECO 530.

⁴ The combination of FIN 334 and FIN 367 can be substituted for FIN 530.

Master of Business Administration

The Master of Business Administration program at Sam Houston State University is designed to develop candidates for positions of leadership in modern organizations or to prepare students to successfully pursue doctoral studies in business. Managerial procedures and practices are continually changing. Therefore, the program emphasizes the integration and synthesis of various disciplines to develop a student's ability to function in a dynamic environment and make sound administrative decisions that maximize the value and contributions of an organization. The MBA program is suited for qualified students from any academic discipline. The program provides the candidate with a basic managerial background through the core requirements while providing individualized adaptation through elective courses.

The Master of Business Administration degree may be earned in one year by those full-time students who have completed a Bachelor of Business Administration degree. For a student with a baccalaureate degree in a discipline other than business, a minimum of two years will probably be required. For the non-business graduate the first year of study will involve taking prerequisite courses in preparation for the graduate courses. Part-time students who have completed a Bachelor of Business Administration degree typically complete the program in two years.

The MBA degree program requires a core of twenty-four graduate semester hours and twelve hours of elective graduate business courses. The selection of elective courses allows a student to design his/her program to meet special interests or needs. The College of Business Administration offers graduate elective courses in Accounting, Economics, Finance, General Business Administration, Management, Management Information Systems, and Marketing. Individual readings/research courses can also be established to further facilitate special student interests.

MBA Program

Core

Accounting 564 Accounting for Management or Accounting 580, Advanced Topics in Financial Reporting	3 SCH
Business Analysis 568 Techniques of Statistical Analysis	3 SCH
Economics (any 500-level ECO course, excluding ECO 575)	3 SCH
Finance 531 Introduction to Institutions, Investments, and Managerial Finance	3 SCH
General Business Administration 587 Research Writing in Business Management (any 500-level MGT course, excluding MGT 575 and MGT 567)	3 SCH
Management 567 Seminar in Strategic Management and Policy*	3 SCH
Marketing 570 Marketing Seminar	3 SCH

Electives

Graduate Business Electives	<u>12 SCH</u>
Total Program	36 hours

* MGT 567 is a capstone course that satisfies the comprehensive exam requirement. A grade of "B" or better is required for graduation.

With the approval of the Graduate Coordinator, students may elect to complete a minimum of 30 semester graduate hours plus a thesis of 6 semester hours.

MBA at The University Center

The College of Business Administration offers, on a rotational pattern, a selection of graduate courses at The University Center, located in The Woodlands, Texas. The 300-, 400-, and 500- level stem courses are also available at The University Center. It is possible to complete the thirty-six hours of graduate work in a two-year period, however, a three-year period is a more likely time frame needed to complete the graduate coursework requirements of the MBA at The University Center. Consult with the graduate coordinator for a list of courses scheduled for The University Center.

Concentrations

Students in the MBA program have the option of using their electives to earn a concentration. With the successful completion of twelve graduate credit hours in a specific academic field a student may claim a concentration. Students seeking the MBA degree may use their electives in a combination of supporting academic areas in lieu of a concentration. Concentrations are available in accounting, agri-business, economics, finance, human resource management, management, management information systems, and marketing. **Graduate stem courses (530s) do not count toward the twelve graduate hours needed for a concentration.** Consult with the graduate coordinator for any changes to the list of available concentrations.

MBA in Agri-Business

In a cooperative effort with the Department of Agricultural Sciences, students may earn an MBA with a concentration in agri-business. Students seeking the MBA with the concentration in agri-business must earn a minimum of 24 graduate credit hours from courses offered by the College of Business Administration, to include the MBA core,

and twelve graduate credit hours in agriculture courses. To earn the concentration in agri-business, the four (4) graduate electives in the MBA program must be used to take courses from the group of AGR 536, AGR 560, AGR 583, AGR 586, and AGR 598. With approval from the graduate coordinators of the MBA program and agri-business program, a maximum of two 400-level agriculture courses may be used in lieu of two of the 500-level agriculture courses. A description of the graduate agriculture courses and a list of acceptable 400-level agriculture courses can be found in the Department of Agricultural and Industrial Sciences section of this catalog. Consult with the graduate coordinator for any changes to the list of 400- and 500-level agriculture courses.

The MBA and Five-Year Accounting Program

The College of Business Administration offers an MBA program that allows graduate students to obtain an MBA with an accounting concentration while qualifying to take the CPA exam. This program is designed to prepare students for entrance into the public accounting profession while obtaining a generalized graduate business management education. The coursework in this program is a combination of graduate accounting, finance, economics, management, marketing, business communications, and statistics. The program requires students to complete their BBA degree in accounting at SHSU and then begin, no later than in the next long semester following graduation, a one-year, thirty-hour MBA program. To gain admission into this program the student must (1) possess an undergraduate **SHSU GPA of at least 3.0**, (2) possess a **GPA of at least 3.0 on all 300- and 400-level undergraduate accounting coursework**, (3) **take ACC 436 and ACC 484 in their BBA program**, and (4) meet all other requirements for admission as a graduate student to the MBA program. The course requirements of this program are:

MBA Five-Year Accounting Program

Accounting 582 Information Systems Audit and Assurance	3 SCH
Accounting 580 Advanced Topics in Financial Reporting	3 SCH
Accounting 581 Advanced Auditing Theory and Practice	3 SCH
Accounting Elective*	3 SCH
Business Analysis 568 Techniques of Statistical Analysis	3 SCH
Economics (any 500-level ECO course, excluding ECO 575)	3 SCH
Finance 531 Introduction to Institutions, Investments, and Managerial Finance	3 SCH
General Business Administration 587 Research Writing in Business	3 SCH
Management 567 Seminar in Strategic Management and Policy**	3 SCH
Marketing 570 Marketing Seminar	<u>3 SCH</u>
Total	30 SCH

* May not be ACC 564: visit with the graduate coordinator for a list of acceptable electives.

** MGT 567 is a capstone course that satisfies the comprehensive exam requirement. A grade of "B" or better is required for graduation.

Executive MBA in Banking and Financial Institutions

The Executive Master of Business Administration (EMBA) in Banking and Financial Institutions program at Sam Houston State University is designed to develop and enhance a candidate's skills that are necessary for a position of leadership in a financial institution or regulatory agency. The program emphasizes the integration and synthesis of various disciplines to develop a student's ability to function and make sound admin-

istrative decisions in a dynamic financial institution environment. The EMBA program is suited for qualified students from any academic discipline who have experience in the financial institutions field.

The EMBA is a two-year cohort program with a new cohort beginning each fall semester. It is an on-line program with an annual two-week residency requirement prior to the start of each fall semester. During the residency period, students receive foundational instruction for the six courses to be completed during the upcoming academic year. Up to six hours of coursework may be transferred into the EMBA program from the Southern Methodist University Graduate School of Banking and the Graduate School of Banking at Louisiana State University.

Executive MBA in Banking and Financial Institutions Program

Accounting 564 Accounting for Management	3 SCH
Business Analysis 568 Techniques of Statistical Analysis	3 SCH
Economics 571 Seminar in Managerial Economics	3 SCH
Finance 532 Seminar in Commercial Banking	3 SCH
Finance 537 Problems in Administrative Finance	3 SCH
Finance 533 Financial Statement Analysis	3 SCH
Finance 538 Selected Topics in Money, Capital, and Security Markets*	3 SCH
Finance 534 Seminar in Commercial Lending	3 SCH
General Business Administration 587 Research Writing in Business	3 SCH
Management 568 Services Management and Marketing	3 SCH
Management 562 Project Management	3 SCH
Marketing 570 Marketing Seminar	<u>3 SCH</u>
Total	36 SCH

* FIN 538 is a capstone course that satisfies the comprehensive exam requirement. A grade of "B" or better is required for graduation.

Master of Science in Finance

The Master of Science in Finance program at Sam Houston State University is designed to develop candidates for leadership positions in corporate finance, financial services firms, and to successfully pursue doctoral studies. The program provides students with a strong background in the fundamentals of finance through a core of twenty-four hours of required courses, three semester credit hours of finance electives, and nine semester credit hours of graduate elective courses (with the approval of the graduate coordinator, six semester hours may come from support areas outside of the College of Business).

MS in Finance Program

Finance 531 Introduction to Institutions, Investments, and Managerial Finance*	3 SCH
Finance 536 Seminar in Business Finance**	3 SCH
Finance 537 Problems in Administrative Finance	3 SCH
Finance 539 International Finance	3 SCH
Finance 569 Seminar in Investments	3 SCH
Business Analysis 568 Techniques in Statistical Analysis	3 SCH
General Business Administration 587 Research Writing in Business	3 SCH
Accounting 533 Financial Statement Analysis	3 SCH
Graduate Finance Electives	3 SCH
Graduate Business Electives	3 SCH
Support Graduate Electives***	6 SCH
Total	36 SCH

* This course is replaced by a graduate finance elective for students with a baccalaureate degree in finance.

** This course must be taken after all other required finance courses are taken and satisfies the comprehensive exam requirement.

***Any non-business courses must be approved by the MS in Finance advisor.

The MS in Finance and Five-Year Accounting Program

The College of Business Administration offers an MS in Finance program that will allow graduate students to obtain an MS in Finance with an Accounting Concentration while qualifying to take the CPA exam. This program is designed to prepare students to enter the public accounting profession while obtaining the necessary background to serve as corporate financial officers and directors of accounting and finance organizational operations. The coursework in this program is a combination of graduate accounting, finance, and business communications courses. The program requires students to complete their BBA degree in accounting at SHSU and then begin, no later than in the next long semester following graduation, a one-year, thirty-hour MS in Finance program. To gain admission into this program the student must (1) possess an undergraduate **SHSU GPA of at least 3.0**, (2) possess a **GPA of at least 3.0 on all 300- and 400-level undergraduate accounting coursework**, (3) **take ACC 436 and ACC 484 in their BBA program**, and (4) meet all other requirements for admission as a graduate student to the MBA program. The course requirements of this program are:

MS in Finance Five-Year Accounting Program

Accounting 582 Information Systems Audit and Assurance	3 SCH
Accounting 580 Advanced Topics in Financial Reporting	3 SCH
Accounting 581 Advanced Auditing Theory and Practice	3 SCH
Accounting Elective*	3 SCH
Finance 531 Introduction to Institutions, Investments, and Managerial Finance	3 SCH
Finance 536 Seminar in Business Finance**	3 SCH
Finance 537 Problems in Administrative Finance	3 SCH
Finance 539 International Finance	3 SCH
Finance 569 Seminar in Investments	3 SCH
General Business Administration 587 Research Writing in Business	<u>3 SCH</u>
Total	30 SCH

* Visit with the graduate coordinator for a list of acceptable electives.

** FIN 536 satisfies the comprehensive exam requirement. A grade of "B" or better is required for graduation.

Senior Courses Open to Graduate Students

To provide students with more flexibility in tailoring the MBA and the MS in Finance to their needs, a maximum of two 400-level undergraduate courses may be used as electives. Extra assignments/projects will be added to the course to elevate the course to graduate level work. Only the 400-level courses listed below may be used. To receive graduate credit for any of the below listed 400-level courses, the student must get approval from the graduate coordinator and the course professor prior to enrolling in the course.

Accounting

- ACC 468 Governmental and Nonprofit Accounting
- ACC 461 Fraud Examination

Economics

- ECO 463 Monetary Economics
- ECO 465 Introduction to Business Forecasting and Econometrics
- ECO 468 Economic Development
- ECO 480 International Economics
- ECO 490 Environmental Economics

Finance

- FIN 439 Seminar in Financial Derivatives
- FIN 465 Entrepreneurial and Small Firm Finance
- FIN 487 Security Analysis and Portfolio Management

General Business Administration

- GBA 461 Design and Presentation of Business Projects
- GBA 464 Entrepreneurship
- GBA 465 International Business Law
- GBA 471 Intercultural Business Communication

Management

- MGT 471 International Management
- MGT 472 Compensation
- MGT 477 Supply Chain Management
- MGT 479 Human Resource Development
- MGT 481 Quality Management

Management Information Systems

- MIS 431 Electronic Commerce Implementation
- MIS 438 Advances in Information Systems

Marketing

- MKT 471 International Marketing
- MKT 477 Supply Chain Management

Additional Information on the MBA and MS in Finance Programs

For additional information about the MBA and/or MS in Finance please contact the College of Business Administration's Coordinator of Graduate Studies at: Box 2056, Huntsville, TX 77341-2056 or by phone (936) 294-1239 or FAX (936) 294-3612, or email busgrad@shsu.edu. For additional information about the EMBA in Banking and Financial Institutions please contact Dr. James Bexley at: Box 2056, Huntsville, TX 77341-2056 or by phone (936) 294-3764 or FAX (936) 294-1523, or email jbbexley@shsu.edu. The College of Business Administration's internet address is coba.shsu.edu.

Contact Information

The College of Business Administration's website may be accessed at coba.shsu.edu. The administrative offices can be reached at the following email and telephone numbers.

Dean	(936) 294-1254 bed_rdl@shsu.edu
Associate Dean	(936) 294-1239 lashorn@shsu.edu
Assistant Dean	(936) 294-3712 pepper@shsu.edu
Department of Accounting	(936) 294-1258 morris@shsu.edu
Department of Economics and International Business	(936) 294-1265 freeman@shsu.edu
Department of General Business and Finance	(936) 294-1278 fin_jfj@shsu.edu
Department of Management and Marketing	(936) 294-1256 rabshire@shsu.edu

ACCOUNTING COURSE DESCRIPTIONS**ACC 530 Analysis of Accounting Information.**

An introduction to the accounting principles, concepts, procedures and techniques underlying financial and managerial accounting and reporting. Emphasis on business and economic information generated in the accounting process and a study of their behavior for planning and control decisions.

This course does not apply to the 36-hour graduate credit hour requirement of the MBA degree program or the MS in Finance degree.

ACC 533 Financial Statement Analysis.

An overview of the pertinent theoretics and various applications relevant to the analysis of financial statements by applying both finance and accounting principles. Readings and case studies applied to provide a contemporary prospective. Prerequisites: ACC 366 or ACC 535, graduate standing, and admission to the MS in Accounting Program.

ACC 535 Financial Reporting and Business Decisions.

This course involves the study and examination of financial reporting from the point of view of management, creditors, and investors. The course specifically addresses how financing, investing, and operating decisions affect financial statements. The course also covers how creditors and investors use financial statements to assess the results of managers' decisions and the effect of alternative accounting methods on the quality of financial reporting. The course emphasizes the effect of internal accounting decisions on external financing and business decision making. The course is designed for non-Accounting majors

ACC 564 Accounting for Management.

This course provides an examination and application of the concepts useful to management in the analysis of accounting data for the purposes of costing and income determination, decision making and control. The course typically includes readings, cases and discussion of planning and budgeting, activity based costing, target costing, performance measurement, quality and environmental cost management. This course is designed for non-accounting majors. Prerequisites: ACC 231 and 232 or ACC 530.

***ACC 568 Governmental and Not-for-Profit Accounting.**

This course provides an overview of financial accounting and reporting for governmental and not-for-profit entities. Governmental accounting coverage comprises fund accounting, budgeting and control, revenue recognition in governmental funds, accounting for business-type and fiduciary activities, fund-level and government-wide financial reporting, and governmental auditing. Accounting for private not-for-profit organizations (including charitable organizations, colleges and universities, and health-care entities) covers special issues such as accounting for contributions, classifications of net assets, and industry specific reporting. Prerequisites: ACC 436, graduate standing and admission to the MS in Accounting program.

ACC 569 Managerial Accounting Applications.

Study and examination of managerial accounting applications that address contemporary managerial issues and problems. Topics include activity based costing, target costing, quality costs, environmental costing, capacity costing, theory of constraints, costing for lean production, and other areas. Cases and exercises are used to provide professional practice and experience in the development and use of management accounting information for decision making and the role of the management accountant as part of the management decision making team. Prerequisites: ACC 369 and ACC 435, graduate standing, and admission to the MS in Accounting Program.

ACC 575 Readings in Accounting.

Directed study in special topics in accounting. Prerequisite: Approval of Department Chair and Graduate Coordinator.

ACC 580 Advanced Topics in Financial Reporting.

Financial accounting concepts, researching financial accounting standards, current pronouncements and application of principles to practical problems are studied. Emphasis is given to contemporary accounting literature re-

lated to current financial reporting problems. This course is designed to enhance research skills, analytical thinking skills, and written and oral communication skills. Prerequisite: ACC 436, graduate standing, and admission to the MS in Accounting Program.

ACC 581 Advanced Auditing Theory and Practice.

This course examines the theoretical and application issues of contemporary auditing as identified in the literature and by recent professional pronouncements. Topics include internal control, control risk, legal liability of auditors, audit failure, audit risk, auditor responsibility for detection of fraud, and the evolving nature of the auditing profession in compliance with new audit standards. Case studies and exercises are used to address these and other topics of importance to professional auditing practice. Prerequisite: ACC 481, ACC 582, graduate standing, and admission to the MS in Accounting Program.

ACC 582 Information Systems Audit and Assurance.

This course provides the linkage between auditing concepts and professional standards and their application to information system principles, processing, and control. Professional practice and experience in the use of the computer as an audit tool is introduced through the use of Generalized Audit Software. This course provides students with an understanding and hands-on familiarity with skills necessary to assess controls over computerized information systems and to accomplish computer assisted auditing procedures to render an opinion regarding the integrity of financial information produced by those systems. Knowledge of these concepts will help prepare the student to practice in a technologically enhanced auditing environment. Prerequisites: ACC 381, ACC 481, graduate standing, and admission to the MS in Accounting Program.

***ACC 584 Corporate and Pass-Through Entity Taxation.**

A study of the Internal Revenue Code and related tax literature associated with corporate and pass through entity taxation. Students will learn the concepts of forming, operating and liquidating C Corporations, S Corporations, LLCs and Partnerships. Federal tax returns are prepared for C Corporations, S Corporations and Partnerships. Tax research is emphasized and integrated into each of the above areas. Students will obtain proficiency in the use of various internet and paper based tax services and in the examination of related contemporary accounting literature. Prerequisites: ACC 383 or approval of the instructor, graduate standing and admission to the MS in Accounting program.

***ACC 586 Professional Ethics and Responsibility.**

This course provides prospective accounting professionals an ability to apply philosophic moral theory to particular issues pertaining to the accounting profession. The course includes the examination of contemporary accounting literature related to ethical standards, ethical reasoning, integrity, objectivity, independence, and other core values. Emphasis is placed on dealing with controversial issues and examining the legal and professional responsibilities of public accountants. Topics also included are the examination of the state and AICPA Code of Professional Conduct and other governing authorities pronouncements, such as SEC, IRS, and similar such bodies. Case studies and exercises with professional responsibility and ethical considerations in "real life" situations are interspersed throughout the curriculum. Prerequisites: graduate standing and admission to the MS in Accounting program.

ACC 587 Estate Planning, Trusts, and Nonprofits.

Concepts of estate planning to enable tax minimized transmittal of property from one generation to the next generation or beyond. Topics to include:

lifetime gifts, successive life estates, use of trusts, estate tax technical issues, tax research, formation and use of family partnerships, corporations, LLCs, and other business forms in conjunction with estate planning. Understanding of charitable entities/devices and their opportunities in estate planning. Exposure to other not for profit tax entities and their return problems. Understanding and preparation of federal tax forms 709, 706, 1041, and other related forms, including Texas related forms as applicable. Understanding of community property concepts related to estate planning issues. Understanding of property issues as related to estate planning issues. Understanding and proper use of trust devices and potential tax impact (both estate and income taxation). Prerequisites: ACC 383 and ACC 584, or approval of instructor.

ACC 595 ERP Business Process Integration.

This course utilizes the SAP R/3 information system paradigm as a model for examination and development of integrated business process solutions. The course examines the conceptual background, rationale, methods, and procedures commonly employed by businesses in developing and configuring integrated business systems. The course provides practice and training through cases and hands-on experience using SAP R/3 by requiring students to configure business process solutions through integration of financial, controlling, production, materials management, sales and distribution, manufacturing, and other ERP process modules. Prerequisites: Prerequisites: Thirty-six hours of business related courses of which twelve must be at the graduate level, completion of the MBA core courses and ACC 564 or ACC 569, or permission of the instructor.

BUSINESS ANALYSIS COURSE DESCRIPTIONS

BAN 530 Quantitative Tools for Business.

An introduction to a variety of quantitative tools used in the business sector. Topics include descriptive statistics, normal distribution, central limit theorem, estimation and hypothesis testing, linear programming, forecasting, inventory management, productivity, competitiveness and strategy, aggregate planning, and facilities layout. This course does not apply to the 36-hour graduate credit hour requirement of the MBA degree program or the MS in Finance degree.

BAN 568 Techniques of Statistical Analysis.

An integration of the concepts and application of statistical and quantitative techniques currently used in business decision making. Readings in the current literature related to statistical inference, ANOVA, correlation, simple linear regression, multiple regression, questionnaire construction and analysis will be covered.

BAN 575 Readings in Business Analysis.

A directed individual intensive research study in a contemporary topic area of business analysis. Prerequisite: Approval of Department Chair and Graduate Coordinator.

ECONOMICS COURSE DESCRIPTIONS

ECO 530 Economics Principles and Policy.

An intensive study of microeconomic and macroeconomic concepts; the price system and how it functions under various market structures including perfect competition, pure monopoly, and imperfect market structures; resource markets; national income measurement and determination; inflation and unemployment; money and banking; economic stabilization; inter-

national policy. This course does not apply to the 36-hour graduate credit hour requirement of the MBA degree program or the Master of Science in Finance degree.

ECO 560 Economic Analysis of Strategy.

A study of game theoretical tools and their application of important real-world economic phenomena. Topics include: the organization of industry, labor and work-place economics, international trade policies, government and voting strategies, the role of legal institutions in the economy, and bargaining and bidding strategies.

ECO 570 Economic Theory.

An integration of micro and macro economic theory with special emphasis on how various economic policy choices may impact the operation of business firms and the national economy. The course requires students to find micro and macroeconomic issues of current interest, gather related quantitative data, and review recent research that apply/test the theories covered in this course.

ECO 571 Seminar in Managerial Economics.

Application of the techniques of optimization theory to problems in business and economics, with special emphasis on decision-making under conditions of risk and uncertainty. Participants apply recent developments in economic analysis to current business problems such as demand and cost estimation, modeling, and forecasting.

ECO 575 Directed Readings and Research in Economics.

A directed individual intensive research study dealing with a selected contemporary economic issue. Prerequisite: Approval of Department Chair and Graduate Coordinator.

ECO 579 Seminar in Labor Economics.

Labor economics focuses on short-run and long-run aspects of supply and demand of labor, including theory and empirical analysis of the behavior of participants in the labor force. Readings in current labor economics literature and appropriate research topics will be covered, including the history of labor organizations. Frequent topics include the microeconomic effects of marriage, fertility, and mobility on labor supply, as well as the macroeconomic effects of unemployment on inflation..

FINANCE COURSE DESCRIPTIONS

FIN 530 Business Finance Environment.

An examination of the socioeconomic role the financial sector plays in the business environment. In addition to an introduction to the three financial sector components (institutions and markets, investments, and corporate finance), students are introduced to financial principles and techniques. This course does not apply to the required MBA curriculum. This course is primarily designed for students with non-business undergraduate degrees and does not apply to the 36-hour graduate credit hour requirement of the MBA degree program or the MS in Finance degree.

FIN 531 Introduction to Institutions, Investments, and Managerial Finance.

An examination of financial management in today's interdependent and integrated global environment. The framework, tools, and concepts of financial institutions, investments, and managerial finance will be emphasized. Topics include managerial and cost accounting applications as well as the use of current techniques for financial analysis, capital allocation, and capital structure. The course uses research writing, case analysis, and presentations to apply the literature to managerial situations. Prerequisites: Graduate standing, FIN 367 or equivalent.

- FIN 532 Seminar in Commercial Banking.**
A seminar in the current developments within commercial banking and an examination of the specific aspects of the banking industry. The course will utilize both student research and case studies that emphasize managerial application of the literature reviewed.
- FIN 533 Financial Statement Analysis.**
An overview of the pertinent theoretics and various applications relevant to the analysis of financial statements by applying both finance and accounting principles. Emphasis is placed on readings in current literature in the finance and accounting fields. Case studies are used to provide practice and experience in a contemporary business environment. Prerequisites: ACC 366 or ACC 535.
- FIN 534 Seminar in Commercial Lending.**
This is a seminar course with an in-depth coverage of the current lending and regulatory issues and techniques appropriate for management of commercial lending activities in modern financial institutions. Research, readings, and case studies are employed to provide students the opportunity to apply the literature in the dynamic financial institutions industry.
- FIN 536 Seminar in Business Finance.**
Theory and practice of assembling, investing, and managing capital. Major topics include estimating a firm's cost of funds, basic and advanced capital budgeting techniques including payback period, NPV, IRR, and MIRR, capital structure analysis, dividend policy and practice, risk management and portfolio diversification. Cases, current developments and readings in business finance will be used as appropriate. Prerequisite: FIN 537, FIN 539, and FIN 569.
- FIN 537 Problems in Administrative Finance.**
Extensive coverage of financial concepts and techniques. Major topics include time value of money, risk, asset valuation including fixed income securities and stock, financial markets, term structure of interest rates, evaluation of financial performance through financial statement analysis, and asset management. Cases and readings in business finance will be used as appropriate.
- FIN 538 Selected Topics in Money, Capital, and Security Markets.**
An in-depth topical exploration of various aspects of money, capital, and security markets. Topics are explored via analysis of current events and case studies, through examination of the intricacies of financial innovation and adaptation, and via individual research projects.
- FIN 539 International Finance.**
Applies theories of managerial and international finance to the problems of financial management in a global business environment. Topics include investment analysis, financing choices, identification, measurement and management of foreign exchange risks, trade financing, and financial control of international operations.
- FIN 569 Seminar in Investments.**
A study of financial securities, their valuation techniques and the markets in which they are traded. Provides an overview of portfolio theory and the analytical tools of portfolio management, as well as the relationship between risk and return. Includes a survey of current research in investments.
- FIN 575 Readings in Finance.**
This course is designed for the directed study of individual students who wish intensive supervision in some vital aspect of Finance. Prerequisites: GBA 587, FIN 530 and approval of Department Chair and Graduate Coordinator.

GENERAL BUSINESS ADMINISTRATION COURSE DESCRIPTIONS

- GBA 562 Managerial Law.**
This course prepares managers to be cognizant of the legal implications of their decisions regardless of their specific area of responsibility. The course focuses on researching legal issues and developing strategies from the standpoint of management - from supervisory level to Board of Directors. Emphasis is placed on research strategies that executives can use to generate pragmatic legal strategies to minimize legal expenses and legal liabilities. The research strategies are oriented toward sources that can quickly be analyzed and implemented rather than traditional legal research for law firms. Assignments result in real world business research memos.
- GBA 564 Entrepreneurship: Theory & Practice.**
An intensive examination of the theories of entrepreneurship, innovation, and intellectual entrepreneurship. Students will research the major steps of starting a business including developing their own Personal Entrepreneurship Plan. Course emphasizes converting intellectual capital into financial capital. Topics for extensive research include self-assessment, opportunity screening, developing a marketing system, growth strategies, and financial strategies.
- GBA 575 Readings in Business Administration.**
This course is designed for the directed study of individual students who wish intensive supervision in some vital aspect of Business Administration. Prerequisite: GBA 587 and Approval of Department Chair and Graduate Coordinator.
- GBA 587 Research Writing in Business.**
This course is designed to expand students' understanding of management and corporate communications and enhance managerial writing and speaking skills. Research projects and case studies prepare students to conduct business research and to report results.

MANAGEMENT COURSE DESCRIPTIONS

- MGT 530 Foundations of Strategic Management.**
This course is an introduction to the fundamentals of both Management and Strategic Management. Topics include the management functions of planning, organizing, leading, motivating, and controlling as well as SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis, strategy assessment and implementation, and strategy evaluation and control. This course does not apply to the 36-hour graduate credit hour requirement of the MBA degree program or the MS in Finance degree.
- MGT 560 Seminar in Operations Management.**
The operations management function in a business enterprise has always been central to the activities of the organization. Achieving world-class competitiveness in either the manufacturing or service sectors demands that modern managers understand how to apply the fundamentals of operations management. Knowledge of these fundamentals will be developed through a combination of literature research and application in either case studies or actual consulting with local organizations.
- MGT 561 Management of Innovation and Technology.**
A study of current topics in the management of creativity, innovation, technology, and quality assurance. Guest speakers and experiential exercises will be utilized in addition to lectures, student presentations, and class discussion of topics. The major project in the course will be the development of a technology forecast in a particular technology area through the use of the literature and contact with researchers and leaders in the selected field.

MGT 562 Project Management.

This course focuses on the planning, implementation, and control of projects. Coverage will include project scope and definition, time and cost management, conflict resolution and team processes, resource allocation, scheduling and lifecycle management. The appropriate intellectual foundation will be established so that students can work individually and in teams to solve project related problems.

MGT 566 Seminar in Team Leadership.

A systematic review, critique and application of findings of the behavioral sciences to the understanding, prediction and management of individual and group behavior in business organizations.

MGT 567 Seminar in Strategic Management and Policy.

This capstone course is concerned with advanced principles and methods used in the strategic management of organizations. Thus, the primary focus is the evaluation of external environmental factors and internal organizational strengths and weaknesses for formulating strategies for organizations. Readings, simulation, and the case method are used to further develop the student's executive knowledge, skills and abilities for future independent learning and success. Prerequisites: ACC 564, BAN 568, FIN 537, GBA 587, and MKT 570.

MGT 568 Services Management and Marketing.

This course examines the unique challenges of managing and marketing services. A review of the literature covering service theory and practical experience in designing and maintaining quality services are the foci of the course. Prerequisite: MKT 570.

MGT 571 Leading Organizational Change and Development.

This course focuses on advanced theoretical concepts and applications in the areas of leadership, organizational development, and change management. Of particular importance are the concepts of organizational culture and leading organizational change initiatives. The application of specific tools for conducting organizational change initiatives will be explored.

MGT 573 Social Responsibility of Business.

An in-depth study of the many dimensions of social responsibility in business which include the intellectual foundations supporting the economic, moral, and sociopolitical institutions of democratic capitalism. Case studies will be used to familiarize students with the literature in social responsibility, and students will be required to perform independent analyses of current events to understand the reasoning behind decisions on social responsibility in the workplace. A basic background in business disciplines is required. Prerequisite: Graduate standing.

MGT 574 Seminar in Human Resource Management.

This cornerstone human resource management seminar presents relevant background literature, fundamental principles, technical tools, and case studies to develop the student's proficiency for future independent learning and research in the following areas of personnel: employee recruitment and selection, human resource development, labor relations, wage and salary administration, and employee services.

MGT 575 Readings in Management.

This course is designed for directed study of individual students who wish intensive study in some specific area of Management. Prerequisite: Approval of Department Chair and Graduate Coordinator.

MGT 595 ERP Business Process Integration.

This course utilizes the SAP R/3 information system paradigm as a model for examination and development of integrated business process solutions. The course examines the conceptual background, rationale, methods, and

procedures commonly employed by businesses in developing and configuring integrated business systems. The course provides practice and training through cases and hands-on experience using SAP R/3 by requiring students to configure business process solutions through integration of financial, controlling, production, materials management, sales and distribution, manufacturing, and other ERP process modules. Prerequisites: Prerequisites: Thirty-six hours of business related courses of which twelve must be at the graduate level, completion of the MBA core courses and ACC 564 or ACC 569, or permission of the instructor.

MGT 765 Organization Theory in Education.

The course focuses on the design and management of successful educational organizations. Different approaches to organization theory will be applied to the education context. Current management literature that contributes insights into effective strategic and operational decision making in educational organizations will be reviewed and applied to public schools.

MANAGEMENT INFORMATION SYSTEMS COURSE DESCRIPTIONS

MIS 575 Readings in Management Information Systems.

This course is designed for directed study of individual students who wish intensive study in some specific area of Management Information Systems. Prerequisite: Approval of Department Chair and Graduate Coordinator.

MIS 579 Managing Business Systems Projects.

The courses examines the management of business system development and modification projects. It emphasizes the factors for effective communication and integration with users and user systems. It encourages interpersonal skill development with clients, users, team members, and others associated with development, operation and maintenance of the system. Adherence to methodological life cycle analysis and construction techniques are taught in the context of the creation of business-oriented systems. Students work individually and in teams to solve business problems.

MIS 588 Seminar in Management Information Systems.

An in-depth study of business information systems. This course covers computer hardware, software, procedures, systems, and human resources and explores their integration and application in business. Topics include: end-user, computing and development, networking, and data collection and communication. The course content will be adaptive to stay current. The course content will be adaptive to stay current with individual research agendas.

MIS 590 Business Applications of DBMS.

Database management systems are at the heart of modern business information systems. They facilitate the sharing of data across the organization, and therefore support the notion that data is a corporate resource. Data management, which focuses on data collection, storage, and retrieval, thus constitutes a core activity for any organization. Students with appropriate backgrounds can work individually in specific areas of interest.

MIS 595 ERP Business Process Integration.

This course utilizes the SAP R/3 information system paradigm as a model for examination and development of integrated business process solutions. The course examines the conceptual background, rationale, methods, and procedures commonly employed by businesses in developing and configuring integrated business systems. The course provides practice and training through cases and hands-on experience using SAP R/3 by requiring students to configure business process solutions through integration of

financial, controlling, production, materials management, sales and distribution, manufacturing, and other ERP process modules. Prerequisites: Prerequisites: Thirty-six hours of business related courses of which twelve must be at the graduate level, completion of the MBA core courses and ACC 564 or ACC 569, or permission of the instructor.

MARKETING COURSE DESCRIPTIONS

- MKT 568 Services Management and Marketing.**
This course examines the unique challenges of managing and marketing services. A review of the literature covering service theory and practical experience in designing and maintaining quality services are the foci of the course. Prerequisite: MKT 570
- MKT 570 Marketing Seminar.**
This course focuses on formulating and implementing marketing management strategies and policies with special emphasis on the influence of marketing institutions, market structures, target market, segmentation, and the ability to manage marketing mix variables in a dynamic global environment. The course includes marketing decision making tools and the management of the elements of the marketing plan.
- MKT 571 Marketing Research.**
This course uses a project-based approach to learning which includes the planning, collection, and analysis of data relevant to marketing decision-making and the communication of the results of this analysis to management. Prerequisites: BAN 568.
- MKT 572 Marketing Problems.**
The course requires analysis of marketing problems related to marketing strategy and programs. Students engage in independent research into the business context and develop familiarity with leading edge marketing theory and practice to creatively solve problems.
- MKT 575 Readings in Marketing.**
This course is designed for directed study of individual students who wish intensive study in some specific area of Marketing. Prerequisite: Approval of Department Chair and Graduate Coordinator.

* Subject to action by the Board of Regents, The Texas State University System and/or the Texas Higher Education Coordinating Board.

College of Criminal Justice

GEORGE J. BETO
CRIMINAL JUSTICE CENTER

COLLEGE OF CRIMINAL JUSTICE

Administrative Officers

Dean, College of Criminal Justice and
Director, The Criminal Justice Center
Associate Dean
Associate Dean

Vincent J. Webb, Ph.D.
W. Wesley Johnson, Ph.D.
Janet L. Mullings, Ph.D.

Degrees Offered

Majors	Degrees	Page
Criminal Justice	M.S.	169
Criminal Justice and Criminology	M.A.	166
Criminal Justice Leadership and Management	M.S.	167
Forensic Science	M.S.	170
Security Studies	M.S.	171
Criminal Justice*	Ph.D.	162
Victim Services Management	M.S.	

* In a joint program with the University of Houston Law School, students may concurrently seek a Doctor of Philosophy in Criminal Justice (Ph.D.) and a Doctor of Juris Prudence (J.D.).

Degree Programs

The College of Criminal Justice offers a Doctor of Philosophy degree in Criminal Justice, a Master of Arts degree in Criminal Justice and Criminology, a Master of Science degree in Criminal Justice Leadership and Management, a Master of Science degree in Criminal Justice, a Master of Science degree in Forensic Science and a Master of Science in Security Studies. The Doctor of Philosophy and Master of Arts programs are designed primarily to prepare graduate students to conduct research in the various areas of criminological theory, crime control, correctional and police administration, and social rehabilitation. These programs are based on a multidisciplinary study of the behavioral sciences as they apply to these specialized areas.

The Master of Science degree in Criminal Justice Leadership and Management is designed to serve the needs of the experienced professional in criminal justice. Course content is aimed at developing and enhancing managerial skills. This program is offered in an intensive semester time frame. To be considered for admission, the applicant to the Master of Science program must be currently employed in a criminal justice occupation in a management position or aspiring to become employed in a management position, with a minimum of two years experience.

The Master of Science in Criminal Justice is available to students with or without previous employment experience in criminal justice. Course content is aimed at providing a base of knowledge and skills necessary to administer criminal justice-related programs.

162 COLLEGE OF CRIMINAL JUSTICE

Courses are typically offered in residence at The University Center in The Woodlands and via distance education.

The deadline for submitting applications to the Master of Arts program, the Master of Science in Criminal Justice programs, and the Doctor of Philosophy program is February 1 for the fall semester and September 1 for the spring semester. The deadline for submitting applications to the Master of Science in Criminal Justice Leadership and Management program is May 1 for the fall semester.

The Master of Science in Forensic Science is a non-thesis degree program which includes a support sequence in biological sciences, chemistry and criminal justice. Additional coursework in a more specialized area of forensic science is provided as well. The deadline for submitting applications to the Master of Science in Forensic Science program is February 1 for the fall semester only. Though applicants are considered after the deadline, priority is given to those applicants who have submitted their applications on time.

The Master of Science in Security Studies is a new degree program offered by only a few universities. Students will be required to complete 36 graduate semester hours that can be finished in approximately two years. Students have the option of completing a thesis or an internship that includes a directed management project on an assigned topic in collaboration with the participating internship agency. The deadline for submitting applications to the Master of Science in Security Studies is February 1 for the fall semester and September 1 for the spring semester.

Graduate students in the College of Criminal Justice are expected to maintain a minimum 3.0 grade point average. Two grades of "C" are grounds for dismissal from the program. All students, regardless of program degree, must declare a major with the graduate office by completing a declaration of official major form.

The Doctor of Philosophy in Criminal Justice

The degree of Doctor of Philosophy in Criminal Justice is designed to produce students of crime and justice who possess (1) a deep and extensive awareness of the body of knowledge in the field of criminal justice and, (2) the intellectual and methodological skills necessary for the continuing process of discovery and understanding of crime and justice related issues. The graduate should be capable of integrative and analytical thinking, competent at transmitting knowledge, able to engage in various accepted modes of research, and should possess skills in problem-solving.

To accomplish this, the College of Criminal Justice has a faculty of diverse scholars committed to the study of crime and justice issues. The curriculum includes courses that provide theoretical and applied knowledge of the phenomena of crime and criminal justice. In addition to the demonstration of excellence in the classroom, students are expected to engage in research in accordance with personal specialized interests beyond specified courses.

Through the combined efforts of faculty and students, the Doctor of Philosophy program in Criminal Justice produces students capable of making contributions to criminal justice through the academic and applied components of the discipline. The curriculum is designed to ensure that graduates are well equipped to participate in criminological positions emphasizing research, theory, and administration.

Admission Considerations

1. A master's degree in Criminal Justice or an allied field.
2. Test scores from the Graduate Record Examination.
3. Official undergraduate and graduate transcripts for all academic work. Grades must show evidence of the ability to do doctoral level work.
4. Three letters of recommendation, preferably from faculty who are sufficiently acquainted with the student to comment on potential for success in the doctoral program.
5. An original essay as described in the follow-up doctoral application form.
6. Foreign students are required to take the Test of English as a Foreign Language (TOEFL) unless they have completed a degree in the United States. A minimum score of 550 (paper-based), 213 (computer-based), or 79 (internet-based) is required.
7. A current resume or vita.

A holistic review of each student's application file will be completed on a competitive basis.

Requirements for Completing the Ph.D. Program

The following guidelines are offered to demonstrate the nature of the doctoral program and should not be misconstrued as representing the formal requirements for a Ph.D.

1. Students should consult with the Graduate Program Advisor to design a course of study beyond the master's degree that will provide an in-depth knowledge in the areas of research and statistics, criminological theory, criminal justice administration and legal issues in criminal justice.
2. Students must register full-time, a minimum of 9 credit hours per semester, on campus for at least two consecutive long semesters. Transfer credit of up to a maximum of nine hours of post-master's coursework may be allowed toward electives, at the discretion of the appropriate Dean.
3. Students must maintain a 3.0 grade point average in all courses.
4. Students must pass comprehensive examinations.
5. Students must complete and defend a doctoral dissertation, which is the product of original scholarly research and is of such quality as to represent a meaningful contribution to knowledge in the field of criminal justice.
6. Students who enter with a master's degree have six years to complete the doctoral degree from the first semester they register.

The Doctoral Curriculum Master's Degree Completed

The Doctoral degree requires 58 hours of 500-, 600-, and 700-level coursework. Students must choose a plan of study from three areas of concentration: Criminological Theory, Law and Judicial Process, or Criminal Justice Administration. Four courses must be completed in the concentration area. Two courses must be completed in each of the optional areas (waiver areas) not attempted to demonstrate competency in these areas. A grade of A or B is required of all concentration area courses. Additionally, a GPA of 3.5 must be maintained in the concentration area.

Total Credits Required:

Research and Statistics	10 SCH
Concentration	12 SCH
Waiver Areas	12 SCH
Electives (600/700-level)	12 SCH
Dissertation	12 SCH

Total Hours **58 SCH**

Possible Stem Work Required

Substantive Courses

- CJ 530 Critical Analysis of Justice Administration
- CJ 532 Perspectives in Criminology

Research Fundamentals

- CJ 592 Survey of Research Methods
- CJ 685 Statistics for Criminal Justice Research
- CJ 615 Criminal Justice Statistics Lab

Research and Statistics Requirements

- CJ 742 Advanced Statistics I
- CJ 787 Research Design
- CJ 793 Computer Based Data Analysis

Criminological Theory

For a **waiver**, students must complete

- CJ 737 Criminological Theory
- CJ 760 Advanced Seminar in Criminological Theory

For a **concentration area**, students must complete:

- CJ 737 Criminological Theory
- CJ 760 Advanced Seminar in Criminological Theory

And additionally at least two courses selected from:

- CJ 563 The Juvenile Offender
- CJ 660 Seminar in Deviant Behavior
- CJ 661 Social Policy
- CJ 672 Seminar in Criminology and Corrections
- CJ 739 Distribution and Correlates of Crime

Criminal Justice Administration

For a **waiver**, students must complete

- CJ 730 Seminar in Organizational Theory

And additionally at least one course selected from:

- CJ 633 Seminar in Organization and Administration
- CJ 734 Seminar in American Policing
- CJ 736 Seminar in American Corrections
- CJ 738 Seminar in American Courts

For a **concentration area**, students must complete:

- CJ 730 Seminar in Organizational Theory

And additionally at least one course selected from:

- CJ 633 Seminar in Organization and Administration
- CJ 734 Seminar in American Policing
- CJ 736 Seminar in American Corrections
- CJ 738 Seminar in American Courts

And additionally at least two more courses selected from:

- CJ 633 Seminar in Organization and Administration
- CJ 639 Police in Society
- CJ 665 Community Relations and the Administration of Justice
- CJ 687 The Ethics of Criminal Justice
- CJ 734 Seminar in American Policing
- CJ 736 Seminar in American Corrections
- CJ 738 Seminar in American Courts

Law and Judicial Process

For a **waiver**, students must complete:

- CJ 593 Legal Aspects of the Criminal Justice System
- CJ 780 Seminar on the Legal Aspects of the Criminal Justice System

For a **concentration area**, students must complete:

- CJ 593 Legal Aspects of the Criminal Justice System
- CJ 780 Seminar on the Legal Aspects of the Criminal Justice System

And additionally at least two courses selected from:

- CJ 533 Seminar in Law
- CJ 534 Courts as Organizations
- CJ 696 Legal Aspects of Criminal Justice Management
- CJ 738 Seminar in American Courts

Doctoral Comprehensive Examination

The purpose of the doctoral comprehensive examination is two-fold. The primary purpose is to ensure that each student has gained a satisfactory understanding of the core areas of the curriculum. The secondary purpose is to provide the student and faculty an opportunity to identify areas of deficiency and to establish for the student a program of study to remedy those deficiencies.

Students become eligible to take comprehensive examinations during the long semester following the completion of all "required substantive courses" included in the doctoral curriculum. Formal application to take the exams must be made in writing to the Graduate Programs Office at least 60 calendar days prior to the scheduled examination. Formal approval will depend upon the completion of all required substantive coursework, the maintenance of at least a 3.0 GPA for all doctoral courses that have been completed, and certification that the student has conferred with his/her faculty mentor regarding preparedness to take the examination.

Admission to Candidacy

Admission to candidacy is granted upon successful completion of all coursework and passing of the written comprehensive examinations.

Dissertation

A doctoral dissertation must be the product of original scholarly research and must be of such quality as to represent a meaningful contribution to knowledge in the field of criminal justice. It is expected that much time and effort will be devoted to the dissertation phase of the doctoral program.

Advisement

Academic Advisement

The Graduate Program Advisor and the appropriate Dean conduct academic advisement. At least a month before the end of each semester, graduate students should contact the college's graduate office for advisement for the next term. All readings courses, special projects, internships, practicums, and workshops for students must be coordinated by the Graduate Program Advisor and appropriate Dean. Students are encouraged to consider the makeup of the comprehensive examinations before they develop a plan of study to ensure they will have a base of knowledge in the primary areas of the curriculum by the time they finish the coursework. Doctoral students are authorized to enroll in courses at the 500- through the 800-levels. If it is necessary for a student to do stem work in order to meet the prerequisites for graduate courses, those credit hours will be in addition to the classroom hours required for the doctoral degree. The normal course load during the fall or spring semester is 9 hours. During a summer session, the maximum permissible load is 6 hours.

The Master of Arts Degree Program Major in Criminal Justice and Criminology

The Master of Arts degree is designed to prepare graduate students to conduct research and actively participate in the development of knowledge in the areas of criminological theory, crime control, and correctional and police administration. The curriculum is broad enough to satisfy these various interests. Students who are planning careers in law enforcement, corrections or rehabilitation, or who wish a deeper understanding of crime and the criminal justice system should confer with the Graduate Program Advisor to develop a combination of elective courses which will support their particular career interests.

Admission Considerations

Admission to the Master of Arts program is based on the Admissions Committee's assessment of the applicant's scores on the Graduate Record Examination, the undergraduate academic record, and letters of recommendation from undergraduate professors. In some instances a personal interview will also be requested. Admission considerations include the following: (1) that the applicant has, or will soon have, an undergraduate degree from an accredited institution in an allied field; (2) official transcripts of all academic work previously undertaken; (3) test scores from the Graduate Record Examination; (4) at least two letters of recommendation from undergraduate professors; (5) an essay, and (6) foreign students are required to take the Test of English as a Foreign Language. A minimum score of 550 (paper-based), 213 (computer-based), or 79 (internet-based) is required.

A holistic review of each student's application file will be completed on a competitive basis.

The deadline for submitting applications to the Master of Arts program is February 1 for the fall semester and September 1 for the spring semester. The Master of Arts degree in Criminal Justice and Criminology is a 37-hour degree which includes a thesis. No minor is required.

Required Substantive Courses: 9 hours

- CJ 530 Critical Analysis of Justice Administration
- CJ 532 Perspectives in Criminology
- CJ 593 Legal Aspects of the Criminal Justice System

Required Support Sequence: 7 hours

- CJ 592 Survey of Research Methods
- CJ 685 Statistics for Criminal Justice Research
- CJ 615 Criminal Justice Statistics Lab

Electives: Fifteen (15) hours of graduate coursework at the 500-, 600-, or 700-level.

Thesis: Six (6) hours (CJ 698, CJ 699)

The Master of Science Degree Program Major in Criminal Justice Leadership and Management Intensive Weekend Program

The Master of Science program with a major in Criminal Justice Leadership and Management is designed for persons in mid-management positions in criminal justice agencies, or for those who have a reasonable expectation of being promoted to such a position. It serves practitioners whose jobs and family commitments prevent them from returning to campus as full-time students. The Master of Science program restructures classroom hours allowing the fully-employed person to earn a Master of Science degree in Criminal Justice Leadership and Management in two years. On-campus classroom attendance requires about seven weekends each spring and fall semester and during the combined summer sessions. Roughly 36 days are spent in class each year along with extensive home study. A student in full-time attendance earns six credit hours in each of the fall and spring semesters and combined summer sessions, totaling 18 credit hours per year.

Master of Science in Criminal Justice Leadership and Management students are admitted only in the fall semester. The deadline for submitting applications to the Master of Science program is May 1.

Admission Considerations

Admission considerations include the following: (1) an undergraduate degree from an accredited institution in an allied field; (2) official transcripts of all academic work previously undertaken; (3) test scores from the Graduate Record Examination; (4) a reference letter from the applicant's employer indicating awareness of the time commitment involved over the next two-year period, and willingness to enable the employee to keep his/her weekend commitments; and (5) current employment in a criminal justice occupation with a minimum of two years experience. Foreign students are required to take the Test of English as a Foreign Language (TOEFL). A minimum score of 550 (paper-based), 213 (computer-based), or 79 (internet-based) is required.

A holistic review of each student's application file will be completed on a competitive basis.

The Master of Science degree in Criminal Justice Leadership is a 36-hour degree. No thesis is required, but the student must complete a capstone course (CJ 688) with a grade of B or better to satisfy the University's comprehensive examination requirement.

Recommended M.S. Schedule (Criminal Justice Leadership and Management)

Year One

Fall

- CJ 530 Critical Analysis of Justice Administration
- CJ 633 Seminar in Organization and Administration

Spring

- CJ 634 Research Methods and Quantitative Analysis in Criminal Justice
- CJ 663 Psychology in Criminal Justice Leadership

Summer

- CJ 632 Resource Development in the Organizational Context
- CJ 665 Community Theory and the Administration of Justice

Year Two

Fall

- CJ 635 Seminar in Leadership and Management
- CJ 696 Legal Aspects of Criminal Justice Management

Spring

- CJ 636 Computer /Technology Applications for Criminal Justice
- CJ 692 Program Evaluation for Criminal Justice

Summer

- CJ 694 Special Topics (currently CJ 687-may change as deemed necessary)
- CJ 688 Emergent Issues in Criminal Justice Leadership

Other elective special readings courses may be substituted with the approval from the appropriate Dean.

The Master of Science Degree Program Major in Criminal Justice Leadership and Management Intensive Distance Education Program

The Master of Science program with a major in Criminal Justice Leadership and Management is designed for persons in mid-management positions in criminal justice agencies, or for those who have a reasonable expectation of being promoted to such a position. It serves practitioners whose jobs and family commitments prevent them from returning to campus as full-time students. The Master of Science program is offered in a comprehensive distance education format. The distance education or on-line form of instruction requires a significant commitment on the part of the student who must be self-motivated, self-directed, and focused on their educational goals. On-campus classroom attendance is generally not required, however, courses are typically identified in the Weekend Intensive offering. A student in full-time attendance can earn up to six credit hours in each of the fall and spring semesters and combined summer sessions, totaling 18 credit hours per year.

Master of Science in Criminal Justice Leadership and Management students are admitted only in the fall semester. The deadline for submitting applications to the Master of Science program is May 1.

Admission Considerations

Admission considerations include the following: (1) an undergraduate degree from an accredited institution in an allied field; (2) official transcripts of all academic work previously undertaken; (3) test scores from the Graduate Record Examination; (4) at least two letters of recommendation from undergraduate professors referencing the applicant's ability to perform graduate work; (5) an essay; (6) excellent computer and typing skills and access to computer facilities with high speed connections; and (7) foreign students are required to take the Test of English as a Foreign Language (TOEFL). A minimum score of 550 (paper-based), 213 (computer-based), or 79 (internet-based) is required.

A holistic review of each student's application file will be completed on a competitive basis.

The Master of Science degree in Criminal Justice Leadership and Management is a 36-hour degree. No thesis is required, but the student must complete a capstone course (CJ 688) with a grade of B or better to satisfy the University's comprehensive examination requirement.

Recommended course sequencing follows the MS Weekend Intensive—see previous section.

The Master of Science Degree Program Major in Criminal Justice

The Master of Science program in Criminal Justice is designed primarily for persons who aspire to management positions in the field of criminal justice. It is designed for nontraditional students who have full-time jobs. This degree is typically available at The University Center in The Woodlands. Courses are sequenced so that students can complete the degree in two years. The degree prepares students to work in various areas of criminal justice administration including, but not limited to, organizational management and social policy. The deadline for fall admission is February 1 and the deadline for spring admissions is September 1. Admissions are considered after the deadlines, but priority is given to those applicants who complete the admissions process on time.

Admission Considerations

Admission considerations include: (1) an undergraduate degree from an accredited academic institution in an allied field; (2) official transcripts of all academic work previously undertaken; (3) test scores from the Graduate Record Examination; (4) at least two letters of recommendation from undergraduate professors referencing the applicant's ability to perform graduate work; and (5) an essay. International students are required to take the Test of English as a Foreign Language (TOEFL). A minimum score of 550 (paper-based), 213 (computer-based), or 79 (internet-based) is required.

A holistic review of each student's application file will be completed on a competitive basis.

170 COLLEGE OF CRIMINAL JUSTICE

There is no thesis requirement, but the student must complete a capstone course (CJ 688) with a grade of B or better to satisfy the University's comprehensive exam requirement. Students should seek advisement from the Graduate Programs office in planning a course of study. The Master of Science degree in Criminal Justice is a 36-hour degree.

Required Substantive Courses: 21 hours

CJ	530	Critical Analysis of Justice Administration
CJ	692	Program Evaluation in Criminal Justice
CJ	633	Seminar in Organization and Administration
CJ	634	Research Methods and Quantitative Analysis in Criminal Justice
CJ	636	Computer /Technology Applications for Criminal Justice
CJ	665	Community Theory and the Administration of Justice
CJ	688	Emergent Issues in Criminal Justice Leadership

Electives: 15 hours

Five elective courses will be chosen around a coherent theme based on the student's area of interest with the guidance of the appropriate Dean. The Graduate Office will provide students with a list of suggested electives for a particular area.

Master of Science in Forensic Science

The Master of Science in Forensic Science program requires the completion of 44 graduate semester hours of core and forensic science coursework that can be completed in two years. The program is designed to provide students with the necessary knowledge, skills and abilities essential to forensic science. This unique and interdisciplinary program was the first of its kind in Texas. Graduate level topics include crime scene investigation, pattern evidence, controlled substances, trace evidence, microscopic analysis, forensic biology, law/science interface, ethics and quality assurance. These core topics are complemented with advanced coursework and laboratory instruction. The program maintains strong ties with accredited forensic laboratories in both the private and public sectors. Students are required to complete an internship in a forensic laboratory, complete an independent research project and demonstrate good oral and written skills that will prepare them for future success in both the laboratory and in the courtroom.

Admission Considerations

Admission considerations include: (1) a bachelor's degree from a regionally accredited institution in chemistry or biology; or a bachelor's degree from a regionally accredited institution in a forensic or natural science with the equivalent of a minor in either chemistry or biology; (2) test scores from the Graduate Record Examination; (3) three letters of recommendation, at least two from academic sources; and (4) official transcripts of all academic work previously undertaken. Applicants should have completed instrumental analysis and molecular biology at the undergraduate level. However, exceptional students who have not taken these courses may be allowed to take these stem courses during their first year.

A holistic review of each student's application file will be completed on a competitive basis.

The Program of Study

Required courses:

CHM	585	Instrumental Forensic Analysis
BIO	595	Forensic Analysis of Biological Evidence
CHM	585	Drug Chemistry/Toxicology
CJ	560	Forensic Analysis of Pattern Evidence
CHM	585	Trace Evidence and Microscopic Analysis
CJ	531	Techniques for Crime Scene Investigation
CJ	537	Law and Forensic Science
CJ	561	Principles of Quality Assurance in Forensic Science
CJ	675	Forensic Science Proseminar
CJ	670	Internship
CJ	685	Statistics for Criminal Justice Research
CJ	694	Forensic Science Capstone Course
CJ	562	Seminar in Forensic Science

After consultation with appropriate advisors, students will establish a focus in either forensic biology or chemistry. Completion of additional coursework may include but is not limited to the following electives:

BIO	530	Forensic Entomology
BIO	534	Electron Microscopy
BIO	564	Cell Structure and Physiology
BIO	591	Advanced Genetics
CHM	568	Analytical Spectroscopy
CHM	572	Advanced Biochemistry I
CJ	694	Forensic Anthropology

Note: Curriculum may be adapted to meet the Forensic Science Education Programs Accreditation Commission (FEPAC) of the American Academy of Forensic Sciences (AAFS).

Master of Science in Security Studies

The Master of Science in Security Studies is a unique program that provides a comprehensive security management program to individuals wanting to advance their knowledge, skills and qualifications within the dynamic field of security. This specialized degree program will produce professionals who are best qualified to meet the unique demands of the criminal justice system and homeland security. The broad educational objective of the program is to graduate managers and leaders, individuals who will possess expertise in both theoretical and experiential dimensions of security management.

The Program of Study

Year One

Fall

CJ	530	Critical Analysis of Justice Administration
CJ	532	Perspectives in Criminology

Spring

CJ	536	Legal Aspects of Private Security
CJ	538	Security and Management

172 COLLEGE OF CRIMINAL JUSTICE

Summer

- CJ 694 Special Topics in Criminal Justice
- CJ 693 Special Readings in Criminal Justice

Year Two

Fall

- CJ 687 Ethics of Criminal Justice
- CJ 539 Global Terrorism

Spring

- CJ 634 Research Methods & Quantitative Analysis
- CJ 535 Security and the Future

Summer

- CJ 698 Thesis Practicum
- CJ 699 Thesis

Or

- CJ 670 Internship
- CJ 637 Directed Management Project

Admission considerations include: (1) an undergraduate degree from an accredited academic institution in an allied field; (2) official transcripts of all academic work previously undertaken; (3) test scores from the Graduate Record Examination; (4) at least three letters of recommendation from undergraduate professors referencing the applicant's ability to perform graduate work; and (5) an essay. International students are required to take the Test of English as a Foreign Language (TOEFL). A minimum score of 550 (paper-based), 213 (computer-based), or 79 (internet-based) is required.

A holistic review of each student's application file will be completed on a competitive basis.

For application forms or further information, write or call:

Office of Graduate Programs
College of Criminal Justice
Sam Houston State University
P. O. Box 2296
Huntsville, Texas 77341-2296
Phone: (936) 294-1702
FAX: (936) 294-4055

Email inquiries may be made through the College of Criminal Justice's internet address: www.cjcenter.org.

George J. Beto Chair of Criminal Justice

In 1979, Houston Endowment Inc. established a fund for the George J. Beto Chair of Criminal Justice, the first endowed chair in criminal justice in the nation. Houston Endowment Inc. is a philanthropic trust established by the late Jesse H. and Mary Gibbs Jones to benefit educational, cultural and religious organizations. The award provides for the support of an annual lecture series of distinguished professors and professionals. The late Dr. George J. Beto, former Director of the Texas Department of Corrections and an internationally recognized authority on criminology and corrections, was designated by the Board of Regents, The Texas State University System, as a Distinguished Professor Emeritus of Criminal Justice at the University. In 1991, the

Criminal Justice Center was renamed the George J. Beto Criminal Justice Center by action of the Board of Regents, The Texas State University System.

CRIMINAL JUSTICE COURSE DESCRIPTIONS

- 500-599 — first year graduate courses open to master's and/or doctoral students
- 600-699 — second year graduate courses open to master's and/or doctoral students
- 700-799 — third year graduate courses open to doctoral students and approved master's students
- 800-899 — fourth year graduate courses open to doctoral students only

- CJ 530 Critical Analysis of Justice Administration.**
An analysis of the criminal justice system in the United States; role of justice agencies as part of societal response to crime; the knowledge base of criminal justice; issues, problems, trends.
- CJ 531 Techniques for Crime Scene Investigation.**
Course provides advanced study in the application of new techniques in crime scene investigation. The concept of physical evidence and quality assurance procedures in forensic analysis will be included.
- CJ 532 Perspectives in Criminology.**
Survey of the field of criminology emphasizing perspectives regarding the making of law, breaking of law and societal reactions to the breaking of law.
- CJ 534 Courts as Organizations.**
Critical evaluation of the dispensing of justice in America, using the systems theory approach, as well as current court policy.
- CJ 535 Security and the Future.**
Course will focus on meeting the changing demands of security in a global environment. Discussion emphasizing the understanding of how to design, implement, and integrate the security function in an every-changing world and the impact of major economic, demographic, and technological trends on developing strategies for security innovation and growth.
- CJ 536 Legal Aspects and Private Security.**
Focus will be on how the law impacts security in many diverse ways. Discussion will emphasize the concept of criminal intent; early criminal law and the emergence of law enforcement and private security; the legal difference between public policing and private security; and an overview of legal terms and issues with which the security manager must address.
- CJ 537 Law and Forensic Sciences.**
Focus will be on how the law impacts forensic science.
- CJ 538 Security and Management.**
Focus is on managing the security organization and its human resources; discussion and on results-oriented security management, the basic foundations of security, the importance of technology, and specialized security applications will be addressed.
- CJ 539 Global Terrorism.**
Course will focus on philosophies, tactics, and targets of terrorist groups; discussion of emerging terrorism trends and the roles of the private sector and U.S. Government in responding to and preventing terrorism. Students will also gain insight on how terrorism influences U.S. Foreign Policy.
- CJ 560 Forensic Analysis of Pattern Evidence.**
Course will introduce the concepts, theories and principles used in forensic analysis of material and pattern evidence. Recent developments in the techniques applied in forensic or material and pattern evidence will be discussed.

- CJ 561 Principles of Quality Assurance in Forensic Science.**
Course will introduce the concepts and procedures associated with quality assurance.
- CJ 562 Seminar in Forensic Science.**
Course will focus on the various subdisciplines in the forensic sciences. Recent developments and changes in these subdisciplines will be discussed.
- CJ 563 The Juvenile Offender.**
Theoretical perspectives regarding the creation of childhood as a social construct and the etiology of juvenile offending. Particular attention is paid to the role of family, peers and school.
- CJ 572 Community Based Corrections.**
Techniques and procedures utilized in the supervision of adult and juvenile probationers and parolees, and other residents of community-based corrections facilities. Preparation of social history, pre-hearing, and pre-sentence investigation reports. Emphasis on practical problems confronting the probation and parole and other community-based corrections officer.
- CJ 592 Survey of Research Methods.**
The theory and application of social science research techniques and designs, with a focus on the interpretation and use of research findings. Students who have not completed an introductory course in research methods within the past five years must take CJ 478 as a prerequisite.
- CJ 593 Legal Aspects of the Criminal Justice System.**
Aspects of law which are relevant to and essential for a better understanding of the criminal justice system and its related processes.
- CJ 594 Legal Research.**
Methods and techniques of research in the legal system. Designed to prepare students to locate, interpret and disseminate relevant statutory and case law as well as scholarly legal works.
- CJ 615 Criminal Justice Statistics Lab.**
One hour (one semester credit hour) computer lab which must be taken in conjunction with CJ 685 (Statistics for Criminal Justice Research).
- CJ 632 Resource Development in the Organizational Context**.**
Critical issues and strategic questions regarding managing human resources in criminal justice agencies. Policy areas discussed are: (1) employee influence; (2) human resource flow; (3) reward systems; and (4) work systems. Human resource management as a coherent, proactive management model.
- CJ 633 Seminar in Organization and Administration.**
The study of bureaucracy and complex organizations with strong emphasis on the concepts and practices of the organization and management of public agencies in the United States. Special consideration is given to the various philosophies, typologies, and models of administrative systems in criminal justice.
- CJ 634 Research Methods and Quantitative Analysis in Criminal Justice**.**
Methods and techniques of research and research design; conducting and assessing research in the criminal justice agency management environment; translation of research findings to policy; informational resources readily available to the agency manager. Designed to prepare students to gather decision-relevant information.
- CJ 635 Seminar in Leadership and Management.**
Problems and alternative solutions in criminal justice management. The case study method and current readings provide an admixture of practical and educational experiences intended to foster and disseminate new ideas for management strategies, especially as this is impacted by leadership styles, human resources, and the environment.

- CJ 636 Computer/Technology Applications for Criminal Justice**.**
Techniques of data processing with emphasis upon utilization and application to criminal justice information management. Prerequisite: CJ 634.
- CJ 637 Directed Management and Development Projects.**
This course is designed to provide the student with an opportunity to demonstrate under faculty supervision the ability to engage in a problem solving management project as a demonstration of skill in administration techniques.
- CJ 639 Police in Society.**
An examination of the evolution of police in modern society with a special emphasis given to the role of the police play in contemporary society. Current research examining the function of the police will be examined.
- CJ 660 Seminar in Deviant Behavior.**
Analysis of behavior which violates expectations that are shared and recognized as legitimate. Special attention is focused on societal reactions to such behavior.
- CJ 661 Social Policy.**
Evaluation of the legal, social, economic, philosophic, and controversial issues of governmental programs, administered by federal, state, local units of government, and the client systems served.
- CJ 662 Foundations of Substance Abuse Counseling.**
An introduction to counseling persons involved in substance abuse; basic concepts in treatment and rehabilitation; professional practices; assessment and treatment planning; treatment modalities; laboratory work and field study. (Course being deleted effective fall 2006)
- CJ 663 Leadership Psychology in Criminal Justice Management.**
This course examines the important psychological processes that are involved in dealing with others. The manner in which an individual's thoughts, feelings, and behaviors are influenced by others, especially in a criminal justice leadership environment, is the focal point.
- CJ 664 Seminar in Substance Abuse Counseling.**
The focus of this course will be on substantive issues related to substance abuse treatment. Primarily there will be an exploration of individual counseling strategies and techniques. (Course being deleted effective fall 2006)
- CJ 665 Community Theory and the Administration of Justice.**
This course examines the nature of criminal justice organizations as components of the political, social and economic inter-organizational networks that comprise communities. Topics such as the intersection of criminal justice, mental health, juvenile justice and educational systems are examined. The impact of criminal victimization and attributes of communities that foster crime are examined in detail. The processes that motivate and implement change in community based organizations are also addressed.
- CJ 668 Seminar on Drugs, Society and Policy Issues.**
This course will focus on issues and problems surrounding the problem of illicit drugs in society. Particular emphasis will be placed on policy related issues.
- CJ 670 Internship in Criminal Justice.**
A minimum of three months in an approved criminal justice setting. Designed to provide the graduate student with an opportunity to synthesize theory and practice. Prerequisite: consent of the Assistant Dean for Graduate Programs, College of Criminal Justice. Credit to be arranged.
- CJ 672 Seminar in Criminology and Corrections.**
Theory and problems in Criminology and Corrections. One or more term papers evidencing qualities of scholarship will be required.

- CJ 675 Forensic Science Proseminar.**
This course will be an introductory course and must be taken by all forensic science majors their first semester.
- CJ 676 Seminar in Teaching.**
This class prepares graduate criminal justice students for a career in academia. Course provides preparation in the classroom and participation in their own professional development. Mock student teaching exercises for critique are utilized
- CJ 685 Statistics for Criminal Justice Research.**
Review of descriptive and graphical techniques; probability and sampling theory; the normal curve and statistical inference; Central Limit Theorem; Chi-square, T and F distributions; analysis of variance and linear regression.
- CJ 687 The Ethics of Criminal Justice.**
Ethics and moral philosophy in criminal justice including the role of natural law, constitutional law, code of ethics and philosophical principles. Strong emphasis will be put on examining the role of justice in a free society and the practical implications of justice to practitioners of police, courts and corrections.
- *CJ 688 Emergent Issues in Criminal Justice Leadership.**
This serves as a capstone course for the Master of Science in Criminal Justice Leadership program, providing an opportunity for the integration of information offered in the program and its relationship to emergent issues. Addresses the effect of emergent perspectives in organization theory on public administration in general, and more specifically upon criminal justice management and leadership. Examines the impact of emergent technology upon criminal justice operations. Studies the integration of organization theory, principles of public administration, and community expectations of criminal justice leaders.
- CJ 692 Program Evaluation for Criminal Justice Management**.**
Principles and techniques of program evaluation including models and case studies.
- CJ 693 Special Readings in Criminal Justice.**
Designed to give the graduate student academic flexibility. May be repeated for credit. Prerequisites: consent of the Assistant Dean for Graduate Programs of the College and of the instructor directing the readings.
- CJ 694 Special Topics in Criminal Justice.**
This course is needed to offer master's level students the option of registering for a multi-topic course. The student can take the course under various special topics being offered.
- CJ 696 Legal Aspects of Criminal Justice Management.**
An overview of the legal issues commonly facing managers in criminal justice agencies. Particular emphasis is placed on public employment law including the hiring, promoting, disciplining and discharging of employees, fair employment practices, and agency and administrator civil liability. Both state and federal statutory and case law are examined.
- CJ 698 Thesis Practicum.**
Overview of research strategies; principles of research writing; and procedures for initiating, executing and completing a Thesis. Preparation and approval of a Prospectus. (Preliminary planning for the Thesis should begin during the first semester of graduate work; the student should enroll in CJ 698 after he/she has completed 12 semester hours of graduate work.)
- CJ 699 Thesis.**
The completion and defense of the Thesis. (The student must be registered in 699 the semester in which he/she receives his/her master's degree.)

- CJ 730 Seminar in Organization Theory.**
An examination of organizational thought with application to criminal justice. Analysis of the developmental state of organizational theory, including historical derivations and the implications of various theoretical bases for organizational functioning.
- CJ 733 Proseminar in Criminal Justice Issues.**
The course is designed to give doctoral students a current, thorough, and comprehensive review of the criminal justice system — focusing on how the system functions in theory and practice, current future needs and trends. Students are required to submit extensive critiques and to participate in panel discussions.
- CJ 734 Seminar in American Policing.**
The course includes the philosophy and role of American policing, politics of policing, managing police organizations, police-community relations, police operational and administrative practices, police research, police executive development, emergent issues and problems in policing.
- CJ 736 Seminar in American Corrections.**
In-depth examination of the various issues and problems in corrections as they relate to administration and management. A variety of problems is explored, including the philosophical justification for prisons, personnel management, sentencing and its implications, community-based corrections, rehabilitation, judicial intervention, and correctional reform.
- CJ 737 Criminological Theory.**
Overview of the major paradigms focusing on the causes of crime and deviant behavior with special attention given to the social, political and intellectual milieu within which each perspective arose. The course will include a discussion of criminological theories from a philosophy of science perspective focusing upon such issues as theory construction, theoretical integration and the formal evaluation of theory.
- CJ 738 Seminar in American Courts.**
Role and structure of prosecution, public defense, and the courts in the United States jurisprudence with emphasis upon criminal law, and problems in the administration of justice.
- CJ 739 Distribution and Correlates of Crime.**
Survey of research on the scope and nature of criminal activity and factors correlated with criminal behavior. Attention specifically on four general categories: race/ethnicity, gender, age and class. Examines the issues of etiology, victimology, differential police enforcement, sentencing and correctional practices.
- CJ 742 Advanced Statistics I.**
Introduction to multivariate statistical techniques including multiple regression, logistic regression, discriminate analysis, multivariate analysis of variance, canonical correlation, factor analysis, cluster analysis and multidimensional scaling. Four (4) credit hours. (Prerequisite: CJ 685 or equivalent in past years).
- CJ 760 Advanced Seminar in Criminological Theory.**
Extensive studies in areas of classical and/or current criminological theory. A basic knowledge of criminology is assumed. Emphasis is on analytical, critical evaluation, and the advancement of theory.
- CJ 770 Specialized Readings.**
Directed readings designed to give the student flexibility in developing an area of specialization. Prerequisites: Enrollment requires prior permission of the appropriate Dean and the supervising faculty which is given only when necessary to meet specific needs of the student and the College. A student can take only two CJ 770 courses.

- CJ 771 Special Topics in Criminal Justice.**
This course is needed to offer doctoral level students the option of registering for a multi-topic course. The student can take the course under various special topics being offered.
- CJ 773 Research Practicum.**
Supervised training including special applications in information acquisition, storage, retrieval, analysis, and display in criminal justice.
- CJ 780 Seminar on the Legal Aspects of the Criminal Justice System.**
Advanced seminar concerned with aspects of law which are relevant to and essential for a better understanding of the criminal justice system and its related processes.
- CJ 787 Research Design.**
Advanced study of scientific inquiry with an emphasis on the practical aspects of research design and implementation. Topics include the philosophy of science; the relationship of sampling theory to statistical theory; studies in causation; non-experimental research; data systems and modern data processing techniques. Prerequisites: CJ 592 and consent of instructor.
- CJ 789 Advanced Statistics II.**
Survey of reliability analysis, loglinear, and logit loglinear analysis, nonlinear, weighted and two stage least-squares regression, probit analysis, survival analysis and Cox regression. (Prerequisite: CJ 742).
- CJ 793 Computer Based Data Analysis.**
The course is intended to develop proficiency in data analysis using computerized statistical programs such as SPSS. Statistical theory and research design issues are combined with hands-on computer experience. The course emphasizes data management, multivariate statistics and diagnostics.
- CJ 794 Focused Topics in Research.**
Survey methods and techniques for achieving interpretable results in social research. Includes experimental, quasi-experimental and unobtrusive measures. Prerequisite: CJ 488 or equivalent.
- CJ 896-899 Dissertation.**

* Subject to action by the Texas Higher Education Coordinating Board.

College of Education

SH

TEACHER EDUCATION CENTER

1908 BOBBY K. MARKS DR.

COLLEGE OF EDUCATION
DEAN'S OFFICE
DEPARTMENTS
CURRICULUM & INSTRUCTION
EDUCATIONAL LEADERSHIP & COUNSELING
LANGUAGE, LITERACY & SPECIAL POPULATIONS

COLLEGE OF EDUCATION

Administrative Officers

Dean	Genevieve H. Brown, Ed.D. edu_gxb@shsu.edu
Associate Dean	Karen S. Smith, Ed.D. edu_kss@shsu.edu
Department of Curriculum and Instruction	Charlene S. Crocker, Ed.D., Chair ccrocker@shsu.edu
Department of Educational Leadership and Counseling	Beverly J. Irby, Ed.D., Chair edu_bid@shsu.edu
Department of Health and Kinesiology	Alice M. Fisher, Ed.D., Chair edu_axf@shsu.edu
Department of Language, Literacy, and Special Populations	Mary E. Robbins, Ed.D., Chair robbins@shsu.edu
Department of Library Science	Mary A. Berry, Ph.D., Chair lis_mab@shsu.edu

Degrees Offered

Majors	Degrees		Page
Administration	M.A.	M.Ed.	190
Counseling	M.A.	M.Ed.	195
Counselor Education	M.A.		Ph.D. 196, 201
Curriculum and Instruction	M.A.	M.Ed.	185
Educational Leadership			Ed.D. 205
Health	M.A.	M.Ed.	212
Instructional Leadership	M.A.	M.Ed.	190
Instructional Technology		M. Ed.	97
Kinesiology	M.A.	M.Ed.	215
Library Science		M.L.S.	234
Reading	M.A.	M.Ed.	Ed.D. 218, 228
Special Education	M.A.	M.Ed.	219

Mission Statement

Through exemplary instruction, research and public service, the College of Education provides students with opportunities to develop knowledge, skills, strategies, and experiences which allow them to serve in diverse roles and function productively in society.

Additional Information on Graduate Programs

For additional information about the graduate programs, please contact the College of Education's Coordinator of Graduate Studies at: Box 2119, Huntsville TX 77341-2119, or by telephone (936) 294-1105, or FAX (936) 294-3334, or email edu_mxd@shsu.edu. The College of Education's website is www.shsu.edu/~edu_www/.

DEPARTMENT OF CURRICULUM AND INSTRUCTION

The graduate programs in Curriculum and Instruction are designed to accomplish the following basic purposes: to improve and extend the professional competence of early childhood, middle, and secondary teachers; to prepare teachers for special positions in the schools; and to prepare students for doctoral work in university graduate programs. Students seeking a Master of Education in Curriculum and Instruction will receive an individually designed plan that best suits their interest and needs. Individualized degree plans may also be designed for persons interested in a master's degree but not holding nor seeking teacher certification.

Students seeking a Master of Arts in Curriculum and Instruction will take thesis hours while completing the thesis at the end of the master's degree. The thesis hours will replace hours within the degree electives. The remainder of the program will be individualized.

Students seeking original certification may also pursue a Master of Education in Curriculum and Instruction. For students seeking teacher certification as part of the master's degree, the core will be the 24- hour certification requirement.

A comprehensive examination covering coursework in the major and minor field must be passed prior to graduation in all graduate degrees in the Department of Curriculum and Instruction. Students must be enrolled during the semester in which they take their comprehensive exam.

Admission Requirements

Student applications for admission to the graduate programs in the Department of Curriculum and Instruction are assessed holistically by a faculty committee on multiple criteria. To be considered, students should submit:

1. An undergraduate degree from an accredited academic institution
2. An acceptable undergraduate grade point average
3. An acceptable score on the Verbal and Quantitative sections of the Graduate Record Examination
4. Score on the GRE writing section
5. A letter of recommendation referencing the applicant's potential as a teacher leader

Students who have not yet completed their admission file (i.e. have not taken the GRE) may be approved for enrollment for one semester by the academic advisor. Students who do not meet the requirements for regular admission may be granted probationary admission for enrollment in coursework for one semester.

Master of Education in Curriculum and Instruction

For students who **have teacher certification**, an advisor in the Department of Curriculum and Instruction will assist the student in developing an individual plan consistent with the student's interests and needs.

This plan offers the following options that can be tailored to fit the student's needs. The student will design a program with the 12 core hours and the remaining 24 hours taken from a combination of additional Curriculum and Instruction courses and/or courses se-

lected from another area(s) of interest. The minor hours may be taken in education or any teaching or interest field. Individual plans would have the following possible options:

Core Hours	1st Minor Hours	2nd Minor Hours
(Non-Certification)	(C & I or teaching area)	(C & I or teaching area)
12 hour core	12	12
12 hour core	18	6
12 hour core	24	0

Master of Education in Curriculum and Instruction

Core Coursework	12 SCH
CI 570 Research in Teaching	3 SCH
CI 584 Curriculum Trends for Classroom Teachers	3 SCH
CI 583 Integrating Current Technologies in Teaching	3 SCH
CI 585 Issues in Education	
Teaching Field/C & I Electives	12-24 SCH
C&I Electives	
SED533 Roles and Responsibilities of the Prof. Educator	3 SCH
SED560 Methods of Instruction in Secondary Schools	3 SCH
CI 587 Workshop in Education	3 SCH
CI 590 Classroom Management	3 SCH
EED 591 Problems in Teaching Elementary Mathematics	3 SCH
EED 592 Problems in Teaching Elementary Science	3 SCH
EED 596 Problems in Teaching Social Studies	3 SCH
CI 593 Assessment of Learning	3 SCH
CI 597 Human Growth and Development	3 SCH
Total Hours	36 SCH

Master of Education in Curriculum and Instruction

Students who are **seeking initial certification** as a part of a masters program will also be able to create an individualized plan. This plan has a required 24-hr core of certification courses. The 12 hour minor may be taken in education or any teaching or interest field. Individual plans would have the following possible options:

Core Hours	1st Minor Hours
24	12

Master of Education in Curriculum and Instruction

Core Coursework	24 SCH
SED 533 Roles and Responsibilities of the Professional Educator	3 SCH
SED 560 Methods of Instruction in Secondary Schools	3 SCH
CI 593 Assessment of Learning	3 SCH
CI 590 Classroom Management	3 SCH
CI 597 Human Growth and Development	3 SCH
RDG 534, 535, or 536 Workshop in Reading (EC-4, 4-8, 8-12)	3 SCH
EED/SED 598 Internship in Secondary Teaching	3 SCH
EED/SED 599 Internship in Secondary Teaching	3 SCH

Teaching Field/C&I Electives	12 SCH
C&I Electives	
CI 570 Research in Teaching	3 SCH
CI 583 Integrating Current Technologies In Teaching	3 SCH
CI 585 Issues in Education	3 SCH
CI 587 Workshop in Education	3 SCH
CI 584 Curricular Trends for Classroom Teachers	3 SCH
EED 591 Problems in Teaching Elementary Mathematics	3 SCH
EED 592 Problems in Teaching Elementary Science`	3 SCH
EED 596 Problems in Teaching Social Studies	3 SCH
Total Hours	36 SCH

Master of Arts (Thesis Option) This degree plan is designed for individuals who wish to write a thesis as part of the requirements for a masters in Curriculum and Instruction. The thesis courses will be taken in lieu of two elective courses in the M.A. in Curriculum and Instruction degree plan. A comprehensive examination is required during the final semester of coursework. Students must be enrolled during the semester the comprehensive examination is taken.

Core Hours (Non-Certification)	1st Minor Hours (C & I or teaching area)	2nd Minor Hours (C & I or teaching area)
12 hour core	12	12
12 hour core	18	6
12 hour core	24	0

Master of Arts in Curriculum and Instruction

Core Coursework	12 SCH
CI 570 Research in Teaching	3 SCH
CI 584 Curricular Trends for Classroom Teachers	3 SCH
CI 585 Issues In Education	3 SCH
CI 593 Assessment of Learning	3 SCH

Teaching Field/ C & I Electives	12-24 SCH
C&I Electives	
SED 533 Roles and Responsibilities of the Professional Educator	3 SCH
SED 560 Methods of Instruction in Secondary Schools	3 SCH
CI 587 Workshop in Education	3 SCH
CI 590 Classroom Management	3 SCH
EED 591 Problems in Teaching Elementary Mathematics	3 SCH
EED 592 Problems in Teaching Elementary Science	3 SCH
EED 596 Problems in Teaching Social Studies	3 SCH
CI 593 Assessment of Learning	3 SCH
CI 597 Human Growth and Development	3 SCH

Total Hours	36 SCH
--------------------	---------------

Master of Education in Instructional Technology

For students who have a bachelor's degree, an advisor in the Department of Curriculum and Instruction will assist the student in developing an individual plan consistent with the student's interests and needs.

The Program, consisting of 36 semester credit hours, includes courses from two colleges and three different departments. The program consists of four courses from Curriculum and Instruction, four courses from Computer Science, and four courses from Educational Leadership.

Core Hours	1st Minor Hours	2nd Minor Hours
(Curriculum & Instruction)	(Computer Science)	(Educational Leadership)
12-hour Core	12 hours	12 hours

Master of Education in Instructional Technology

Core Coursework	12 SCH
CI 563 The Role of the Technology Liaison	3 SCH
CI 567 Readings and Trends in Instructional Technology	3 SCH
CI 569 Practicum for Technology Facilitation	3 SCH
CI 587 Workshop in Education	3 SCH
Computer Science	
CS 583 Educational Multimedia	3 SCH
CS 585 Critical Analysis of Instructional Software	3 SCH
CS 587 Designing Instructional Materials for the Web	3 SCH
CS 589 Development of Technology Infrastructure in School	3 SCH
Educational Leadership	
ASE 532 Administration and Organization of Public Schools	3 SCH
ASE 578 Curriculum Planning	3 SCH
ASE 668 Instructional Leadership I	3 SCH
ASE 586 Special Populations and Special Programs	3 SCH

ELEMENTARY EDUCATION COURSE DESCRIPTIONS

- EED 510 Workshop in Elementary Education.**
This course is designed to research current topics in elementary schools. Students will interact with advanced content related the topic. One semester hour is offered and the course may be repeated for a maximum of three times. Credit 3.
- EED 591 Problems in Teaching Elementary Mathematics.**
Study is made of recent trends in elementary mathematics programs and instructional approaches. Application of research findings to improving the teaching and learning of mathematics is emphasized.
- EED 592 Problems in Teaching Elementary Science.**
Study is made of recent trends in elementary science programs and instructional approaches. Application of research findings to improving the teaching and learning of science is emphasized.
- EED 596 Problems in Teaching Social Studies.**
Study is made of recent trends in elementary social studies programs and instructional approaches. Application of research findings to improving the teaching and learning of social studies is emphasized.
- EED 598 Internship in Elementary Teaching.**
This course is designed for the student who possesses a baccalaureate degree from an accredited university, has met all requirements for admission to the teacher education program, and is eligible for an internship as defined by the Texas Education Agency guidelines.
- EED 599 Internship in Elementary Teaching.**
This course is designed for the student who possesses a baccalaureate degree from an accredited university, has met all requirements for admis-

sion to the teacher education program, and is eligible for an internship as defined by the Texas Education Agency guidelines.

- EED 790 Assessment of Mathematics Learning.**
This course will be one of four education classes used in the doctoral program in mathematics education. Topics will include classroom assessment, standardized tests, and assessment instruments for research in mathematics education.
- EED 793 Research in Mathematics Education.**
This course will be one of four education classes used in the doctoral program in mathematics education. Topics will include selecting a research topic, research instruments, research statistics, and writing the paper.
- EED 795 Current Issues in Math Education.**
This course will be one of four education classes used in the doctoral program in mathematics education. Topics will include curriculum, textbooks, standards, accountability, parental involvement, legal issues, ethics, and testing.
- EED 796 Theories of Learning Mathematics.**
This course will be one of four education classes used in the doctoral program in mathematics education. Topics will include theories of learning mathematics, information processing, cognitive theories, and constructivist theories.

CURRICULUM AND INSTRUCTION COURSE DESCRIPTIONS

- CI 570 Research in Teaching.**
This course is designed for classroom teachers of all subject and grade levels. The focus of this course is to prepare teachers to read published research critically, to integrate those findings with personal experience in order to make reflective instructional decisions and to participate in pedagogical research, theory-building, and elementary statistics. (Taught Fall Semester)
- CI 583 Integrating Current Technologies in Teaching.**
Laboratory experiences are provided for graduate students in integrating technology into the curriculum. This course is recommended for both Education and non-Education majors.
- CI 584 Curriculum Trends for Classroom Teachers.**
Development of the public school curriculum and significant factors which help to determine the curriculum construction are studied. Opportunity to select and organize appropriate learning experiences for the different levels is offered.
- CI 585 Current Issues in Education.**
Analysis of opposing or varying viewpoints on educational issues of current concern is the main focus of the course. Examination of research literature, current data, experts in the various fields, and utilization of current technology in the examination of contemporary topics will be completed. Pre-Requisite CI 570 (Taught Spring Semester).
- CI 587 Workshop in Education.**
The topic(s) included will vary with academic program and semester offered.
- CI 590 Advanced Methods in Classroom Management and Discipline.**
This course is designed for K-12 teachers of all subject areas. Increased proficiency in classroom management skills is the primary objective of the course. Teachers will be provided with an understanding of the factors influencing individual and group behavior in school settings; methods of diagnosing school and classroom factors that may be eliciting the problem; and the options available for influencing student behaviors.

- CI 593 Assessment of Learning.**
The focus of this course is research in current literature on strategies for the analysis of student work designed to improve instruction and student success. Students will develop skills in the use of a wide range of assessment strategies.
- CI 597 Human Growth and Development Across the Lifespan.**
This course is designed to relate theory and research to present concerns and problems of teachers through the study of physiological psychological and social interrelationships. Advanced content in brain research as it effects learning and impacts instruction will be emphasized.
- CI 563 The Role of the Technology Liason.**
This course is designed to assist the technology liaison in learning how to facilitate classroom teachers throughout the instructional process, supported by technology. Attention is given to the foundation of social, ethical, legal, and human issues of technology use in PK-12. Prerequisite: CI 597 or concurrent enrollment.
- CI 567 Readings and Trends in Technology Education.**
This course acquaints students with the critical writings and ideas of prominent practitioners, researchers, and theorists in instructional technology with a focus on understanding the trends and issues pertinent to a scholarly study of integrating technology into instruction. Students will read and provide reflections regarding the best instructional technology strategies evident in the literature and in practice in PK-12 schools. Prerequisite: CI 563.
- CI 569 Practicum for Technology Facilitation.**
This course provides a field-based practicum in a school setting. Examination is made of the duties and responsibilities of the technology facilitator on a daily basis. Prerequisite: CI 567, CS 583, CS 585, CS 587, and CS 589.
- CI 587 Workshop in Education.**
This course is designed to explore the relation of brain development in school-age children and methods for enhancing this development through the use of technology. Students will have the opportunity to design instructional aids, which seamlessly implement developmentally appropriate technology in the classroom.

SECONDARY EDUCATION COURSE DESCRIPTIONS

- SED 533 The Professional Educator's Role.**
This course is designed to assist teachers in understanding the structure, organization, and management of public schools. This will include school history, law, diversity, and special populations.
- SED 560 Advanced Techniques and Methods of Instruction.**
This course is designed to research current literature to determine "best practices" related to classroom instruction. Students will develop instructional plans that incorporate the best practices which have been identified.
- SED 598 Internship in Secondary Teaching.**
This course is designed for the student who possesses a baccalaureate degree from an accredited university, has met all requirements for admission to the teacher education program, and is eligible for an internship as defined by the Texas Education Agency guidelines.
- SED 599 Internship in Secondary Teaching.**
This course is designed for the student who possesses a baccalaureate degree from an accredited university, has met all requirements for admission to the teacher education program, and is eligible for an internship as defined by the Texas Education Agency guidelines.

- SED 790 Assessment of Mathematics Learning.**
This course will be one of four education classes used in the doctoral program in mathematics education. Topics will include classroom assessment, standardized tests, and assessment instruments for research in mathematics education.
- SED 793 Research in Mathematics Education.**
This course will be one of four education classes used in the doctoral program in mathematics education. Topics will include selecting a research topic, research instruments, research statistics, and writing the paper.
- SED 795 Current Issues in Math Education.**
This course will be one of four education classes used in the doctoral program in mathematics education. Topics will include curriculum, textbooks, standards, accountability, parental involvement, legal issues, ethics, and testing.
- SED 796 Theories of Learning Mathematics.**
This course will be one of four education classes used in the doctoral program in mathematics education. Topics will include theories of learning mathematics, information processing, cognitive theories, and constructivist theories.

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING

Students seeking admission to the graduate programs in Educational Leadership and Counseling must meet the basic requirements of Graduate Studies specified in the Admission section of this catalog. Please contact the Department of Educational Leadership and Counseling for additional requirements: Box 2119, Huntsville, Texas 77341 or by phone (936) 294-1147 or edu_elc@shsu.edu. Course Prerequisites, listed at the end of this section, are strictly observed.

Master of Education in Administration. This degree plan is designed specifically for the student who wishes to work toward a Principal certificate. It requires completion of thirty-six hours of graduate credit. The program must comply with existing standards for professional certification. A comprehensive examination will be taken upon the completion of or during the final semester of coursework. The degree plan originates in the Department of Educational Leadership and Counseling.

Master of Education in Administration (with Principal Certification)

Core Coursework (taken first, in sequence)	6 SCH
ASE 532 Administration & Organization of Public Schools	3 SCH
ASE 668 Instructional Leadership I	3 SCH
Core Coursework (taken in any sequence, except as noted)	24 SCH
ASE 578 Curriculum Planning	3 SCH
ASE 586 Special Populations and Special Programs	3 SCH
ASE 563 School Support Services	3 SCH
ASE 572 Federal, State and Local School Law	3 SCH
ASE 579 Methods of Research	3 SCH
ASE 671 Role of the Principal in School Administration	3 SCH
ASE 694 Instructional Leadership II	3 SCH
ASE662 ³ Practicum in School Administration (Principalship)	3 SCH
Electives 6 SCH	
ASE 587 ¹ Administrative Workshop	3 SCH
*ASE 630 ¹ Public Information and Community Resources	3 SCH
ASE 660 Psychology of Learning	3 SCH
ASE 664 School Finance	3 SCH
ASE 690 ² School Plant	3 SCH
*ASE 695 ¹ Human Resource Management	3 SCH
ASE 696 Appraisal and Development of Educational Personnel	3 SCH
ASE 675 Women in Educational Leadership	3 SCH
ASE 697 Current Issues for School Administrators	3 SCH
ASE 610/510 Workshop in Educational Leadership	3 SCH
Total	36 SCH

* Superintendent Certification Only, Departmental Approval Required

Master of Education in Instructional Leadership. This degree plan is designed specifically for the student who wishes to work in a curriculum/instruction leadership position. It requires completion of thirty-six hours of graduate credit. A comprehen-

sive examination will be taken upon the completion of or during the final semester of coursework. The degree plan originates in the Department of Educational Leadership and Counseling.

Master of Education in Instructional Leadership

Core Coursework (taken first, in sequence)	6 SCH
ASE 532 Administration and Organization of Public Schools	3 SCH
ASE 668 Instructional Leadership I	3 SCH
Core Coursework (taken in any sequence)	
ASE 578 Curriculum Planning	3 SCH
ASE 586 Special Populations and Special Programs	3 SCH
ASE 694 Instructional Leadership II	3 SCH
ASE 660 Psychology of Learning	3 SCH
ASE 579 Methods of Research	3 SCH
ASE672 ³ Practicum in Instructional Leadership	3 SCH
Area of Concentration / Teaching Field	12 SCH
Total	36 SCH

Master of Arts in Instructional Leadership This degree is designed specifically for the student who wishes to work in a curriculum/instructional leadership setting in schools, agencies, businesses, or organizations with an emphasis in research. Individuals participating in this degree program will write a thesis as part of the requirements for graduation. This degree requires completion of thirty hours of graduate credit. A comprehensive examination will be taken upon the completion of or during the final semester of coursework. The degree plan originates in the Department of Educational Leadership and Counseling.

Master of Arts in Instructional Leadership

Core Coursework	24 SCH (or 21 SCH)
ASE 578 Curriculum Planning	3 SCH
ASE 579 Methods of Research	3 SCH
**ASE 586 Special Populations and Special Programs OR Cognate	3 SCH
ASE 660 Psychology of Learning	3 SCH
ASE 668 Instructional Leadership I	3 SCH
ASE 672 Practicum in Supervision	3 SCH
ASE 694 Instructional Leadership II	3 SCH
ASE 687 Field Studies in Education (Masters Thesis)	3 SCH
Cognate Area	6 SCH (or 9 SCH)
** (3 hour cognate may be substituted for ASE 586 above)	
Total	30 SCH

Course Prerequisites for M.Ed. in Administration or Instructional Leadership

¹ Prerequisite: ASE 694, 671

² Prerequisite: ASE 664, 671

³ Prerequisite: ASE All coursework required for this program

ADMINISTRATION AND SUPERVISION COURSE DESCRIPTIONS

- ASE 510 School Administrator Workshop.**
This course deals with current topics in school administration. One semester hour is earned and the course may be repeated for a maximum of three hours. NOTE: Maximum of three hours workshop coursework allowed in a student's program.
- ASE 532 Administration and Organization of Public Schools.**
This introductory course deals with the basic activities of educational management, theories and concepts, organization, and governance of the public schools. It is the initial course in the program(s).
- ASE 563 School Support Services.**
Study is made of the management of school services for which the chief administrator of an educational unit is responsible. Topics considered include attendance accounting, financial accounting, property accounting, and general administrative details. Prerequisite: ASE 532 and ASE 668.
- ASE 572 Federal, State, and Local School Law.**
The course provides a study of the legal basis of school control; the relation of the federal government to public education, the state as the fundamental legal unit in organization and administration of a state system of schools; the district as the unit of local school control; and legal duties and responsibilities of the state and local boards of education. Prerequisite: ASE 532 and ASE 668.
- ASE 578 Curriculum Planning.**
This course provides a study of the various factors which influence curriculum change; the role and responsibilities of different personnel and agencies in curriculum planning; procedures in implementing curriculum change; and current programs in public school curriculum K-12. Prerequisite: ASE 532 and ASE 668.
- ASE 579 Methods of Research.**
Study is made of types and methods of educational research, the collecting, analyzing and sharing of data with the public. The student is expected to complete a research project or field study utilizing appropriate methods of educational research.
- ASE 586 Special Populations and Special Programs.**
Study is made of special programs offered in public schools including special and compensatory education, bilingual and ESL education, adult and continuing education, and vocational and technical education. Prerequisite: ASE 532 and ASE 668.
- ASE 587 Workshop in Education.**
The topic(s) included will vary with academic program and semester offered. Note: Maximum of six hours of coursework allowed in a student's program.
- ASE 610 Workshop in Educational Leadership.**
This course deals with current topics in educational leadership. The topics selected for the workshop will be based on needs identified through collaborative endeavors with schools, service centers, professional organizations and governmental agencies. The course may be repeated for a maximum of three hours. NOTE: Maximum of three hours workshop coursework allowed in a student's program.
- ASE 630 Public Information and Community Relations.**
This is a study of systems for the development of school-community relations and an understanding of the school's purposes, functions, achievements and needs to the patrons. Prerequisite: Twelve hours of Principalship core coursework.

- ASE 660 Psychology of Learning.**
Study is made of the principles of psychology as they apply to learning and teaching. Pertinent research is studied in an attempt to find ways to make instruction more effective. Prerequisite: ASE 532 and ASE 668.
- ASE 662 Practicum in School Administration (Principalship).**
This laboratory course is designed to provide intensive study and field experience in problems relating to a specific job at the elementary, middle or senior high school level. Prerequisites: Completion of core hours required for masters coursework.
- ASE 664 School Finance.**
This course deals with basic concepts of public finance; problems in local, state, and federal support of education; state financial systems, with emphasis on Texas; local taxation; budgeting; financing capital items; and fiscal management. Prerequisite: Twelve hours of Principalship core coursework.
- ASE 668 Instructional Leadership I.**
The course focuses on leadership for the improvement of instruction and includes current research on school and teaching effectiveness. Prerequisite: ASE 532 or concurrent enrollment.
- ASE 671 Role of The Principal in School Administration.**
This course is designed for school administrators and supervisors. Consideration is given to organization, program curriculum, plant supervision, and evaluation for the principal functioning at the elementary, middle or senior high school level. Prerequisite: ASE 532 and ASE 668.
- ASE 672 Practicum in Supervision.**
This course provides a field practicum for students seeking a position as an instructional supervisor. It is designed to provide intensive study of the field of instructional leadership. Prerequisite: Final semester of masters work.
- ASE 673 Practicum in School Administration (Superintendency).**
The course provides a study of the duties and responsibilities of the school administrator as related to public relations, personnel administration, instructional leadership, financial management and school plant planning. Prerequisite: Final semester of certification work.
- ASE 675 Women in Educational Leadership.**
This course addresses issues and challenges of particular interest to women in educational leadership positions. It is designed to encourage prospective women administrators by enhancing leadership, interpersonal and motivational skills.
- ASE 687 Field Studies in Educational Administration.**
This course will provide post-master's students an opportunity to engage in a detailed field study under the direction of graduate faculty. The topic and area of study must be approved by the supervising faculty member. Prerequisite: Approval of the supervising professor.
- ASE 690 The School Plant.**
The course is designed for school superintendents, business managers, and other school personnel whose responsibilities include school plant planning and management. Topics considered include how to use and maintain present school plants, keeping the school board and community informed as to building needs, selecting architects, and financing construction, and the developing educational specifications. Prerequisite: Twelve hours of Principalship core coursework.
- ASE 694 Instructional Leadership II.**
This course is designed to certify individuals as having completed Instructional Leadership Development. Emphasis is also placed on the improvement of instruction through research findings and demonstration of instructional improvement in various curricular offerings. Prerequisite: ASE 532 and ASE 668.

ASE 695 Human Resource Management.

Study is made of the administrator's role in recruiting and retaining adequate staff. Such topics as recruitment, salary policy, tenure, leaves, contractual obligations, and academic freedom are considered. Prerequisite: Twelve hours of Principalship core coursework.

ASE 696 Appraisal and Development of Educational Personnel.

This course is designed to prepare individuals to assess the effectiveness of instruction. Emphasis is also placed on evaluation techniques, conferencing with teachers and development of professional growth plans. Prerequisite: ASE 668 and ASE 694.

ASE 697 Current Issues for School Administrators.

This course will provide practicing and prospective school administrators an opportunity to become current with state and national education issues. These issues will include school finance, school law, special programs, leadership and management, instructional issues, evaluation of programs and personnel, and changing policies at the state and national level. Prerequisite: Approval of instructor.

Master of Education in Counseling. This degree plan is designed specifically for the student who wishes to work toward certification in School Counseling. It requires completion of forty-eight hours of graduate credit and may meet academic requirements for Licensed Professional Counselor (LPC). The program must comply with existing standards for professional certification. All students must take the comprehensive examination and usually take the exam during the final semester of coursework. Students must be enrolled in the university when taking the comprehensive examination. The degree plan originates in the Department of Educational Leadership and Counseling.

Master of Education in Counseling School Counselor

Required Courses

CNE 511	Counseling Program Orientation (stem work)	1 SCH
CNE 564	Theories of Counseling	3 SCH
CNE 663	Assessment in Guidance & Counseling	3 SCH
CNE 585	Pre-Practicum Techniques of Counseling	3 SCH
CNE 597	Human Growth & Development	3 SCH
CNE 533	Intro to Counseling & Guidance	3 SCH
CNE 579	Methods of Research	3 SCH
CNE 534	Effective Human Behavior	3 SCH
CNE 674	Practicum in Group Counseling	3 SCH
CNE 570	Career Counseling Across the Lifespan	3 SCH
CNE 635	Methods of Consultation, Coordination, & Counseling	3 SCH
**CNE 512	Workshop: Ethical & Professional Issues in Counseling	1 SCH
CNE 676	Supervised Practice in Counseling	3 SCH
CNE 592	Cross Cultural Issues in Counseling	3 SCH
CNE 632	Theories of Marriage & Family Therapy	3 SCH
**CNE 510	Workshop: Elective Psychopharmacology or Advanced Appraisal Techniques	1 SCH
CNE 686	Field Practicum I	3 SCH

Elective: Select one of the courses below 3 SCH

CNE 591	Child & Adolescent Counseling	3 SCH
*CNE 593	Community Counseling	3 SCH
CNE 599	Play Therapy Basics	3 SCH
CNE 631	Advanced Play Therapy	3 SCH
CNE 633	Techniques of Marriage & Family Therapy	3 SCH
CNE 634	Professional & Ethical Issues in Counseling	3 SCH
CNE 637	Counseling Clients with Sexual Concerns	3 SCH

Total Hours 48 SCH

* LPC/community counseling students must take CNE 593.

** An additional elective may be substituted for CNE 510 and CNE 512.

Master of Arts in Counseling Education. This degree is designed for individuals who wish to write a thesis as part of the requirements for the degree. A comprehensive examination will be taken during the final semester of coursework. Students must be enrolled during the semester the comprehensive examination is taken.

Master of Arts in Counseling Education Licensed Professional Counselor (LPC)

Required Courses

CNE 511	Counseling Program Orientation	1 SCH
CNE 564	Theories of Counseling	3 SCH
CNE 663	Assessment in Guidance & Counseling	3 SCH
CNE 585	Pre-Practicum Techniques of Counseling	3 SCH
CNE 597	Human Growth and Development	3 SCH
CNE 579	Methods of Research	3 SCH
CNE 534	Effective Human Behavior	3 SCH
CNE 674	Practicum in Group Counseling	3 SCH
CNE 570	Career Counseling Across the Lifespan	3 SCH
**CNE 512	Workshop: Ethical & Professional Issues in Counseling	1 SCH
**CNE 510	Workshop: Elective (Psychopharmacology or Advanced Appraisal Techniques)	1 SCH
CNE 593	Community Counseling	3 SCH
CNE 676	Supervised Practice in Counseling	3 SCH
CNE 592	Cross Cultural Issues in Counseling	3 SCH
CNE 632	Theories of Marriage & Family Therapy	3 SCH
CNE 686	Field Practicum I	3 SCH
CNE 698	Thesis I	3 SCH
CNE 699	Thesis II	3 SCH

** An elective may be substituted for CNE 510 and CNE 512.

Master of Arts in Counseling. This degree plan is designed for students seeking licensure as a Licensed Professional Counselor (LPC) and/or a Licensed Marriage and Family Therapist (LMFT). Students completing this degree will have all of the academic requirements needed to apply for the temporary license as a Professional Counselor in the state of Texas. Forty-eight graduate semester credit hours are required to fulfill the requirements for the degree. A comprehensive examination will be taken during the final semester of coursework. Students must be enrolled during the semester the comprehensive examination is taken. The degree plan originates in the Department of Educational Leadership and Counseling.

The LPC/Community Counseling Program is a CACREP accredited program. The LPC/Community Counseling Program is generic in nature as it provides students with academic and practical information to help them in preparing for employment in multiple settings. Students may choose electives that will provide them with more specific information about working with special populations, i.e. Play Therapy, Child and Adolescent Counseling, Techniques of Marriage and Family Therapy, etc. This preparation allows graduates of this program to work in family service agencies, mental health centers, the prison system, community college counseling centers, treatment centers, etc. Once fully licensed, the graduates of this program may also work in private practice.

Master of Arts in Counseling Licensed Professional Counselor (LPC)

Required Courses

CNE 511	Counseling Program Orientation (stem work)	1 SCH
CNE 564	Theories of Counseling	3 SCH
CNE 663	Assessment in Guidance & Counseling	3 SCH
CNE 585	Pre-Practicum Techniques of Counseling	3 SCH
CNE 597	Human Growth & Development	3 SCH
CNE 579	Methods of Research	3 SCH
CNE 534	Effective Human Behavior	3 SCH
CNE 674	Practicum in Group Counseling	3 SCH
CNE 570	Career Counseling Across the Lifespan	3 SCH
**CNE 512	Workshop: Ethical & Professional Issues in Counseling	1 SCH
**CNE 510	Workshop: Elective (Psychopharmacology or Advanced Appraisal Techniques)	1 SCH
CNE 591	Child & Adolescent Counseling	3 SCH
CNE 593	Community Counseling	3 SCH
CNE 676	Supervised Practice in Counseling	3 SCH
CNE 592	Cross Cultural Issues in Counseling	3 SCH
CNE 632	Theories of Marriage & Family Therapy	3 SCH
CNE 686	Field Practicum I	3 SCH

Electives **Select one of the courses below:** **3 SCH**

CNE 599	Play Therapy Basics	3 SCH
CNE 631	Advanced Play Therapy	3 SCH
CNE 633	Techniques of Marriage & Family Therapy	3 SCH
CNE 634	Professional & Ethical Issues in Counseling	3 SCH
CNE 637	Counseling Clients with Sexual Concerns	3 SCH
PSY 534	Theory & Research in Psychotherapy II	3 SCH

Total Hours **48 SCH**

** An additional elective may be substituted for CNE 510 and CNE 512.

The LMFT/Community Counseling Program provides specific coursework and practical information to help prepare students for employment in settings that focus on the family system. These specific courses are Theories of Marriage and Family Therapy, Techniques of Marriage and Family Therapy, Counseling Sexual Problems, and Professional and Ethical Issues. Typically, students graduating from the LMFT/Community Counseling Program secure employment in agencies that provide services from a system's perspective such as family service agencies, adoption and placement agencies, community agencies that specialize in counseling survivors of rape and sexual abuse, and home-based family therapy programs in community mental health agencies, etc. Once licensed, the graduates of this program may also work in private practice. Please note that an additional one-hour orientation seminar is a prerequisite for the degree. Students who want to graduate from the CACREP accredited Community Counseling Program must take CNE 593.

Master of Arts in Counseling
Licensed Marriage & Family Therapist (LMFT) 48 Hours

Required Courses

CNE 511	Counseling Program Orientation (stem work)	1 SCH
CNE 564	Theories of Counseling	3 SCH
CNE 663	Assessment in Guidance & Counseling	3 SCH
CNE 585	Pre-Practicum Techniques of Counseling	3 SCH
CNE 597	Human Growth & Development	3 SCH
CNE 579	Methods of Research	3 SCH
CNE 534	Effective Human Behavior	3 SCH
CNE 674	Practicum in Group Counseling	3 SCH
CNE 570	Career Counseling Across the Lifespan	3 SCH
CNE 632	Theories of Marriage & Family Therapy	3 SCH
CNE 633	Techniques of Marriage & Family Therapy	3 SCH
CNE 634	Professional & Ethical Issues in Counseling	3 SCH
CNE 676	Supervised Practice in Counseling	3 SCH
CNE 592	Cross Cultural Issues in Counseling	3 SCH
CNE 686	Field Practicum I	3 SCH
CNE 637	Counseling Clients with Sexual Concerns	3 SCH
CNE 686	Field Practicum II in Marriage & Family Therapy	3 SCH

Total Hours**48 SCH**

COUNSELING COURSE DESCRIPTIONS

CNE 510 Workshop in Counseling.

This course deals with current topics in the field of counseling. The topics selected for the workshop will be based on needs identified through collaborative endeavors with schools, service centers, professional organizations and governmental agencies.

CNE 511 Counseling Program Orientation.

The context of this course includes the history of counseling, a review of the standards for licensure and certification, and a discussion of current issues and concerns in the field of counseling.

CNE 512 Ethics for Counselors.

This course examines the professional codes of ethics and their limitations, the value clashes in counseling, ethical decision making models and the major ethical issues in the counseling field.

CNE 513 Assessment in Marriage and Family Therapy.

This course is designed to introduce students to assessment instruments and techniques in the field of marriage and family therapy. Students will be introduced to current assessment instruments and inventories intended to measure marriage and family function, resilience, adjustment, and adaptation for use in practice and research.

CNE 533 Introduction to Counseling and Guidance.

This course introduces students to the field of school counseling. Emphasis is placed on the evolution of counseling professional identity, and professional ethics. The services provided in a comprehensive program of guidance and counseling are discussed.

CNE 534 Effective Human Behavior.

A study is made of the dynamics of human behavior with emphasis on understanding dysfunction as well as the basic nature of human beings who successfully cope with the problems that confront them in everyday life. Attention

is given to development of emotional health in personal and social contexts such as home, school, work, and marriage. Prerequisite: CNE 597.

CNE 564 Theories of Counseling.

A comprehensive study is made of the major theories of counseling. Attention is given to systematic ways of viewing the counseling process. Divergences and convergences among theories are examined for practical application. Prerequisites: Admission to program and CNE 511 orientation taken concurrently.

CNE 570 Career Counseling Across the Lifespan.

This course is designed to assist the counselor in developing and initiating a comprehensive career education program. A study is made of the world of work as well as the dynamics and developmental aspects of vocational choice. Emphasis is also placed on the use of occupational information, test scores, personal data, grades, and other pertinent information in working with students individually and in groups. Prerequisites: CNE 597.

CNE 579 Methods of Research.

Study is made of types and methods of educational research, the collecting, analyzing and sharing of data with the public. The student is expected to complete a research project or field study utilizing appropriate methods of educational research. Prerequisite: CNE 663.

CNE 585 Pre-Practicum Techniques of Counseling.

This course is designed to provide experiences in the exploration and application of individual counseling techniques. Role-playing, self-exploration, and structuring of the counseling relationship are emphasized. Prerequisites: CNE 564 or concurrent enrollment.

CNE 587 Workshop in Counseling.

This course is designed to serve the needs of in-service counselors in schools and those in private practice. Topics will vary as needs demand. May be repeated as scheduled topics vary.

CNE 591 Child and Adolescent Counseling.

This course is designed to help students develop approaches for putting counseling theories into practice in helping children and adolescents who are experiencing difficulties in their developmental, personal and social growth. Prerequisites: CNE 534 .

CNE 592 Cross Cultural Issues in Counseling.

This course will examine the sociocultural characteristics and counseling issues related to the varied cultures in today's society. Hispanic, African-American, Native American, and Asian American cultures will be examined along with issues related to gender and Gay/Lesbian concerns.

CNE 593 Community Counseling.

This course provides theoretical and applied information regarding community counseling services. A variety of delivery systems, staffing procedures, emergency services, and treatment paradigms are presented. Prerequisite: CNE 534, CNE 564.

CNE 597 Human Growth and Development Across the Lifespan.

A review of theory and research concerning the growth and development of the individual through the lifespan with emphasis placed on childhood and adolescence. The course attempts to relate theory and research to present concerns and problems of teachers through the study of physiological, psychological and social interrelationships. Experience in the procedures of child study are provided.

CNE 599 Play Therapy Basics.

This course is designed to enhance/increase the counselor's understanding of the child's world as perceived by the child, the relationship between the child's world and behavior. The major theories of play therapy, and the utili-

zation of play media to facilitate the child's self-exploration, self-expression, self-understanding, and personal growth will be explored. Prerequisite: CNE 564 and CNE 597.

CNE 631 Advanced Play Therapy.

This course is designed to provide play therapists with extensive practical research experience in regard to issues relative to the play therapy relationship. Case analysis, theoretical application, and current research issues and trends will be investigated. Prerequisite: CNE 599.

CNE 632 Theories of Marriage and Family Therapy.

This course focuses on basic concepts in marriage and family therapy, theories of therapeutic change in families, marriage and family development and foundations of family systems therapy. Prerequisite: CNE 564.

CNE 633 Techniques of Marriage and Family Therapy.

Application of the main approaches in family therapy to clinical work. This includes skill development in working with couples and families in a variety of contexts. Prerequisite: CNE 632.

CNE 634 Professional and Ethical Issues in Counseling.

This course studies the current ethical issues and the professional roles of marriage and family therapists, mental health counselors and school counselors. This includes study of the Texas Family Code, the licensing acts for Marriage and Family Therapists and Professional Counselors, and regulations for school counselors. Prerequisite: CNE 585.

CNE 635 Methods of Consultation, Coordination and Counseling.

A comprehensive study is made of contemporary practices of consultation and coordination in the school counseling profession. The course includes study of community service agencies, referral sources, legal and ethical practices and the acquisition of practical school counseling skills. Prerequisites: CNE 533.

CNE 637 Counseling for Sexual Concerns.

Students will develop an understanding of sexual anatomy, the physiology of sexual function, and therapeutic applicants for assessing, counseling, and referral procedures for clients who present with sexual concerns. Students will investigate various therapeutic approaches when dealing with sexual concerns. Students will explore how life experiences, sexual values, and beliefs about sexual behavior affect the therapeutic interaction and outcome. Prerequisites: CNE 534, CNE 632, and CNE 674.

CNE 663 Assessment in Guidance and Counseling.

Study will include the principles of assessment and evaluation in counseling, assessment instruments used in counseling services, elementary statistical concepts, methods of evaluating assessment instruments, the process of synthesizing and interpreting assessment data, and the ethics of assessment. Prerequisites: CNE 564 or taken concurrently.

CNE 674 Practicum in Group Counseling.

Participation in small group activities is a significant part of this course which has been designed to meet the needs of counselors in a variety of settings. The didactic portion of the course will focus on the knowledge, practice, skills, and person of the effective group counselor. Prerequisites: CNE 564 and CNE 585.

CNE 676 Supervised Practice in Counseling.

This laboratory course is designed to prepare the student in the practical application and integration of the principles and methods of counseling. Prerequisites: Admission to candidacy and CNE 674.

CNE 686 Field Practicum.

The course provides supervised experiences in a counseling setting. Study is made of the duties and responsibilities of the counselor at work. Prerequisites: CNE 676 and subject to individual placement.

CNE 698 Thesis I.

This first phase of the Thesis includes a review of the literature, research design, collection of pilot data, and related steps. Students are required to present and defend a research proposal. Prerequisite: Admission as a Degree Candidate.

CNE 699 Thesis II.

The second phase of the Thesis includes data collection, manuscript preparation and defense of the Thesis. Prerequisite: CNE 698.

Doctor of Philosophy Degree in Counselor Education

The Doctor of Philosophy degree in Counselor Education provides the highest professional degree available to students who aspire to leadership positions in counselor education and school counseling. Although the degree includes a prescribed curriculum of required and elective courses, the doctoral degree will be awarded on the basis of successful completion of coursework and completion of a major research study resulting in the presentation and defense of a dissertation. A comprehensive examination will be taken during the sixth semester of coursework. Students must be enrolled during the semester the comprehensive examination is taken.

The program design requires completion of the nineteen hours of the Counselor Education Core, a minimum of fifteen hours in the Research component, nine hours in Research Tools, twenty hours in the area of specialization (Counselor Education or School Counseling), and six hours in a Cognate outside of Counselor Education.

The Ph.D. program follows a cohort model. This means that individuals are admitted to a specific cohort group and are required to take the Counselor Education core, Research component, Research Tools, and specialization internships at the same time as the cohort group. Cohort groups begin in May/June of each year. In the event that students encounter personal emergencies that result in dropping out of the normal schedule, they may be required to join another cohort group with a different schedule.

Admission to the program requires a commitment to devoting a significant amount of time for the period of the individual's program. The inability to devote the necessary time will require the individual to drop out of the program. Students who complete the doctoral degree in counselor education will be able to:

- apply counseling theory and research to the counselor education and/or school counseling leadership functions;
- plan and deliver research based counselor education didactic courses;
- apply counselor supervision theory and research to individual and group supervision in counselor education and school counseling programs;
- use advanced level communication and interpersonal skills in consultation, counseling, counselor education, supervision and evaluation;
- interpret the relationships among federal, state and local agencies and the laws and ethical considerations applicable to the counselor education and school counseling program management fields;
- apply advanced level diagnostic and assessment methodology, and develop the capacity to teach appropriate treatment plans for a wide range of psychological concerns to master's level students;
- demonstrate multicultural awareness and competence during doctoral level counseling, supervision and consultation;
- incorporate adult education pedagogy and research as a basic tool in administering counselor education and staff development programs;

202 COLLEGE OF EDUCATION

- design doctoral level counseling research and interpret results;
- apply data to advanced level counseling capabilities and school counseling leadership functions; and,
- successfully complete extensive internship experiences directly related to the student's individual professional goals.

Recruitment efforts will focus on attracting intelligent, highly motivated individuals.

Requirements for Admission

Students seeking admission to the graduate programs in the Department of Educational Leadership and Counseling must meet the basic requirements of Graduate Studies specified in the Admission section of this catalog. Applicants for admission to the Doctor of Philosophy Degree Program in Counselor Education must have:

1. A master's degree from an accredited institution. The master's degree and additional coursework should be substantially equivalent to a core of 48 hours of Council on Accreditation for Counseling and Related Educational Programs (CACREP) required curriculum areas.
2. 3.50 grade point average on all graduate work.
3. Taken the Graduate Record Exam.

Additional Counselor Education Ph.D. Application Guidelines

A completed application form, accompanied by a \$35 non-refundable processing fee, should be submitted by February 1 of the year the applicant proposes to begin the program to: Director, Center for Research and Counselor Education (CRCE), Department of Educational Leadership and Counseling, Box 2119, Sam Houston State University, Huntsville, Texas 77341-2119.

In addition, the applicant must submit the following to the Director of the CRCE:

1. One official copy of transcripts of all undergraduate and graduate work completed.
2. One copy of scores for the Graduate Record Examination.
3. References Rating Forms from: Three officials in schools, or mental health agencies where the applicant has been employed, plus two recommendations from current or former graduate-level professors. These must be "closed" recommendations, i.e., mailed directly to the Counselor Education Program at the above address, from the individual making the recommendation.
4. A 1000-word personal statement.

Applicant Interview and Selection Process

The Counselor Education doctoral admissions committee will consider all applications through a holistic review process, taking into account higher GPAs, GRE Scores, work experience, recommendations, and interview scores. After reviewing the pool of applicants, the doctoral admissions committee will recommend the top candidates for the on-campus interview process. Applicants invited for the interview will be given specific guidelines for the interview process which will include an interview with the doctoral admissions committee, an on-site writing proficiency assessment. All qualified doctoral students are admitted under regular admission to the Graduate School. At the close of their second semester they will meet with the Doctoral Director as to the status of their confirmations in the doctoral program.

After admission to candidacy, students and their dissertation chair will jointly select their doctoral dissertation committee.

Doctor of Philosophy in Counseling Education

Counseling Core (19 SCH)

CNE 710	Doctoral Seminar in Counseling (taken four times)	1 SCH
CNE 731	Advanced Counseling Theories	3 SCH
CNE 732	Advanced Appraisal Techniques	3 SCH
CNE 734	Theories of Counselor Supervision	3 SCH
CNE 735	Practice of Counselor Supervision	3 SCH
CNE 737	Advanced Counseling Techniques and Practicum	3 SCH

Research Component (15 SCH Minimum)

CNE 762	Methods of Educational Research	3 SCH
CNE 763	Application of Educational Research	3 SCH
CNE 833	Dissertation (taken a minimum of three times and until completion of the dissertation; minimum of 9 semester hours total)	3 SCH

Research Tools (9 SCH)

CNE 773	Statistical Methods for Counselor Education Research	3 SCH
CNE 772	Qualitative Methodology	3 SCH
CNE 774	Multivariate Methods for Counselor Education Research	3 SCH

SPECIALIZATION AREA: Complete either A or B below 20 SCH

A. School Counseling

CNE 739	Doctoral Internship in Counseling (Clinical) (3 SCH)
CNE 739	Doctoral Internship in Counseling (Directing School Counseling and Guidance Programs) (3 SCH)
Specialization Electives (12 SCH)	
CNE 710	(2 SCH)

B. Counselor Education

CNE 739	Doctoral Internship in Counseling (Clinical) (3 SCH)
CNE 739	Doctoral Internship in Counseling (Teaching) (3 SCH)
CNE 736	College Teaching in Counseling (3 SCH)
Specialization Elective (9 credits)	
CNE 710	(2 SCH)

Cognate Electives (6 SCH)

The student will work with the Director of the CRCE to choose two, three credit hour cognate electives that support the student's specialization, experience and research interests.

Total: 69 SCH

COUNSELING DOCTORAL COURSE DESCRIPTIONS

CNE 710 Doctoral Seminar.

This course is designed to provide an orientation to doctoral studies in counseling, topics of current interest to doctoral students, and the faculty and information regarding areas of study and research related to the doctoral program. This course may be repeated five times, for a maximum of six credits. Prerequisite: Admission to doctoral program in Counseling. Credit 1.

- CNE 731 Advanced Counseling Theories.**
In depth study of major counseling theories, with special emphasis on comparative analysis. Prerequisite: Admission into counseling doctoral program. Credit 3.
- CNE 732 Advanced Appraisal Techniques.**
This is an advanced course in assessment procedures used by counselor educators and directors of counseling and guidance in the schools. A case study approach will be utilized to guide students through the application of assessment, diagnosis and treatment planning for childhood, adolescent, and adult mental disorders and behavior problems. Credit 3.
- CNE 734 Theories of Counselor Supervision.**
This course is designed to introduce students to models of counselor supervision. The course is conducted in a seminar-discussion format and, as part of the course students will provide one or more counselor trainees with supervision. Prerequisite: CNE 731. Credit 3.
- CNE 735 Practice of Counselor Supervision.**
Supervised experience in supervision of counseling. Students meet for individual supervision of supervision and in a seminar group to assess their effectiveness in their supervisory relationships, to obtain feedback on tapes and observation, and to integrate these learnings into their supervisory process. Prerequisite: CNE 734. Credit 3.
- CNE 736 College Teaching in Counseling.**
Application of planning, instructional, and evaluation skills. Doctoral students lead skill training groups, lecture to a masters level class, and guide group discussion with faculty supervision. Prerequisite: CNE 731. Credit 3.
- CNE 737 Advanced Counseling Practicum and Techniques.**
Supervised experience in counseling. Students meet for individual supervision and in a seminar group to assess their effectiveness in their helping relationships, to obtain feedback on tapes and observation, and to integrate these learnings into their counseling behavior. Prerequisite: CNE 636 field Practicum or equivalent, CNE 731 and CNE 732. Controlled registration. Special fee: \$30 per semester. Credit 3.
- CNE 738 Human Dynamics and Consultation Skills.**
Developing effective human relations and communications skills are crucial to prepare for interactions with parents, students, staff, and school boards. Conferencing skills, active, emphatic listening skills, and knowledge of personality and family dynamics will be developed. Students will learn to network with the community and systems in broader contexts. Doctoral students only.
- CNE 739 Doctoral Internship in Counseling.**
Professional service in field setting appropriate for counseling, consultation, and personnel work, under supervision. May be repeated for a maximum of 6 credit-hours. Credit/No Credit grading. Prerequisites: CNE 737 and permission of doctoral director. Credit 3.
- CNE 762 Methods of Counseling Research.**
Study of both quantitative and qualitative research with emphasis upon an understanding of statistical concepts and procedures necessary to create and implement effective educational research. Prerequisite: Admission to doctoral program in counseling. Credit 3.
- CNE 763 Application of Counseling Research.**
Fundamental concepts and tools of research applied to educational problems. Each student will prepare a proposal for the dissertation. Prerequisites: CNE 762, CNE 772, and STA 765 or equivalents. Credit 3.
- CNE 772 Qualitative Methodology.**
This course is designed to teach qualitative research methodology within a counseling problems-based contextual framework. The course will empha-

size qualitative techniques through lecture, discussion, readings, and field-based research projects using the methods learned. Prerequisite: CNE 762. Credit 3.

***CNE 773 Statistical Methods for Counselor Education Research.**

This course is designed to teach students how to manage, analyze, and interpret data related to counselor education themes at the doctoral level. The course will address quantitative methods (e.g., descriptive statistics, t-test, one-way and factorial ANOVA) via lectures, exams, small and large group discussions, and computer work both in and outside of class. Credit 3.

***CNE 774 Multivariate Methods for Counselor Education Research.**

This course is designed to teach students how to manage, analyze, and interpret multivariate data related to counselor education themes at the doctoral level. The course will emphasize multivariate methods via lectures, exams, small and large group discussions, and computer work both in and outside of class. Credit 3.

CNE 787 Workshop in Counselor Education.

This course will provide the doctoral student an opportunity to engage in detailed and in-depth study of a program or problem in counselor supervision. The student will work under the supervision of a doctoral faculty member and will be expected to produce a written product or presentation. Prerequisite: Admission to doctoral program in counseling and approval of doctoral director. Credit 3.

CNE 833 Dissertation.

The completion of an approved dissertation which will contribute to counseling. Field-based projects will be emphasized. Must be repeated for a minimum of 9 semester hours. Prerequisites: Admission to the doctoral program in counseling, completion of counseling Core, Research component and Research Tools courses, successful completion of comprehensive exam and approval of doctoral advisor. Credit 3.

* Subject to action by the Board of Regents, the Texas State University System and/or the Texas Higher Education Coordinating Board.

Doctor of Education Degree in Educational Leadership

The Doctor of Education degree in Educational Leadership provides the highest professional degree available to students who aspire to leadership positions at either the school or college/university level. Although the degree requirements include a prescribed curriculum of required and elective courses, the doctoral degree is awarded not only on the basis of coursework completion. In addition, each doctoral student is expected to conduct a major research project resulting in the presentation and defense of a dissertation. A comprehensive examination will be taken after the completion of 29 hours of required coursework. Following the written part of the examination, an oral examination is scheduled with the student's Doctoral Dissertation Committee. Students must be enrolled during the semester the comprehensive examination is taken. After successful completion of the written and oral comprehensive examination, the student may defend the dissertation proposal.

The program design requires a concentration in educational leadership, with at least eighteen hours in the Leadership Core, twenty-one hours in the Research Component, twenty-four hours in the Specialization Area (Instructional Leadership and/or Content Fields) and twelve hours in the Cognate Electives. (See the Curriculum Outline for a listing of the courses included in the Leadership Core and Research Component.)

The Ed.D. program is a cohort program. This means that individuals are admitted to a specific cohort group who are required to take the Leadership Core and Research Components at the same time. Individuals accepted into the program will be expected to follow the schedule of the cohort group to which they are assigned. Cohort groups begin in June of each year. In the event of emergencies which require individuals to drop out of the normal schedule, they may be required to join another cohort group with a different schedule.

Admission to the program requires a commitment to devoting a significant amount of time for the period of the individual's program. The inability to devote the required time will require the individual to drop out of the program. Students who complete the doctoral degree in educational leadership will be able to: apply administrative theory to the instructional leadership function; set goals, assign responsibilities and verify how well resources are allocated and utilized in instructional improvement; plan and administer the curriculum of a school system; use appropriate communication and interpersonal skills in consultation, counseling and evaluation; interpret the relationships among federal, state and local education agencies and the laws applicable to the administration of the schools; design educational research and interpret results; and apply data to educational processing capabilities and leadership functions. Recruitment efforts will focus on attracting intelligent, highly motivated individuals.

Requirements for Admission

Students seeking admission to the graduate programs in the Department of Educational Leadership and Counseling must meet the basic requirement of Graduate Studies specified in the Admission section of this catalog. Applicants for admission to the Doctor of Education Degree in Educational Leadership must submit a completed application including transcripts of all college level work. In addition, candidates must have:

1. A master's degree from an accredited institution;
2. Five years of full-time professional experience in a credible school or agency;
3. A 3.5 grade point average (4.0 scale) on all graduate work;
4. An acceptable score on all sections of the Graduate Record Exam: verbal, quantitative and analytical writing;
5. Positive recommendations from three current or previous supervisors in schools or agencies where the applicant has been employed, plus two recommendations from current or previous graduate-level professors.
6. A portfolio demonstrating experience and/or potential leadership and scholarship.

Applicants meeting the above criteria may be invited for an interview with the doctoral admissions committee. A writing sample will be completed on site at the time of the interview. A candidate who fails to meet one of the criteria may receive probationary admission if he/she is sponsored by a doctoral faculty member.

After the completion of thirteen semester hours of core doctoral level coursework at Sam Houston State University, each student will be considered for full admission to candidacy. A doctoral program committee will review his/her academic progress, interpersonal skills and motivation to determine whether or not the student should continue with the program. After full admission to the program, the student's doctoral dissertation committee will be assigned by the Director of Doctoral Studies and the Chair of the Department of Educational Leadership and Counseling.

Curriculum Outline

Leadership Core: 18 hours

EDL 731	Leadership Theory and Applications	3 SCH
EDL 732	Instructional Theory and Applications	3 SCH
EDL 733	Societal Factors Affecting Education	3 SCH
EDL 734	Issues in Contemporary Education	3 SCH
EDL 735	Conflict Management for Contemporary Education	3 SCH
EDL 736	Educational Leadership Internship	3 SCH

Research Component: 21 hours

EDL 761	Accountability and Measurement for Contemporary Education	3 SCH
EDL 762	Methods of Educational Research	3 SCH
EDL 763	Application of Educational Research	3 SCH
EDL 772	Qualitative Methodology	3 SCH
EDL 833	Dissertation	9+ SCH

Specialization Area:

24 SCH

(At least 12 hours in Instructional Leadership; maximum of 12 hours in Content Fields including EDL 770 and EDL 710-3 hours.) (Community College Executive Leadership program includes 18 hours of Community College Leadership coursework.)

Cognate Component:

12 SCH

(Including STA 765, CNE 773, or CNE 774; students may choose from POL 730, MGT 765, CNE 738, CNE 736.)

EDUCATIONAL LEADERSHIP COURSE DESCRIPTIONS

EDL 710 Doctoral Studies in Educational Leadership.

This course is designed to provide an orientation to doctoral studies in educational leadership, topics of current interest to doctoral students, and information regarding areas of study and research related to the doctoral program. Students in the Ed.D. program in educational leadership are required to take the course each semester of residence. May be repeated for a total of three credits. Prerequisites: Admission to Ed.D. Program in Educational Leadership. Credit 1.

EDL 731 Leadership Theory and Applications.

Examination of many leadership theories, models, and processes with emphasis on the results of the applications of various theories, models, and processes to educational leadership. This course requires knowledge of the literature and ongoing student engagement in research. Prerequisites: Admission to Ed.D. Program in Educational Leadership. Credit 3.

EDL 732 Instructional Theory and Applications.

Systematic study is made of existing research on key factors influencing instructional effectiveness and on models for school restructuring. The relationship of instruction and school effectiveness is explored in depth. This course requires knowledge of the literature and ongoing student engagement in research. Prerequisites: Admission to Ed.D. Program in Educational Leadership. Credit 3.

EDL 733 Societal Factors Affecting Education.

Through this course, graduate students will have the opportunity to examine the political, economic, and cultural factors affecting public school education and instructional leadership today. This course is designed to

provide instructional leaders with insight and background into the life styles, values and aspirations of various cultural groups as related to the leadership process. Prerequisites: Admission to the Ed.D. Program in Educational Leadership. Credit 3.

EDL 734 Issues in Contemporary Education.

Analysis of the research literature and field-based data relative to current issues facing instructional leaders in contemporary schools will be completed. Assessment of enrollment trends, curriculum changes, personal problems, and financial patterns are issues that will be addressed. This course requires knowledge of the literature and ongoing student engagement in research. Prerequisites: Admission to the Ed.D. Program in Educational Leadership. Credit 3.

EDL 735 Conflict Management for Contemporary Education.

Examination of conflict management processes and skills with emphasis on interaction patterns, interpersonal relationships, and communication skills. Prerequisites: Admission to the Ed.D. Program in Educational Leadership. Credit 3.

EDL 736 Educational Leadership Internship.

Students participate and are evaluated in an intensive study and field experience relating to positions in educational leadership. Designed to provide insight into problems in the leadership process in an operational setting distinct from prior or concurrent work experience. Prerequisites: Completion of 12 hours of leadership area core. Credit 3.

EDL 761 Accountability and Measurement for Contemporary Education.

This course is designed for the study of educational problem solving and accountability and their relationship to needs assessment techniques, evaluation methodologies, and decision-making processes. Prerequisites: Admission to the Ed.D. Program in Educational Leadership and EDL 772. Credit 3.

EDL 762 Methods of Educational Research.

Study of qualitative research with emphasis upon an understanding of statistical concepts and procedures necessary to create and implement effective educational research. This course requires knowledge of the literature and ongoing student engagement in research. Prerequisites: Admission to the Ed.D. Program in Educational Leadership. Credit 3.

EDL 763 Application of Educational Research.

Fundamental concepts and tools of research applied to educational problems. Each student will prepare a proposal for the dissertation. This course requires knowledge of the literature and ongoing student engagement in research. Prerequisites: Admission to the Ed.D. Program in Educational Leadership and EDL 761. Credit 3.

EDL 770 Education Policy and Ethics.

The purpose of this course is to provide the student with opportunities to study how educational policy is developed through micro and macro political elements, to examine ethical and value issues confronting educational leaders, and to demonstrate how individual values drive ethical behavior and ethical decisions. This course requires knowledge of the literature and ongoing student engagement in research. Prerequisites: Admission to Ed.D. Program in Educational Leadership. Credit 3.

EDL 772 Qualitative Methodology.

This course is designed to teach qualitative research methodology within an educational leadership problems-based contextual framework. The course will emphasize qualitative research techniques through lecture, discussion, readings, and field-based research projects using the methods learned. This course requires knowledge of the literature and ongoing student en-

- agement in research. Prerequisites: Admission to the Ed.D. Program in Educational Leadership and EDL 762. Credit 3.
- EDL 773 The American Community College.**
This course is designed to teach doctoral student the historical and contemporary role of the American Community College. The course covers the establishment of the community college as a unique American idea that has become a major component in the postsecondary milieu. The course also focuses on historical, current and emerging issues in the American Community College setting. Credit 3.
- EDL 774 The Community College Student.**
This course is designed to provide the learner with a foundation in student development. This will include information concerning the current generations of college students and how they develop while they are in college. Learners will also develop an understanding of the theoretical bases for student development and be able to identify the role of student development/services/affairs in developing college students. Credit 3.
- EDL 775 Community College Finance.**
This course is designed to provide a comprehensive overview of higher education funding and financing. Specific details of how a budget is built, sources of revenue, objects of expenditures, and planning are covered in the course. Students will learn relevant terms, how to plan, build and implement an institution-wide budget. It is intended to prepare students for leadership positions in higher education by providing a better understanding of financial, budgetary, and planning issues in public post-secondary education. Prerequisite: EDL 740. Credit 3.
- EDL 776 Community College Curriculum.**
This course identifies and analyzes contemporary issues in community college curriculum, including academic, workforce, tech prep, and dual credit. Prerequisites: EDL 740, EDL 741, and EDL 742. Credit 3.
- EDL 777 Theory and Practice of Community College Leadership.**
This course is designed to introduce students to an array of theoretical and practical orientations to leadership in the community college. The course content addresses current and emerging issues of leadership, administration, and management in the community college. Students will become familiar with leadership theories and how to apply to them to a dynamic, multicultural, multi-ethnic educational environment. Credit 3.
- EDL 778 Higher Education Law and Governance in the Community College.**
The purpose of this course is to provide an overview of the organization, governance, and administration of higher education. This course is based on analyzing the elements that define colleges, describing models to explain how colleges are organized and managed; and integrating these models with administrative views to influence organizational processes, to include the communication of current issues to other personnel. The course will also focus on legal issues that affect the governance of higher education. Prerequisites: EDL 740, EDL 741, and EDL 743. Credit 3.
- EDL 787 Doctoral Field Studies in Educational Leadership.**
This course will provide the doctoral student an opportunity to engage in a detailed and in-depth field study of a program or problem in educational leadership. The student will work under the supervision of a doctoral faculty member and will be expected to produce a written product or presentation. Prerequisites: Admission to the Ed.D. Program in Educational Leadership and permission of Supervising Professor. Credit 3.
- EDL 833 Dissertation.**
The completion of an approved dissertation which will contribute to Instructional Leadership. Minimum of 9 hours total required. Field-based

210 COLLEGE OF EDUCATION

projects will be emphasized. May be repeated. Prerequisites: Admission to the Ed.D. Program in Educational Leadership; completion of required Leadership Core and Research Component coursework and successful completion of comprehensive exam. Credit 3.

DEPARTMENT OF HEALTH AND KINESIOLOGY

HEALTH PROGRAM

The Master of Arts Program in Health prepares students as certified health education specialists in the four broad areas of employment that define the discipline: community health, medical or clinical health, school health, and worksite health promotion. Experienced individuals in the field of health may serve as program directors in the voluntary or governmental health setting; administer programs and operations in the geriatric, hospital, and pediatric clinical setting; teach at the community college and pre-K through 12th grade level; and coordinate comprehensive wellness programs for employees in the corporate setting. This program of study incorporates the principles, practices, and the development of a working philosophy of Health Education. Program content focuses on the *American Association for Health Educations Responsibilities and Competencies for Health Educators*:

- Assessing individual and community needs for Health Education
- Planning effective Health Education programs in the four areas of the discipline
- Implementing Health Education programs to meet the needs of diverse populations
- Evaluating the effectiveness of Health Education programs
- Coordinating the provision of Health Education services in the four areas of health
- Acting as a resource person by utilizing Health Education theories and technology
- Communicating health and Health Education needs, concerns, and resources

Entrance Requirements – Admission into the Health and Kinesiology Master's Programs requires that a student must:

1. submit Graduate Record Examination (GRE) scores, and when applied to the following formula, 250 (undergraduate grade point average) + GRE scores, attain a minimum of 1500 for regular admission.
2. have completed an undergraduate degree (major or minor) in Health Education or have at least 18 hours of field related coursework.
3. complete the Test of English as a Foreign Language (TOEFL) and score at least 550 (paper-based), 213 (computer-based) or 79 (internet-based) if that individual is from a non-English speaking country.

Students who do not meet the entrance requirements may be conditionally admitted for one semester, and are allowed to complete a maximum of 6 graduate hours.

Program Requirements

All students are required to pass a comprehensive written examination covering all coursework at the conclusion of the program, exclusive of the thesis, if applicable. Those selecting the thesis option are also required to successfully complete an oral defense of that research study. The comprehensive examination can be taken when the student is within their final 6 hours of coursework, and must be completed at least three-weeks prior to the graduation date. Students must be enrolled during the semester that the comprehensive examination is taken.

For a 30-hour program, a maximum of 6 hours of coursework can be transferred from another institution, or applied to the graduate program from an area of study outside of

212 COLLEGE OF EDUCATION

Health. For a 36-hour program, a maximum number of 9 hours can be transferred from another institution, or applied from disciplines outside of Health.

The **Master of Arts in Health** (thesis option) is a 30-hour program designed to prepare individuals for health positions requiring formalized research, teaching at the university/community college level, and for students who wish to pursue doctoral studies in the future.

Master of Arts in Health (Thesis Option)

Core Coursework

HED 531	Foundations of Community Health	3 SCH
HED 532	Human Ecology	3 SCH
HED 574	Research Seminar	3 SCH
HED 575	Statistical Design in Health and Kinesiology	3 SCH

Electives 6 SCH

Select from: HED 533, 534, 538, 560, 561, 563, 565, 577

Internship

HED 696	Health Program Planning-Pre-Internship	3 SCH
HED 697	Internship in Health Education	3 SCH

Thesis

HED 698	Thesis	3 SCH
HED 699	Thesis	3 SCH

Total Hours

30 SCH

The **Master of Arts in Health** (non-thesis option) is a 36-hour program designed to prepare students to enter into the corporate, community, medical, or school health setting. The foundation of this degree prepares students to become a Certified Health Education Specialist.

Master of Arts in Health (Non-thesis Option)

Core Coursework

HED 531	Foundations of Community Health	3 SCH
HED 532	Human Ecology	3 SCH
HED 574	Research Seminar	3 SCH
HED 575	Statistical Design in Health and Kinesiology	3 SCH

Electives 18 SCH

Selected from: HED 533, 534, 538, 560, 561, 563, 565, 577

Internship

HED 696	Health Program Planning-Pre-Internship	3 SCH
HED 697	Internship in Health Education	3 SCH

Total Hours

36 SCH

The **Masters of Education** (non-thesis option) is a program designed for students seeking initial certification for secondary school teachers. All such degrees originate in the Department of Curriculum and Instruction and require the completion of a minimum of thirty-six hours of graduate credit, at least thirty of which must be in courses numbered 500 or above.

Master of Education Teaching Field: Health

Core Coursework		12 SCH
	HED 531 Foundations of Community Health	3 SCH
	HED 532 Human Ecology	3 SCH
	HED 574 Research Seminar	3 SCH
	HED 575 Statistical Design in Health and Kinesiology	3 SCH
Electives		6-12 SCH
	Select from: HED 533, 534, 538, 560, 561, 563, 565, 577	
Education		12-24 SCH
Total Hours		36 SCH

HEALTH COURSE DESCRIPTIONS

- HED 531 Foundations Of Community Health.**
The epidemiological, biostatistical methods of investigation are applied to international, national, state, and local health issues. Additionally, the historical and philosophical foundations of community health are presented with an orientation to current health programs, medical care trends, and health problems experienced by diverse populations.
- HED 532 Human Ecology.**
A study of the major factors which determine health or illness, including how populations respond to various determinants of health including lifestyle, heredity, environment, and health care resources.
- HED 533 Colloquium In Human Sexuality.**
A study of all the factors influencing growth and development. Consideration of the special problems including developing family life, sexuality issues, intimate relationships, and the cultural impact they have on society.
- HED 534 Colloquium In The Use And Abuse Of Drugs.**
A value education approach to the prevention of drug use and abuse is presented along with personal, family, community and school factors influencing drug use. The origins and derivations of drugs are explored. The mental, emotional, physical, social and physiological effects from the use of drugs will be analyzed.
- HED 538 Colloquium In Consumer Health Education.**
The study of consumer goods and services as related to the health of individuals, their family and their community. Marketing principles for health promotion and current health care bioethical issues are addressed.
- HED 560 Communication Theory And Practice For Community Educators.**
A laboratory experience built around research on motivational concepts as they influence changes, perception, attitudes, values and behavior. Diffusion patterns, group discussion and decision making, and interviewing techniques are covered. Attention is given to the selection, use, and evaluation of media, materials, visual aids, press, radio, mass media, etc.

- HED 561 Theoretical Foundations Of Health Education And Health Promotion.**
A study of the history, philosophy, and practices of Health Education. Exploration and application of behavioral science concepts and methodologies to community health education and in-service training of health professionals. Case studies and other behavior change models will be used.
- HED 563 Leadership In Health Promotion And Sport Management.**
This course is designed for the individual who will assume some type of supervisory position in health promotion or sport management. The course's focal point involves exposure to administrative skills required of those who serve in a leadership capacity.
- HED 565 Aging And Health Promotion.**
A discussion of health promotion issues for the elderly including physical assessment, chronic care, health care maintenance, psychological adaptation, nutrition, and other current topics.
- HED 574 Research Seminar.**
A study is made of research techniques, identification of problems, research designs and data gathering procedures. Students will develop a proposal for a research project.
- HED 575 Statistical Design In Health And Kinesiology.**
Principles of advanced statistical techniques and measurement theory with emphasis upon their application to Health, Kinesiology, and related areas will be presented.
- HED 577 Independent Studies.**
The student with specific interest and background experience in a specialized area will have the opportunity to apply theoretical concepts in a laboratory situation. The student may have practical experiences in a clinic, agency, special school or other types of institutions. Prerequisite: Permission of the Graduate Coordinator.
- HED 696 Health Program Planning: Pre-Internship.**
A comprehensive review of the components of health program planning with emphasis on the socio-economical, cultural, and political factors that influence the health status of a community. Emphasis is focused on a comprehensive approach to health program planning and behavior change models.
- HED 697 Internship In Health Education.**
Professional field experience conducted in an approved setting for health education within the medical community, workplace or school setting. The 300 hour practicum is facilitated under the supervision of a qualified health educator or approved preceptor.
- HED 698 Thesis.**
This phase of the thesis investigation includes the completion of the review of the related literature, formulation of the research design and procedures and related pilot studies. Some data collection may also occur, and the thesis symposium must be completed to the satisfaction of the advisor and members of the thesis committee.
- HED 699 Thesis.**
This phase of the thesis work includes the completion of the data collection, as well as the actual writing and defense of the thesis.

KINESIOLOGY PROGRAM

The graduate program in Kinesiology is designed to enhance the professional expertise of teachers and coaches, to prepare students for positions in corporate, commercial, and sport management settings, and for entry into doctoral programs.

Entrance Requirements – Admission into the Kinesiology Master’s Program requires that a student must:

1. submit Graduate Record Examination (GRE) scores, and when applied to the following formula, 250 (undergraduate grade point average) + GRE scores, attain a minimum of 1500 for regular admission.
2. have completed an undergraduate degree with a Kinesiology major or minor or related field, and have completed 12 hours of advanced coursework related to masters emphasis. These advanced hours must be approved by the Kinesiology graduate coordinator. See the undergraduate catalog for a description of these classes.
3. complete the Test of English as a Foreign Language (TOEFL) and score at least 550 (paper-based), 213 (computer-based) or 79 (internet-based), if that individual is from a non-English speaking country.

Students who do not meet the entrance requirements may be conditionally admitted for one semester, and are allowed to complete a maximum of 6 graduate hours.

Program Requirements

The **Master of Arts in Kinesiology** (thesis option) is a 30-hour program designed to prepare individuals for college teaching and for students who wish to pursue doctoral studies in the future. This option requires students to complete a thesis (KIN 698 and KIN 699)

The **Master of Arts in Kinesiology** (non-thesis option) is a 36-hour program designed to prepare teachers, coaches, managers of commercial or corporate fitness programs, and administrators in sport management or recreationally-based activity settings.

The **Master of Education** (non-thesis option) **with EC-12 Physical Education Certification** is a 36-hour course of study for kinesiology majors/minors or a 48-hour course of study for students without kinesiology undergraduate coursework. The 36- or 48-hour course of study leads to a Masters of Education degree with all-level physical education certification.

For a 30-hour program, a maximum of 6 hours of coursework can be transferred from another institution, or applied to the graduate program from an area of study outside of Kinesiology. For a 36-hour program, a maximum number of 9 hours can be transferred from another institution, or applied from disciplines outside of Kinesiology. Transferred coursework must be approved by the Kinesiology graduate coordinator. For any of the graduate degree options, only one independent study (KIN 577) may be applied toward the coursework. Consult the undergraduate catalog for course descriptions. All coursework falling under one of these considerations must have the approval of the Chair of the Health and Kinesiology Graduate Committee. Application of workshops (KIN 599) is limited to 6 hours for a 36-hour degree plan, and 3 hours for a 30-hour program.

All graduate students must complete the following core classes:

KIN	562	Legal Issues in Sport	3 SCH
KIN	563	Leadership in Health Promotion and Sport Management	3 SCH
KIN	574	Research Methods (within the first 12 hours)	3 SCH
KIN	575	Statistical Design in Health and Kinesiology	3 SCH

At the conclusion of the program, all students are required to pass a comprehensive written examination covering all coursework, exclusive of the thesis if applicable. Those selecting the thesis option are also required to successfully complete an oral defense of

that research study. The comprehensive examination can be taken when the student is within his/her final 6-hours of coursework, and must be completed at least three-weeks prior to the graduation date. Students must be enrolled during the semester in which the comprehensive examinations are taken.

The oral defense must be completed at least four-weeks prior to graduation to allow sufficient time for review of the thesis by various administrative offices. Students should consult the calendar that appears at the beginning of the Graduate Catalog for the specific date the manuscript must be submitted to the Dean's office.

KINESIOLOGY COURSE DESCRIPTIONS

- KIN 534 Practicum.**
An internship experience in a personal working environment, organizational setting. Supervisory assistance by project staff occurs at frequent intervals.
- KIN 562 Legal Issues in Sport.**
An examination of legal factors affecting Physical Education, amateur athletics and professional sport. Analysis will involve teachers, coaches, officials, spectators, medical personnel, owners of sports teams, and commercial suppliers of equipment and products used within an activity setting.
- KIN 563 Leadership in Health Promotion and Sport Management.**
This course is designed for the individual who will assume some type of supervisory position in health promotion or sport management. The course's focal point involves exposure to administrative skills required of those who serve in a leadership capacity.
- KIN 567 Advanced Physiology of Exercise.**
Advanced content reflecting the scientific principles underlying exercise is coupled with an emphasis on laboratory experiences. Students will be required to conduct an applied research project on a topic of their choice. Prerequisite: KIN 373 or permission of instructor.
- KIN 572 Youth Fitness.**
This course is designed to provide participants with specific background and knowledge in how to appropriately plan programs geared to improving the fitness of youth. Central to this course is the development of an attitude that perceives youth fitness as a significant part of the school curriculum. This course will prepare individuals to promote youth fitness in an effective and scientific manner.
- KIN 574 Research Seminar.**
A study is made of research techniques, identification of problems, research designs and data gathering procedures. Students will develop a proposal for a research project.
- KIN 575 Statistical Design in Health and Kinesiology.**
Principles of advanced statistical techniques and measurement theory, with emphasis upon their application to Health, Kinesiology, and related areas, will be presented.
- KIN 577 Independent Studies.**
This course is adaptable to the needs and interests of the individual student. Students with specific interests are provided the opportunity to investigate and make application in theoretical, laboratory, or field experience approaches to their area of concentration. Prerequisites: KIN 574. A proposal is submitted to the faculty sponsor and the Chair of the Health and Kinesiology Graduate Committee the semester before the student plans to register for this course.

- KIN 579 Management of Adult Fitness Programs.**
An analysis of factors associated with the management of commercial, corporate and hospital-based wellness programs. Special attention will be given to the purpose, development and maintenance of such programs.
- KIN 589 Sports in American Culture.**
The course explores North American sport from a viewpoint that sport is a microcosm of society. Social structures, sub-cultures, and ethics are explored.
- KIN 592 Program Development in Kinesiology.**
This course is designed to examine movement patterns and the developmental progression of motor actions in children and adolescents. The focus will be on how to create challenging curricula, while improving instructional skills.
- KIN 593 Advanced Studies in the Psychology of Sport.**
An advanced study of the psychological factors that affect, and are influenced by, sports participation. Both the coach and the athlete are considered in this analysis.
- KIN 595 Advanced Biomechanics.**
The mechanical analysis of motion as it applies to the human musculoskeletal system. The course stresses advanced concepts of functional anatomy, linear and angular kinetics and kinematics, and application of those concepts in a laboratory/research setting. Emphasis is placed on data collection and evaluation in a semester research project. Prerequisite: KIN 362 or permission of instructor.
- KIN 597 Current Issues in Kinesiology.**
This course will include topics and specific issues germane to current concerns in the areas of Physical Education, health-related wellness, sport on the professional level, and interscholastic and intercollegiate athletics. Students will be required to complete a research project requiring data collection and analysis.
- KIN 598 Significance of Motor Learning.**
This course will present the theoretical and experimental bases for the understanding of human behavior in movement. Areas of study include feedback manipulation, motor programming, dynamic systems theory, generalizability of schema, forgetting, and compatibility analysis. Students are required to plan and conduct a research study testing a motor learning postulate of their own choosing. Prerequisite: KIN 322 or permission of instructor.
- KIN 599 Workshop in Kinesiology, Recreation, and Sport.**
An intensive laboratory-oriented experience for practitioners seeking to upgrade teaching, coaching, or leadership competencies in areas related to Kinesiology, Coaching, and Athletics. May be repeated for credit with approval of the Chair of the Health and Kinesiology Graduate Committee.
- KIN 698 Thesis.**
This phase of the thesis investigation includes the completion of the review of the related literature, formulation of the research design and procedures and related pilot studies. Some data collection may also occur, and the thesis symposium must be completed to the satisfaction of the advisor and members of the thesis committee.
- KIN 699 Thesis.**
This phase of the thesis includes the completion of the data collection, as well as the actual writing and defense of the thesis.

DEPARTMENT OF LANGUAGE, LITERACY, AND SPECIAL POPULATIONS

Admission Requirements:

To be regularly admitted to the graduate school, applicants must submit to the Office of Graduate Studies:

1. An Application for Admission.
2. Official transcripts from all colleges and universities attended, both undergraduate and graduate. A minimum GPA of 2.5 in undergraduate and graduate work is expected.
3. Acceptable scores on the Graduate Record Examination or the Miller Analogies Test.

NOTE: Candidates may be permitted to enroll for one semester while their admission file is incomplete.

Applicants with completed files are reviewed for regular admission by graduate faculty in each program area and are selected by faculty based on information in the completed file.

Applicants must submit to the Department of Language, Literacy and Special Populations:

1. Two letters of recommendations (the form is available from the LLSP Office)
2. A copy of applicant's teaching certificate if the intention is to sit for the Texas Reading Specialist Certification Exam
3. Acceptable writing sample

In addition, applicants must complete an online questionnaire that shows that (1) they are presently teaching (or have access to a class) so that assignments can be applied and (2) they possess the necessary technology skills for graduate work/research.

Master of Education in Reading/Language Arts Education. There are two different programs leading to a Masters of Education in Reading/Language Arts. One program is designed for those students interested in the Reading Specialist Certification and the other for those students who wish a Masters Degree in Reading, but are not interested in sitting for the certification exam. Both programs require a 36-hour degree plan and are designed for those holding a valid Elementary or Secondary teaching certificate. The candidate must have two years successful teaching experience and successfully complete a departmental comprehensive and/or portfolio examination before taking the Reading Specialist Exam. Candidates must be enrolled in coursework during the semester they submit their comprehensive portfolio. The degree plans originate in the Department of Language, Literacy, and Special Populations.

Master of Education in Reading leading to the Reading Specialist Certification

RDG 530	Foundations of Literacy	3 SCH
RDG 590	Literature and Instructional Materials in Reading Programs	3 SCH
RDG 598	Cognition and Emergent Literacy	3 SCH
RDG675 ¹	The Administration and Supervision of Literacy Programs	3 SCH
BSL 571	Social, Cultural and Language Influence on Learning	3 SCH
RDG 561	Language Arts: Theory and Instruction	3 SCH
RDG532 ²	Practicum in Literacy Assessment and Instructional Strategies I	3 SCH
RDG533 ³	Practicum in Literacy Assessment and Instructional Strategies II	3 SCH
RDG 589	Improvement of Literacy in Secondary Schools and Adult Populations	3 SCH
RDG638 ⁴	Research in Language and Literacy I	3 SCH
RDG688 ¹	The Politics of Literacy	3 SCH
RDG 690 ⁵	Internship in Reading Supervision	3 SCH

Course Prerequisites in the Master of Education in Reading

- ¹ Prerequisite: RDG 530
² Prerequisite: Enroll concurrently with RDG 533
³ Prerequisite: Enroll concurrently with RDG 532
⁴ Prerequisite: RDG 530, 532, 533
⁵ Prerequisite: RDG 638

Masters in Education in Reading (not leading to the Reading Specialist Certification) Required Courses (24 hours)

RDG 530	Foundations of Literacy	3 SCH
RDG 590	Literature and Instructional Materials in Reading Programs	3 SCH
RDG 598	Cognition and Emergent Literacy	3 SCH
	or	
RDG 589	Improvement of Literacy in Secondary Schools and Adult Populations	3 SCH
BSL 571	Social, Cultural and Language Influence on Learning	3 SCH
RDG 561	Language Arts: Theory and Instruction	3 SCH
RDG532 ²	Practicum in Literacy Assessment and Instructional Strategies I	3 SCH
RDG533 ³	Practicum in Literacy Assessment and Instructional Strategies II	3 SCH
RDG688 ¹	The Politics of Literacy	3 SCH
Electives (12 hours)		
Any other 500/600-level RDG course		
Any 500/600-level courses in C&I, CNE, LS, ENG, EDL, or SPD		

Master of Education in Special Education. This 36-hour degree plan is designed for those holding a valid teaching certificate. Candidates seeking Educational Diagnostician Certification must complete an additional 9 hours of coursework (SPD 677, SPD 678, and SPD 679). The degree plan originates in the Department of Language, Literacy, and Special Populations. The candidate must successfully complete a departmental comprehensive examination. Candidates must be enrolled in coursework during the semester they take comprehensive examinations.

Master of Education in Special Education
(with preparation for Educational Diagnostician certification)

SPD 535	Education of Individuals with Disabilities	3 SCH
SPD 537	Assessment in Special Education	3 SCH
EED/SED 593	Assessment of Learning	3 SCH
SPD 631	A Study of Behavior Disorders in Children	3 SCH
EED/SED 597	Human Growth and Development	3 SCH
	or	
SPD 635	In-Home Training and Family Issues	3 SCH
SPD 637	Classroom Management and Parent Involvement in Special Education	3 SCH
SPD 562	Study of Cognitive and Low Incidence Disabilities	3 SCH
SPD 567	Seminar in Learning Disabilities or ASE 660	3 SCH
SPD 568	Teaching Methods for Learners with Mild to Moderate Disabilities	3 SCH
RDG590	Literature and Instructional Materials in Reading Programs	3 SCH
	or	
RDG598	Cognition and Emergent Literacy	3 SCH
	or	
RDG675	The Administration and Supervision of Literacy Programs	3 SCH
	or	
RDG688	The Politics of Literacy	3 SCH
SPD 595	Individual Assessment of Cognitive Functioning	3 SCH
SPD 538	Practicum and Methods in Special Education	3 SCH
Total Hours M.Ed.		36 SCH
Additional hours for Diagnostician Certification		9 SCH
SPD 677	Assessment of Young Children and Low Incidence Populations	3 SCH
SPD 678	Seminar in Special Education	3 SCH
SPD 679	Practicum for Educational Diagnosticians	3 SCH
Total Hours		45 SCH

Master of Arts in Special Education
Low Incidence Disabilities and Autism Program

SPD 538	Practicum and Methods in Special Education	3 SCH
SPD 560	Seminar in Autism Spectrum Disorders	3 SCH
SPD 562	Study of Cognitive and Low-Incidence Disabilities	3 SCH
SPD 630	Applied Behavior Analysis	3 SCH
SPD 633	Behavioral Assessment and Intervention	3 SCH
SPD 632	Evaluation and Measurement of Behavior	3 SCH
SPD 635	In-Home Training and Family Issues	3 SCH
SPD 637	Behavior Change and System Support	3 SCH
SPD 677	Assessment of Low Incidence Populations	3 SCH
SPD 682	Internship in Behavior Analysis	3 SCH
SPD 698	Research Methods in Behavior Analysis	3 SCH
SPD 699	Thesis	3 SCH
Total Hours M.A.		36 SCH

Master of Arts in Special Education Behavior Disorders Program

SPD 535	Education of Individuals with Disabilities	3 SCH
SPD 560	Seminar in Autism Spectrum Disorders	3 SCH
SPD 568	Teaching Learners with Mild/Moderate Disabilities	3 SCH
SPD 630	Applied Behavior Analysis	3 SCH
SPD 631	Study of Behavior Disorders in Children	3 SCH
SPD 632	Evaluation and Measurement of Behavior	3 SCH
SPD 633	Behavioral Assessment and Intervention	3 SCH
SPD 635	In-Home Training and Family Issues	3 SCH
SPD 637	Behavior Change and System Support	3 SCH
SPD 682	Internship in Behavior Analysis	3 SCH
SPD 698	Research Methods in Behavior Analysis	3 SCH
SPD 699	Thesis	3 SCH

Total Hours M.A.

36 SCH

Master of Arts. This degree is designed for individuals who wish to write a thesis as part of the requirements for the degree. It is available to majors in Reading and Special Education. Students seeking the Master of Arts in Reading (thesis option) will not take RDG 639. Students in the Special Education Program for Low-Incidence Disabilities and Autism and the Behavior Disorders Program complete a master's thesis in their Master of Arts Program. A comprehensive examination and/or portfolio review will be taken during the final semester of coursework. The degree plan originates in the Department of Language, Literacy, and Special Populations.

BILINGUAL EDUCATION AND ENGLISH AS A SECOND LANGUAGE COURSE DESCRIPTIONS

BSL 565 Applied Linguistics for Classroom Teachers.

This course relates to the language sciences as they apply to formal and informal instruction. Language situations, descriptions, criteria, population, variations, and linguistic pressures are investigated. The nature of language, language teaching, language theory, and learning theory are examined in an attempt to provide a sound second language pedagogy.

BSL 571 Social, Cultural, and Language Influences on Learning.

This course helps describe languages, differences between languages, predictions of difficulties faced by a language learner, and helps teachers develop strategies to deal with the needs of second language learners from varied linguistic backgrounds. It examines sociocultural factors in the language classroom, interpersonal relations, concepts, models, and strategies for pluralistic teaching.

BSL 574 Teaching English as A Second Language: Oral Language Communication.

This course emphasizes the nature of language; the structure of language, the nature of first and second language acquisition; possible areas of interference; student motivation; trends in effective teaching materials and procedures; observation, testing and evaluation techniques; and the significance of culture.

BSL 575 Teaching the Language Arts and Reading in Spanish.

Emphasis is placed on the rationale, techniques, approaches, culture, activities and methods of teaching reading in Spanish in the elementary bilingual classroom.

- BSL 576 Bilingual Program Development in the Content Areas.**
This course is designed to cover basic teaching principles in the areas of science, mathematics, and social studies; the organization and structure of bilingual programs; guidelines for language usage; staffing, scheduling, and physical organization; and learning styles, teaching strategies and use of auxiliary personnel specific to the bilingual classroom.
- BSL 577 Language Acquisition and Development for Bilingual and ESL Programs.**
This course examines the development of speech in children; the neuro-physiological implications for second language learning; the cognitive, affective and social variables in second language acquisition; practice, feedback, recall and transfer processes; specific student needs, including individualization of instruction; and mastery of conduct and classroom program design.
- BSL 587 Workshop in Education: Bilingual Education.**
The topic(s) included will vary with academic program and semester offered.

EARLY CHILDHOOD EDUCATION COURSE DESCRIPTIONS

- ECE 538 Building Relationships with Diverse Families and Children.**
This course is an in-depth study of the relationship between families and schools in diverse communities. Topics addressed include discussions of major theories that support partnerships with parents; models for parent, school, and community partnerships; home, school, and community influences on children's lives; parenting styles; family dynamics; parent education strategies; communicating with parents; and the rights and responsibilities of parents, children, and teachers. Experiences with young children and their families will be required.
- ECE 539 Language and Literacy Development in the Young Child.**
A study is made of the current theories, research, and myths surrounding the development of language in the young child. Students will examine language programs and prepare appropriate language materials for preschool/primary children.
- ECE 566 Growth and Development of the Young Child.**
An examination of theory and current research concerning the growth and development of the individual through the eighth year of life is made. The course attempts to relate theory and research to present concerns of individuals in the helping profession through the study of intellectual, psychological, and social interrelationships. Experiences in the procedures of child study is provided.
- ECE 580 Theoretical Perspectives in Early Childhood Education.**
Study is made of the historical and philosophical roots of early childhood education from the middle ages to contemporary practice. An in-depth study of theorists, programs, and methods will be an integral part of the course.
- ECE 581 Curriculum Development in Early Childhood Education.**
Study is made of the scope and sequence of learning experiences for young children. Current research on early childhood curriculum development and model programs is examined. The professional standards and Texas Essential Knowledge and Skills (TEKS) for Pre-kindergarten and Kindergarten are presented.
- ECE 582 Current Practices in Early Childhood Settings.**
The course includes planning and developing materials and thematic units for use with young children. An in-depth study of the project approach is presented.

- ECE 587 Workshop in Education: Early Childhood Education.**
The topic(s) included will vary with academic program and semester offered.

READING/LANGUAGE ARTS COURSE DESCRIPTIONS

- RDG 530 Foundations of Literacy.**
This course provides historical and philosophical perspectives in literacy instruction. The results of research in such areas as emergent literacy, cueing systems and comprehension, reading interests, current literacy methodologies, and diversity of learners in schools are examined for application in classroom practice.
- RDG 532 Practicum in Literacy Assessment and Instructional Strategies I.**
This course provides an opportunity for an in-depth study of current approaches to assessment as a foundation for literacy instruction. In supervised experiences teachers will learn how to use a range of formal and informal assessment tools and methods to diagnose and assess reading and writing development, to guide instruction, and to involve the learner in self-assessment. Prerequisite: RDG 530
- RDG 533 Practicum in Literacy Assessment and Instructional Strategies II.**
This course offers an in-depth study of the assessment of struggling readers and writers. In supervised settings teachers will use various formal and informal individual assessment procedures and instruments. These assessments will direct instructional strategies and methodology. Candidates develop individual case studies. Prerequisites: RDG 532
- RDG 534 Literacy Instruction in Grades EC-4.**
Candidates explore research-based instructional practices in emergent literacy, cueing systems and comprehension, reading interests, current literacy methodologies, and diversity of learners in schools. This course is designed for graduate students admitted to an authorized initial alternative teaching certification program. This course does not count toward the reading master's degree program.
- RDG 535 Literacy Instruction in Grades 4-8.**
This course explores research-based instructional practice in middle school, word analysis skills, current literacy methodologies, and diversity of learners in schools. This course is designed for graduate students admitted to an authorized initial alternative teaching certification program. This course does not count toward the reading master's degree program.
- RDG 536 Literacy and Learning Grades 8-12.**
This course is for prospective and practicing teachers and focuses on literacy strategies that enable 8-12 students to comprehend, engage, and make use of the more challenging content and texts in all 8-12 subject areas. Candidates will be involved in class lectures, discussion, small group activities, written assignments, oral presentations, and tests. 3 credit hours.
- RDG 561 Language Arts: Theory and Instruction.**
This course provides theories and practices for teaching oral and written English, integrating the processes of reading, writing, listening, and speaking in classrooms, and the integration of language arts across the curriculum.
- RDG 587 Workshop in Reading.**
This course will provide the opportunity for relevant and timely workshops and independent research and study.
- RDG 589 Improvement of Literacy in Secondary Schools and Adult Populations.**
This course is designed to prepare secondary classroom teachers and reading specialists for teaching reading to secondary school and adult populations. Content includes characteristics of secondary students and adult

learners, language patterns and structures common to various subject-area texts and techniques to teach reading and study strategies in secondary and adult classrooms.

RDG 590 Literature and Instructional Materials in Reading Programs.

This course prepares specialized reading professionals to teach classic and contemporary children's and young adult's literature and easy reading fiction and nonfiction at all levels. Theories and practices that stimulate student interest in reading, promote reading growth, foster appreciation for the written word and increase the motivation of learners to read widely and independently for information, pleasure, and personal growth are emphasized.

RDG 598 Cognition and Emergent Literacy.

This course provides an opportunity to examine language, cognition, and pre-reading skills of young children. It enables the student to understand, develop, and evaluate language and reading programs for young children.

RDG 638 Research in Language and Literacy I.

This course is designed to present current theories and research regarding aspects of literacy and oral and written language. This knowledge is related to instructional applications for classrooms for the literacy development of children and students. Prerequisite: RDG 530 or consent of the instructor.

RDG 675 The Administration and Supervision of Literacy Programs.

This course examines the organization, development, implementation and improvement of reading and writing programs in public schools grade K through 12 at classroom, building and district levels. Prerequisite: RDG 530 or consent of instructor.

RDG 688 The Politics of Literacy.

This course will examine the connections among the psychological, sociological, cultural, and political aspects of literacy learning and teaching. Students will develop their own research, community service and/or professional exploration projects, present works-in-progress, and set goals for further development. Prerequisites: RDG 588, RDG 589, and BSL 571.

RDG 690 Internship in Reading Supervision.

This course provides a field internship for Reading Specialist candidates that focuses on reading and writing curriculum and instructional development, professional development of literacy teachers, and leadership in literacy assessment at the school and district levels. The internship provides students opportunities to apply the theories and principles of learning throughout the reading masters program. Candidates must be enrolled in their final semester of coursework for the reading masters degree; the candidate's portfolio will be developed as part of this capstone course.

SPECIAL EDUCATION COURSE DESCRIPTIONS

SPD 535 Education of Individuals with Disabilities.

This course provides an introduction to the strengths and needs of persons with disabilities, with implications for identification and educational programming for regular and special educators. Legislation and case law addressing the rights of individuals with disabilities are discussed.

SPD 537 Assessment in Special Education.

This course addresses basic measurement principles, formal and informal assessment, and the connection of assessment to instruction. Students gain experience with diagnostic tools for assessing achievement, social behavior, adaptive behavior, language, and perceptual-motor skills.

- SPD 538 Practicum and Methods in Special Education.**
Students gain direct experience in the use of curriculum, methods, and materials for learners with special needs. Additional topics include assessment, modifications, adaptations, learning strategies, direct instruction and collaboration.
- SPD 560 Seminar in Autism Spectrum Disorders.**
The course provides an overview of autism spectrum disorders, identification and etiology, and research-based programs and services for students identified with disabilities within the spectrum of autism.
- SPD 562 Study of Cognitive and Low Incidence Disabilities.**
This course is designed to provide an in-depth study of the strengths and needs of persons with mental retardation and other low-incidence disabilities. Topics addressed include etiology, family partnerships, educational needs, inclusive programs, and transition issues across the lifespan.
- SPD 567 Seminar in Learning and Learning Disabilities.**
This course presents a study of the research and professional literature concerning persons with learning disabilities and other mild-to-moderate special needs. History, theories of learning, educational practices, social issues, and lifespan needs are addressed.
- SPD 568 Teaching Methods for Learners with Mild to Moderate Disabilities.**
Course content centers upon a rationale for instruction of students with mild to moderate disabilities. Research-based assessment and instructional strategies are presented.
- SPD 587 Workshop in Education.**
The topic(s) included will vary with academic program and semester offered.
- SPD 595 Individual Assessment of Cognitive Functioning/ Weschsler Scales.**
This course is designed to acquaint students with the theory, problems, ethical standards, and techniques of administering individual tests of intelligence. Specifically, each student will learn to administer, score, and interpret the latest edition of the WISC, WAIS, and the WPPSI.
- SPD 630 Applied Behavior Analysis.**
This course presents basic principles, processes, and concepts in Applied Behavior Analysis. Applied project required.
- SPD 631 A Study of Behavior Disorders in Children.**
This course focuses on theories, characteristics, and instruction for students with mild, moderate, and severe emotional and behavioral disorders. Issues involving definition, classification, and intervention for such disorders as aggression, autism, depression, and delinquency will be addressed.
- SPD 633 Behavioral Assessment and Intervention.**
This course presents an in-depth study of basic principles of Applied Behavior Analysis, behavioral assessment procedures and interventions, and ethical considerations in applied settings. A field-based project is required. Prerequisite: SPD 630
- SPD 632 Evaluation and Measurement of Behavior.**
This course addresses ethical issues in research, single-subject experimental design, descriptive statistics, visual analysis, and interpretation of data. A research project is required. Prerequisite: SPD 633
- SPD 635 In-Home Training and Family Issues.**
This course addresses the impact of autism and low incidence disabilities on the family, and ways to enable families to assist their child with a disability. Consultation with a family is required.
- SPD 637 Behavior Change and System Support.**
This course presents methods and procedures of Applied Behavior Analysis including antecedent manipulations, consequence manipulations, and teaching functionally equivalent responses. Behavior Analytic methods and

curriculum for the education and treatment of children with disabilities will be emphasized. Ethics for behavioral intervention will be presented. Demonstration of behavioral methods and strategies required. . Prerequisite: SPD 535 or SPD 633

SPD 677 Assessment of Young Children and Low-Incidence Populations.

This course provides instruction and practice in administration, scoring, interpretation, and reporting results of individual tests and assessments for young children, individuals with mental retardation, and persons with low-incidence disabilities. Informal techniques such as play-based assessment, portfolio assessment, and contextual assessment are presented. Prerequisites: SPD 537, SPD 595.

SPD 678 Seminar in Special Education.

This course prepares students for the role of the educational diagnostician. Topics addressed include special education law, consultation and collaboration, second language learners with special needs, and research-based “best practices” in special education. Prerequisite: SPD 677, SPD 537, PSY 595

SPD 679 Practicum for Educational Diagnosticians.

This course provides a field-based practicum under the direction of a certified educational diagnostician. It is designed to provide intensive study in the role of the educational diagnostician. Prerequisites: Permission of instructor.

SPD 682 Internship.

Students in the internship develop and implement multiple Behavior Analytic programs in applied settings under the supervision of a Board Certified Behavior Analyst. Prerequisites: SPD 630, 633, 632 and 637.

SPD 698 Research Methods in Behavior Analysis.

Students conduct a literature review and develop a Behavior Analytic research proposal according to APA style for their master’s thesis.

SPD 699 Thesis.

Students collect and analyze experimental data and defend their research thesis. Prerequisites: Admission to Candidacy, SPD 698

TEACHING CERTIFICATE AND PROFESSIONAL LICENSURE PROGRAMS

Notice

The State Board for Educator Certification may mandate changes in certification programs which may become effective for students enrolled in the University under this catalog. Such changes may affect the graduation and certification requirements listed in this catalog.

Deficiency Plan Fee Policy

A deficiency plan must be requested by a school district on official letterhead and submitted to the certification department along with an official transcript showing degree conferred.

The fee scale described below is for the preparation of a deficiency plan leading to teacher certification. All fees are payable to Sam Houston State University by cashier’s check or money order.

(No refunds made.)

\$30	Non-SHSU graduates
\$15	SHSU graduates (bachelor’s or master’s degree)

Special Certificates and Endorsements

The special certificate programs approved for this university are for Educational Diagnosticians, Learning Resources Specialists, Reading Specialists, School Administrators, and School Counselors.

The candidate for a special certificate is required to have completed a minimum of twelve semester hours of required graduate coursework with grades of “B” or better before he is eligible for admission to a special certificate program. Admission to special certificate programs is not permitted without adequate and reliable information concerning the candidate. Factors in reaching a decision on an applicant include:

1. Quality of applicant’s completed graduate work.
2. Results of tests, standardized and others, which may be required.
3. Information from public school administrators concerning the candidate’s success as a teacher and probable success in the field for which the candidate is seeking special certification.
4. Recommendations from University faculty members who have known the candidate as a student.

An applicant for a special certificate must meet the following requirements:

1. Complete a program for a master’s degree.
2. Complete the approved program for the specified certificate with a minimum of a “B” average in the required coursework.
3. Complete the teaching and/or work experience as required for the specific certificate.
4. Pay an application fee of \$75.

Educational Diagnostician. Certified teachers desiring to function as Educational Diagnosticians must complete a 45-hour semester program encompassing a master’s degree, Plan III. To be eligible for this professional certificate the student must complete the following coursework: SPD 535, SPD 537, SPD 538, SPD 562, SPD 568, SPD 631, SPD 637, SPD 677, SPD 678, SPD 679, SPD 595, SPD 567, RDG 675 or 688, EED/SED 593 or SPD 635, EED/SED 597.

Reading Specialist. Students desiring to work as an all-level Reading Specialist should complete Plan III for the Master of Education degree with an 36-hour major in Reading including RDG 530, RDG 532, RDG 533, RDG 561, RDG 688, RDG 589, RDG 590, RDG 638, RDG 639, RDG 598, RDG 675, and BSL 571. Two years successful teaching experience is required.

School Administrator. The program for the Principal Certificate requires the completion of a minimum of 36 semester hours beyond the bachelor’s degree and includes the following: ASE 532, 563, 572, 578, 579, 586, 662, 668, 671, 694; six semester hours from ASE 510, 630, 660, 695, 696 or other ASE courses as approved.

The program for the **Professional Certificate for School Superintendent** requires the completion of a minimum of 51 semester hours beyond the bachelor’s degree and includes the following: completion of the 36 semester hours required for the Principal Certificate plus ASE 630, 673, 690, 695. Electives will be substituted for any required courses which were completed as part of the Principal Certificate.

School Counselor. The Texas Education Agency issues one certificate, the Professional School Counselor Certificate, to individuals who have completed an approved program in counseling. Students desiring the complete counselor certification should complete the Master of Education for School Counseling, shown above, including CNE 533, 534, 564, 570, 579, 585, 597, 635, 663, 674, 676; and three hours of approved electives.

Licensed Professional Counselor. The Texas State Board of Examiners of Professional Counselors, Texas Department of Health, issues the Licensed Professional Counselor License to individuals who have completed an approved program in counseling and the necessary work hours. Students desiring to complete the Licensed Professional Counselor License may complete either the forty-eight hour Master of Arts (Thesis Option) or the forty-eight hour Master of Arts (Non-thesis option) degree. Courses include: CNE 510, 511, 512, 579, 585, 591, 592, 597, 632, 636, 663, 674, 676. Nine hours of electives from Counseling, Psychology or related fields, are also required.

Licensed Marriage and Family Therapist. The Texas State Board of Examiners of Marriage and Family Therapists, Texas Department of Health, issues the LMFT license to individuals who have completed an approved program in marriage and family therapy, and the necessary post-degree internship hours. Students desiring to complete the academic requirements for the LMFT license may complete either the forty-eight hour Master of Arts Plan III degree or the forty-eight hour Master of Arts Plan I degree. The major in counseling with a specialization in marriage and family therapy includes: CNE 564, 663, 585, 597, 534, 579, 674, 570, 632, 633, 634, 676, 636 (taken twice), 592, and PSY 534.

Board Certification in Behavior Analysis. The International Behavior Analyst Certification Board issues Board Certification in Behavior Analysis to individuals who have successfully completed a master's degree, specified courses approved by the Behavior Analyst Certification Board, approved internship hours, and the examination for Board Certified Behavior Analyst (BCBA). The Master of Arts in Special Education in the Low-Incidence Disabilities and Autism Program is designed for individuals pursuing this certification. Required courses for BCBA include SPD 630, SPD 633, SPD 632, SPD 637, and SPD 682.**

** Subject to approval from the International Behavior Analyst Certification Board

Supplemental Certificates

Bilingual. The following courses can be used as a minor field or electives on the degrees listed above and can lead to additional certification or an Endorsement in Bilingual Education: BSL 574, 575, 576, and 577. Additional requirements include the Texas Oral Proficiency Test — Spanish and the TExES in Bilingual Education. Contact the Department of Language, Literacy, and Special Populations for details.

English as a Second Language. The following courses can be used as minor field or electives on the degrees listed above and can lead to additional certification or an Endorsement in English as a Second Language: BSL 565, 571, 574, 577. Additional requirements include the TExES in ESL. Contact the Department of Language, Literacy, and Special Populations for details.

Doctor of Education Degree in Reading

The Doctor of Education degree in Reading provides the highest professional degree available to candidates who aspire to literacy leadership positions in schools, community colleges, or universities. The degree requirements include a prescribed curriculum of required and elective courses and the successful completion of a major research project resulting in the presentation and defense of a dissertation. A comprehensive examination will be taken after the completion of 45 hours of coursework. Following the written part of the examination, an oral examination is scheduled with the student's Doctoral Dissertation Committee. Students must be enrolled during the semester the comprehen-

sive examination is taken. After successful completion of the written and oral comprehensive examination (if needed), the student may defend the dissertation proposal.

The program includes a concentration of courses in reading (24 hours), in leadership (9 hours), a research component requiring a minimum of 12 hours, and an elective area of 6 or more hours, concluding with 9 or more dissertation hours. Please see the curriculum outline for a complete listing of program course requirements.

This Ed.D. Program is a cohort program. Individuals are admitted to a specific cohort and are expected to follow the schedule for the cohort to which they are assigned. Cohort groups begin in August of each year. In the event of emergencies that require an individual to drop out of the normal schedule, they may be required to join another cohort group with another schedule. Admission to the program requires a significant commitment of time for the duration of the individual's program. The inability to devote the necessary time will require the individual to drop out of the program.

Candidates who complete this program will:

- Have knowledge of the foundations of reading and writing processes.
- Design and supervise reading and writing curriculum development and coordination at the district/university, regional and state levels.
- Design and supervise assessment of reading and writing acquisition at the district/university, regional and state levels.
- Apply knowledge acquired from research and scholarly study to education in reading and writing.
- Design, conduct, and interpret research in reading and writing education.

Requirements for Admission

Applicants for admission to the Doctor of Education Degree in Reading must submit a completed application including transcripts of all college level work. In addition, candidates must have:

1. A master's degree in reading, or equivalent coursework, including 18 hours of graduate reading (or related) coursework from an accredited institution. Students with less than 18 hours of graduate reading or related coursework may need to take additional coursework during the program to meet those requirements;
2. A 3.0 grade point average on all graduate work;
3. An acceptable score on the combined verbal and quantitative sections (V+Q) of the Graduate Record Exam or Miller's Analogy;
4. Positive recommendations from three individuals who have observed the applicant in an academic environment and letters from individuals who have observed classroom teaching by the applicant;
5. Satisfactory responses to questions on an application form;
6. A teaching certificate with a reading specialist endorsement and/or three years teaching experience.

Applicants meeting the criteria above may be invited for an interview with the doctoral admissions committee. A candidate who fails to meet one of the admission requirements may receive probationary admission if sponsored by a doctoral faculty member.

Applicants are accepted into the program as a cohort and will complete classes in a prescribed sequence. Exceptions to this would be courses taken as electives. After the completion of one semester (9 hours) of prescribed graduate coursework and all required stem work at Sam Houston State University, the student will apply for admission to candidacy. The doctoral admissions committee will review his/her academic

progress, interpersonal skills, and motivation to determine whether or not the student should be allowed to continue in the doctoral program. Upon full admission to the program, the student's doctoral committee will be determined.

Doctor of Education in Reading

Reading Component:	24 SCH
RDG 688 The Politics of Literacy	3 SCH
RDG 710 Seminar in Literacy Leadership (1 hr. taken three consecutive semesters)	3 SCH
RDG 730 Psychological & Sociological Foundations of Language & Literacy	3 SCH
RDG 732 Issues and Trends in Literacy Education	3 SCH
RDG 734 Literacy for Culturally and Linguistically Diverse Populations	3 SCH
RDG 760 Analysis, Interpretation & Dissemination of Literacy Assessment	3 SCH
RDG 775 Literacy Leadership	3 SCH
RDG 780 Internship in Literacy Leadership	3 SCH
Leadership Component:	9 SCH
EDL 731 Leadership Theory and Applications	3 SCH
EDL 770 Education Policy and Ethics	3 SCH
EDL 761 Accountability and Measurement for Contemporary Education	3 SCH
Research Component: 12 hour minimum	
RDG 737 Quantitative Research Methods in Literacy	3 SCH
RDG 790 Qualitative Research Methods in Literacy	3 SCH
STA 765 Statistical Methods for Decision Making	3 SCH
STA 766 Multivariate Methods	3 SCH
Elective Component:	6+ SCH
Candidates select courses at the 500-level or higher in the fields of Bilingual/ESL Education, English, Sociology, Psychology, Educational Leadership, Library Science, Community College Leadership, or Counseling	
	6+ SCH
Dissertation:	9+ SCH
RDG 833 Dissertation	9+ SCH

READING COURSE DESCRIPTIONS

RDG 710 Seminar in Literacy Leadership.

Individual seminar topics will be presented monthly and will change for each semester in which candidates are enrolled. Topics will cover a wide variety of issues of interest to literacy educators. May be repeated for credit for a total of three credits. Prerequisites: Admission into the Ed.D. program in Literacy Leadership.

RDG 730 Psychological and Sociological Foundations of Language and Literacy.

Using cognitive-processing, socio-cognitive processing, transactional, transactional-socio-psycho-linguistic, attitude, influence, and critical theories, candidates will explore literacy education. Prerequisites: Admission into the Ed.D. program in Literacy Leadership.

- RDG 732 Issues and Trends in Literacy Education.**
Current issues and trends related to field of literacy acquisition will be examined through the lens of theory, process and practice. Prerequisites: Admission into the Ed.D. program in Literacy Leadership.
- RDG 734 Literacy for Culturally and Linguistically Diverse Populations.**
This course provides a critical examination and implementation of the theories, practices, and assessments related to the teaching of literacy to culturally and linguistically diverse learners. The practicum experiences will help promote sensitivity and appreciation for cultural diversity and instill creative and critical thinking skills necessary for leadership in a multicultural society and global economy. Prerequisites: Admission into the Ed.D. program in Literacy Leadership.
- RDG 737 Quantitative Research Methods in Literacy.**
Emphasis is placed on the examination of quantitative research designs and methodologies, the critique of published educational research, the ethical and legal issues of educational research, and the development of a research proposal. Prerequisites: RDG 730 and permission of the instructor.
- RDG 760 Analysis, Interpretation, and Dissemination of Literacy Assessment.**
This course provides an opportunity to train others in the use and interpretation of literacy assessment instruments. Additionally candidates will assist school sites in establishing a school-wide process for collecting, implementing, and communicating the results of a broad range of assessment data. Prerequisites: RDG 730.
- RDG 775 Leadership in Literacy.**
Candidates will explore the history of literacy programs, the administration and the supervision of literacy programs PreK-adult at the building, district, state, and federal levels. A significant component of this course will focus on writing for grants and other external funding. Prerequisites: Admission into the Ed.D. program in Literacy Leadership.
- RDG 780 Internship in Literacy Leadership.**
This course is the capstone experience for the Ed.D. in Reading that provides opportunities to develop skills in leadership on a school and district level. The candidates will be expected to engage in a minimum of 135 hours of field experiences to conduct research, analyze literacy data, and help in the solution of local, state, and/or national literacy problems. Professional participations and presentations are the vehicles for sharing expertise learned. Prerequisites: Admission into the Ed.D. program in Reading.
- RDG 787 Workshop in Reading.**
This course will provide the doctoral student an opportunity to engage in detailed and in-depth study of a program or problem in reading education. The student will work under the supervision of a doctoral faculty member and will be expected to produce a written product or presentation.
- RDG 790 Qualitative Research Methods in Literacy Education.**
This course provides both theoretical and practical dimensions of qualitative research. Various paradigms of qualitative research, such as case study analysis, naturalistic inquiry, discourse analysis, ethnography, and narrative analysis are addressed in this course. Students will engage in data collection, analysis, and reporting of an individualized research project. The research project will enable students to summarize empirical evidence related to psychological, sociological, and linguistic foundations of reading and writing processes and instruction. Students will conduct and publish research and contribute to the development of the knowledge base. Prerequisites: Admission into the Ed.D. program in Literacy Leadership.

RDG 833 Dissertation in Literacy Education

(Minimum of 9 semester hours total required). This is an individual research course leading to the completion of a dissertation that will contribute new knowledge to the field of reading leadership education. Prerequisites: Admission to candidacy in the doctoral program in reading leadership education, and successful completion of comprehensive exam and approval of doctoral advisor.

DEPARTMENT OF LIBRARY SCIENCE

The Department of Library Science is charged with applying the University's mission specifically to the field of Library and Information Science. The goals of the Department of Library Science are to: 1) prepare competent professionals for school librarianship; 2) encourage and support scholarly research and publications; 3) promote and participate in faculty growth and development; 4) offer educational services to schools, libraries, and the community; and 5) plan, implement, and evaluate the academic curriculum, teaching effectiveness, physical resources, program policies, and the learning environment.

Requirements for Admission

Students who wish to pursue the certification or the MLS degree should request an application for admission to the Master of Library Science Program from the Department of Library Science, Sam Houston State University, Box 2236, Huntsville, Texas 77341, or online at www.shsu.edu/librarianscience. This form is in addition to the Graduate Application for Admission which must be completed and submitted to the Office of Graduate Studies.

The Library Science admissions committee will consider all applications through a holistic review process, taking into account higher GPAs and GRE Scores. Admission is formula based and considers:

- advanced hours GPA
- GRE scores on Verbal, Quantitative, and Writing.

Certificate Programs Notice

The State Board for Educator Certification may mandate changes in certification programs which may become effective for students enrolled in the University under this catalog. Such changes may affect the graduation and certification requirements listed in this catalog.

Certification as a School Librarian

This is the credential required for school librarians for employment in Texas schools including the Windham School System of the Texas Department of Criminal Justice Institutional Division.

This credential may be issued to one who has a Master's Degree, a valid Texas teacher's certificate, two years of classroom teaching experience, 21 approved semester hours, 3 semester hours of practicum working in a library or 3 additional semester hours directly related to school librarian coursework, and one year of successful experience on a permit as a full-time public school librarian. A passing score on the Texas Examination of Educator Standards (TExES) is required.

Six of the seven courses necessary for the certification are LS 530, LS 532, LS 534, LS 537, LS 570, and LS 585. The final course is LS 566, Library Internship. LS 585 satisfies the state of Texas multi-ethnic course requirement. LS 560 is a Department of Library Science requirement for the certification. No course which is over six (6) years old is acceptable towards certification. A comprehensive portfolio is required during the last semester of coursework for this degree. Candidates must be enrolled during the semester the portfolio is required. Application for this certification is made to the State

Board for Educator Certification at www.sbec.state.tx.us. Note prerequisites under individual courses.

Master of Library Science (MLS)

This 36-hour degree provides for the principles and procedures common to libraries and information centers. The primary mission of the Department of Library Science is the preparation of school librarians for grades EC-12.

Master of Library Science

Core Coursework	33 SCH
LS 530 Collection Development	3 SCH
LS 532 Organization of Collections I	3 SCH
LS 534 Information Services and Resources I	3 SCH
LS 537 School Library Administration	3 SCH
LS 560 Literature for Children	3 SCH
LS 566 Library Internship	3 SCH
LS 567 Research Design and Methodology	3 SCH
LS 570 Instructional Design and Library Media Production	3 SCH
LS 585 Literature for Young Adults	3 SCH
LS 591 The Internet for School Librarians	3 SCH
LS 596 Computer Science Applications to Librarianship	3 SCH
Elective	3 SCH
Total Hours	36 SCH

LIBRARY SCIENCE COURSE DESCRIPTIONS

- LS 530 Collection Development.**
Principles of selection of library materials and procedures involved in building collections for all types of libraries, archives, and information centers. Includes latest technological developments, research theories and site-based applications. Required for certification and MLS.
- LS 532 Organization of Collections I.**
Introduction to the principles of descriptive cataloging and classification and subject analysis using the latest editions of international cataloging rules, Dewey Decimal Classification, and appropriate lists of subject headings. Focuses on broad-based use of the MARC format. Provides an overview of various types of bibliographic control, technical services in libraries and processing centers, and commercial and shared cataloging utilities. Required for certification and MLS.
- LS 534 Information Services And Resources I.**
Skills, techniques, and philosophy of the reference process with emphasis on the interview and strategy. Examination and discussion of basic reference tools using specific evaluative criteria. Analysis of library systems, networks, automated databases, latest trends and research in the field of reference. Covers online [commercial databases, the Internet] and laser optical disc searching techniques. Required for certification and MLS.
- LS 537 School Library Administration.**
Planning, organizing, policy making, staffing, budgeting, facilities planning, decision making and services. Study of standards, trends, services, research, and evaluation of the library will be emphasized. Required for certification and MLS. Prerequisites: LS 530, 532, 534.

- LS 560 Literature for Children.**
Acquaints students with the selection, critical analysis, and historical development of literature for children. Emphasis will be placed on selecting recreational and informational materials for children reflecting our multicultural society; identifying techniques, activities, and strategies which motivate children to read and respond to literature; and developing critical abilities for evaluating literature for children. Required for certification and MLS.
- LS 561 Current Trends in Materials for Children and Young Adults.**
Introduction to recent trends in materials for children and young adults with emphasis on multicultural understanding. Elective. Prerequisites: LS 560, 585
- LS 564 Information Services and Resources II.**
Study of reference materials and services on a specialized level. Modes of searching include online and laser optical techniques. Expertise in solving reference problems is developed through role playing, case studies, etc. Analysis of the latest trends and research in reference methods and technology (e.g., the Internet, networking). Covers grantsmanship and proposal writing as instruments in securing funding for information resources. Elective.
- LS 566 Library Internship.**
Supervised practice in a school library, incorporating seminars, conferences, journal, and evaluation. Required for certification and MLS. Prerequisites: LS 530, 532, 534, 537, 560, 570, 585.
- LS 567 Research Design and Methodology.**
The study of research methods, project designs, and data-gathering instruments pertinent to librarians. Research techniques are applied to issues related to library media centers. Centered around the production of a research or grant proposal. Required for MLS. Prerequisites: LS 534, 537, 570.
- LS 568 Library Services and Programs for Children and Young Adults.**
Programming of children and young adult services, including promotional activities, storytelling, book talks, reading guidance, library skills and instruction, innovative projects and informal library use. Study of trends and evaluation of research in the area. Elective. Prerequisite: LS 560.
- LS 570 Instructional Design and Library Media Production.**
Design and development of curriculum which utilizes the systematic approach to instruction. Emphasis on explicitly stated objectives, appropriate teaching strategies, and production of materials to facilitate achievement of goals using the latest in instructional technologies, including multimedia. Required for certification and MLS.
- LS 575 Directed Individual Study in Library Science.**
Independent research based on submitted research proposal. Elective. Prerequisite: Requires approval of Department Chair.
- LS 580 Master's Seminar.**
In-depth study of specialized subjects. May be repeated as topics vary. Examples of topics: Integrated On-line Library Systems; Nonfiction Literature for Children and Young Adults; Selecting and Evaluating Multicultural Materials for Youth; Teacher/Librarian Cooperation Emphasizing Creative Thinking; Update for School Librarians; and Elective. Prerequisites: Appropriate required courses and approval of the Department Chair.
- LS 585 Literature for Young Adults.**
Acquaints students with the selection, critical analysis and historical developments for young adults. Emphasis will be placed on selecting recreational and informational materials for young adults reflecting our multicultural society; identifying techniques, activities and strategies which motivate young adults to read and respond to literature; and developing critical abilities for evaluating literature for young adults. Required for certification and MLS.

LS 591 Internet for School Librarians.

An introduction to the Internet and telecommunications for school librarians. Some of the topics to be covered include evaluation of Internet resources, various search tools, and a variety of communication tools. In addition ethical issues related to responsible use information technology and a wide variety of curriculum connections will be explored. Required for certification and MLS. Prerequisite LS 570.

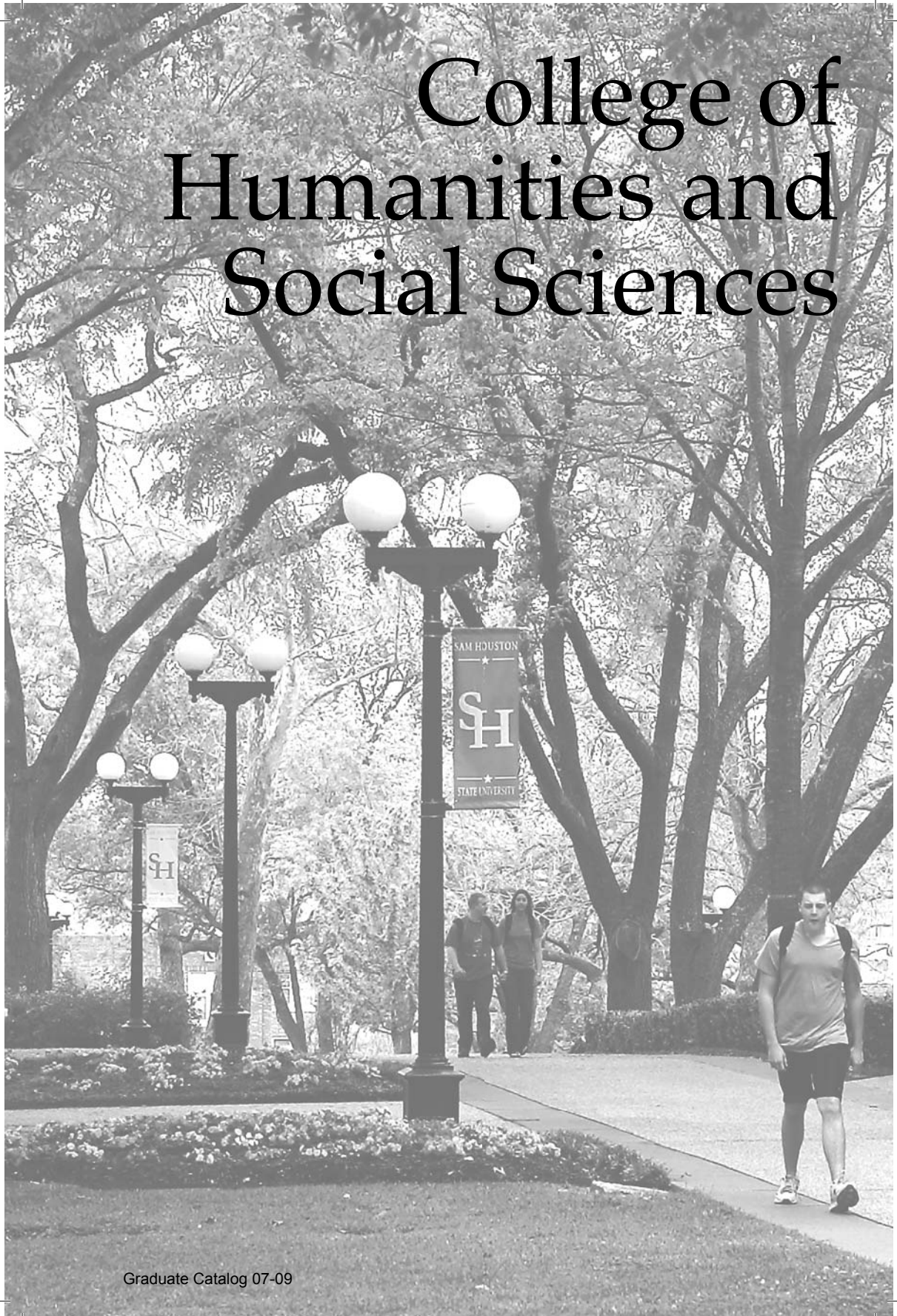
LS 593 The Historical Development of Literature for Children.

Examination of the historical development of a separate literature for children. Traces the history from the earliest books for children to current trends and issues in the field. Elective. Prerequisite: LS 560.

LS 596 Computer Science Applications to Librarianship.

History and current status of automated library services. Examination of the international standards, hardware, and software commercially available to support cataloging, circulation, on-line catalogs, reference services, and administrative tasks. Required for MLS. Prerequisites: LS 570.

College of Humanities and Social Sciences



COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Administrative Officers

Dean	John M. de Castro, Ph.D.
Associate Dean	Kandi Tayebi, Ph.D.
Associate Dean	Terry M. Thibodeaux, Ph.D.
Department of Communication Studies	James D. Ragsdale, Jr., Ph.D., Chair
Department of English	Charles W. Bridges, Ph.D., Chair
Department of Family and Consumer Sciences	Janis D. White, Ph.D., Chair
Department of Foreign Languages	Debra D. Andrist, Ph.D., Chair
Department of History	Terry D. Bilhartz, Ph.D., Chair
Department of Mass Communication	Chris White, Ph.D., Interim Chair
Department of Political Science	John Holcomb, Ph.D., Interim Chair
Department of Psychology and Philosophy	Donna M. Desforges, Ph.D., Chair
Department of Sociology	Alessandro Bonanno, Ph.D., Chair

Degrees Offered

Majors	Degrees	Page
Clinical Psychology	Ph.D.	268
Dietetics	M.S.	250
English	M.A.	245
Family and Consumer Sciences	M.S.	249
History	M.A. Ph.D.*	252
Political Science	M.A.	257
Psychology	M.A.	264
Psychology-Clinical Psychology	M.A.	265
Psychology-School Psychology	M.A.	266
Public Administration	M.P.A.	258
Sociology	M.A.	278
Speech Communication	M.A.	241

* Subject to action by the Board of Regents, The Texas State University System and/or the Texas Higher Education Coordinating Board.

Mission Statement

The College of Humanities and Social Sciences (CHSS) provides an essential component to a liberal arts education: understanding human beings in their diversity as expressed in their literatures, histories, ideas, values, oral and written expressions, and behavior. By promoting analytical, interpretive, interpersonal, and communication

240 COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

skills, the College of Humanities and Social Sciences facilitates personal growth, competent professionalism, and responsible citizenship.

The College of Humanities and Social Sciences consists of nine academic units: English, Family and Consumer Sciences, Foreign Languages, History, Mass Communication, Political Science, Psychology and Philosophy, Sociology, Speech Communication.

For additional information on the academic programs in the College of Humanities and Social Sciences, visit: www.shsu.edu.

DEPARTMENT OF COMMUNICATION STUDIES

The goal of this program is to prepare MA recipients for further graduate study toward a Ph.D. Additional objectives are to enhance the job and financial possibilities of public and private elementary and secondary school teachers, community and small four-year college instructors, and assistants to trained and licensed professionals in marriage and family counseling. The program's teaching and research focus is family communication. There is a concentration in interpersonal communication as it relates to family issues. This area of study is increasingly in the forefront of scholarly activity in speech communication, with the creation of new journals devoted to family issues and the relatively new Family Communication Division within the National Communication Association. Private and governmental agencies increasingly look for help through workshops and seminars in parenting, remediation of family violence, and other related issues.

Admission Requirements

Students seeking admission to the graduate program in Speech Communication must meet the following requirements:

1. Submit a Graduate Studies Application for Admission with the application fee to Graduate Studies.
2. Submit official transcripts of all college-level work, including the transcript that shows the date the undergraduate degree was conferred.
3. Submit GRE scores.
4. Submit three letters of recommendation that discuss the applicant's suitability for graduate study.
5. Complete an undergraduate degree from an accredited four year institution.
6. Submit a scholarly writing sample of at least 2000 words.

A holistic review of each student's application file will be completed on a competitive basis.

Degree Requirements

Students enrolled in the Master's Program in Speech Communication may choose either the *thesis* or the *non-thesis* option. Students who plan to pursue the Ph.D. degree in Speech Communication are strongly encouraged to select the thesis option.

Thesis Option: Students selecting the thesis option must complete 36 hours of coursework, including three hours each of SCM 698 and 699. Of these hours, 24 must be at the 500-level or above and include the specific courses listed below as required. Graduate students may enroll for graduate credit in a maximum of two foundation courses, if their undergraduate training did not include such courses.

Foundation Courses	Required Courses	Elective Courses	Thesis Requirements
SCM 465	SCM 531	SCM 561	SCM 698
SCM 481	SCM 560	SCM 570	SCM 699
SCM 486	SCM 580	SCM 571	
	SCM 590		
	SCM 591		

Non-Thesis Option: Students selecting the non-thesis option must complete 36 hours of coursework, not including SCM 698 and 699, of which 24 must be at the 500-level.

All graduate students are required to take a comprehensive examination over all coursework taken for the M.A. degree, which includes both written and oral sections. Those who select the thesis option also must defend their thesis orally. Students must be enrolled in the University the semester or summer session in which the comprehensive exam is administered.

SPEECH COMMUNICATION COURSE DESCRIPTIONS

FOUNDATION COURSES

- SCM 465 Nonverbal Communication.**
The study of systems of nonverbal communication and their use, including body language, vocalic, facial, and spatial communication. Students will apply current theory and research to their own communication. Prerequisite: 12 hours SCM completed.
- SCM 481 Communication Theory.**
A critical analysis of contemporary theories of communication. Students will analyze critically the research findings supporting the theories. Prerequisite: 12 hours SCM completed.
- SCM 486 Family Communication.**
A study of the contemporary family and of the role of communication in the family. Students will assess the scholarship examining the place of communication in the family with specific attention to applying the research to their own families. Prerequisite: SCM 286 or the equivalent.

GRADUATE COURSES

- SCM 531 Speech Communication Methods and Research.**
An introduction to graduate level research methods, including quantitative and qualitative approaches to data collection, analysis, and interpretation. Students will learn to develop individual research proposals.
- *SCM 532 Statistical Methods for Communication.**
This course focuses upon various statistical techniques used in communication research, including univariate and bivariate techniques, hypothesis testing for single and multiple samples, as well as methods used to investigate relationships between two or more variables such as ANOVA, ANCOVA, and multiple regression analysis. Lectures, assigned readings and projects are used to describe and illustrate advanced literature on the logic, interpretation, and assumptions of each statistical model. Emphasis is placed upon understanding of the techniques and their assumptions as well as applications. Research activities based on the use of statistical techniques are included in the course.
- SCM 560 Advanced Interpersonal Communication.**
A study of methodological and theoretical issues in relational communication with special attention to building ongoing research projects in support of theory. Prerequisite: SCM 286 or the equivalent.
- SCM 570 Health Communication and the Family.**
A study of health communication topics that relate to and influence the family and other relationships. Perspectives and theories in public health, adolescent alcohol and drug abuse, parent-child-physician communication, telemedicine, and rural health concerns will be assessed.
- SCM 571 Sex & Gender in Communication.**
A study of sex and gender differences and similarities in communication behavior. Students will examine the sex and gender scholarship and assess its implications for understanding communication in interpersonal and family relationships.

- SCM 580 Advanced Family Communication.**
A study of methodological and theoretical issues in family communication with specific attention to building ongoing research projects in support of theory. Prerequisite: SCM 486.
- SCM 590 Seminar in Interpersonal Communication.**
Advanced topics in interpersonal communication theory and research. Topics rotate from semester to semester. May be repeated for credit when topics change. Prerequisite: SCM 560.
- SCM 591 Seminar in Family Communication.**
Advanced topics in family communication theory and research. Topics rotate from semester to semester. May be repeated for credit when topics change. Prerequisite: SCM 580.
- SCM 698 Thesis I: Practicum.**
Initial phase of the thesis investigation, including review of the literature, establishment of the research design, collection of pilot data, and plan for completion. Prerequisite: Permission of thesis director.
- SCM 699 Thesis II: Completion.**
Final phase of the thesis investigation, including data collection and analysis, writing, and defense. The student must be registered in SCM 699 during the semester in which the thesis is completed and defended. Prerequisite: SCM 698.

DEPARTMENT OF ENGLISH

The graduate program in English is designed to train students in preparation for doctoral work in university graduate schools, to improve the professional competence of public school teachers, to prepare promising scholars for college teaching, to advance the skills of creative writers, and generally to train students whose careers require advanced verbal and analytical abilities.

Admission Requirements

Students seeking admission to the graduate program in English must meet the following requirements:

1. Submit a Graduate Studies Application for Admission with the application fee to the Graduate Studies Office.
2. Submit official transcripts of all college-level work, including the transcript that shows the date the undergraduate degree was conferred.
3. Submit scores for the GRE General Test.
4. Submit three letters of recommendation that discuss the applicant's potential for success in an English graduate program.
5. Submit a scholarly/critical writing sample with a minimum of ten pages; students wishing to pursue a creative writing emphasis may submit a creative portfolio as a supplement to the scholarly/critical writing sample.
6. An applicant must have completed at least twelve hours of upper-division English courses with a GPA of 3.0 or better.

A holistic review of each student's application file will be completed on a competitive basis.

The English graduate curriculum is organized into five blocks containing twelve areas of study:

- BLOCK I: English Language and Linguistics; Early and Middle English Literature
- BLOCK II: Literary Criticism and Theory; Rhetoric and Composition; Creative Writing; Professional Writing
- BLOCK III: The Classical Tradition; Renaissance and Seventeenth-Century English Literature; Eighteenth-Century English Literature; American Literature before 1800
- BLOCK IV: Nineteenth-Century Literature in English
- BLOCK V: Twentieth-Century Literature in English

There are three additional curriculum courses: Methods of Research and Bibliography (ENG 697); Thesis Sequence (ENG 698 and ENG 699); and Directed Study of Selected Topics (ENG 539).

Students are required to take Methods of Research and Bibliography (ENG 697) and at least one course each in British and American Literature.

A student may take one 400-level English course for graduate credit, with pre-approval by the Department Chair. The student may take a Directed Study of Selected Topics (ENG 539) up to two times, with pre-approval by the Department Chair. See the *Graduate English Handbook* for guidelines and restrictions.

Degree Requirements

A student majoring in English may choose from three degree programs: Master of Arts, Plan I; Master of Arts, Plan II; and Master of Education, Plan II (which is administered by the College of Education). PLEASE NOTE: Plan I may be thesis or non-thesis; Plan II and Master of Education Plan II are non-thesis degrees only.

All MA students must complete four steps before being admitted to candidacy and filing an official degree plan:

1. Must complete Methods of Research and Bibliography (ENG 697). The student should complete ENG 697 during the first semester of graduate work, if possible, but in any event must complete the course by the end of the second long-term semester for which she or he is enrolled.
2. Must complete the language requirement (Block I course).
3. Must complete six additional hours of coursework.
4. Must have a B or better average for the twelve hours completed.

After meeting these requirements, the student should file a Declaration of Major form with the Director of Graduate Studies, who will then file a degree plan for the student.

All MA students must also pass the English program's written comprehensive examination (offered in October, February, and June of each year) and an oral defense of a designated portion of their graduate work (the oral defense covers either the areas chosen for the written examination or, in the case of thesis students, the thesis). Students must be enrolled in the University for the term in which the comprehensive exam is administered.

Master of Arts, Plan I (Thesis or non-thesis). This degree plan is designed for prospective junior and senior college teachers; for students who plan to continue their studies at a doctoral level; and for teachers of high school English who wish to increase scope, depth, and expertise in their teaching specialty. There is no minor under Plan I. Non-thesis students will take thirty-six hours of coursework; thesis students will take thirty hours of coursework and six hours of Thesis (ENG 698 and ENG 699). Students may pursue a creative writing emphasis, which includes an internship with the *Texas Review* Press, two creative writing workshops, and the writing of a creative thesis.

Curriculum Requirements for Plan I (with Thesis Option):

Research Methods (ENG 697)	3 SCH
Block I (ENG 577, ENG 583, ENG 589)	3 SCH
Block II (ENG 531, ENG 532, ENG 533, ENG 567, ENG 568, ENG 584, ENG 590)	3 SCH
Block III (ENG 572, ENG 575, ENG 576, ENG 578)	3 SCH
Block IV (ENG 579, ENG 580, ENG 585, ENG 586)	3 SCH
Block V (ENG 571, ENG 581, ENG 587)	3 SCH
Electives	12 SCH
Thesis I (ENG 698)	3 SCH
Thesis II (ENG 699)	3 SCH
Total	36 SCH

NOTE: Some classes fall into various blocks, depending upon a topic studied in a given term. These include ENG 569 (Blocks III, IV, and V), ENG 574 (Blocks IV and V), and ENG 588 (Blocks IV and V). For specifics, students should consult the Director of Graduate Studies or the Department Chair.

Master of Arts, Plan II (Non-thesis only). Designed for teachers who wish preparation in two teaching fields, this degree plan consists of twenty-four semester hours of English and twelve hours in a second field. The minor field must logically support the major and must be chosen from departments offering graduate-level courses, such as History, Art, Political Science, or, in the case of public school teachers, Education.

Curriculum Requirements for Plan II:

Research Methods (ENG 697)	3 SCH
Block I (ENG 577; ENG 583; ENG 589)	3 SCH
Electives (Selections must be from at least three different blocks)	18 SCH
Courses in the minor	12 SCH

Total **36 SCH**

Master of Education, Plan II (Non-thesis only). This program is for teachers of English in the secondary schools; interested students should consult the College of Education, Department of Curriculum and Instruction.

ENGLISH COURSE DESCRIPTIONS

All courses are three credit hours.

ENG 531 Creative Writing: Fiction.

A graduate writing workshop, this course emphasizes the writing and revision of fiction and creative nonfiction.

ENG 532 Creative Writing: Poetry.

A graduate writing workshop, this course emphasizes the writing and revision of poetry.

ENG 533 Practicum: Editing and Publishing.

In this course, students study and apply current scholarship in editing and publishing. They have the opportunity to work both on and off campus as writers and editors in various professions.

ENG 539 Directed Study of Selected Topics in Literature and Language.

This course, which may be taken only with the written consent of the Department Chair, allows a student to engage a specialized topic in literature or language under the direct supervision of a faculty member. A student may take no more than six credit hours of directed study during his or her graduate career.

ENG 567 Practicum in Teaching College Composition.

This course studies modern rhetorical principles and methodologies used in teaching college-level writing.

ENG 568 Literary Criticism and Theory.

This course studies various theories and theorists of literary interpretation, with application and practice in writing criticism.

ENG 569 Studies in the Novel.

This course studies the emergence and development of the novel as a distinct literary genre. It is designed to allow for reading of the novel in various contexts, from various nations and historical ages, and according to various theoretical emphases.

- ENG 571 Studies in Modern World Literature.**
In this course, students apply current theory and research to an analysis of the works, writers, movements, and genres of world literature from the 19th and 20th centuries. The course is designed to allow for reading both works in translation and Anglophone literatures.
- ENG 572 Early American Literature.**
In this course, students apply current theory and research to an analysis of the literature, writers, movements, and genres of early America.
- ENG 574 Studies in Women's Literature.**
In this course, students apply current theory and research to an analysis of selected women writers from various historical ages, genres, and nationalities. Emphases may vary each semester.
- ENG 575 Studies in Restoration and Eighteenth-Century English Literature.**
In this course, students apply current theory and research to an analysis of the literature, writers, movements, and genres of Restoration and 18th-century Britain.
- ENG 576 The Classical Tradition.**
This course studies the Greek and Roman literary heritage and its influence upon subsequent literature. Students read ancient and classical works in translation and study the current literature in the field.
- ENG 577 Studies in Early and Middle English Literature.**
In this course, students apply current theory and research to an analysis of selected works in Old and Middle English literatures.
- ENG 578 Studies in Renaissance and Seventeenth-Century Literature.**
In this course, students apply current theory and research to an analysis of the literature, writers, movements, and genres of 16th- and 17th-century Britain. Topics may include studies in Shakespeare, studies in Spenser, and studies in Milton.
- ENG 579 Studies in Romantic Literature.**
In this course, students apply current theory and research to an analysis of the literature, writers, movements, and genres of the British Romantic age.
- ENG 580 Studies in Victorian Literature.**
In this course, students apply current theory and research to an analysis of the literature, writers, movements, and genres of the Victorian age.
- ENG 581 Studies in Twentieth-Century English Literature.**
In this course, students apply current theory and research to an analysis of the literature, writers, movements, and genres of 20th-century Britain.
- ENG 583 Studies in English Linguistics.**
A thoroughgoing graduate introduction to English linguistics, this course features study in sociolinguistics, dialectology, lexicography, stylistics through linguistic analysis, principles of semantics, and linguistics in relation to the teaching of English.
- ENG 584 Studies in Rhetoric and Composition Theory.**
This course studies selected topics in historical and contemporary rhetoric, rhetorical criticism, and composition theory. Students will apply current theory and research in rhetoric and composition.
- ENG 585 Studies in American Literature, 1800-1860.**
In this course, students apply current theory and research to an analysis of the works, writers, movements, and genres of American literature from 1800 to 1860.
- ENG 586 Studies in American Literature, 1860-1920.**
In this course, students apply current theory and research to an analysis of the works, writers, movements, and genres of American literature from 1860-1920.

ENG 587 Studies in American Literature, 1920-the Present.

In this course, students apply current theory and research to an analysis of the works, writers, movements, and genres of American literature from 1920 to the present.

ENG 588 The Study of Major Figures in American Poetry.

In this course, students apply current theory and research to an analysis of the writers and movements contributing to the development of American poetry.

ENG 589 History and Development of the English Language.

This course is a cultural, historical, and philological study of the development of the English language from its Indo-European prototype through Anglo-Saxon, Anglo-French, and Early Modern English to its present form.

ENG 590 Studies in Technical Communication.

This course engages students in in-depth study of current issues in technical and professional communication. Students examine the field and conduct primary research.

ENG 697 Methods of Research and Bibliography.

Required of all English majors under MA Plan I, MA Plan II, and MEd Plan II, this course introduces students to graduate-level research methods in literature and to the study of the book.

ENG 698 Thesis I.

In this first semester of graduate thesis, the student works under close faculty supervision to produce a thesis prospectus approved by all members of the reading committee and submits a draft of the introduction.

ENG 699 Thesis II.

In this second semester of graduate thesis, the student works under close faculty supervision to complete the thesis. The student must enroll in this class from term to term until the thesis is completed.

DEPARTMENT OF FAMILY AND CONSUMER SCIENCES

FAMILY AND CONSUMER SCIENCES PROGRAM

The graduate program in Family and Consumer Sciences is designed to provide advanced specialized leadership in various professions, and to further professional competencies for students in dietetics, extension, business, industry and education.

The graduate program in Family and Consumer Sciences is designed to accomplish the following basic purposes:

1. to develop leadership for family and consumer sciences professions;
2. to extend competencies for family and consumer sciences specialists in dietetics, extension, business, industry and education; and
3. to prepare promising students for doctoral study.

The curriculum is organized to permit advanced study and research in the following areas:

Clothing, Textiles, and Merchandising
Family Economics and Resource Management
Family and Consumer Sciences Education
Interior Design
Nutrition and Dietetics

Authorized degree programs: Master of Science degree in Family and Consumer Sciences and Master of Science degree in Dietetics.

Admission Requirements

Students seeking admission to the graduate program in Family and Consumer Sciences must meet the following requirements:

1. Submit a Graduate Studies Application for Admission with the application fee to Graduate Studies.
2. Submit official transcripts of all college-level work, including the transcript that shows the date the undergraduate degree was conferred.
3. Submit GRE scores.
4. Submit two letters of recommendation that discuss the applicant's suitability for graduate study.

A holistic review of each student's application file will be completed on a competitive basis.

Degree Requirements

Master of Science, Family and Consumer Sciences

Master of Science, Plan I. Designed primarily for prospective college or secondary school teachers, study may be chosen in one area of Family and Consumer Sciences by selecting a majority of credit hours and a thesis topic in that area. The comprehensive examination must be taken in two areas of study in the major field and one area in

250 COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

the minor. Students must be enrolled in the University the semester or summer session in which the comprehensive exam is administered. Thesis required.

Schematic for Plan I

FCS 530	3 SCH
FCS Courses	12 SCH
SOC 543	4 SCH
Courses in an approved minor	12 SCH
FCS 698 and 699	6 SCH

Total

37 SCH

Master of Science, Plan II. Designed for prospective college or secondary school teachers, students take thirty-seven semester hours, twenty-one in Family and Consumer Sciences, four hours of statistics and twelve in an approved minor. The comprehensive examination must be taken in two areas of study in the major field and one area in the minor. Students must be enrolled in the University the semester or summer session in which the comprehensive exam is administered. A thesis is not required.

Schematic for Plan II

FCS 530	3 SCH
FCS Courses	18 SCH
SOC 543	4 SCH
Courses in an approved minor	12 SCH

Total

37 SCH

Master of Science, Dietetics

Master of Science, Dietetics. Designed to meet the needs of the combined Master of Science degree and Sam Houston Dietetic Internship Program, this plan of study combines the master's degree requirements with nine hours of practicum in area preceptor sites and a 12-hour minor in one of the following: business, education (counseling), psychology (counseling), health. The comprehensive examination must be taken in the major and the minor. Students must be enrolled in the University the semester or summer session in which the comprehensive exam is administered. A thesis is not part of the program. The Sam Houston Dietetic Internship Program is developmentally accredited by the Commission for Accreditation in Dietetics Education (CADE) of The American Dietetic Association, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995. Telephone (312) 899-4873, ext. 5400; website: www.eatright.org.

Additional requirements and application are necessary for admission into the Dietetic Internship Program.

Schematic for Dietetics

FCS 530	3 SCH
FCS 579 (Taken 3 times)	9 SCH
FCS 575	3 SCH
SOC 543	4 SCH
FCS 567	3 SCH
FCS 583	3 SCH
Courses in an approved minor	12 SCH

Total

37 SCH

Senior Courses Open to Graduate Students

- FCS 442 Resource Management
- FCS 460 Clinical Dietetics
- FCS 463 Merchandising Control
- FCS 467 Seminar in Clothing, Textiles and Merchandising
- FCS 478 Advanced Nutrition

FAMILY AND CONSUMER SCIENCES COURSE DESCRIPTIONS

- FCS 530 Seminar in Family and Consumer Sciences Research.**
A course designed to acquaint graduate students with the need for and contribution of research. Criteria are developed for designing and completing research.
- FCS 567 The Consumer and Food Technology.**
Investigations of recent developments in food production and marketing; consideration of physical and chemical factors influencing the quality of food; implications and guidelines for the consumer.
- FCS 575 Seminar in Recent Developments in Family and Consumer Sciences.**
A critical analysis of current trends, issues and problems in Family and Consumer Sciences. Course may be repeated for credit.
- FCS 577 Workshop in Family and Consumer Sciences Education.**
Principles and procedures in planning, organizing, and developing occupational programs using knowledge and skills within the discipline of Family and Consumer Sciences are stressed. Emphasis is on curriculum, space, equipment, methods, and teaching materials particular to these programs.
- FCS 579 Laboratory and Field Experience in Family and Consumer Sciences.**
This course is composed of a supervised internship in an area of specialization. Course may be repeated for credit.
- FCS 583 Research Problems.**
This course is tailored to the needs of students in the Dietetic Internship (DI) Program in regard to research, project development, and problem solving. Each student will conduct an individual project. As a team, students will develop a case study based on a nutrition problem with a culturally diverse target population group. Students will develop and market a brochure based on solutions to the developed study.
- FCS 698 Thesis.**
The selection of a suitable problem, a review of related literature, the formulation of a plan of investigation and report. Preparation and approval of a prospectus.
- FCS 699 Thesis.**
The completion and defense of the thesis.

DEPARTMENT OF HISTORY

Graduate study in History at Sam Houston State University concentrates on the following objectives: to prepare public school and junior college teachers; to train individuals for careers as academic librarians; to upgrade the research and writing skill of such practicing professionals as librarians, clergymen, teachers, and military officers; to provide a background for careers in law, journalism, and strategic intelligence; to prepare students for future graduate study; and to train individuals for careers in the civil service and public history (museum and historical society administration, archival and records management, and historical research and writing for private corporations and government agencies).

Admission Requirements

Students seeking admission to the graduate program in History must meet the following requirements:

1. Submit a Graduate Studies Application for Admission with the application fee to Graduate Studies.
2. Submit official transcripts of all college-level work, including the transcript that shows the date the undergraduate degree was conferred.
3. Submit GRE scores.
4. Submit two letters of recommendation that discuss the applicant's suitability for graduate study.
5. Submit a writing sample of scholarly work.

A holistic review of each student's application file will be completed on a competitive basis.

Degree Requirements

Master of Arts, Plan I. This program calls for 30 semester hours in history, including 6 semester hours of credit for the thesis (HIS 698 and 699). Openings for Plan I students are limited, and Chair approval is required. Plan I students may choose from one of the following curriculum patterns:

Pattern A: Primary Field in Early or Later U.S. History.

18 semester hours, including the thesis, in U.S. History.

12 semester hours, divided between two secondary fields.

Pattern B: Primary Field in Modern European History or World History.

18 semester hours, including the thesis, in European History.

12 semester hours, divided between two secondary fields.

Pattern C: Primary Field in Military History

18 semester hours, including the thesis, in Military History.

12 semester hours, divided between two secondary fields.

The student's understanding of the three fields is tested by oral and written comprehensive examinations. Students must be enrolled in the University the semester or summer session in which the comprehensive exam is administered.

Master of Arts, Plan II. This degree plan is intended for graduate students who prefer all of their coursework to be in History and who prefer not to write a thesis. The degree calls for 36 semester hours in History. All students on this plan must take HIS 694. These 3 hours are included in the 36 total hours. Plan II students may choose from one of the following curriculum patterns:

Pattern A: Primary Field in Early or Later U.S. History.

21 semester hours in U.S. History.

15 semester hours divided between two secondary fields.

Pattern B: Primary Field in Modern European History or World History.

21 semester hours in Modern European History or World History.

15 semester hours divided between two secondary fields.

Pattern C: Primary Field in Military History

18 semester hours in Military History.

18 semester hours divided between two secondary fields.

The student's understanding of the three fields is tested by oral and written comprehensive examinations. Students must be enrolled in the University the semester or summer session in which the comprehensive exam is administered.

Master of Arts, Plan III. This degree plan is intended for students seeking preparation in History as the major field and in a logically-related minor field. The degree calls for 24 semester hours in History and 12 semester hours in the minor field. Of the 24 hours in History, 15 must be in a primary history field and 9 in a secondary history field (Early U.S. History, Later U.S. History, Modern European History, World History and Military History) with 3 hours required for HIS 694. These three hours can be counted toward the primary or secondary field hours. The student's understanding of the primary and secondary fields is tested by oral and written comprehensive examinations, while understanding of the minor field is determined by the particular department in which the minor is taken. Students must be enrolled in the University the semester or summer session in which the comprehensive exam is administered.

Master of Education. This degree plan is intended for teachers of History at the secondary level and is initiated in the College of Education. Interested students should consult the College of Education, Department of Curriculum and Instruction.

History Curriculum. The History curriculum consists of courses in various fields of Early U.S. History, Later U.S. History, European History, Military History, and World History. For the most part, the courses offered are intended to strengthen a student's mastery of factual content and historical relationships through lectures, intensive reading, class discussion, and reports on selected topics. History 694 is a research seminar required of all Master of Arts Plan II and Master of Arts Plan III students. History 698 and 699 are required of all Master of Arts Plan I students. Certain 400-level courses may be taken for graduate credit.

HISTORY COURSE DESCRIPTIONS

HIS 537 Topics in Pre-Modern History.

The course will study major historical development prior to the 16th century. It will deal with selected topics in the history of ancient and medieval Europe, as well as topics in the histories of traditional civilizations and cultures of Asia, Africa, and the Americas. Students will explore major recent historical interpretations as well as conduct research in primary sources. Credit 3.

HIS 561 American Cultural and Religious History.

A study of selected topics in the cultural and religious history of the peoples of North America; the course focuses on the patterns of beliefs and values held by American men and women which have shaped each major period from colonial times to the present. Students will explore major recent historical interpretations as well as conduct research in primary sources. Credit 3.

HIS 563 Seminar in Military History.

Selected topics in Military History. Credit 3.

- HIS 571 Colonial and Revolutionary America.**
This is essentially a readings-oriented course. Broad themes from the colonial-revolutionary period will be singled out. Readings will be assigned to familiarize students with the general themes. More specific readings will be assigned and individual reports will be discussed at length in class. Students will explore major recent historical interpretations as well as conduct research in primary sources. Credit 3.
- HIS 572 Early National America.**
Studies the development of the United States from 1783 to 1840; the failure of the Confederation; organization of government under the Constitution; the Federalist Period; Jeffersonian democracy; the War of 1812; national growth in the post-war period; political and economic change; the party structure; the rise of Jackson; and social reform. Students will explore major recent historical interpretations as well as conduct research in primary sources. Credit 3.
- HIS 573 History of the Antebellum South, the Civil War, and Reconstruction.**
Studies intended to cover selected topics in the political, military, economic, and social institutions of the United States during the Civil War Era. Students will explore major recent historical interpretations as well as conduct research in primary sources. Credit 3.
- HIS 575 Recent America, 1876-1933.**
Studies designed to cover social, economic, cultural, diplomatic and political developments of late-nineteenth and 20th century America. Students will explore major recent historical interpretations as well as conduct research in primary sources. Credit 3.
- HIS 576 Contemporary America, 1933-Present.**
This course will offer a careful survey of United States history since 1933, including such topics as the Great Depression, the New Deal, the Cold War, the Vietnam War, the Civil Rights Movement, the Feminist Movement, the Watergate Crisis, the Iranian Hostage Crisis, the Reagan Era, the End of the Cold War, and the Roots of 9/11. Students will explore major recent historical interpretations as well as conduct research in primary sources. Credit 3.
- HIS 577 The American West.**
This course covers the American West as a region with a strong emphasis on the 19th century. It will explore the interpretive development of the field as it has progressed from a traditional focus on Anglo expansion to a more balanced view that embraces race, gender, and everyday life in the West. Students will explore major recent historical interpretations as well as conduct research in primary sources. Credit 3.
- HIS 582 Topics in the History of Women.**
A study of selected topics in the history of women; the course focuses on the experiences of women of diverse cultural, racial, and ethnic backgrounds. The course examines women's responses to social forces during critical periods in their history. Students will explore major recent historical interpretations as well as conduct research in primary sources. Credit 3.
- HIS 583 United States Diplomatic History.**
This course is a study of selected topics tracing the development of United States foreign policy from 1775 to the present. Topics may include diplomacy of the Revolutionary Era; the Early Republic; Manifest Destiny; the Civil War Era; Imperialism and Expansion; the era of the World Wars; and the Cold War. The emphasis is on the forces that have influenced diplomacy and on the changing interpretations of United States foreign policy. Students will explore major recent historical interpretations as well as conduct research in primary sources. Credit 3.

- HIS 584 Texas History.**
An in-depth examination of Texas history, including study of indigenous peoples, Spanish colonization, the Mexican era, Anglo- and African-American settlement, the Revolution and Republic period, statehood, Civil War and Reconstruction, the cattle kingdom, the oil industry, and political and economic modernization. The course may be conducted as either a research or reading seminar. Students will explore major recent historical interpretations as well as conduct research in primary sources. Credit 3.
- HIS 585 Latin American History.**
The topics for this course will vary from semester to semester and will include the diplomatic, political, social, and intellectual history of specific geographical areas in Latin America; i.e., Mexico, the Caribbean, the Anglo-Spanish border lands, or South America. Students will explore major recent historical interpretations as well as conduct research in primary sources. Credit 3.
- HIS 589 Great Britain and the British Empire.**
The topics for this course will vary from semester to semester among various chronological periods and will deal specifically with British religious, political, social, cultural, economic history in the imperial context. Students will explore major recent historical interpretations as well as conduct research in primary sources. Credit 3.
- HIS 591 Asian History.**
The topics for this course will vary from semester to semester and will include the diplomatic, political, social, economic and intellectual history of specific geographical areas in Asia, i.e. East Asia, the Subcontinent, and South East Asia. Students will explore major recent historical interpretations as well as conduct research in primary sources. Credit 3.
- HIS 593 European Diplomatic History.**
Studies covering selected topics in the history of European international politics from the 18th through the 20th century. Alternate emphasis will be placed on Eastern and Western Europe as well as on different eras of diplomacy, at the discretion of the instructor. Students will explore major recent historical interpretations as well as conduct research in primary sources. Credit 3.
- HIS 594 Early Modern Europe.**
The course covers the 15th-18th centuries. Students will explore how the medieval way of life characterized by religious concerns, kingdoms, a predominately agrarian economy, and a rigid social order, changed to a modern one marked by science and secularism, sovereign states, a commercialized and industrializing capitalist economy, and a more socially diverse and mobile world. Students will explore major recent historical interpretations as well as conduct research in primary sources. Credit 3.
- HIS 595 Later Modern Europe.**
A study of selected topics in Later Modern European History. Students will explore major recent historical interpretations as well as conduct research in primary sources. Credit 3.
- HIS 597 Independent Study.**
This is a course designed for studies of individually selected topics not specifically provided in any of the formal courses. Prerequisite: Consent of History Department Chair. Students will explore major recent historical interpretations as well as conduct research in primary sources. Credit 3.
- HIS 694 Seminar in History.**
This course is a research seminar in which students will develop skills in locating, extracting, evaluating, and synthesizing historical information and writing an article-length paper based on primary sources. Students may also be expected to supplement their research with other readings under the direction of the professor.

256 COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

HIS 698 Historical Methodology and Bibliography.

A concentrated approach to historical research emphasizing bibliographic techniques, critical evaluation of historical documents, historiographical interpretations, narrative analyses and organization, and writing skills. Required on all degree plans. Credit 3.

HIS 699 Thesis. Credit 3.

DEPARTMENT OF POLITICAL SCIENCE

The graduate programs in Political Science and Public Administration are designed to expand students' knowledge and to develop their skills of analysis and professional communication. The programs are of value to both recent college graduates and those seeking to advance their careers. Among those it serves are students preparing for doctoral work or law school, school teachers seeking to improve their professional competence, promising scholars wanting to teach in community colleges, present and prospective public administrators, and those preparing for careers or advancement in nonprofit organizations, international organizations, the military, and private business. In addition to being public servants at the local, state, and national level, graduates have served in the state legislature, the White House, and the Pentagon; directed a state agency; and worked as professional lobbyists and campaign consultants.

The department offers both the Master of Arts (MA) in Political Science and the Master of Public Administration (MPA).

Admission Requirements

Students seeking admission to the graduate programs in Political Science must meet the following requirements:

1. Submit a Graduate Studies Application for Admission with the application fee to Graduate Studies.
2. Submit official transcripts of all college-level work, including the transcript that shows the date the undergraduate degree was conferred.
3. Submit GRE scores.
4. Submit two letters of recommendation that discuss the applicant's suitability for graduate study.
5. Submit a writing sample of scholarly work.
6. **Optional:** You may submit a two word-processed page statement explaining your background and/or potential that would make you a good choice for our program.

A holistic review of each student's application file will be completed on a competitive basis.

Degree Requirements: MA in Political Science

The department has several options that allow the tailoring of student programs to individual needs. For example, the program may involve writing a thesis or taking extra coursework. Those writing a thesis will take 24 hours of coursework and receive 6 hours of credit for the thesis (30 hours total). When counseling with the student indicates that the student's needs would be better served, the department may substitute 12 hours of additional coursework in lieu of the thesis (total of 36 hours).

Political Science students ordinarily take two core courses (Scope and Methods and Political Theory) and then focus on the areas of concentration appropriate to their needs. The department offers three areas of concentration: American politics, comparative politics and international relations, and public administration and public policy. With departmental approval, students may take a minor or special concentration in an appropriate area from one or more other departments, such as history, criminal justice, business, or health. For each degree, a comprehensive examination will be given over the core and major and minor areas of study. Students must be enrolled in

the University the semester or summer session in which the comprehensive exam is administered.

Master of Arts, Plan I. The student will have a major of 18 hours within two areas of concentration in Political Science and a minor of 12 hours in a supporting field.

Master of Arts, Plan II. This degree plan is designed for prospective junior and senior college teachers, students planning to pursue a doctoral program, and those preparing for a career in government service. Under this plan, the student takes 30 hours in Political Science.

Master of Education, Plan II. This degree program is designed to provide additional study in Political Science for the professional secondary school teacher and is initiated in the College of Education. Interested students should consult the College of Education, Department of Curriculum and Instruction.

Degree Requirements: Master of Public Administration (MPA)

This program is designed for those seeking a career in public service and those wanting to enhance their current career. The program prepares professionals for work in government at the local, state, or national level; nonprofit organizations; and many areas of business.

The MPA degree requires a total of 42 semester credit hours: 24 hours of core courses taken by all students, a 12 hours concentration selected by the student in consultation with the graduate advisor, and 6 hours of internship. Students will be required to pass a comprehensive examination at the end of the course of study. Students must be enrolled in the University the semester or summer session in which the comprehensive exam is administered.

Core Courses: Twenty-four semester credit hours of required core courses:

- PA 581 Dynamics of Public Administration (3 hours)
- PA 583 Program Evaluation (3 hours)
- PA 584 Organizational Theory and Behavior (3 hours)
- PA 586 Leadership and Human Resource Management (3 hours)
- PA 587 Government and Non-Profit Budgets and Financial Management (3 hours)
- PA 588 Ethics in Government (3 hours)
- POL 577 Scope and Methods of Political Science (3 hours)
- POL 586* Grant Research and Writing (3 hours)

Internship: Students without relevant job experience will be required to take six semester credit hours of an internship of at least twelve months. Students currently employed in a relevant position may use this employment as their internship.

- POL 578 Problems and Internships in Political Science (6 hours)
- *POL 595 Internships and Work Experience in Public Services

Areas of Concentration: Students will select a concentration of 12 hours in one of the following areas: State and Local Government, Comparative and International Relations, Financial Management, Criminal Justice, or Human Service and Health Administration. The following courses are included for concentrations; however, substitutions will be allowed with the approval of the graduate advisor. When the topic is appropriate, POL 582, Seminar in Public Administration, may count in any of the concentrations.

Concentration in State and Local Government: Students will choose 12 semester credit hours from the following graduate courses. None of these courses require stem work.

- POL 586* Grant Research and Writing (3 hours)
- POL 530 American Political Institutions (3 hours)
- POL 531 American Political Behavior (3 hours)
- POL 560 Seminar in American National Politics (3 hours)
- POL 562 Seminar in Political Theory (3 hours)
- POL 585 Public Policy Formulation and Implementation (3 hours)
- SOC 576 Sociology of Community (3 hours)
- GBA 562 Managerial Law (3 hours)

Concentration in Comparative and International Relations: Students will choose 12 semester credit hours from the following lists. None of these courses require stem work.

Nine semester credit hours from the following courses:

- POL 567 Seminar in International Relations (3 hours)
- POL 571 Comparative Political Analysis (3 hours)
- POL 572 Seminar in Comparative Politics (3 hours)
- POL 573 Theory and Method of International Relations (3 hours)

And 3 semester credit hours from the following courses:

- GEO 472 Ethnic Texas: A Multicultural Geography (3 hours)
- HIST 583 United States Diplomatic History (3 hours)
- HIST 593 European Diplomatic History (3 hours)
- HIST 585 Latin American History (3 hours)
- HIST 589 Great Britain and the British Empire (3 hours)
- HIST 591 Asian History (3 hours)
- POL 586 Grant Research and Writing (3 hours)
- SOC 574 Sociology of Religion (3 hours)
- SOC 589 Seminar in Social Change and Development (3 hours)

Concentration in Financial Management: Students will choose 12 semester credit hours from the following courses. Some courses may require stem work.

- ACC 468 Governmental and Nonprofit Accounting (3 hours)
- ACC 535 Financial Reporting and Business Decisions (3 hours)
- ACC 564 Accounting for Management (3 hours)
- ECO 570 Economic Theory (3 hours)
- FIN 531 Introduction to Institutions, Investments, and Managerial Finance (3 hours)
- FIN 537 Problems in Administrative Finance (3 hours)
- FIN 569 Seminar in Investments (3 hours)
- *POL586 Grant Research and Writing (3 hours)

Concentration in Criminal Justice: Students will choose 12 semester credit hours from the following:

- CJ 530 Critical Analysis of Justice Administration (3 hours)
- CJ 534 Courts as Organizations (3 hours)
- CJ 632 Resource Development in the Organizational Context (3 hours)
- CJ 633 Seminar in Organization and Administration (3 hours)
- CJ 635 Seminar in Leadership and Management (3 hours)
- CJ 687 The Ethics of Criminal Justice (3 hours)
- *POL 586 Grant Research and Writing (3 hours)

Concentration in Human Service and Health Administration: Students will choose 12 semester credit hours from the following graduate courses:

- CJ 668 Seminar on Drugs, Society and Policy Issues (3 hours)
- HED 470 Study of AIDS (3 hours)
- HED 531 Foundation of Community Health (3 hours)
- HED 533 Colloquium in Human Sexuality (3 hours)
- HED 534 Colloquium in the Use and Abuse of Drugs (3 hours)
- HED 565 Aging and Health Promotion (3 hours)
- PSY 530 Psychopathology (3 hours)
- SOC 565 Seminar in Race and Ethnic Studies (3 hours)
- SOC 572 Sociology of the Family (3 hours)
- SOC 587 Gender and Society (3 hours)
- ECO 579 Seminar in Labor Economics (3 hours)

Senior Courses Open to Graduate Students

Courses in Political Science (POL) at the **400-level** may be taken in limited numbers for graduate credit. They are listed below, but see the undergraduate catalog for the course descriptions. Those courses listed as “General Courses” will generally fit one of the concentrations, depending on the topics covered.

AMERICAN POLITICS

- POL 433 Constitutional Law. Credit 3.
- POL 472 Political Attitudes and Behavior. Credit 3.

COMPARATIVE POLITICS AND INTERNATIONAL RELATIONS

- POL 482 International Conflict and Terrorism. Credit 3.

GENERAL COURSES

- POL 481 Problems in Political Science. Credit 3.
- POL 495 Directed Studies and Internships in Political Science. Credit 1-3.

POLITICAL SCIENCE AND PUBLIC ADMINISTRATION COURSE DESCRIPTIONS

CORE COURSES

- POL 562 Seminar in Political Theory.**
The course covers the relevant literature and engages students in appropriate research. The course may be repeated for credit when the announced topics vary. Credit 3.
- POL 577 The Scope and Methods of Political Science.**
This is a study of the discipline of modern political science and an inquiry into the literature, scope, and techniques of research with particular emphasis upon the mathematical and quantitative methods of empirical research. Credit 3.

AMERICAN POLITICS

- POL 530 American Political Institutions.**
This course offers an overview of American national political institutions: Congress, the Presidency, and the Judiciary. The course covers classics in the literature of the sub-fields as well as current research questions and controversies. Students will engage in research and writing. Credit 3.
- POL 531 American Political Behavior.**
This course is designed to provide an overview of the scholarship in the field of American Political Behavior. The course explores political ideology,

attitudes and beliefs, public opinion, voting behavior, political parties, interest groups, and mass movements. Students will engage in research and writing. Credit 3.

POL 560 Seminar in America Politics.

The course covers the relevant literature and engages students in appropriate research. The course may be repeated for credit when the announced topics vary. Credit 3.

COMPARATIVE POLITICS AND INTERNATIONAL RELATIONS

POL 567 Seminar in International Relations.

The course covers the relevant literature and engages students in appropriate research. The course may be repeated for credit when the announced topics vary. Credit 3.

POL 571 Comparative Political Analysis.

A comprehensive overview of the theories, concepts, and methods of comparative analysis. The techniques of comparing political systems are examined, as are the major concepts of comparative politics, such as political elites, institutions, public policy, development and modernization, elections and political behavior, mass movements, and revolution and political violence. The course covers the relevant literature and engages students in appropriate research. Credit 3.

POL 572 Seminar in Comparative Politics.

The seminar will focus on such topics as political development, sustainability, comparative institutions, comparative public policy, transitions to democracy, and opinions and behavior. The seminar may also focus on one or more regions or individual countries. The course covers the relevant literature and engages students in appropriate research. The course may be repeated for credit when the announced topics differ. Credit 3.

POL 573 Theory and Method of International Relations.

This study places emphasis on the attempts to construct a general theory of international relations and the evolution of international relations methodology. Attention is also given to such techniques as systems analysis, decision-making, conflict resolution, and field theory. The course covers the relevant literature and engages students in appropriate research. Credit 3.

PUBLIC ADMINISTRATION AND PUBLIC POLICY

POL 538 Victims Politics and Policies.

The course explores the political environment in which victims' rights policies are formulated. The course offers future victim service providers a framework for understanding how political institutions and policies affect victim services provision. The course will lead to knowledge of the appropriate literature and student engagement in research or professional practice. Credit 3.

POL 582 Seminar in Public Administration.

The course covers the relevant literature and engages students in appropriate research. The course may be repeated for credit when the announced topics vary. Credit 3.

POL 585 Public Policy.

This course involves the consideration of the process of public policy formulation, governmental planning, and administrative decision-making. Attention is given to the public administrator as a policy-maker and as one responsible for policy implementation. The course covers the relevant literature and engages students in appropriate research. Credit 3.

POL 730 Public Policy and the School District.

Examines school districts as systems of governance in American communities and the problems associated with governance, with particular empha-

sis upon educational issues. Topics may include democratic theory, local political systems, intergovernmental relations, relationships with citizens, and political accountability. The course covers the relevant literature and engages students in appropriate research. Credit 3.

PA 581 Dynamics of Public Administration.

Examines the history and theoretical basis of public administration and the basic issues that confront it, including administrative responsibility and ethics, and the formulation and implementation of public policy. The course covers the relevant literature and engages students in appropriate research. Credit 3.

PA 583 Program Evaluation.

Examines techniques for the collection, manipulation, interpretation, and presentation of data and information in public policy/management processes, and demonstrates application of the techniques using computer technology. The course covers the relevant literature and engages students in appropriate research and/or professional practice. Credit 3.

PA 584 Organizational Theory and Behavior.

This course covers the major topics, issues, and contributions in the literature on organizations, their structures and functions, and the behavior of people in them, with emphasis on applications to government and nonprofit organizations. Examples and exercises refer to organizations at federal, state, and local levels of government and to a variety of nonprofit organizations, such as hospitals, social service agencies, and faith-based/non-governmental organizations. The course covers the relevant literature and engages students in appropriate research and/or professional practice. Credit 3.

PA 586 Leadership and Human Resource Management.

This course provides an understanding of the evolution and context of the public service. The reasons for merit and its unique political and management problems are addressed. Specific topics include: human resources planning, recruitment and selection, performance evaluation, compensation, promotion and benefits, staff development, labor relations, discipline, and control structures. The course covers the relevant literature and engages students in appropriate research and/or professional practice. Credit 3.

PA 587 Local Government Budgets and Financial Management.

Examination of the public budgetary process and related financial management techniques. The course covers the relevant literature and engages students in appropriate research and/or professional practice. Credit 3.

PA 588 Ethics in Government.

This course provides a review of classical and contemporary literature on the role and practice of ethics in public administration. Contemporary empirical research, case studies, and ethical problem solving are also addressed. A primary theme of the course will be fostering and applying "right action" and "good conduct" in public organizations and public policy making. The course engages students in appropriate research and/or professional practice. Credit 3.

GENERAL COURSES

POL 578 Problems and Internships in Political Science.

This course is designed for topics in which the subject cuts across two or more areas of concentration. The course may be taken on an individual basis with the permission of the Political Science Department Chair. The course covers the relevant literature and engages students in appropriate research and/or professional practice. May be repeated when topic varies. Credit 3.

POL 579 Workshop: Teaching Political Science.

Developed specifically for public school teachers, the course will offer a variety of topics useful to classroom teaching. Topics will vary according to need and the instructor but may include Texas politics, constitutional issues, current elections, and using technology in the class classroom. The course covers the relevant literature and engages students in appropriate research and/or professional practice. The course may be repeated for credit when the announced topics differ. Credit 3.

POL 698, Thesis.**699**

Students will make use of appropriate literature and research techniques in the development of the thesis. Credit 3.

*** POL/PA 595 Internship and Work Experience in Public Services.**

This course is useful for students who desire substantive work experience in a governmental or non-governmental organization. This course will allow students to take a 6 hour, 12 month internship. The internship is required for the MPA degree and fulfils a requirement by its accrediting agency NASPAA, the National Association of Schools of Public Affairs and Administration. Enrollment is by permission of the Director of Graduate Studies. The course engages students in appropriate professional practice. Credit 1-3.

DEPARTMENT OF PSYCHOLOGY AND PHILOSOPHY

PSYCHOLOGY PROGRAM

Degree Programs

The Department of Psychology and Philosophy offers Master of Arts (M.A.) degrees in General Psychology, Clinical Psychology, and School Psychology, and a Doctor of Philosophy (Ph.D.) degree in Clinical Psychology.

The Master of Arts in Psychology

The Department of Psychology and Philosophy offers Master of Arts degrees in General Psychology, Clinical Psychology, and School Psychology.

The Clinical and School programs are designed to produce effective Master's-level practitioners. The General program does not involve training in the delivery of psychological services, but does — like the Clinical and School programs — prepare students for further graduate study and/or junior college teaching.

Admission Requirements

Requirements for admission include:

1. 18 hours of coursework in undergraduate Psychology that includes a course in Research Methods and a course in Statistics;
2. a 3.0 undergraduate grade point average;
3. three letters of recommendation;
4. a statement of personal interests and goals; and
5. submission of scores on the General Test of Graduate Record Examination (GRE).

Ordinarily, the most useful letters of recommendation come from university faculty who are able to describe the applicant's potential for success in graduate study. The Department does not use a recommendation form; ask referees to send letters on their own letter-head directly to the Coordinator of the Master's programs, whose address is below.

Students admitted to the Master's programs in Psychology at SHSU have average undergraduate GPAs of 3.4 and average GRE scores (Verbal & Quantitative combined) of 1085. Those whose scores are not that high may still wish to apply. We recognize that students do not always demonstrate their potential for professional success through such traditional criteria. We seek promising students from all backgrounds who will enhance our program and, later, professional psychology. High test scores and grades do not guarantee acceptance, and students whose lower scores are offset by other exceptional qualifications may be admitted. In any case, all applications must be complete (with transcripts, GRE scores, letters, and a personal statement of interests and goals) before any form of admission is possible.

Students may begin study at the beginning of any semester or summer session. The application deadline for admission to the fall semester is July 1. The deadline for spring admission is November 1, and the deadline for summer admission is April 1.

Applications are evaluated when they are complete, and offers of admission are made on a rolling basis, so please note: We do not always have space remaining in our programs when an application deadline arrives. You should always apply for admission as soon as possible. Please also note that several of our admission requirements, policies, and deadlines differ from those of other programs at SHSU.

In addition, once they have completed their first 18 hours of graduate study, all students must be admitted to candidacy for the Master of Arts degree before continuing their graduate coursework. As part of this process, students are asked to submit satisfactory scores on the Psychology Subject Test of the GRE. Unsatisfactory performance on the exam, in one's classes, or in one's practicum training may block a student from further graduate training.

Inquiries about the Psychology Master's programs and requests for application materials can be sent to:

A. Jerry Bruce, Ph.D.
 Coordinator of PSY Master's Study
 Department of Psychology and Philosophy
 Sam Houston State University
 Box 2447
 Huntsville, TX 77341-2447
 Telephone: (936) 294-1173
 Email: bruce@shsu.edu

Information and materials are also available at www.shsu.edu/~psy_www/ma.htm.

Degree Requirements

Students in all of our master's programs must pass a written Comprehensive Exam at the close of their training in order to claim their M.A. degree. Students must be enrolled in the University during the semester or summer session in which the comprehensive exam is administered.

M.A. in Clinical Psychology

There are two plans of study in our **Clinical** track. The first involves 45 hours of coursework and includes a Master's thesis. The second is a non-thesis option that involves 48 hours of study and that replaces the thesis with selections from a group of approved courses. Both of the Clinical tracks are applied programs that include 450 clock hours of supervised practicum experience, and both prepare students either for ultimate licensure as Psychological Associates or as Licensed Professional Counselors in Texas.

Thesis Option: 45 hours

Required General Core:

- A. Your choice of:
 - PSY 532 Advanced Social Psychology **or**
 - PSY 597 Advanced Developmental Psychology
- B. Your choice of:
 - PSY 536 Advanced Cognitive Psychology,
 - PSY 560 Advanced Physiological Psychology, **or**
 - PSY 581 Advanced Learning Theory
- C. PSY 587 Advanced Statistics

Required Clinical Core:

- A. PSY 533 Theory and Research in Psychotherapy I
- B. PSY 530 Psychopathology
- C. PSY 594 Psychometrics,
PSY 595 Assessment of Intelligence and Achievement, and
PSY 596 Assessment of Personality and Psychopathology
- D. PSY 691 Practicum I,
PSY 692 Practicum II, and
PSY 693 Practicum III

Thesis Courses:

- A. PSY 698 Thesis I and
PSY 699 Thesis II

Two Electives:

These may be any graduate courses on campus.

Non-Thesis Option

Required General Core:

- A. Your choice of:
PSY 532 Advanced Social Psychology **or**
PSY 597 Advanced Developmental Psychology
- B. Your choice of:
PSY 536 Advanced Cognitive Psychology,
PSY 560 Advanced Physiological Psychology, **or**
PSY 581 Advanced Learning Theory.
- C. PSY 587 Advanced Statistics

Required Clinical Core:

- A. PSY 533 Theory and Research in Psychotherapy I
- B. PSY 530 Psychopathology
- C. PSY 594 Psychometrics,
PSY 595 Assessment of Intelligence and Achievement, and
PSY 596 Assessment of Personality and Psychopathology
- D. PSY 691 Practicum I,
PSY 692 Practicum II, and
PSY 693 Practicum III

Two Electives:

These may be any graduate courses on campus.

Supplemental Practitioner Courses:

Three courses in addition to those above selected from:

- PSY 534 Theory and Research in Psychotherapy II
- PSY 539 Advanced School Psychology
- PSY 561 Neuropsychopharmacology
- PSY 581 Advanced Learning Theory
- PSY 582 Advanced Industrial/Organizational Psychology
- PSY 694 Practicum in Psychometrics

M.A. in School Psychology

The **School Psychology** track is a 60-hour program that provides the training needed for certification by the National Association of School Psychologists (NASP) and licensure as a Licensed Specialist in School Psychology in Texas. It includes 300 hours

of practicum experience and a year-long internship in public schools. The program is approved by NASP.

Psychological Foundations (21 hours)

- PSY 530 Psychopathology
- PSY 560 Advanced Physiological Psychology
- PSY 581 Advanced Learning Theory
- PSY 587 Advanced Statistics
- PSY 597 Advanced Developmental Psychology
- PSY 760 Multicultural Psychology or BSL 571 or CNE 592
- SPD 535 Education of Individuals with Disabilities

Educational Foundations (6 hours)

- ASE 532 Administration and Organization of Public Schools
- SPD 568 Teaching Methods for Learners with Mild to Moderate Disabilities

Assessment (12 hours)

- PSY 594 Psychometrics
- PSY 595 Assessment of Intelligence and Achievement
- PSY 535 Assessment of Children
- PSY 694 Practicum In Psychometrics

Intervention (6 hours)

- PSY 533 Theory and Research in Psychotherapy I
- PSY 535 Special Problems in Psychology: Consultation

Professional Practice (15 hours)

- PSY 539 Advanced School Psychology
- PSY 691 Practicum I: Counseling Practicum
- PSY 692 Practicum II: School Practicum
- PSY 671A Master's Internship in Psychology: Part I
- PSY 671B Master's Internship in Psychology: Part II

M.A in General Psychology

The **General** track is a 36-hour program that concentrates on the scientific sub-disciplines of psychology. Both a thesis track and non-thesis option are available. Both tracks allow several electives, providing students the opportunity to pursue personal academic and research interests.

M.A. in General Psychology—Thesis Option

This plan involves 36 hours of coursework that includes a Master's thesis. It does not allow training in the delivery of psychological services, but it does provide more elective flexibility than our other programs do.

Required General Core:

- A. PSY 532 Advanced Social Psychology
- B. PSY 536 Advanced Cognitive Psychology
- C. PSY 560 Advanced Physiological Psychology
- D. PSY 581 Advanced Learning Theory
- E. PSY 587 Advanced Statistics
- F. PSY 597 Advanced Developmental Psychology

Thesis Courses:

- A. PSY 698 Thesis I and
PSY 699 Thesis II

Four Electives:

These may be any graduate courses on campus.

M.A. in General Psychology—Non-Thesis Option

- A. PSY 531 Graduate Seminar in General Psychology
- B. PSY 532 Advanced Social Psychology
- C. PSY 536 Advanced Cognitive Psychology
- D. PSY 560 Advanced Physiological Psychology
- E. PSY 581 Advanced Learning Theory
- F. PSY 587 Advanced Statistics
- G. PSY 588 Introduction to Experimental Design
- H. PSY 597 Advanced Developmental Psychology

Four Electives:

These may be any graduate courses offered by SHSU. Concentrations in Criminal Justice, Business, or any other field are possible. Any Psychology courses on campus other than PSY 595, PSY 596, and the Practicum courses are also open to you.

The Doctor of Philosophy in Clinical Psychology

Mission

The Clinical Psychology Ph.D. Program seeks to train professionals with a broad knowledge of scientific psychology who will be skilled clinicians. Consistent with the training model first enunciated by the American Psychological Association at the Boulder Conference in 1949, the program's educational philosophy is to produce scientists/practitioners who possess expertise in both research and clinical practice. The department believes that experience in applied settings produces scientists who are sensitive to pragmatic issues and who are on the cutting edge of research questions essential to practitioners in the field. Conversely, clinicians who have been trained as scientists understand emerging research results and assimilate them into their daily practice. Consistent with the Boulder Model, psychology's dominant training model, all students are required to complete a dissertation and to be enrolled full-time. The demands of the program's training are not amenable to part-time or weekend course schedules.

Clinical psychology is the psychological science that seeks to understand, assess, and treat psychological disorders and conditions. Sam Houston State University Psychology students' published research has examined test development, personality assessment, psychopathology, gender and minority issues, and public policy, among other topics. The students' practicum experiences have involved work with severely disturbed clients, people with brain injuries, persons with addictions, troubled adolescents, children and families, and persons in the legal system. Practicum settings have included a variety of inpatient and residential settings (neuropsychiatric, rehabilitation, and university medical center), private psychological practices, and university counseling center. In addition, the program operates its own Psychological Services Center where students encounter a broad range of community clientele.

Additionally, the Ph.D. Program exposes all students to applications of clinical psychology within the legal system (such as explaining psychopathology to the courts, intervening with families in the social service system, providing psychological treatment to

victims and offenders) such that students who desire substantial expertise in forensic psychology will have the basic preparation they need to pursue postdoctoral specialty training and conduct legally-relevant clinical psychology research.

Program Goals

Goal 1: To produce graduates who have a broad knowledge of scientific psychology including its history of thought and development, research methods, and applications.

Goal 2: To produce graduates with the skills to conduct meaningful research that adds to the current body of knowledge in psychology.

Goal 3: To produce graduates who have the knowledge and skills to excel in the practice of clinical psychology.

Goal 4: To provide opportunities for researching and applying clinical psychology to the legal arena.

Admission Requirements

Furnish the following materials by January 20:

1. Application to Graduate Studies at SHSU with nonrefundable \$20 application fee.
2. Application to the Clinical Psychology Ph.D. Program with nonrefundable \$20 fee. (Please use a second, separate check.)
3. Official transcripts from all universities attended. Neither photocopies nor forms that are "issued to student" will be accepted; please instruct the Registrar to send transcripts directly to Sam Houston State University.
4. An official score report of the Graduate Record Examination (GRE).
5. An official score report of the Advanced Psychology Test of the GRE.
6. Three letters of recommendation that speak to applicant's promise for doctoral study in clinical psychology. References should be addressed directly to SHSU and should be written on the referrer's letterhead.
7. An essay of no more than two pages explaining applicant's interest in (a) clinical psychology and (b) SHSU's Clinical Psychology Ph.D. Program.
8. Applicant resume or curriculum vitae.
9. Applicant publications (if available).

Please note: SHSU's Office of Graduate Studies has its own application process, so two separate application forms and two separate checks are necessary.

The typical academic profile of students in the Clinical Psychology Ph.D. Program includes a 3.7 undergraduate GPA and 1200 (combined total Verbal and Quantitative) GRE. However, promising students from all backgrounds who will enhance the program and, later, professional psychology are sought. High test scores and grades do not guarantee acceptance, and students whose lower scores are offset by other exceptional qualifications may be admitted. New students may join the program with either a baccalaureate or a master's degree. For application forms or further information, write or call:

Clinical Psychology Ph.D. Program
 Department of Psychology and Philosophy
 Sam Houston State University
 Box 2210
 Huntsville, TX 77341-2210
 Telephone: (936) 294-1210
 E-mail: psy_std@shsu.edu
 Or visit http://www.shsu.edu/~psy_www/phd.htm

Requirements for Completion of the Ph.D. Program

All formal requirements for completion of the Ph.D. are described in the Clinical Psychology Doctor of Philosophy Program Handbook and may vary from one student to another depending on previous academic preparation. The following guidelines are offered to demonstrate the nature of the doctoral program and should not be misconstrued as representing the formal requirements for a Ph.D.

1. A course of study beyond the master's degree designed in consultation with the Director of Clinical Training that will provide the student with in-depth knowledge in the areas of research and statistics, the broad bases of psychology, and clinical psychology. This course of study is sequential, cumulative, graded in complexity, and designed to prepare students for further organized training.
2. Enrollment as a full-time student (i.e., a minimum of 9 credit hours per semester) on campus for at least four consecutive long (i.e., Fall, Spring) semesters.
3. An average of 3.0 (B) must be maintained by the student in all courses in which he/she registers after admission into the doctoral program. Students should consult the Program Handbook for a more detailed description of policies regarding academic standards.
4. Passing a written comprehensive examination or successfully defending a major area paper which integrates at least 3 core areas.
5. Completion and defense of a doctoral dissertation that is the product of original scholarly research and is of such quality as to represent a meaningful contribution to knowledge in the field of psychology.
6. Completion of a year-long pre-doctoral internship, during which the student works full-time in an applied clinical setting.
7. Completion of the degree within 6 years from the first semester of registration as a doctoral student.

Degree Requirements: The Doctor of Philosophy in Clinical Psychology

The Doctoral Curriculum

General Psychology Courses

PSY 560	Advanced Physiological Psychology	3 SCH
PSY 592	History and Systems of Psychology	3 SCH
PSY 587	Advanced Statistics	3 SCH
PSY 787	Multivariate Statistics in Psychology	3 SCH

Total: **12 SCH**

Cognitive-Affective Basis of Behavior

PSY 532	Advanced Social Psychology	3 SCH
PSY 536	Advanced Cognitive Psychology or	
PSY 581	Advanced Learning Theory or	
PSY 792	Emotions	3 SCH
PSY 588	Introduction to Experimental Design	3 SCH
PSY 597	Advanced Developmental Psychology	3 SCH
PSY 760	Multicultural Psychology	3 SCH

Total: 15 SCH

Required Clinical Psychology Courses

PSY 530	Psychopathology	3 SCH
PSY 533	Theory and Research in Psychotherapy I	3 SCH
PSY 594	Psychometrics	3 SCH
PSY 595	Assessment of Intelligence and Achievement	3 SCH
PSY 596	Assessment of Personality and Psychopathology	3 SCH
PSY 730	Clinical Psychology Proseminar	3 SCH
PSY 736	Mental Health Law	3 SCH
PSY 739	Developmental Psychopathology	3 SCH
PSY 762	Ethics in Clinical Practice	3 SCH
PSY 770	Empirically Supported Treatments	3 SCH
PSY 860	Forensic Assessment I	3 SCH

Total: 33 SCH

Clinical Psychology Elective (select 2 of 3)

PSY 534	Theory and Research in Psychotherapy II	3 SCH
PSY 596	Assessment of Personality and Psychopathology	3 SCH
PSY 733	Law and Social Psychology	3 SCH
PSY 735	Law and Psychology	3 SCH
PSY 774	Human Neuropsychology	3 SCH
PSY 861	Forensic Assessment II	3 SCH

Total: 6 SCH

Practica and Internships

PSY 691	Practicum I	3 SCH
PSY 692/693	Practicum II/III, or	
PSY 882	Doctoral Clinical Practicum I (two sections needed)	6 SCH
PSY 882	Doctoral Clinical Practicum I	3 SCH
PSY 883	Doctoral Clinical Practicum II	9 SCH
PSY 890	Internship I	1 SCH
PSY 891	Internship II	1 SCH
PSY 892	Internship III	1 SCH

Total: 24 SCH

Thesis

PSY 698	Thesis I	3 SCH
PSY 699	Thesis II	3 SCH

Total: 6 SCH

Dissertation

PSY 896	Dissertation I	3 SCH
PSY 897	Dissertation II	3 SCH
PSY 898	Dissertation III	3 SCH
PSY 899	Dissertation IV	3 SCH

Total: **12 SCH**

Grand Total: **108 SCH**

* Students entering with a master's degree in psychology and have completed similar courses as part of their degree may have courses waived at the discretion of the Ph.D. Program faculty.

Graduate Courses

- 500-599 — introductory master's courses open to master's and doctoral students
 600-699 — advanced master's courses open to master's and doctoral students
 700-799 — introductory doctoral courses open to doctoral students and selected master's students
 800-899 — advanced doctoral courses open to doctoral students only

PSYCHOLOGY COURSE DESCRIPTIONS

- PSY 530 Psychopathology.**
 This course examines psychological disorders and involves review, critical evaluation, and integration of current scientific literature regarding diagnosis, phenomenology, and etiology. Issues in the application of the multiaxial diagnostic system in clinical practice are discussed.
- PSY 531 Graduate Seminar in General Psychology.**
 This course surveys the science of psychology, providing an advanced synthesis of the scientific study of human behavior that includes the biological, perceptual, developmental, and social determinants of behavior, emotion, and cognition,.
- PSY 532 Advanced Social Psychology.**
 This course examines social factors that influence individual behavior. Integrative theoretical perspectives and emerging programs of research within the discipline are given specific consideration. Readings include a variety of original sources.
- PSY 533 Theory and Research in Psychotherapy I.**
 This course is a comparative analysis of different systems and techniques of psychotherapy. The role of therapist, client, and setting are examined along with ethical principles.
- PSY 534 Theory and Research in Psychotherapy II.**
 This course examines in detail selected advanced systems or techniques of psychotherapy, including group therapy, marital and family therapy, therapy for sexual dysfunction, or others. Content may vary from semester to semester.
- PSY 535 Special Problems in Psychology.**
 This course allows for in-depth study in individually selected topics not specifically included in the formal course offerings. Prerequisite: Consent of department chair and instructor.
- PSY 536 Advanced Cognitive Psychology.**
 This seminar-style course examines the major psychological issues related to cognition. Topics covered include attentional processes, memory, language, knowledge representations, decision making, problem solving, and cognitive neuroscience. By combining reading assignments in the textbook

and current research articles, in-class discussions explore the relationship between empirical evidence and theoretical explanations of cognitive processes. This course includes a specific focus on the practical applications of cognitive theories and research..

- PSY 538 Consultation in School Psychology.**
Various methods and techniques of consultation in schools are examined and applied. Best practices according to the National Association of School Psychologists provide the basis for the curriculum. The course has both didactic and field experience components.
- PSY 539 Advanced School Psychology.**
This course is designed to acquaint the student with history, theory, delivery models and techniques underlying the practice of school psychology. Various historical and contemporary roles of the school psychologist are examined in addition to a thorough examination of all applicable federal and state laws. There is also a field experience aspect to the course.
- PSY 560 Advanced Physiological Psychology.**
This course examines the biological substrates of behavior. Particular attention is given to the effects of psychoactive chemicals..
- PSY 561 Neuropsychopharmacology.**
This course examines the field of behavioral pharmacology: the systematic study of the effects of drugs on behavior and the way in which behavioral principles can help in understanding how drugs work. The focus is on the neurophysiological mechanisms of action of various psychoactive drugs and on the various neurotransmitter systems within the nervous system. Prerequisite: Consent of instructor.
- PSY 581 Advanced Learning Theory.**
This course examines processes of learning through a critical discussion of current research and theory in the areas of classical conditioning, operant conditioning, and social and cognitive influences in learning
- PSY 582 Advanced Industrial/Organizational Psychology I.**
This course provides an integration of psychological principles as applied to industrial/organizational milieu. The focus is on the application of research methodology, psychological assessment, and personality theories to the work environment.
- PSY 583 Advanced Industrial/Organizational Psychology II.**
This course provides an integration of psychological principles as applied to organizational environments. The focus is on the application of research methodology, psychological assessment, and social psychological theory to leadership, employee satisfaction and motivation, behavioral analysis and conflict resolution, and intervention in work related stress.
- PSY 585 Advanced Health Psychology.**
This course explores in depth the theoretical and conceptual foundations of health psychology, the interactions of biological, psychological, and social factors in health, health promotion and prevention, stress and coping with disease and illness, and recovery and rehabilitation to acute, chronic, and terminal illness, including a variety of specific assessment and intervention strategies. A review of the literature and independent research is expected.
- PSY 587 Advanced Statistics.**
This course is an advanced study of the use of statistical methods as tools for inferential hypothesis testing. It includes consideration of data screening, effect sizes, and simple effects tests. It also provides an introduction to multiple regression. Prerequisite: PSY 387 or equivalent.
- PSY 588 Introduction to Experimental Design.**
This course teaches students skills that will allow them to design their own scholarly research projects. Students are encouraged to understand that

research design often requires finding the right balance between advantages and disadvantages of specific methods. Students will become familiar with the current scholarly literature regarding research design and will write an independent research proposal that can serve as a thesis or dissertation proposal.

PSY 592 History and Systems of Psychology.

This course examines the philosophical, theoretical, and paradigmatic antecedents of modern psychology. Important early publications, central figures, and major university centers are studied in detail, and students explore and critique the assumptions that inform influential perspectives within psychology today.

PSY 594 Psychometrics.

This course covers principles of psychometric theory and applications, including reliability, validity, and test construction. The course emphasizes tests and scales that measure personality and mental health. Limited practicum is required.

PSY 595 Assessment of Intelligence and Achievement.

The course provides supervised instruction and practice in the administration, scoring, interpretation, and reporting of results of the Wechsler Scales and other measures of intelligence, achievement, adaptive behavior, and personality to produce integrated reports. Prerequisites: PSY 594 or equivalent.

PSY 596 Assessment of Personality and Psychopathology.

This course provides supervised instruction in the theory, administration, scoring, and interpretation of personality assessment instruments. Two separate sections of this course are offered, one focusing on objective measures (e.g., MMPI-2, PAI) and one focusing on projective measures (e.g., Rorschach).

PSY 597 Advanced Developmental Psychology.

The course provides an advanced study of growth and development processes throughout the life cycle. Theories and applications of basic research are both examined in detail, and students are expected to delve into one of the major topics—such as multicultural aspects of development, cognitive development, social-emotional factors, and physical development—in depth through critical reading of original research.

PSY 598 Advanced Child Psychology

Students will gain in-depth practical experience in the comprehensive assessment of infants, children, and adolescents. A variety of individual testing instruments will be reviewed, including those used to evaluate cognitive, social-emotional, behavioral and executive functioning. Alternative methods of assessment, such as transdisciplinary play-based assessment, dynamic assessment, and curriculum-based measurement, as well as techniques and instruments specifically designed for the evaluation of Autism and other disabled populations, will be emphasized.

PSY 671 Master's Internship in Psychology.

This course is designed to be the culmination of the master's level training in applied psychology. Students will be required to demonstrate their ability to integrate and apply their knowledge.

PSY 691 Practicum I.

The practicum experience is designed to provide the graduate student with an opportunity to develop interviewing skills, provide an introduction to psychotherapy, and bring together theory and practice as a developing psychologist. The first practicum course begins with the assumption that the student has had little to no experience in this domain. Ethical issues related to clinical practice are thoroughly explored.

- PSY 692 Practicum II.**
The practicum experience provides students with an opportunity to bring theory and practice together to develop their psychotherapy skills. Students are assigned to practicum sites where they provide therapy to clients with various psychological disorders and problems in living. Ethical issues in treatment are also covered.
- PSY 693 Practicum III.**
The practicum experience provides students with an opportunity to bring theory and practice together to develop their psychotherapy skills. Students are assigned to practicum sites where they provide therapy to clients with various psychological disorders and problems in living. Ethical issues in treatment are also covered.
- PSY 694 Practicum in Psychometrics.**
The practicum experience is designed to provide the graduate student with an opportunity to develop skills in administration, scoring, interpreting, and reporting of psychological tests, including the Rorschach Comprehensive System and related instruments. This practicum is taken in conjunction with PSY 596.
- PSY 698 Thesis I.**
This first phase of the Thesis includes a review of the literature, research design, collection of pilot data, and related steps. Students are required to present and defend a research proposal.
- PSY 699 Thesis II.**
The second phase of the Thesis includes data collection, manuscript preparation, and a final defense of the Thesis.
- PSY 730 Clinical Psychology Proseminar.**
This course introduces students to the field of clinical psychology, to current topics in clinical psychology, and the areas in which clinical psychologists practice and conduct research. The students are also introduced to the research programs and clinical interests of the core faculty in the Clinical Psychology Ph.D. Program. As part of the course, students are expected to begin scholarly work with a faculty member of their choice.
- PSY 733 Law and Social Psychology.**
This course applies social psychological theory and research to the legal system. Critical examination of contentious topics such as recovered memories, false confessions, eyewitness adequacy, and death qualification is undertaken through careful study of a wide variety of original sources. The influence of social class in legal settings is also considered.
- PSY 735 Law and Psychology.**
This course explores historical and contemporary applications of the social sciences to the law. Special emphasis is placed on the use of information derived from the science and profession of psychology to shape judicial, legislative, and administrative law.
- PSY 736 Mental Health Law.**
This course explores state and federal constitutional, statutory, and case law regulating mental health professional practice. Topics include: child abuse/neglect reporting laws, civil commitment, confidentiality and privilege, duty to protect third parties from harm, psychiatric hospitalization of inmates, and state licensing requirements.
- PSY 739 Developmental Psychopathology.**
This course examines psychological disorders among children and adolescents, as understood through current empirical literature. Drawing from developmental psychology and general systems theory, the course emphasizes the ways in which biological, social, and psychological processes interact in the development of--or resistance to--psychopathology. The course

is designed to help students appropriately consider the contextual and developmental influences on child psychopathology when the students review or conduct research. The course also helps clinicians-in-training thoroughly consider developmental and contextual factors when assessing and diagnosing childhood psychopathology.

PSY 760 Multicultural Psychology.

This course examines the theoretical and methodological foundations of multicultural psychology. Students review and critique current research in the field and discuss applications of the course content to their practicum training and placements.

PSY 762 Ethics in Clinical Practice.

This course studies the APA Ethical Principles of Psychologists and Code of Conduct as well as various specialty guidelines and recommendations and their applications to practice, research, and consultation. The literature on ethics is critically examined and readings include a variety of original sources. Students examine case material that features ethical conflicts and controversies, and students practice processes to resolve ethical dilemmas.

PSY 770 Empirically Supported Treatments.

This course examines the psychosocial treatments for specific psychological disorders (e.g., depression, panic disorder) that have received substantial empirical support. The course also examines the methodological, practical, and political controversies surrounding the empirically supported treatment movement. **All students are required to use at least one EST with a practicum client while enrolled in this course.**

PSY 774 Human Neuropsychology.

This course examines brain-behavior relationships, including higher cortical functions. Specific consideration is given to the most common neurobehavioral syndromes likely to be confronted in clinical practice, administration of tests that are used to assess neuropsychological functioning, coverage of critical issues in differential diagnoses involving neuropsychological functioning, intervention implications, and scholarly research in clinical neuropsychology.

PSY 787 Multivariate Statistics in Psychology.

This course examines the use of multivariate procedures in psychological research. Students use SPSS to conduct regression, MANOVA, discriminant analysis, and factor analyses on psychological data. Additional advanced procedures are reviewed.

PSY 792 Topics in Clinical Psychology.

This course will vary in content depending on the interests of faculty and students. Students will study in-depth selected topics in clinical psychology.

PSY 860 Forensic Assessment I.

This course examines issues related to conducting assessments for the criminal courts. Students review and critique current research in forensic psychology, as well as developing case law. Emphasis is placed on constructing the written report and on the ethical issues often faced in the forensic forum. This course will include a practicum component in which students perform forensic assessments with the instructor.

PSY 861 Forensic Assessment II.

In this course students continue to develop skills in forensic assessment with an emphasis on the civil case issues (e.g., juvenile evaluations, personal injury, and child custody). Current research in forensic psychology, as well as developing case law, are reviewed. Providing expert testimony in the courtroom will be discussed in detail, and students are required to participate as witnesses defending a case they have completed in a mock trial exercise. Prerequisite: PSY 860

- PSY 882 Doctoral Clinical Practicum I.**
In this practicum, students are assigned to the Psychological Services Center operated by program faculty or a related practicum site. Students attend a didactic course that emphasizes clinical assessment and integrated report writing. Students also participate in a practicum component that allows them to practice assessment skills under supervision from a licensed psychologist in the program.
- PSY 883 Doctoral Clinical Practicum II.**
In this practicum, students who have completed PSY 882 are eligible to engage in clinical work either at the Psychological Services Center or at various off-campus clinical practicum sites. Students will continue to enroll in this course for a total of at least 3 semesters (minimum 9 credit hours). Students may register for between 1 and 3 course credits. Prerequisite: PSY 882.
- PSY 890 Internship I.**
Placement in an applied clinical setting for a full year (e.g., September - August) under the supervision of a licensed psychologist. APA-approved sites are preferred. Prerequisites: PSY 882, PSY 883, and consent of Clinical Training Committee.
- PSY 891 Internship II.**
Placement in an applied clinical setting for a full year (e.g., September - August) under the supervision of a licensed psychologist. APA-approved sites are preferred. Prerequisites: PSY 890 and consent of Clinical Training Committee.
- PSY 892 Internship III.**
Placement in an applied clinical setting for a full year (e.g., September - August) and under the supervision of a licensed psychologist. APA-approved sites are preferred. Prerequisites: PSY 891 and consent of Clinical Training Committee.
- PSY 896-899 Dissertation.**

DEPARTMENT OF SOCIOLOGY

The Department of Sociology is committed to high quality instruction and research in sociology. Students who enter the graduate program will receive advanced and updated instruction in quantitative and qualitative techniques of sociological research, social statistics, classical and contemporary sociological theory, and major substantive areas in the field. The primary objective of the Department is to provide students with the advanced professional skills to analyze social issues in applied settings.

Admission Requirements

Students seeking admission to the graduate program in Sociology must meet the following requirements:

1. Submit a Graduate Studies Application for Admission with the application fee to Graduate Studies.
2. Submit official transcripts of all college-level work, including the transcript that shows the date the undergraduate degree was conferred.
3. Submit GRE scores.
4. Submit three letters of recommendation that discuss the applicant's suitability for graduate study.
5. Non-Sociology majors/minors must complete the following undergraduate stem courses with a grade of B or better: SOC 366 Research Methods in Sociology; SOC 383 Social Statistics; SOC 386 Sociological Theory

A holistic review of each student's application file will be completed on a competitive basis.

Degree Requirements

A student majoring in Sociology may choose from: Master of Arts, Plan I or Master of Arts, Plan II.

Master of Arts, Plan I. Plan I requires 30 hours of graduate credit, 24 of which must be in Sociology and must be in courses numbered 500 or above with the exception of SOC 698 and SOC 699. A thesis of 6 semester hours (SOC 698 and SOC 699) in Sociology is also required. This program is designed for students who wish to continue graduate education or whose professional interests require the enhancement of analytical skills.

Students majoring in Sociology who select the Master of Arts, Plan I are required to write a master's thesis. The thesis is an original research work which is designed to demonstrate the candidate's theoretical, methodological and substantive skills in the discipline.

Master of Arts, Plan II. Plan II requires a minimum of 36 hours of graduate credit, 24 of which must be in Sociology and must be numbered 500 or above. This plan does not require a thesis and is designed for students who wish to concentrate on the development of their applied professional skills.

Students pursuing a Master's Degree in Sociology must take the following **core** courses:

- SOC 585 Seminar in Sociological Theory (Credit 3)
- SOC 567 Seminar in Sociological Research (Credit 3)
- SOC 543 Social Statistics (Credit 3)

Students must also take at least one among the remaining **core** courses:

- SOC 532 Applied Research Methods (Credit 3)
- SOC 568 Techniques of Research Proposal Writing in the Social Sciences (Credit 3)

Students must also select at least one of the following **specializations**:

Specialization # 1 - Sociology of the Environment and Development

Students must select two among the following courses: Seminar in Social Change and Development (SOC 589); Seminar in Environmental Sociology (SOC 564); Sociology of Community (SOC 576).

Specialization # 2 - Sociology of Inequality

Students must select two among the following courses: Seminar in Social Inequality (SOC 582); Seminar in Social Change and Development (SOC 589); Seminar in Race and Ethnic Studies (SOC 565); Gender and Society (SOC 587).

Specialization # 3 - Sociology of Culture and Institutions

Students must select two among the following courses: Sociology of Religion (SOC 574); Sociology of the Family (SOC 572); Sociology of Community (SOC 576); Gender and Society (SOC 587).

Courses listed under two different specializations may be simultaneously employed to satisfy the requirements of each of these specializations.

Comprehensive Examinations

After completing coursework and before completing the master's thesis, students are required to take their comprehensive examinations. Students must be enrolled in the University the semester or summer session in which the comprehensive exam is administered. The comprehensive exams for the Master's Degree in Sociology are divided into three parts.

The **first** exam consists of a written examination in theory and methods. This is a test of concepts in sociological theory and methodology. It is administered in an eight-hour session twice a year.

The **second** exam consists of a written examination in the specialty area(s) selected by the student. Students must select at least one of the specialties offered in the Sociology program. If the student elects to have more than one specialty area he/she will take one eight-hour exam for each of the selected specialties.

The **third** exam is an oral exam which is designed to address issues pertaining to sociological theory and method and the special area(s) selected by the student.

Exam Administration

The comprehensive exams will be written and administered by the **Graduate Examination Committee**. This is a committee which is appointed annually by the Department Chair and consists of four (4) members of the Graduate Faculty. The Committee's duties involve: preparing and grading the written exams and administering the oral exams. The oral exams are open to the other faculty members who, however, do not vote on the performance of the student.

SOCIOLOGY COURSE DESCRIPTIONS

SOC 532 Applied Research Methods.

This course studies specialized research methods including evaluation research and social needs assessments for sociology and related social sciences. It reviews current literature and prepare students to conduct scientific research. These methods vary from the more common survey techniques by the nature of the unit of analysis (most often a case study), the types of data collection (interviews, focus groups, and existing data), and the analytical techniques used (more qualitative). Generally, these techniques are applied to the solution of community problems. Prerequisites: Graduate standing or consent of instructor. Credit 3.

SOC 543 Social Statistics.

This course focuses upon various statistical techniques used to analyze survey data including descriptive and inferential statistics, cross tabulation, ANOVA, correlation and regression. Lectures, assigned readings and projects are used to describe and illustrate advanced literature on the logic, interpretation, and assumptions of each statistical model. Emphasis is placed upon understanding of the techniques and their assumptions as well as applications. Research activities based on the use of statistical techniques are included in the course. Prerequisites: Graduate standing or consent of instructor. Credit 4.

SOC 564 Seminar in Environmental Sociology.

Through a review of advanced literature, this course provides graduate students a thorough background in the major theoretical perspectives regarding environmental sociology. This background will enable students to view environmental issues from alternative positions and to formulate possible solutions to contemporary environmental problems. The course focuses on the social construction of the environment and on environmental problems and solutions. Research activities based on acquired knowledge are included in the course Credit 3.

SOC 565 Seminar in Race and Ethnic Studies.

This course includes in-depth examination and critique of important monographs and journal literature dealing with the social life of American minorities. It is designed to promote mature scholarship in the study of literature drawing from influences, ideologies, structural forces and changes characteristic of the social life of comparative minority groups. Students will be responsible for researching and identifying sociological propositions reflected in the discerned patterns of interaction occurring in selected institutions in contemporary American society . Prerequisites: Graduate standing or consent of instructor. Credit 3.

SOC 567 Seminar in Sociological Research.

This course includes the analysis of updated literature on the advanced study of logic, principles, and procedures involving techniques of design data collection and organization, analyses and interpretation for qualitative and quantitative sociological research. Students are responsible for employing research techniques to conduct investigations. Prerequisites: Graduate standing or consent of instructor. Credit 3.

SOC 568 Techniques of Research Proposal Writing in the Social Sciences.

The purpose of this course is to provide students with a critical understanding of the principal technical and theoretical skills necessary for the development of research projects in the social sciences. Furthermore, it investigates the primary assumptions of qualitative and quantitative research stressing their scopes and limits. Through an examination of advanced literature on the epistemological characteristics of major paradigms in the social sci-

ences, the course illustrates various analytical techniques necessary for the preparation of research proposals. This activity includes techniques for the identification of research questions, the development of justifications, the integration of theories and methods, and the development of analytic designs. This is a course specifically designed for students who would like to be involved in research grant writing and in conducting research. Credit 3.

SOC 572 Sociology of the Family.

This course consists of the review of advanced literature on the study of the family as a social institution. It begins with a traditional functional analysis of the institution and follows with critical and interactionist interpretations. Current changes in the institution using historical and global perspectives constitute the bulk of the course. Students are encouraged to be engaged in research on pertinent topics. Prerequisites: Graduate standing or consent of instructor. Credit 3.

SOC 574 Sociology of Religion.

This course consists of a review of advanced literature on the study of religion as it operates in society. It examines religious beliefs, religious rituals, group religious experience, and the religious community. Using a cross-cultural perspective, the course investigates the roots of religion in non-industrial societies and follows with an analysis of religion in industrial societies. Students are encouraged to be engaged in research on pertinent topics. Prerequisites: Graduate standing or consent of instructor. Credit 3.

SOC 575 Graduate Readings in Sociology.

Independent study of subjects not covered in the regular graduate curricula, including independent study of particular value to students needing to pursue a special subject related to thesis. Prerequisites: Graduate standing or consent of instructor. Credit 3.

SOC 576 Sociology of Community.

This course reviews advanced literature on the organization, structures, groups and interaction pertaining to communities. Attention is given to social forces within communities, patterns of change and the relationship with society. Alternative theoretical perspectives analyzing community are presented along with views on the current conditions and future perspectives of communities in the United States and in other regions of the world. Students are encouraged to be engaged in research on pertinent topics. Prerequisites: Graduate standing or consent of instructor. Credit 3.

SOC 582 Seminar in Social Inequality.

This course reviews advanced literature on contemporary class, status and power hierarchies with emphasis on empirical research pertaining to placement in these hierarchies on the basis of birth-achieved statuses such as sex, race, and class origin. Consideration is also given to contemporary and classical sociological theories of social inequality. Students conduct research on pertinent topics. Credit 3.

SOC 585 Seminar in Sociological Theory.

The course is an advanced historical survey of the most significant 19th and 20th century developments in sociology with emphasis placed on the relevance of classic sociological theory in the formation and development of contemporary sociological theory. The characteristics and origins of major sociological schools are explored including the study of the works and ideas of Emile Durkheim, Karl Marx and Max Weber. Additionally, illustrations of the basic assumptions of Neo-Marxism, Critical Theory, Interactionism, Functionalism and Postmodernism are provided. Accounts of these paradigms are presented together with their theoretical ramifications. Students will be able to apply these theories to appropriate research topics. Prerequisites: Graduate standing or consent of instructor. Credit 3.

SOC 587 Gender and Society.

The course reviews advanced literature and research on the social construction of gender and provides students a framework for critical thinking concerning gender roles in contemporary U.S. society. The course uses a socio-historical approach to investigate the concept of gender and its relationship to sexuality. Credit 3.

SOC 589 Seminar in Social Change and Development.

This is a graduate seminar that reviews advanced literature on the origins and modern accounts of the major theories of social change and development. Beginning with the classic works of Marx, Weber and Durkheim, contemporary theories of economic and social development are investigated. Emphasis is placed on various understandings of the concept of development and analyses of the evolution of social change and relations under capitalism. The course will explore Neo-Marxist theories of Dependence, World System and Articulation of Modes of Production along with Neo-Weberian and Modernization theories. Additionally, a review of post-modern critiques of capitalist development is presented. The Seminar will conclude with some observations on the emerging globalization of society and its implications on social and economic institutions. Students are encouraged to engage in research on pertinent topics. Prerequisites: Graduate standing or consent of instructor. Credit 3.

SOC 660 Seminar in Sociology.

This seminar is designed to provide an examination and study of substantive areas and/or sociological significant issues not covered in other departmental offerings. Particular attention is on current literature presented in the context of papers and discussion. May be repeated. Prerequisites: Graduate standing or consent of instructor. Credit 3.

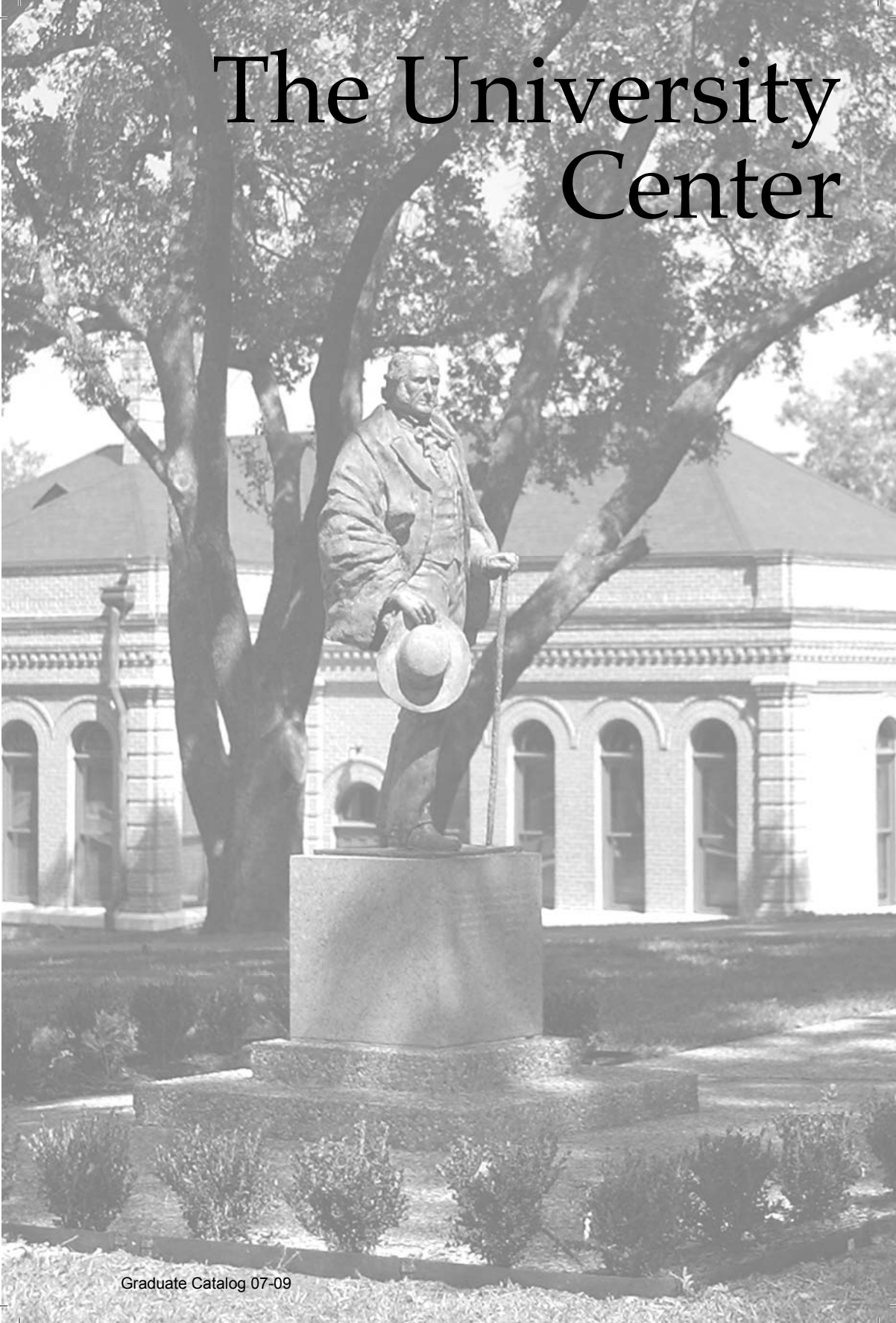
SOC 698 Thesis Practicum.

Students are encouraged to initiate planning and formulation of approved problems in conjunction with coursework in Methods and Theory. Credit 3.

SOC 699 Thesis.

The completion and accepted defense of Thesis. The student must be registered in SOC 699 the semester in which the master's degree is to be completed. Credit 3.

The University Center



THE UNIVERSITY CENTER

Sam Houston State University in conjunction with five universities and the North Harris Montgomery Community College District formed The University Center, a multi-institutional teaching center, to provide unduplicated bachelor's and master's degree programs to the north Houston, north Harris County and Montgomery County service area. Courses completed as part of these programs carry residence credit.

The University Center serves as the site for multi-level instruction in a classroom/laboratory facility of approximately 72,000 square feet adjacent to the Montgomery College campus providing an interactive, technology-based extension that connects all of the colleges of NHMCCD and the partner universities. The goal is to provide a facility and an interconnected telecommunications system for delivery of unduplicated baccalaureate, master's, and doctoral degree programs, advanced work training, and professional development at the same quality level as the university home-base of the programs.

Sam Houston State University has approval from the Texas Higher Education Coordinating Board to offer various degree programs at The University Center.

Master's & Professional Degrees/Graduate Programs:

Business Administration	Dr. Leroy Ashorn	(936) 294-1239
Criminal Justice	Ms. Doris Powell	(936) 294-1702
Educational Leadership: Administrators/Instr.		
Leadership & Principalship	Dr. Beverly Irby	(936) 294-1147
Curriculum and Instruction: Elementary Education	Dr. Charlene Crocker	(936) 294-1146
Curriculum and Instruction: Secondary Education	Dr. Eren Johnson	(936) 294-1140
English	Dr. Paul Child	(936) 294-1412
History	Dr. Ken Hendrickson	(936) 294-1482
Political Science	Dr. Corliss Lentz	(936) 294-1459
Psychology	Dr. Jerry Bruce	(936) 294-1173
Public Administration	Dr. Corliss Lentz	(936) 294-1459
Sociology	Dr. Alessandro Bonanno	(936) 294-1512
Special Education: Educational Diagnostician Cert.	Dr. Cindy Simpson	(936) 294-1108

Special Programs

Educational Leadership Doctorate	Dr. Stacey Edmonson	(936) 294-1752
Post Baccalaureate Teacher Certification	Ms. Molly Doughtie	(936) 294-1105

To access the most current list of SHSU graduate programs and advisors, please visit www.shsu.edu/graduate/programs.

Student Services at The University Center. To assist those Sam Houston State University students enrolled solely at The University Center in The Woodlands, student services are available with career services, legal services, and personalized counseling frequently utilized. A special CD-ROM, The University Center Electronic Handbook, provides in-depth information on student services and other important University information. Additionally, packets of information on all student services are provided to students at The University Center. To coordinate specific requests for student services, telephone (936) 294-1717.

SHSU Contact Information at The University Center:

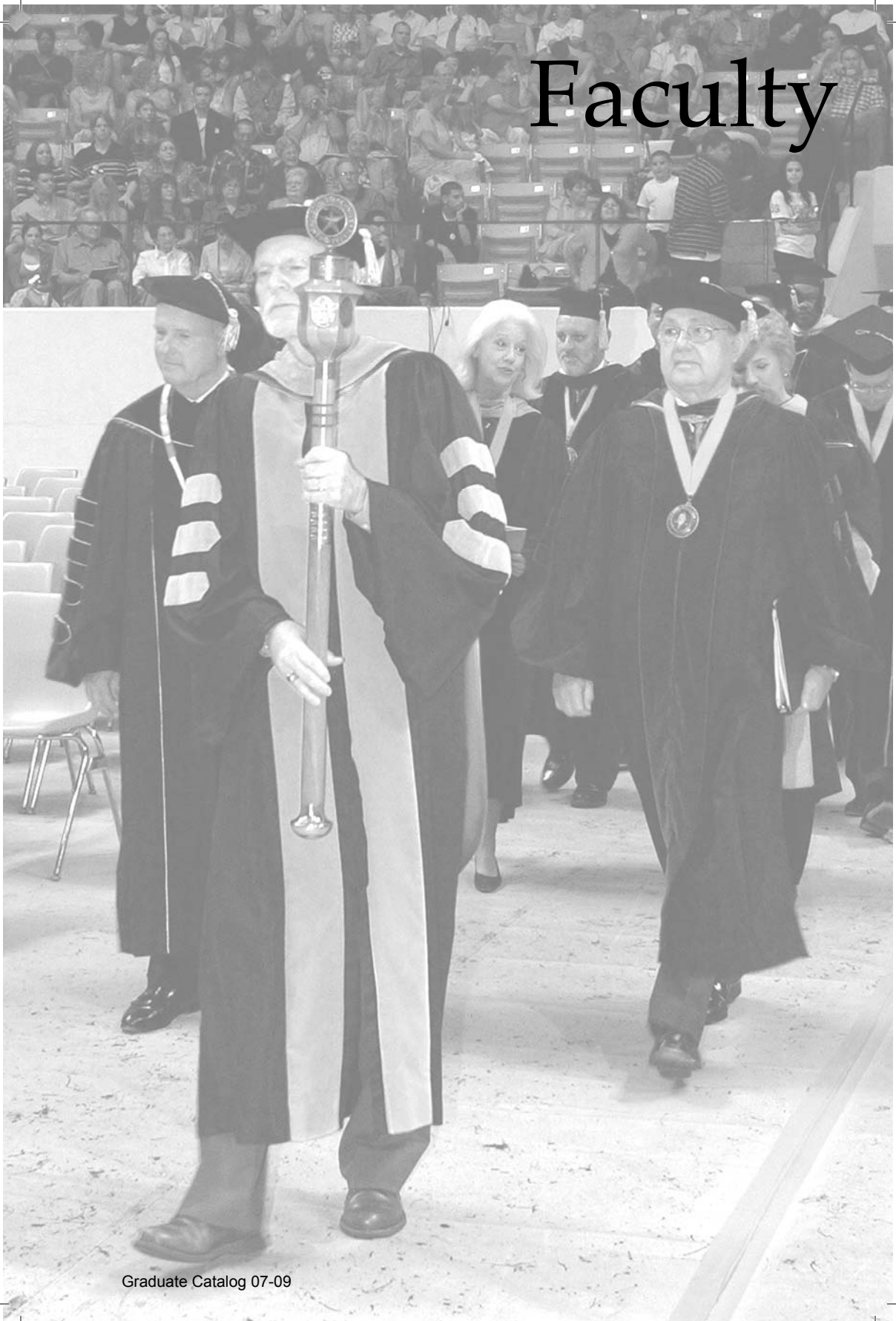
Dina Flores-Mejorado (936) 273-7518

286 THE UNIVERSITY CENTER

Mailing Address:

Sam Houston State University
The University Center
3232 College Park Drive
The Woodlands, Texas 77384

Faculty



GRADUATE FACULTY

Full Membership-Doctoral

- Ira R. Adams, Ph.D.**, *Professor of English*. B.A., Washington and Lee University; M.A., Ph.D., University of Virginia.
- Donald P. Albert, Ph.D.**, *Associate Professor of Geography*. B.S., Salem State College; M.A., Appalachian State University; Ph.D., The University of North Carolina at Chapel Hill.
- Elsie C. Ameen, Ph.D.**, *Associate Professor of Accounting*. B.S., Coker College; M.S. Acy., Ph.D., The University of South Carolina; CPA, Texas.
- Jeffrey S. Anastasi, Ph.D.**, *Assistant Professor of Psychology*. B.A., M.A., Ph.D., State University of New York at Binghamton.
- Benny E. Arney, Jr., Ph.D.**, *Professor of Chemistry*. B.A., University of Saint Thomas; Ph.D., Rice University.
- Leroy W. Ashorn, Jr., Ph.D.**, *Professor of Finance; Associate Dean, College of Business Administration*. B.B.A., M.B.A., Sam Houston State University; Ph.D., University of Arkansas.
- Christopher T. Baldwin, Ph.D.**, *Professor of Geology*. B.S., Ph.D., University of Liverpool, England.
- James M. Bankhead, D.M.A.**, *Professor and Chair of Music*. B.M., Utah State University; M.A., Central Michigan University; D.M.A., The Catholic University of America.
- A. Wayne Barrett, Jr., D.M.A.**, *Associate Professor of Music*. B.M., Samford University; M.C.M., The Southern Baptist Theological Seminary; D.M.A., The University of Iowa.
- Mary A. Bell, Ed.D.**, *Associate Professor of Library Science*. M.L.S., Sam Houston State University; B.A., Ed.D., Baylor University.
- Richard S. Bello, Ph.D.**, *Associate Professor of Speech Communication*. B.A., M.A., Ph.D., Louisiana State University and A&M College.
- Milo D. Berg, Jr., Ph.D.**, *Associate Professor of Business Analysis*. B.S.B., University of Minnesota; Ph.D., Texas A&M University.
- Mary Ann Berry, Ph.D.**, *Professor and Chair of Library Science*. B.S.E., M.S.E., Arkansas State University; M.L.S., Sam Houston State University; Ph.D., University of North Texas.
- James B. Bexley, Ph.D.**, *Associate Professor of Finance and Smith-Hutson Endowed Chair of Banking*. B.B.A., The University of Texas at El Paso; M.B.A., University of Houston; Ph.D., University of Stirling, Scotland.
- Robert E. Biles, Ph.D.**, *Professor and Chair of Political Science*. B.A., University of Oklahoma; M.A., Ph.D., Johns Hopkins University.
- Terry D. Bilhartz, Ph.D.**, *Professor and Chair of History*. B.S., Dallas Baptist University; M.A., Emory University; Ph.D., George Washington University.
- Tracy E. Bilsing, Ph.D.**, *Associate Professor of English*. B.A., M.A., Sam Houston State University; Ph.D., Texas A&M University.
- Marcus T. Boccaccini, Ph.D.**, *Assistant Professor of Psychology*. B.S., Santa Clara University; M.A., Ph.D., The University of Alabama, Tuscaloosa.
- Alessandro Bonanno, Ph.D.**, *Professor and Chair of Sociology*. B.A., University of Messina, Italy; M.A., Ph.D., University of Kentucky.
- Francis E. Brandau-Brown, Ph.D.**, *Associate Professor of Speech Communication*. B.S., M.A., The University of Southern Mississippi; Ph.D., Louisiana State University & A&M College.
- Leonard G. Breen, Ed.D.**, *Associate Professor of Education*. B.S., Oregon College of Education; M.Ed., Ed.D., University of Oregon.
- Charles W. Bridges, Ph.D.**, *Professor of English and Chair, Department of English and Foreign Languages*. B.A., Tarleton State University; M.A., Stephen F. Austin State University; Ph.D., The Florida State University.

- Donald J. Brown, Ph.D.**, *Professor of Finance*. B.S., M.S., Southwest Missouri State University; Ph.D., University of Arkansas.
- Genevieve H. Brown, Ed.D.**, *Professor of Education; Dean, College of Education*. B.A., M.A., Ed.D., East Texas State University.
- Robert B. Bruce, Ph.D.**, *Associate Professor of History*. B.G.S., M.A., University of Nebraska-Omaha; Ph.D., Kansas State University.
- A. Jerry Bruce, Jr., Ph.D.**, *Professor of Psychology*. B.A., Anderson University; M.S., Ph.D., University of Georgia.
- Rick A. Bruhn, Ed.D.**, *Professor of Education*. B.A., M.S.Ed., University of Wisconsin; Ed.D., East Texas State University.
- Donald L. Bumpass, Ph.D.**, *Professor of Economics*. B.A., M.S., Ph.D., Oklahoma State University.
- Steven D. Busch, Ed.D.**, *Assistant Professor of Education*. B.S.Ed., Texas State University-San Marcos; M.Ed., Stephen F. Austin State University; Ed.D., University of Houston.
- Ferry B. Butar, Ph.D.**, *Associate Professor of Mathematics*. B.S., Academy of Statistics (Jakarta, Indonesia); M.S., M.A., Ph.D., University of Nebraska-Lincoln; Ph.D., University of Indonesia, Jakarta.
- Charles J. Capps, III, D.B.A.**, *Professor of Management*. B.A., The University of Texas; M.B.A., University of Portland; D.B.A., Louisiana Tech University.
- William E. Carroll, Ph.D.**, *Associate Professor of Political Science*. B.A., Trenton State College; M.A., Ph.D., Miami University.
- James L. Carter, Ph.D.**, *Professor of Political Science*. B.A., M.A., University of Alabama; Ph.D., University of North Texas.
- Robert T. Cashion, Ph.D.**, *Associate Professor of History*. B.A., Austin College; M.A., The University of Texas at Arlington; Ph.D., Texas Christian University.
- Thomas G. Chasteen, Ph.D.**, *Professor of Chemistry*. B.S., M.S., East Texas State University; Ph.D., University of Colorado.
- Paul W. Child, Ph.D.**, *Professor of English*. B.A., Saint John's University; M.A., James Madison University; Ph.D., University of Notre Dame.
- Julie P. Combs, Ed.D.**, *Assistant Professor of Education*. B.S., Texas A&M University-College Station; M.Ed., Ed.D., Texas A&M University-Commerce.
- Mary A. Conroy, Ph.D.**, *Professor of Psychology*. B.A., Michigan State University; M.A., Colorado State University; Ph.D., University of Houston.
- Douglas H. Constance, Ph.D.**, *Associate Professor of Sociology*. B.S., M.S., Ph.D., University of Missouri, Columbia.
- Jerry L. Cook, Ph.D.**, *Associate Professor of Biology*. B.S., M.S., University of Southern Colorado; Ph.D., Texas A&M University.
- Linda B. Cook, Ph.D.**, *Associate Professor of English*. B.A., M.A., Sam Houston State University; Ph.D., Texas A&M University.
- Tamara J. Cook, Ph.D.**, *Associate Professor of Biology*. B.S., M.S., University of Nebraska-Lincoln; Ph.D., Texas A&M University.
- Peter A. Cooper, Ph.D.**, *Professor of Computing Science and Chair, Department of Computer Science*. B.S., Open University (England); Dip.Ed., University of London, Institute of Education, England; M.A., Ph.D., University of Missouri, Columbia.
- Caroline Castillo Crimm, Ph.D.**, *Professor of History*. A.B., University of Miami; M.A., Texas Tech University; Ph.D., The University of Texas.
- Ronald J. Daigle, Ph.D.**, *Assistant Professor of Accounting*. CPA, Texas; B.S., University of South Alabama; M.S., Ph.D., Texas Tech University.
- John M. de Castro, Ph.D.**, *Professor of Psychology; Dean, College of Humanities and Social Sciences*. B.A., Northeastern University; M.A., Ph.D., University of Massachusetts.
- Rolando V. del Carmen, J.S.D.**, *Distinguished Professor of Criminal Justice*. B.A., LL.B., Silliman University (Dumaguete, Philippines); M.C.L., Southern Methodist University; LL.M., University of California at Berkeley; J.S.D., University of Illinois.

- Peggy A. DeMers, D.M.A.**, *Associate Professor of Music*. B.M., M.M., University of Cincinnati; D.M.A., University of Wisconsin.
- Furjen Deng, Ph.D.**, *Professor of Sociology*. B.A., National Taiwan University; M.S., Ph.D., Purdue University.
- Donna M. Desforges, Ph.D.**, *Professor of Psychology and Chair, Department of Psychology and Philosophy*. B.A., University of Houston; M.S., Ph.D., Texas Christian University.
- John C. Domino, Ph.D.**, *Professor of Political Science*. B.A., Florida Atlantic University; M.A., Eastern Kentucky University; Ph.D., Miami University.
- Robert E. Donahoo, Ph.D.**, *Professor of English*. B.A., Baylor University; M.A., Ph.D., Duke University.
- Jo Ann Duffy, Ph.D.**, *Professor of Management*. B.A., Saint Mary-of-the-Woods College; M.A., Ph.D., The University of Texas.
- Daniel G. Eckstein, Ph.D.**, *Associate Professor of Education*. B.A., Presbyterian College, Clinton, S.C.; M.A., Ph.D., University of South Carolina, Columbia, S.C.
- Stacey L. Edmonson, Ed.D.**, *Associate Professor of Education*. B.A., Texas A&M University; M.Ed., Ed.D., Texas A&M University-Commerce.
- Alice M. Fisher, Ed.D.**, *Associate Professor of Education and Chair, Department of Health and Kinesiology*. B.A.T., M.Ed., Sam Houston State University; Ed.D., Texas Southern University.
- Donald G. Freeman, Ph.D.**, *Associate Professor of Economics*. B.B.A., M.B.A., The University of Texas at Arlington; M.A., Ph.D., Southern Methodist University.
- James F. Gaertner, Ph.D.**, *Professor of Accounting; President*. B.B.A., M.B.A., Sam Houston State University; Ph.D., Texas A&M University.
- Randall L. Garner, Ph.D.**, *Professor of Criminal Justice*. B.S., M.A., University of Houston, Clear Lake; Ph.D., University of Houston.
- Jurg Gerber, Ph.D.**, *Professor of Criminal Justice*. B.A., Eastern Washington University; M.A., Ph.D., Washington State University.
- Cindy L. Gratz, Ph.D.**, *Professor of Dance*. B.A., M.A., University of California at Los Angeles; Ph.D., New York University.
- William B. Green, Ph.D.**, *Professor of Economics and Chair, Department of Economics and International Business*. B.B.A., Lamar University; M.A., Ph.D., Louisiana State University.
- Julie E. Hall, Ph.D.**, *Associate Professor of English*. B.A., The University of the South; M.A., Ph.D., The University of North Carolina at Chapel Hill.
- Cecil R. Hallum, Ph.D.**, *Professor of Mathematics*. B.S., M.S., Ph.D., Texas Tech University.
- S. Helena Halmari, Ph.D.**, *Associate Professor of English*. M.A., M.S.S., University of Tampere, Finland; M.A., California State University, San Bernardino; M.A., Ph.D., University of Southern California.
- Melanie A. Hanson, Ph.D.**, *Assistant Professor of English*. A.B., San Diego State University; M.A., Ph.D., University of Nevada, Las Vegas.
- Chad W. Hargrave, Ph.D.**, *Assistant Professor of Biology*. B.S., University of Arkansas; M.S., Ph.D., The University of Oklahoma, Norman, OK.
- Marsha J. Harman, Ph.D.**, *Professor of Psychology*. M.Ed., Sam Houston State University; B.S.Ed., Ph.D., University of Houston.
- Anthony J. Harris, Ed.D.**, *Associate Professor of Education*. B.A., M.S., The University of Southern Mississippi; Ed.D., East Texas State University.
- Jaimie L. Hebert, Ph.D.**, *Professor of Mathematics; Dean, College of Arts & Sciences*. B.S., M.S., Ph.D., The University of Southwestern Louisiana.
- Craig E. Henderson, Ph.D.**, *Assistant Professor of Psychology*. B.S., M.A., Hardin-Simmons University; Ph.D., University of North Texas.
- Kenneth E. Hendrickson, III, Ph.D.**, *Associate Professor of History*. B.A., M.A., Texas A&M University; Ph.D., The University of Iowa.

292 FACULTY

- Richard C. Henriksen, Jr., Ph.D.**, *Associate Professor of Education*. B.S., M.S., Ph.D., Texas A&M University-Commerce.
- Allen R. Hightower, III, D.M.A.**, *Professor of Music*. B.M.E., Sam Houston State University; M.M., University of Rochester; M.M., Baylor University, D.M.A., University of California, Los Angeles.
- Mack T. Hines, III, Ed.D.**, *Assistant Professor of Education*. B.A., Morris College; M.A.T., South Carolina State University; Ed.S., Winthrop University; Ed.D., South Carolina State University.
- Frank W. Hoffmann, Ph.D.**, *Professor of Library Science*. A.B., M.L.S., Indiana University; Ph.D., University of Pittsburgh.
- Larry T. Hoover, Ph.D.**, *Professor of Criminal Justice*. B.S., M.S., Ph.D., Michigan State University.
- Henry E. Howey, D.M.A.**, *Professor of Music*. B.Mus., M.Mus., University of Illinois; D.M.A., University of Iowa.
- John C. Huber, Ed.D.**, *Professor of Mathematics*. B.S., M.A., Sam Houston State University; Ed.D., University of Houston.
- Geraldine E. Hynes, Ph.D.**, *Associate Professor of Business Administration*. A.B., University of Illinois at Chicago; A.M., University of Illinois at Urbana-Champaign; Ph.D., Saint Louis University.
- Beverly J. Irby, Ed.D.**, *Professor of Education and Chair, Department of Educational Leadership and Counseling*. B.S.E., Delta State University; M.Ed., Ed.D., University of Mississippi.
- Joe F. James, Ph.D.**, *Professor of Finance and Chair, Department of General Business and Finance*. B.B.A., Angelo State University; M.A., Ph.D., The University of Alabama.
- William A. Jasper, Ph.D.**, *Associate Professor of Mathematics*. B.S., Lafayette College; M.S., University of Southern California; Ph.D., Texas A&M University.
- Shirley A. Johnson, Ed.D.**, *Assistant Professor of Education*. B.S.Ed., M.Ed., Ed.D., University of Houston.
- William W. Johnson, Ph.D.**, *Professor of Criminal Justice; Associate Dean, College of Criminal Justice*. B.S., Georgia Southern College; M.C.J., University of South Carolina; Ph.D., Florida State University.
- Hee-Jong Joo, Ph.D.**, *Associate Professor of Criminal Justice*. B.A., Korea University (Seoul, South Korea); M.A., Ph.D., The University of Texas at Austin.
- Scott A. Kaukonen, Ph.D.**, *Assistant Professor of English*. B.A., Hope College; M.F.A., The University of Arizona, Tucson, AZ; Ph.D., University of Missouri-Columbia.
- Masoud Kazemzadeh, Ph.D.**, *Associate Professor of Political Science*. B.A., University of Minnesota; M.A., Ph.D., University of Southern California.
- Glen A. Kercher, Ph.D.**, *Professor of Criminal Justice and Director of the Crime Victims' Institute*. B.A., Wheaton College; M.A., Ph.D., Baylor University.
- Sarah Kerrigan, Ph.D.**, *Associate Professor of Criminal Justice and Chemistry*. B.Sc., The University of Hull, England; Ph.D., The University of British Columbia (Vancouver, Canada).
- Alice A. Ketchand, Ph.D.**, *Professor of Accounting*. B.A., Baylor University; M.S.Acy., Rice University; Ph.D., University of Houston; CPA, Texas.
- Mark L. Klespis, Ph.D.**, *Professor of Mathematics and Acting Chair, Department of Mathematics and Statistics*. B.S., M.S., The University of Texas at El Paso; Ph.D., The University of Texas at Austin.
- Gerald Kohers, Ph.D.**, *Professor of Management Information Systems*. B.S., Mississippi State University; M.B.A., Ph.D., Virginia Polytechnic Institute.
- Robert A. Lane, Ph.D.**, *Professor of Agriculture*. B.S., Sam Houston State University; M.S., Ph.D., Texas A&M University.
- William H. Leavell, D.B.A.**, *Associate Professor of Finance*. M.B.A., Louisiana State University; B.S., D.B.A., Louisiana Tech University.

- Mark R. Leipnik, Ph.D.**, *Associate Professor of Geography and Geology*. B.A., University of California, Santa Barbara; M.B.A., Rice University; Ph.D., University of California, Santa Barbara.
- Corliss C. Lentz, Ph.D.**, *Associate Professor of Political Science*. B.A., University of Charleston; M.A.P.A., Ph.D., Northern Illinois University.
- Teresa S. Lesesne, Ed.D.**, *Professor of Library Science*. B.A., M.Ed., Ed.D., University of Houston.
- Patrick J. Lewis, Ph.D.**, *Assistant Professor of Biology*. B.A., M.S., Texas Tech University; Ph.D., Duke University.
- Juliana D. Lilly, Ph.D.**, *Assistant Professor of Management*. B.S., University of Houston; M.B.A., Stephen F. Austin State University; Ph.D., The University of Texas at Arlington.
- Paul A. Loeffler, Ph.D.**, *Professor of Chemistry*. B.A., Wittenberg University; M.A., Ph.D., Rice University.
- Dennis R. Longmire, Ph.D.**, *Professor of Criminal Justice*. B.S., Towson State University; M.A., Ph.D., University of Maryland.
- Andrew J. Lopenzina, Ph.D.**, *Assistant Professor of English*. B.A., University of Massachusetts Amherst; M.A., Ph.D., University of New Hampshire.
- Frederick C. Lunenburg, Ph.D.**, *Professor of Education*. B.S., Wagner College; M.A.Ed., Seton Hall University; Ph.D., University of Ottawa (Ontario, Canada).
- William I. Lutterschmidt, Ph.D.**, *Associate Professor of Biology*. B.S., Allentown College of St. Francis de Sales; M.S., Southeastern Louisiana University; Ph.D., The University of Oklahoma, Norman.
- Phillip M. Lyons, Jr., Ph.D.**, *Associate Professor of Criminal Justice*. B.S., University of Houston; M.A., J.D., Ph.D., University of Nebraska.
- Balasundram Maniam, Ph.D.**, *Professor of Finance*. B.S., M.B.A., Arkansas State University; Ph.D., The University of Mississippi.
- Joyce K. McCauley, Ph.D.**, *Professor of Education*. B.A., University of South Florida; M.Ed., University of Guam; Ph.D., Texas Woman's University.
- Timothy J. McGuire, Ph.D.**, *Associate Professor of Computing Science*. B.S., LeTourneau College; M.Sc., Colorado State University; Ph.D., Texas A&M University.
- Sanjay S. Mehta, Ph.D.**, *Associate Professor of Marketing*. B.S., M.B.A., Angelo State University; M.S., Ph.D., University of North Texas.
- Scott W. Menard, Ph.D.**, *Professor of Criminal Justice*. A.B., Cornell University, Ithaca, New York; Ph.D., University of Colorado, Boulder.
- Holly A. Miller, Ph.D.**, *Associate Professor of Criminal Justice*. B.A., Bethel College; M.A., Morehead State University; Ph.D., The Florida State University.
- Rowland S. Miller, Ph.D.**, *Professor of Psychology*. B.A., Cornell University; M.A., Ph.D., University of Florida.
- Sharon M. Morphew, Ph.D.**, *Associate Professor of English*. B.S.Ed., University of North Alabama; M.A., University of South Alabama; Ph.D., The University of Georgia.
- Philip W. Morris, Ph.D.**, *Associate Professor and Chair of Accounting*. B.B.A., M.B.A., Sam Houston State University; M.S., University of Houston-Clear Lake; Ph.D., Texas Tech University; CPA, Texas.
- Mitchell J. Muehsam, Ph.D.**, *Professor of Business Analysis; Dean of Graduate Studies and Associate Vice President for Academic Affairs*. B.S., M.S., Ph.D., Texas A&M University.
- Janet L. Mullings, Ph.D.**, *Associate Professor of Criminal Justice; Associate Dean, College of Criminal Justice*. B.S., M.A., Ph.D., Sam Houston State University.
- Daniel C. Murrie, Ph.D.**, *Assistant Professor of Psychology*. B.A., B.S.W., Harding University; M.Ed., Ph.D., University of Virginia, Charlottesville.
- Carroll F. Nardone, Ph.D.**, *Associate Professor of English*. B.A., The University of Texas at El Paso; M.A., The Ohio State University, Columbus; Ph.D., New Mexico State University.

- David V. Nelson, Ph.D.**, *Associate Professor of Psychology*. B.S., Brigham Young University; B.S., Arizona State University; Ph.D., University of Washington.
- Diane L. Neudorf, Ph.D.**, *Associate Professor of Biology*. B.Sc., M.Sc., The University of Manitoba (Winnipeg, Canada); Ph.D., York University (North York, Canada).
- Mary S. Nichter, Ph.D.**, *Associate Professor of Education*. B.S.Ed., University of Houston; M.S., University of Houston, Clear Lake; Ph.D., Texas Woman's University.
- Richard E. Norman, Ph.D.**, *Professor and Chair of Chemistry*. B.S., M.S., Ph.D., University of Washington.
- Williard M. Oliver, Ph.D.**, *Associate Professor of Criminal Justice*. B.S., M.S., Radford University; Ph.D., West Virginia University.
- James S. Olson, Ph.D.**, *Distinguished Professor of History*. B.A., Brigham Young University; M.A., Ph.D., State University of New York at Stony Brook.
- Nicholas C. J. Pappas, Ph.D.**, *Professor of History*. A.B., A.M., Ph.D., Stanford University.
- David E. Payne, Ph.D.**, *Professor of Sociology; Provost and Vice President for Academic Affairs*. B.S., Brigham Young University; M.A., Ph.D., The University of North Carolina at Chapel Hill.
- Deborah L. Phelps, Ph.D.**, *Professor of English*. B.S., Towson State University; M.A., Ph.D., University of Delaware.
- Mary F. Plishker, Ph.D.**, *Associate Professor of Chemistry; Associate Dean, College of Arts and Sciences*. B.S., Emory University; Ph.D., The University of North Carolina.
- Scott D. Plugge, D.Mus.**, *Associate Professor of Music*. B.M., Baylor University; M.Mus., D.Mus., Northwestern University.
- Barbara E. Polnick, Ed.D.**, *Assistant Professor of Education*. B.S.Ed., University of Houston; M.Ed., Sam Houston State University; Ed.D., Texas A&M University.
- Debra P. Price, Ph.D.**, *Associate Professor of Education*. B.S., University of Colorado, Boulder; M.Ed., Louisiana State University and A&M College; Ph.D., The University of Texas at Austin.
- Todd P. Primm, Ph.D.**, *Assistant Professor of Biology*, B.S., Texas A&M University; Ph.D., Baylor College of Medicine.
- N. Ross Quarles, Ph.D.**, *Professor of Accounting*. B.A., East Texas State University; M.S., University of Southern California; Ph.D., University of North Texas; CPA, Texas.
- James D. Ragsdale, Jr., Ph.D.**, *Professor and Chair of Speech Communication*. B.A., Samford University; A.M., Ph.D., University of Illinois at Urbana-Champaign.
- Christopher P. Randle, Ph.D.**, *Assistant Professor of Biology*. B.A., Hiram College; Ph.D., The Ohio State University.
- Diane G. Reed, Ed.D.**, *Assistant Professor of Education*. B.S.Ed., M.S.Ed., Prairie View A&M University; Ed.D., Texas A&M University.
- Mary E. Robbins, Ed.D.**, *Professor of Reading and Chair, Department of Language, Literacy and Special Populations*. B.S., Georgia College; M.Ed., Mississippi State University; Ed.D., Texas Woman's University.
- Rebecca A. Robles-Pina, Ph.D.**, *Associate Professor of Education*. M.A., Western Michigan University; B.A., Ph.D., Texas A&M University.
- Mitchel P. Roth, Ph.D.**, *Professor of Criminal Justice*. B.A., University of Maryland; M.A., Ph.D., University of California.
- Matthew P. Rowe, Ph.D.**, *Professor of Biology and Chair, Department of Biological Sciences*. B.S., M.S., Ph.D., University of California, Davis.
- Paul D. Ruffin, Ph.D.**, *Distinguished Professor of English*. B.S., M.A., Mississippi State University; Ph.D., University of Southern Mississippi.
- April A. Shemak, Ph.D.**, *Assistant Professor of English*. B.A., University of Wisconsin-Madison; M.A., Ph.D., University of Maryland.
- B. Carol Smith, Ph.D.**, *Professor of Music*. B.M.Ed., M.M.Ed., Texas Christian University; Ph.D., Texas A&M University.

- Gary W. Smith, Ph.D.**, *Associate Professor of Computing Science*. B.S., Ph.D., Texas A&M University; B.S., University of Washington; M.S., Oklahoma State University; M.A., Ph.D., University of California, Santa Barbara.
- Sam S. Souryal, Ph.D.**, *Professor of Criminal Justice*. B.A., American University at Cairo, Egypt; B.A., Police Academy at Cairo, Egypt; M.P.A., University at Albany, State University of New York; Ph.D., University of Utah.
- Victor E. Sower, Ph.D.**, *Professor of Management*. B.S., Virginia Polytechnic Institute; M.B.A., Auburn University; Ph.D., University of North Texas.
- Charles R. B. Stowe, Ph.D.**, *Professor of Business Administration*. B.A., Vanderbilt University; M.B.A., University of Dallas; J.D., University of Houston College of Law; Ph.D., Warsaw University, Poland.
- Jeffrey W. Strawser, Ph.D.**, *Associate Professor of Accounting*. B.B.A., M.S., Ph.D., Texas A&M University.
- Robert H. Stretcher, III, Ph.D.**, *Assistant Professor of Finance*. M.B.A., University of North Alabama; B.A., Ph.D., The University of Tennessee, Knoxville.
- Kandi A. Tayebi, Ph.D.**, *Associate Professor of English; Acting Associate Dean, College of Humanities and Social Sciences*. B.A., M.A., University of Northern Colorado; Ph.D., University of Denver.
- Raymond H. Teske, Jr., Ph.D.**, *Professor of Criminal Justice*. B.A., M.A., Baylor University; Ph.D., Texas A&M University.
- Monte L. Thies, Ph.D.**, *Professor of Biology*. B.S., M.S., University of Central Oklahoma; Ph.D., Oklahoma State University.
- Victoria B. Titterington, Ph.D.**, *Associate Professor of Criminal Justice*. B.A., Texas Tech University; M.S.W., University of Houston; M.S.B., Husson College; Ph.D., Tulane University.
- Jack C. Turner, Ph.D.**, *Professor of Biology*. B.A., M.A., California State University; Ph.D., University of California.
- Douglas R. Ullrich, Jr., Ed.D.**, *Associate Professor of Agriculture, and Acting Chair, Department of Agricultural and Industrial Sciences*. B.S., M.Ed., Texas A&M University; Ed.D., Oklahoma State University.
- Michael S. Vaughn, Ph.D.**, *Professor of Criminal Justice*. B.S., M.S., Central Missouri State University; Ph.D., Sam Houston State University.
- Jianzhong Wang, Ph.D.**, *Professor of Mathematics*. B.S., Peking University, China; M.S., Zhejiang University, China; Ph.D., Wuhan University, China.
- Richard H. Ward, D.Crim.**, *Professor of Criminal Justice; Associate Vice President for Research and Special Programs*. B.S., John Jay College of Criminal Justice; M.Crim., D.Crim., University of California, Berkeley.
- Richard E. Watts, Ph.D.**, *Professor of Education*. B.M.Ed., Sam Houston State University; M.A., Southwestern Baptist Theological Seminary; Ph.D., University of North Texas.
- Vincent J. Webb, Ph.D.**, *Professor of Criminal Justice; Dean, College of Criminal Justice and Director, Criminal Justice Center*. B.A., The University of Omaha; M.A., University of Nebraska at Omaha; Ph.D., Iowa State University.
- Rick C. White, Ph.D.**, *Professor of Chemistry*. B.S., M.A., Sam Houston State University; Ph.D., University of Iowa.
- Darren L. Williams, Ph.D.**, *Assistant Professor of Chemistry*. B.S., The University of Texas at Austin; Ph.D., Oregon State University.
- Justin K. Williams, Ph.D.**, *Assistant Professor of Biology*. B.A., Ph.D., The University of Texas at Austin.
- Patricia A. Williams, Ed.D.**, *Professor of Education*. B.A.T., M.A., Sam Houston State University; Ed.D., University of Houston.
- D. Christopher Wilson, Ph.D.**, *Professor of Psychology*. B.A., Florida Presbyterian College; M.A., Ph.D., Texas Christian University.

NOTE: The listing of faculty is correct as of March 1, 2007.

Full Membership-Master's

- William H. Abbott, Ph.D.**, *Professor of English*. B.A., The University of Texas; M.A., Louisiana State University; Ph.D., Texas A&M University.
- Roger D. Abshire, D.B.A.**, *Professor of Marketing and Chair, Department of Management and Marketing*. B.S., McNeese State University; M.B.A., University of Arkansas; D.B.A., Louisiana Tech University.
- Karolis R. Bagdonas, Ph.D.**, *Associate Professor of Biology*. B.S., M.S., Ph.D., Colorado State University.
- Rosanne M. Barker, Ph.D.**, *Associate Professor of History*. B.A., M.A., Ph.D., University of California.
- Laura P. Burleson, Ph.D.**, *Assistant Professor of Interior Design*. B.S., M.S., Oklahoma State University; Ph.D., Texas Tech University.
- David S. Burris, Ph.D.**, *Professor of Computing Science*. B.S., M.A., Southwest Texas State University; Ph.D., Texas A&M University.
- Max W. Coleman, Ed.D.**, *Professor of Mathematics*. B.S., M.S., Indiana State University; Ed.D., University of Houston.
- Brian J. Cooper, Ph.D.**, *Associate Professor and Program Coordinator of Geology*. B.A., University of California; M.S., Ph.D., Virginia Polytechnic Institute and State University.
- Barbara L. Corbin, M.M.**, *Professor of Music*. B.M.Ed., M.M., The University of Texas.
- Lee F. Courtney, Ph.D.**, *Professor of English*. B.A., M.A., Texas A&M University; Ph.D., Emory University.
- Charlene S. Crocker, Ed.D.**, *Professor of Education and Chair, Department of Curriculum and Instruction*. B.A., The University of Texas at Austin; M.Ed., Texas A&M University; Ed.D., Texas A&M University-Commerce.
- Steven J. Cuvelier, Ph.D.**, *Associate Professor of Criminal Justice*. B.S., Iowa State University; M.A., University of Northern Iowa; Ph.D., Ohio State University.
- James R. DeShaw, Ph.D.**, *Professor of Biology*. B.S., Loras College; M.S., Ph.D., Texas A&M University.
- Diane K. Dowdey, Ph.D.**, *Associate Professor of English*. B.A., Texas Christian University; M.A., University of Missouri; Ph.D., University of Wisconsin.
- Jerry L. Dowling, J.D.**, *Professor of Criminal Justice*. B.S., J.D., University of Tennessee.
- Richard F. Eglsaer, Ph.D.**, *Professor of Psychology; Associate Vice President for Academic Affairs*. B.A., M.A., Saint Mary's University; Ph.D., The University of Texas.
- William P. Fleming, Ph.D.**, *Professor of English*. B.B.A., M.A., Sam Houston State University; Ph.D., University of Toledo.
- Ben M. Gillespie, Ph.D.**, *Associate Professor of Geography and Chair, Department of Geography and Geology*. B.S., Sam Houston State University; M.A., The University of Wyoming; Ph.D., Texas A&M University.
- Jon P. Gray, Ed.D.**, *Associate Professor of Kinesiology*. B.S., Tarleton State University; M.S., Texas A&M University-Corpus Christi; Ed.D., University of Houston.
- Penelope A. Hasekoester, M.F.A.**, *Associate Professor of Theatre and Chair, Department of Theatre and Dance*. A.B., Eastern Kentucky University; M.A., Western Kentucky University; M.F.A., The University of Texas at Austin.
- Darci N. Hill, Ph.D.**, *Associate Professor of English*. B.A., M.A., Southwest Texas State University; Ph.D., Texas Woman's University.
- John W. Holcombe, Ph.D.**, *Professor of Political Science*. B.A., The University of Texas; Ph.D., Claremont Graduate School.
- Joan E. N. Hudson, Ph.D.**, *Associate Professor of Biology*. B.S., M.S., Texas A&M University; Ph.D., Iowa State University of Science and Technology.
- William V. Hyman, Ph.D.**, *Professor of Health*. B.S., Baylor University; M.S., Ph.D., Texas A&M University.

- Jiahuang Ji, Ph.D.**, *Associate Professor of Computing Science*. B.S., Huazhong University of Science Technology, China; M.S., Nanjin University, China; Ph.D., University of Houston.
- Rosanne S. Keathley, Ph.D.**, *Associate Professor of Health*. B.A.T., M.A., Sam Houston State University; Ph.D., Texas A&M University.
- Stanley F. Kelley, Ph.D.**, *Associate Professor and Program Coordinator of Agriculture*. B.S., M.S., Ph.D., Texas A&M University.
- Melanie J. Kercher, Ph.D.**, *Associate Professor of Psychology and* B.A., M.A., Ph.D., Baylor University.
- Joe E. Kirk, Jr., Ph.D.**, *Professor of Mathematics*. B.A., Sam Houston State University; M.A., Ph.D., The University of Texas.
- Zaheer A. Kirmani, Ph.D.**, *Assistant Professor of Nutrition and Dietetics*. B.Sc., M.Sc., University of the Panjab, Pakistan; M.S., Tuskegee Institute; Ph.D., Texas Woman's University.
- Taylor S. Klett, J.D.**, *Associate Professor of Accounting*. B.B.A., The University of Texas at Austin; J.D., University of Houston; CPA., Texas.
- Harry P. Konen, Ph.D.**, *Professor of Mathematics and Computing Science*. B.A., University of Saint Thomas; M.S., Ph.D., Texas A&M University.
- Stanley T. Kordinak, Ph.D.**, *Professor of Psychology*. B.A., Iowa Wesleyan College; M.A., Drake University; Ph.D., Texas A&M University.
- M. Douglas Krienke, Ph.D.**, *Professor of English*. B.A., Sam Houston State University; M.A., Texas A&M University; Ph.D., University of Toledo.
- R. Dean Lewis, Ph.D.**, *Professor of Marketing; Dean, College of Business Administration*. B.B.A., Texas A&M University; M.B.A., Sam Houston State University; Ph.D., University of Arkansas.
- Sharon A. Lynch, Ed.D.**, *Professor of Education*. B.A., M.Ed., Sam Houston State University; Ed.D., University of Houston.
- Mitzi L. Mahoney, Ph.D.**, *Assistant Professor of Political Science*. B.A., Pan American University; Ph.D., University of Kentucky.
- Maureen V. McIntyre, M.F.A.**, *Professor of Theatre*. B.F.A., M.F.A., The University of Texas.
- Joe E. Muller, Ph.D.**, *Associate Professor of Agriculture*. B.S., Oklahoma State University; M.S., Ed.S., University of Arkansas; Ph.D., Iowa State University.
- Nedom C. Muns, Ed.D.**, *Professor of Industrial Technology*. B.S., Abilene Christian University; M.Ed., Sam Houston State University; Ed.D., University of North Texas.
- Dana E. Nicolay, M.F.A.**, *Professor of Dance; Associate Dean, College of Arts and Sciences*. B.S., M.F.A., Texas Christian University.
- Gary L. Oden, Ph.D.**, *Professor of Kinesiology*. B.S., University of North Alabama; M.Ed., The University of Mississippi; Ph.D., Texas A&M University.
- Ralph W. Pease, Ph.D.**, *Professor of English*. B.A., The University of Texas; M.A., Southern Methodist University; Ph.D., Texas A&M University.
- Joseph M. Rowe, Jr., Ph.D.**, *Professor of History*. B.A., Athenaeum of Ohio; M.A., Kent State University; Ph.D., Texas A&M University.
- Martha L. Sale, Assistant Professor of Accounting. B.S., D.B.A., Louisiana Tech University; M.Acc. University of Florida.**
- Claudia V. Sealey-Potts, Assistant Professor of Nutrition and Dietetics. B.S., M.S., Ph.D., Auburn University.**
- Teow C. Sim, Ph.D.**, *Assistant Professor of Psychology*. B.A., M.A., Ph.D., University of Nevada-Reno.
- Cynthia Simpson, Ph.D.**, *Assistant Professor of Education*. B.S., Southwest Texas State University; M.Ed., Sam Houston State University; Ph.D., Texas A&M University.
- Tracy L. Steele, Ph.D.**, *Associate Professor of History*. B.S.F.S., Georgetown University; Ph.D., University of London, England.
- Samuel L. Sullivan, Ed.D.**, *Professor of Education*. B.S., M.A.T., Central State University; Ed.D., Oklahoma State University.

- Philip R. Swicegood, Ed.D.**, *Professor of Education*. B.A., Auburn University; M.A., Ed.D., The University of Alabama.
- Terry M. Thibodeaux, Ph.D.**, *Professor of Speech Communication; Associate Dean, College of Humanities and Social Sciences*. B.A., M.Ed., McNeese State University; Ph.D., The University of Southern Mississippi.
- James W. Tiller, Jr., Ph.D.**, *Professor of Geography*. B.S., M.Ed., University of North Texas; M.A., Ph.D., University of Oklahoma.
- Paula J. Tripp, Ph.D.**, *Assistant Professor of Family and Consumer Sciences*. B.S., Northwestern State University of Louisiana; M.S., Ph.D., Oklahoma State University.
- Shirley H. Tucker-Findley, Ph.D.**, *Associate Professor of Business Administration*. B.S., M.S., East Texas State University; Ph.D., University of North Dakota.
- Victor B. Wayhan, Ph.D.**, *Assistant Professor of Management*. B.S., Bowling Green State University; M.Ed., Lynchburg College; M.B.A., Radford University; Ph.D., University of Houston.
- Janis D. White, Ph.D.**, *Assistant Professor of Fashion Merchandising and Chair, Department of Family and Consumer Sciences*. B.A., Sam Houston State University; M.A., University of Iowa; Ph.D., Texas Woman's University.
- Eugene O. Young, Ph.D.**, *Professor of English*. B.A., M.A., West Texas State University; Ph.D., The University of Tennessee.
- Shuangyue Zhang, Ph.D.**, *Assistant Professor of Speech Communication*. B.A., Shandong Normal University (Jinan, China); M.A., Shandong University (Jinan, China); M.A., Kent State University; Ph.D., The Ohio State University.

NOTE: The listing of faculty is correct as of March 1, 2007.

Associate Membership

- Paula W. Adams, Ed.D.**, *Associate Professor of Education*. B.A., University of New Orleans; M.S., Texas A&M University at Kingsville; Ed.D., University of Houston.
- Irfan Ahmed, Ph.D.**, *Assistant Professor of Marketing*. B.A., Osmania University (Hyderabad, India); M.B.A., The Indian Institute of Management (Ahmedabad, India); Ph.D., Texas A&M University.
- John G. Alford, Ph.D.**, *Assistant Professor of Mathematics*. B.S., University of California, Los Angeles; M.S., Ph.D., University of Houston.
- Yuliya V. Babenko, Ph.D.**, *Assistant Professor of Mathematics*. B.S., M.S., Dnepropetrovsk National University, Ukraine; M.A., Ph.D., Vanderbilt University.
- Nancy E. Baker, Ph.D.**, *Assistant Professor of History*. B.A., Rutgers, the State University of New Jersey; M.A., The George Washington University; Ph.D., Harvard University.
- Wathurawa Bandulasiri, Ph.D.**, *Assistant Professor of Mathematics*. B.S., University of Kelaniya, Sri Lanka; M.S., Sam Houston State University; M.S., Texas Tech University.
- Martha A. Bass, Ph.D.**, *Assistant Professor of Health Education*. B.S., M.S., University of Utah; Ph.D., University of Arkansas.
- Kimberly K. Bell, Ph.D.**, *Assistant Professor of English*. B.A., The American College of Greece, Athens; M.A., Clark University; Ph.D., Georgia State University.
- Marcy M. Beverly, Ph.D.**, *Assistant Professor of Agriculture*. M.S., Sam Houston State University; B.S., Ph.D., Texas A&M University.
- Kersten J. Biehn, Ph.D.**, *Assistant Professor of History*. A.B., Princeton University; M.A., Ph.D., Rice University.
- Robin M. Bittick, Ph.D.**, *Assistant Professor of Political Science*. B.S., M.P.A., California State University, Dominguez Hills; Ph.D., Claremont Graduate University.

- Edward F. Blackburne, III, Ph.D.**, *Associate Professor of Economics*. B.S., University of North Texas; Ph.D., Texas A&M University.
- John M. Bolus, Ph.D.**, *Assistant Professor of Political Science*. B.A., Miami University; M.P.A., Indiana University-Bloomington; Ph.D., University of Florida.
- Susannah U. Bruce, Ph.D.**, *Assistant Professor of History*. B.A., The University of Vermont; M.A., Ph.D., Kansas State University.
- Theodore J. Brummel, Ph.D.**, *Assistant Professor of Biology*. B.A., Transylvania University; Ph.D., University of California, Irvine.
- Carrie M. Butler, Ph.D.**, *Assistant Professor of Criminal Justice*. B.S., State University of New York at Oswego; M.Ed., St. Lawrence University; Ph.D., The University of Texas at Arlington.
- Joan A. Bytheway, Ph.D.**, *Assistant Professor of Criminal Justice*. B.A., Ph.D., University of Pittsburgh.
- Rhonda L. Callaway, Ph.D.**, *Assistant Professor of Political Science*. B.A., The University of Texas at Austin; M.A., Ph.D., University of North Texas.
- Linda G. Carrington, Ph.D.**, *Associate Professor of Accounting*. B.B.A., Eastern Kentucky University; M.B.A., University of Kentucky; Ph.D., University of Maryland.
- Rosemary S. Chance, Ph.D.**, *Assistant Professor of Library Science*. B.A., Texas A&I University; M.L.S., Sam Houston State University; M.L.S., Ph.D., Texas Woman's University.
- Beth L. Cory, Ph.D.**, *Assistant Professor of Mathematics*. B.S., Liberty University; M.S., The Florida State University; Ph.D., University of Virginia.
- Thomas H. Cox**, *Assistant Professor of History*. B.A., B.A., Birmingham-Southern College; M.A., Ph.D., The State University of New York at Buffalo.
- Jeff L. Crane, Ph.D.**, *Assistant Professor of History*. B.A., The Evergreen State College; M.A., Ph.D., Washington State University.
- Natalya V. Delcoure, D.B.A.**, *Assistant Professor of Finance*. B.B.A., Moscow Technical College, Russia; M.B.A., The University of Louisiana at Monroe; D.B.A., Louisiana Tech University.
- Brian F. Domitrovic**, *Assistant Professor of History*. A.B., Columbia University, New York; A.M., Ph.D., Harvard University.
- Karen M. Douglas, Ph.D.**, *Assistant Professor of Sociology*. B.B.A., M.A., Ph.D., The University of Texas at Austin.
- William D. Edgington, Ed.D.**, *Associate Professor of Education*. B.S.Ed., Texas Christian University; M.Ed., Midwestern State University; Ed.D., Oklahoma State University.
- Linda L. Ellis, Ph.D.**, *Associate Professor of Education*. B.B.A., M.Ed., Sam Houston State University; Ph.D., Texas A&M University.
- Bobby R. Ezell, Ed.D.**, *Assistant Professor of Education*. B.A., Baylor University; M.Ed., Sam Houston State University; Ed.D., Texas A&M University.
- Andrea S. Foster, Ph.D.**, *Assistant Professor of Education*. B.S., M.Ed., Ph.D., Texas A&M University.
- Joanna F. Fountain, Ph.D.**, *Assistant Professor of Library Science*. A.B., Syracuse University; M.L.S., The University of Texas at Austin; Ph.D., Texas Woman's University.
- Mark W. Frank, Ph.D.**, *Associate Professor of Economics*. B.S., Texas A&M University; M.S., Ph.D., The University of Texas at Dallas.
- Margo L. Frasier, J.D.**, *Assistant Professor of Criminal Justice*. B.S., Sam Houston State University; J.D., The Florida State University.
- Anne R. Gaillard, Ph.D.**, *Assistant Professor of Biology*. B.S., Purdue University; Ph.D., Emory University.
- Rebecca E. Garcia, Ph.D.**, *Assistant Professor of Mathematics*. B.S., Loyola Marymount University; M.A., University of California, Berkeley; Ph.D., New Mexico State University.

300 FACULTY

- Yvonne Garza, Ph.D.**, *Assistant Professor of Education*. B.S.W., The University of Texas-Pan American; M.S.W., Our Lady of the Lake University; Ph.D., University of North Texas.
- Phillip C. Hamilton, Ph.D.**, *Associate Professor of Agriculture*. B.S., M.S., Oklahoma State University; Ph.D., Iowa State University.
- Margaret A. Hammer, Ph.D.**, *Assistant Professor of Education*. B.A.T., Sam Houston State University; M.Ed., Ph.D, Texas A&M University.
- Roger D. Hanagriff, Ph.D.**, *Associate Professor of Agriculture*. B.S., Sam Houston State University; M.Agr., Ph.D., Texas A&M University.
- Trent Hanna, D.M.A.**, *Assistant Professor of Music*. B.M., M.M., Sam Houston State University; D.M.A., The University of Texas at Austin.
- Kristina S. Hanssen, M.F.A.**, *Professor of Theatre*. B.F.A., Stephens College; M.A., M.F.A., University of Missouri-Kansas City.
- Ken T. Hartness, Ph.D.**, *Assistant Professor of Computing Science*. B.S., Texas Christian University; M.S., Texas A&M University; Ph.D., University of North Texas.
- Ennis M. Hawkins, D.B.A.**, *Professor of Accounting*. B.B.A., M.B.A., Texas A&M University; D.B.A., Texas Tech University; CPA, CMA, Texas.
- Howard M. Henderson, Ph.D.**, *Assistant Professor of Criminal Justice*. B.S., Middle Tennessee State University; M.C.J., Tennessee State University; Ph.D., Sam Houston State University.
- Stephen C. Henry, Ph.D.**, *Assistant Professor of Finance*. B.B.A., Ph.D., The University of Georgia.
- Betty J. Higgins, Ph.D.**, *Assistant Professor of Education*. B.S., Carson-Newman College; M.Ed., East Texas State University; Ph.D., Texas A&M University.
- Kathy L. Hill, Ph.D.**, *Associate Professor of Business Administration*. B.A., Oklahoma Baptist University; M.B.E., Ph.D., The University of Oklahoma.
- Melinda A. Holt, Ph.D.**, *Associate Professor of Mathematics*. B.A., M.A., Ph.D., Baylor University.
- G. Keith Jenkins, J.D.**, *Associate Professor of Business Administration*. B.A., University of Houston; J.D., South Texas College of Law.
- Jacqueline A. Jenson, Ph.D.**, *Assistant Professor of Mathematics*. B.A., University of Connecticut; M.S., Ph.D., University of Oregon.
- Kurt R. Jesswein, Ph.D.**, *Assistant Professor of Finance*. B.B.A., University of Wisconsin-Whitewater; M.I.B., Ph.D., University of South Carolina.
- Daphne D. Johnson, Ph.D.**, *Assistant Professor of Education*. M.S., University of Houston-Clear Lake; B.S.Ed., Ph.D., University of Houston.
- Dustin L. Jones, Ph.D.**, *Assistant Professor of Mathematics*. B.S., Southwest Baptist University; M.S., Texas A&M University, College Station, TX; Ph.D., University of Missouri-Columbia.
- Joseph K. Kavanaugh, Ph.D.**, *Associate Professor of Management and Marketing*. B.A., Oakland University; M.Ed., M.A, Ohio University; Ph.D., Louisiana State University.
- Robert D. Keppel, Ph.D.**, *Associate Professor of Criminal Justice*. B.S., M.A., Washington State University-Pullman; M.Ed., Seattle University, Spokane; Ph.D., University of Washington, Seattle.
- Douglas M. Kingman, Ph.D.**, *Assistant Professor of Agriculture*. B.S., M.Ed., Texas A&M University; M.S., Ph.D., Purdue University.
- Michael H. Lau, Ph.D.**, *Assistant Professor of Agriculture*. B.S., California Polytechnic State University; Ph.D., Texas A&M University.
- Brian A. Lawton, Ph.D.**, *Assistant Professor of Criminal Justice*. B.A., Rhode Island College; M.A., Ph.D., Temple University.
- Chi-Sing Li, Ph.D.**, *Assistant Professor of Education*. B.A., The University of Texas at Austin; M.Ed., The University of Louisiana at Monroe; Ph. D., Texas A&M University-Commerce.

- Jeffrey L. Littlejohn, Ph.D.**, *Assistant Professor of History*. B.A., Belmont University; M.A., Ph.D., University of Arkansas.
- Heather L. Littleton, Ph.D.**, *Assistant Professor of Psychology*. B.A., Clemson University; M.S., Ph.D., Virginia Tech, Blacksburg, VA.
- Brian M. Loft, Ph.D.**, *Assistant Professor of Mathematics*. B.S., Louisiana Tech University; M.S., Texas State University-San Marcos; Ph.D., University of Oregon.
- Henry S. Maddux, III, Ph.D.**, *Assistant Professor of Management*. B.S., Texas A&M University; M.B.A., Baylor University; Ph.D., The University of Texas at Austin.
- Sarmistha R. Majumdar, Ph.D.**, *Assistant Professor of Political Science*. B.S., Calcutta University, India; M.A., Montclair State University; M.C.R.P., Ph.D., Rutgers. The State University of New Jersey.
- David C. Mayes, Ph.D.**, *Assistant Professor of History*. B.A., M.A., University of Richmond; Ph.D., University of Wisconsin-Madison.
- Margaret A. McGuire, Ed.D.**, *Assistant Professor of Education*. B.A.Ed., University of South Carolina; M.Ed., Ed.D., Texas A&M University.
- W. Matthew McInturf, M.M.**, *Associate Professor of Music*. B.Mus., University of North Texas; M.M., University of Houston.
- Matthew L. McMillan, Ph.D.**, *Assistant Professor of Agriculture*. B.S., Ph.D., Texas Tech University; M.S., Angelo State University.
- Barbara A. Metzger, Ph.D.**, *Assistant Professor of Education*. B.A., Converse College, Spartanburg, SC; M.A., Ph.D., West Virginia University-Morgantown, WV.
- Christopher C. Michel, M.M.**, *Assistant Professor of Music*. B.M., Baylor University; M.M., Ohio State University.
- John M. Miller, Ph.D.**, *Assistant Professor of Business Analysis*. B.A., M.S., The University at Chicago; M.A., Ph.D., Rice University.
- Lee M. Miller, Ph.D.**, *Assistant Professor of Sociology*. A.B., Smith College; M.A., M.Phil, Ph.D., Yale University.
- Melinda S. Miller, Ph.D.**, *Assistant Professor of Education*. B.S.Ed., The University of Texas at Austin; M.Ed., Sam Houston State University; Ph.D., Texas A&M University.
- Valerie P. Muehsam, Ph.D.**, *Associate Professor of Business Analysis; Assistant Dean, College of Business Administration*. B.B.A., M.B.A., Sam Houston State University; Ph.D., Texas A&M University.
- Sheryl K. Murphy-Manley, Ph.D.**, *Assistant Professor of Music*. B.M.Ed., M.M., Sam Houston State University; Ph.D., The University of Texas at Austin.
- Diana K. Nabors, Ed.D.**, *Assistant Professor of Education*. M.Ed., Sam Houston State University; B.S., Ed.D., University of Houston.
- Hiranya K. Nath, Ph.D.**, *Assistant Professor of Economics*. B.A., M.A., University of Delhi, India; M.Phil., Jawaharlal Nehru University (Delhi, India); M.A., Ph.D., Southern Methodist University.
- Judith A. Nelson, Ph.D.**, *Assistant Professor of Education*. B.S.Ed., The University of Texas at Austin; M.A., The University of Texas at San Antonio; Ph.D., Capella University.
- John J. Newbold, Ph.D.**, *Assistant Professor of Marketing*. B.S., Illinois State University; M.B.A., University of Cincinnati; Ph.D., Saint Louis University.
- Ramona M. Noland, Ph.D.**, *Assistant Professor of Psychology*. B.A., Wheeling Jesuit University; Ph.D., The University of Tennessee, Knoxville.
- Carol H. Parker, Ed.D.**, *Associate Professor of Education*. B.A.T., Sam Houston State University; M.A., Ed.D., Texas Southern University.
- Dwayne Pavelock, Ed.D.**, *Assistant Professor of Agriculture*. B.S., M.Ed., Sam Houston State University; Ed.D., Texas Tech University.
- Katherine A. Pierce, Ph.D.**, *Assistant Professor of History*. B.A., Allegheny College Meadville, PA; M.A., Ph.D., University of Virginia.
- Michelle R. Pierczynski-Ward, Ph.D.**, *Assistant Professor of Education*. B.S., M.Ed., Ph.D., University of Illinois at Chicago.

302 FACULTY

- Jennifer K. Pontius, M.F.A.**, *Assistant Professor and Program Coordinator of Dance*. B.A., The University of Alabama at Birmingham; M.A., California State University, Dominguez Hills; M.F.A., The Florida State University.
- Bernadette Pruitt, Ph.D.**, *Assistant Professor of History*. B.A., M.A., Texas Southern University; Ph.D., University of Houston.
- Marilyn P. Rice, Ph.D.**, *Assistant Professor of Education*. B.S.B.A., University of Arkansas, Fayetteville; M.Ed., Sam Houston State University; Ph.D., Texas A&M University.
- Sergio H. Ruiz, D.M.A.**, *Assistant Professor of Music*. B.A., University of Santa Clara; M.M., Cleveland Institute of Music; D.M.A., Rice University.
- Jennifer L. Schulenberg, Ph.D.**, *Assistant Professor of Criminal Justice*. B.A., M.A., University of Guelph (Ontario, Canada); Ph.D., University of Waterloo (Ontario, Canada).
- Robert L. Shadle, M.A.**, *Associate Professor of History*. B.A., Saint Ambrose College; M.A., University of Iowa.
- Jon W. Short, Ph.D.**, *Assistant Professor of Mathematics*. B.S., M.S., Oklahoma State University; Ph.D., Saint Louis University.
- Karen S. Smith, Ed.D.**, *Associate Dean, College of Education*. B.S.Ed., Texas Tech University; M.Ed., Ed.D., Sam Houston State University.
- John W. Snow, Ph.D.**, *Assistant Professor of Mathematics*. B.A., Concordia University; M.S., Ph.D., Vanderbilt University.
- Vicky G. Spencer, Ph.D.**, *Assistant Professor of Education*. B.S., The University of Texas at Dallas; M.Ed., Texas A&M University-Commerce; Ph.D., George Mason University.
- Mary B. Swarthout, Ph.D.**, *Assistant Professor of Mathematics*. B.A., Berea College; M.A., Miami University; Ph.D., The Ohio State University.
- Melissa A. Tackett-Gibson, Ph.D.**, *Assistant Professor of Criminal Justice*. B.A., Marshall University, Huntington, WV; M.A., Ph.D., Northeastern University, Boston, MA.
- Sylvia R. Taube, Ph.D.**, *Assistant Professor of Education*. B.S.Ed., Mindanao State University (Marawi City, Philippines); M.A.T., University of the Philippines (Quezon City, Philippines); Ph.D., State University of New York at Albany.
- David S. Taylor, Ph.D.**, *Assistant Professor of Management Information Systems*. B.B.A., M.B.A., The University of Texas at Austin; Ph.D., University of Houston.
- Kista K. Tucker, M.F.A.**, *Assistant Professor of Dance*. B.S., Ball State University; M.A., Kent State University; M.F.A., The Ohio State University.
- Kathleen M. Utecht, Ph.D.**, *Associate Professor of Management*. B.A., Elmira College, Elmira, NY; M.A., Lancaster University, Lancaster, England; Ph.D., Michigan State University.
- Tamara A. Waggener, Ph.D.**, *Assistant Professor of Political Science*. B.A., California State Polytechnic University; Ph.D., The University of Texas at Austin.
- Jay K. Whatley, M.M.**, *Assistant Professor of Music*. B.M., M.M., Sam Houston State University.
- Victor V. Wiesner, Ph.D.**, *Assistant Professor of Education*. B.S., M.B.A., Texas A&M University; M.S., Ph.D., University of North Texas.
- Melissa L. Wynn, M.F.A.**, *Assistant Professor of Dance*. B.F.A., The Juilliard School; M.F.A., University of California, Davis.
- Chi Chung Yu, Ph.D.**, *Assistant Professor of Chemistry*. B.S., M.S., Central Police University, Taiwan; Ph.D., Carleton University, Canada.
- Pamela J. Zelbst, Ph.D.**, *Assistant Professor of Management*. B.B.A., M.B.A., Sam Houston State University; Ph.D., The University of Texas at Arlington.
- Yan Zhang, Ph.D.**, *Assistant Professor of Criminal Justice*. B.S., Wuhan University, China; M.S., Ph.D., Michigan State University.

NOTE: The list of faculty is correct as of March 1, 2007.

Retired Full Membership

- Raymond J. Agan, Ed.D.**, *Professor of Vocational Education*. B.S., M.S., Iowa State University; Ed.D., University of Missouri. Retired, 1993.
- Harry J. Ahysen, M.F.A.**, *Professor Emeritus of Art*. B.F.A., University of Houston; M.F.A., The University of Texas. Retired, 1994.
- Milford F. Allen, Ph.D.**, *Professor of History*. B.A., East Texas State University; M.A., Baylor University; Ph.D., The University of Texas. Retired, 1977.
- Evelyn E. Anderson, M.F.A.**, *Professor of Art*. B.F.A., The University of Texas; M.F.A., Cranbrook Academy of Art. Retired, 1992.
- David T. Bailey, Ph.D.**, *Professor of Sociology*. B.A., M.A., Ph.D., The University of Texas. Retired, 2007.
- Joel E. Bass, Ph.D.**, *Professor Emeritus of Education*. B.A., Baylor University; M.S., Sam Houston State University; Ph.D., The University of Texas. Retired, 2000.
- Harry J. Bohan, Ph.D.**, *Distinguished Professor of Education*. B.S., M.Ed., Sam Houston State University; Ph.D., University of Michigan. Retired, 1998.
- William J. Breitenbach, M.F.A.**, *Professor of Art*. B.S., M.S., University of Wisconsin; M.F.A., Stephen F. Austin State University. Retired, 2001.
- Dwight D. Brown, Ph.D.**, *Professor of Geology*. B.A., Ph.D., University of Missouri. Retired, 2000.
- Murray A. Brown, Ph.D.**, *Professor of Agriculture*. B.S., Michigan State University; M.S., Ph.D., Texas A&M University. Retired, 1992.
- Corre W. Brusse, Ph.D.**, *Associate Professor of Music*. B.M., M.A., Baylor University; M.M., New England Conservatory of Music; Ph.D., University of North Texas. Retired, 1987.
- Lesta J. Burt, Ph.D.**, *Professor of Library Science*. B.A., M.L.S., Texas Woman's University; Ph.D., University of Wisconsin. Retired, 1991.
- John R. Burton, Ph.D.**, *Professor of Kinesiology*. B.S., M.Ed., Sam Houston State University; Ph.D., Texas A&M University. Retired, 1994.
- Richard F. Butler, Ph.D.**, *Professor of Theatre and Speech Communication*. B.S., Kansas State University; M.A., University of Denver; Ph.D., Texas Tech University. Retired, 1993.
- Ruth Cady, Ed.D.**, *Professor and Program Coordinator of Health Education*. B.S., M.A., Ed.D., Texas Woman's University. Retired, 1989.
- Carl Cagan, Ph.D.**, *Professor of Computing Science*. B.A., New York University; M.S., Ph.D., Washington State University. Retired, 1996.
- Thomas M. Camfield, Ph.D.**, *Professor of History*. B.A., The University of Texas; M.A., University of California; Ph.D., The University of Texas. Retired, 1999.
- Adrian B. Cooley, Ph.D.**, *Professor of Physics*. B.S., M.A., Sam Houston State University; Ph.D., The University of Texas. Retired, 1990.
- Charles E. Darby, Ph.D.**, *Professor of Education*. B.S., Sam Houston State University; M.Ed., Ph.D., Texas A&M University. Retired, 1983.
- Elizabeth A. Delaney, Ed.D.**, *Professor of Education*. B.S., M.Ed., James Madison University; Ed.D., University of Northern Colorado. Retired, 1998.
- Judith A. DeTrude, Ph.D.**, *Associate Professor of Education*. B.S.Ed., Duquesne University; M.Ed., Ph.D., Kent State University. Retired, 2006.
- Jean S. Duncan, Ph.D.**, *Professor of History*. B.S., M.A., Sam Houston State University; Ph.D., Texas A&M University. Retired, 1983.
- Eddie L. Dye, Ed.D.**, *Professor Emeritus of Vocational Education*. B.S., M.S., Ed.D., Oklahoma State University. Retired, 1990.
- Gene M. Eastman, M.F.A.**, *Professor of Art*. B.F.A., University of Kansas; M.F.A., University of Iowa. Retired, 2001.
- Eugene Edge, III, Ph.D.**, *Professor of English*. B.B.A., M.A., Ph.D., The University of Texas. Retired, 1992.

304 FACULTY

- Jackie R. Elliott, Ed.D.**, *Associate Professor of Industrial Technology*. B.S., M.A., East Tennessee State University; Ed.D., University of Tennessee. Retired, 1997.
- Coralie A. Emmons, Ph.D.**, *Professor of Physical Education*. B.S., The Ohio State University; M.Ed., Sam Houston State University; Ph.D., The Ohio State University. Retired, 1989.
- M. B. Etheredge, M.A.**, *Professor of Education*. B.A., M.A., Sam Houston State University. Retired, 1978.
- Margaret A. Farnworth, Ph.D.**, *Professor of Criminal Justice*. A.B., Ph.D., The University of Georgia. Retired, 2000.
- David L. Fleming, D.M.A.**, *Associate Professor of Music*. B.M., M.M., University of Cincinnati; D.M.A., University of Southern California. Retired, 2001.
- Walter C. Foster, Ph.D.**, *Professor of Music*. B.A., M.Mus., University of North Texas; Ph.D., The University of Texas. Retired, 1998.
- Charles M. Friel, Ph.D.**, *Distinguished Professor Emeritus of Criminal Justice*. B.A., M.A., Ph.D., The Catholic University of America. Retired, 2005
- Gaddis Geeslin, M.F.A.**, *Professor of Art*. B.F.A., M.F.A., The School of the Art Institute of Chicago. Retired, 1985.
- James E. Gilmore, Ed.D.**, *Professor/Dean Emeritus of Business Administration; Vice President for Academic Affairs*. B.B.A., M.A., Sam Houston State University; Ed.D., University of Houston. Retired, 1997.
- James E. Goodwin, Ph.D.**, *Professor of English; Associate Dean, College of Arts and Sciences*. A.B., University of North Carolina; M.A., Ph.D., University of South Carolina. Retired, 1999.
- Carlton L. Guidry, Ph.D.**, *Professor of Chemistry*. B.S., Ph.D., University of Houston. Retired, 1988.
- James J. Hagerty, Ph.D.**, *Professor of History*. A.B., M.A., Columbia University; Ph.D., Georgetown University. Retired, 1985.
- Darrell D. Hall, Ph.D.**, *Professor of Biology*. B.S., East Central University; M.S., Ph.D., Oklahoma State University. Retired, 1998.
- Hugh E. Hall, Ph.D.**, *Professor of Physics*. B.S., The University of Texas; M.A., Ph.D., Rice University. Retired, 1996.
- William R. Harrell, Ph.D.**, *Professor of Agriculture*. B.S., M.S., East Texas State University; Ph.D., University of Missouri. Retired, 2006
- Carl L. Harris, Jr., Ed.D.**, *Professor of Education; Dean Emeritus, College of Education and Applied Science*. B.S., M.Ed., Ed.D., University of Idaho. Retired, 1996.
- Mary B. Harris, Ed.D.**, *Professor of Vocational Home Economics*. B.S., M.Ed., Northeast Louisiana University; Ed.D., Oklahoma State University. Retired, 2003.
- Robert N. Hart, Ph.D.**, *Professor of Mathematics*. A.B., Illinois College; M.A., University of California, Los Angeles; Ph.D., New Mexico State University. Retired, 2000.
- Sara A. Hart, Ed.D.**, *Professor of Business Administration*. B.S., M.S., East Texas State University; Ed.D., University of Houston. Retired, 2005.
- F. Marie Hayden, Ph.D.**, *Professor of Library Science*. B.S., Sam Houston State University; M.S. in L.S., Louisiana State University; Ph.D., Texas A&M University. Retired, 2005
- Donald M. Hayes, Ph.D.**, *Professor of Sociology*. B.A., M.A., California State University at Long Beach; Ph.D., University of Illinois. Retired, 1999.
- Michele R. Hewlett-Gomez, Ph.D.**, *Professor of Education*. B.S., M.Ed., Ph.D., The University of Texas. Retired, 2003.
- John R. Hilliard, Jr., Ph.D.**, *Professor of Biology*. B.A., Trinity University; M.A., University of Colorado; Ph.D., The University of Texas. Retired, 1991.
- Terrell R. Hoage, Ph.D.**, *Professor of Biology*. B.S., Parsons College; M.S., Ph.D., Iowa State University. Retired, 1992.
- George W. Hobbs, Ed.D.**, *Professor of Education*. B.S., M.Ed., East Texas State University; Ed.D., University of North Texas. Retired, 1994.

- Ray E. Humphrey, Ph.D.**, *Professor of Chemistry*. B.A., Carthage College; M.S., Western Illinois University; Ph.D., The University of Iowa. Retired, 1991.
- Dorothy A. Huskey, D.Ed.**, *Professor of Health Education*. B.S., M.S., University of Tennessee; M.S.P.H., The University of North Carolina; D.Ed., University of Michigan. Retired, 1987.
- Virginia Irvin, M.A.**, *Professor Emeritus of Music*. B.S., M.A., Sam Houston State University. Retired, 1989.
- Gene E. Jackson, M.F.A.**, *Professor of Art*. B.S., Lamar University; M.A., Columbia University; M.F.A., Northern Illinois University. Retired, 1989.
- James A. Johnson, Ph.D.**, *Professor of Psychology*. B.S., Southwest Texas State University; M.Ed., Ph.D., Texas A&M University. Retired, 2003.
- Ronald D. Johnson, D.B.A.**, *Professor of Business Administration*. B.A., University of Washington; M.B.A., D.B.A., Indiana University. Retired, 1992.
- William E. Jowell, Ph.D.**, *Professor of Agriculture*. B.S., West Texas State University; M.Ed., Texas Tech University; Ph.D., University of Missouri. Retired, 1998.
- Joe A. Kimbrough, Ph.D.**, *Professor of English*. A.B., A.M., University of Michigan; Ph.D., University of Illinois. Retired, 1996.
- Merton P. King, Ph.D.**, *Professor of English*. B.A., Westminster College; M.A., Ph.D., The University of Texas. Retired, 1992.
- Oather R. King, Ed.D.**, *Professor of Education*. B.A., Hendrix College; M.S., Ed.D., University of Arkansas. Retired, 1985.
- Stanley E. Lea, M.F.A.**, *Professor of Art*. B.F.A., Kansas State College of Pittsburg; M.F.A., University of Arkansas. Retired, 1993.
- Paul Lindloff, Ph.D.**, *Professor of Accounting*. B.A., M.S., Baylor University; Ph.D., The University of Texas. Retired, 1986.
- Perry L. Little, Ph.D.**, *Professor of Agriculture*. B.S., Berry College; M.S., Ph.D., Auburn University. Retired, 1993.
- James D. Long, Ph.D.**, *Professor Emeritus of Biology*. B.S., M.A., Sam Houston State University; Ph.D., The University of Texas. Retired, 1999.
- Jerry M. Lowe, Ed.D.**, *Associate Professor of Education*. B.A.T., Sam Houston State University; M.Ed., Stephen F. Austin State University; Ed.D., Texas A&M University. Retired, 2000.
- Witold J. Lukaszewski, Ph.D.**, *Professor of Political Science*. A.B., M.A., Seton Hall University; Ph.D., Columbia University. Retired, 2007.
- J. Harry Mallard, Ph.D.**, *Professor of Music*. B.M., M.A., Sam Houston State University; Ph.D., The University of Texas. Retired, 2001.
- Bobby K. Marks, Ph.D.**, *Professor of Management; President Emeritus*. B.B.A., Lamar University; M.B.A., University of North Texas; Ph.D., University of Arkansas. Retired, 2001.
- James B. Marks, Ph.D.**, *Professor of Music*. B.Mus., M.Mus., Cincinnati Conservatory of Music; Ph.D., Indiana University. Retired, 1993.
- Ralph O. Marshall, Ph.D.**, *Associate Professor of Criminal Justice*. B.A., Monmouth College; M.A., The University of Iowa; Ph.D., Washington State University. Retired, 1992.
- Melvin R. Mason, Ph.D.**, *Professor of English*. B.A., M.A., Ph.D., The University of Texas. Retired, 1991.
- James O. Mathis, Ed.D.**, *Professor Emeritus of Education*. B.S., M.Ed., Ed.D., University of North Texas. Retired, 1989.
- Louise W. McCormick, Ed.D.**, *Associate Professor of Home Economics*. B.S., State University of New York; M.S., Texas Tech University; Ed.D., University of Arkansas. Retired, 1988.
- John H. McCoy, Ph.D.**, *Professor Emeritus of Computing Science*. B.S., M.A., Sam Houston State University; Ph.D., Ohio State University. Retired, 2003.
- Perry F. McDonald, Ph.D.**, *Professor of Physics*. B.A., Texas Christian University; M.A., University of North Texas; Ph.D., University of Alabama. Retired, 1997.

306 FACULTY

- Jerry C. McGee, Ed.D.**, *Professor of Education*. B.A., M.A., Baylor University; Ed.D., University of Alabama. Retired, 1996.
- Thomas G. Meade, Ph.D.**, *Professor of Biology*. B.A., Whitman College; M.S., Purdue University; Ph.D., Oregon State University. Retired, 1999.
- Mattie B. Medford, Ph.D.**, *Professor of Home Economics*. B.S., Texas Woman's University; M.Ed., Sam Houston State University; Ph.D., Texas Woman's University. Retired, 1989.
- James R. Miller, Ph.D.**, *Professor of Theatre and Chair, Department of Theatre and Dance*. B.A., North Central College; M.A., Ph.D., Tufts University. Retired, 2004.
- Ralph L. Mills, D.M.A.**, *Professor of Music and Director of Bands Emeritus*. B.S., McMurry College; M.Mus., D.M.A., University of Southern California. Retired, 1986.
- Eleanor R. Mitchell, Ph.D.**, *Professor of English*. B.A., M.A., University of Houston; Ph.D., Texas A&M University. Retired, 1994.
- Ralph R. Moldenhauer, Ph.D.**, *Professor of Biology*. B.S., Michigan State University; M.S., Ph.D., Oregon State University. Retired, 1998.
- Mary E. Montague, Ed.D.**, *Professor Emeritus of Dance; Chair, Division of Dance, Drama, Radio/Television/Film, and Speech Communication; Associate Dean, College of Arts and Sciences*. B.S., M.A., Texas Woman's University; Ed.D., New York University. Retired, 1984.
- David G. Moorman, Ph.D.**, *Professor of Agriculture*. B.S., M.S., Texas Tech University; Ph.D., Texas A&M University. Retired, 2000.
- Phil Morris, Ph.D.**, *Professor of Sociology*. B.S., M.Ed., M.A., Sam Houston State University; Ph.D., Texas A&M University. Retired, 1989.
- Herbert O. Muecke, Ph.D.**, *Professor of Mathematics*. B.S., M.A., Ph.D., The University of Texas. Retired, 1995.
- E. Bess Osburn, Ed.D.**, *Professor of Education and Program Coordinator of Reading and Special Education*. B.A., University of Houston; M.Ed., University of Hawaii; Ed.D., George Washington University. Retired, 1991.
- Janelle A. Paris, Ph.D.**, *Professor of Library Science*. B.S., Sam Houston State University; B.S. in L.S., Texas Woman's University; M.Ed., University of Houston; Ph.D., Texas Woman's University. Retired, 1991.
- Phillip E. Parotti, Ph.D.**, *Professor Emeritus of English*. B.S., U.S. Naval Academy; M.A., Ph.D., University of New Mexico. Retired, 2004.
- Darryl L. Patrick, Ph.D.**, *Professor of Art*. B.S., Northern Montana College; M.A., University of Washington; Ph.D., University of North Texas. Retired, 2000.
- John W. Payne, Jr., Ph.D.**, *Professor of History*. B.A., Texas Tech University; M.A., Ph.D., The University of Texas. Retired, 1986.
- Richard H. Payne, Ph.D.**, *Professor Emeritus of Political Science; Associate Vice President for Research and Graduate Studies*. A.B.J., M.A., Ph.D., University of Georgia. Retired, 2001.
- Charles A. Pebworth, M.A.**, *Professor of Art*. B.F.A., University of Houston; M.A., Louisiana State University. Retired, 1993.
- Oliver M. Refsell, Ph.D.**, *Professor of History*. B.A., St. Olaf College; M.A., Southwest Texas State University; Ph.D., The University of Texas. Retired, 1988.
- Harley E. Rex, D.M.A.**, *Professor of Music*. B.S., Mansfield University of Pennsylvania; M.Mus., D.M.A., University of Michigan. Retired, 1997.
- Orville W. Roe, D.M.A.**, *Associate Professor of Music*. B.Mus., University of North Texas; M.Mus., Indiana University; D.M.A., University of Missouri. Retired, 1985.
- Kenneth L. Russell, Ed.D.**, *Professor of Education*. B.S., M.Ed., Ed.D., University of Missouri. Retired, 1971.
- Suler E. Ryan, Ed.D.**, *Professor of Education; Dean, College of Education*. B.S., Southwest Missouri State College; M.Ed., Ed.D., University of Missouri. Retired, 1980.
- Alberto Sandoval, Ph.D.**, *Professor of Education*. B.A., University of Albuquerque; M.A., Ph.D., University of New Mexico. Retired, 1990.

- James D. Sawin, Ed.D.**, *Professor of Education*. B.A., Gustavus Adolphus College; M.A., University of Northern Colorado; Ed.D., University of Denver. Retired, 1993.
- Herbert B. Schumann, Ph.D.**, *Professor and Program Coordinator of Vocational Education*. B.S., Texas A&M University; M.Ed., University of Houston; Ph.D., Texas A&M University. Retired, 1996.
- John W. Schwetman, Ph.D.**, *Professor Emeritus of English*. B.A., M.A., Baylor University; Ph.D., University of Kansas. Retired, 2001.
- Elton M. Scott, Ph.D.**, *Professor of Geography*. B.S., Sam Houston State University; M.A., George Peabody College for Teachers; Ph.D., University of Wisconsin. Retired, 1976.
- Robert A. Shearer, Ph.D.**, *Professor of Criminal Justice*. B.S., M.S., Ph.D., East Texas State University. Retired, 2007.
- Jack S. Staggs, Ed.D.**, *Professor Emeritus of Education*. B.S., State College of Arkansas; M.A., George Peabody College for Teachers; Ed.D., University of Houston. Retired, 1986.
- James C. Stallings, Ph.D.**, *Professor of Chemistry*. B.S., M.S., University of North Texas; Ph.D., The University of Texas. Retired, 1984.
- Robert B. Stewart, Ph.D.**, *Professor of Biology*. B.S., Oklahoma State University; M.S., Ph.D., Texas A&M University. Retired, 1987.
- Victor G. Strecher, Ph.D.**, *Professor Emeritus of Criminal Justice*. B.S., M.A., Michigan State University; Ph.D., Washington University. Retired, 1991.
- Vernon E. Sweeney, Ph.D.**, *Professor of Economics*. B.S., M.A., University of Houston; Ph.D., The University of Texas. Retired, 1998.
- Ruth B. Thomas, Ph.D.**, *Professor of Biology*. B.A., Northwestern State University of Louisiana; M.A., George Peabody College for Teachers; Ph.D., Vanderbilt University. Retired, 1991.
- Bonnie B. Thorne, Ph.D.**, *Professor of Library Science*. B.S., Sam Houston State University; M.A., Ph.D., Texas Woman's University. Retired, 1993.
- David C. Townsend, Ph.D.**, *Professor of Economics*. B.A., Cornell College; M.A., University of Michigan; Ph.D., Louisiana State University. Retired, 1997.
- George R. Vick, Ph.D.**, *Professor of Mathematics*. B.A., M.A., Sam Houston State University; Ph.D., The University of Texas. Retired, 1990.
- Mary W. Wakefield, Ed.D.**, *Professor of Education*. B.S., Texas Christian University; M.A., Ed.D., Arizona State University. Retired, 1983.
- Billy G. Waldron, Ed.D.**, *Professor of Education*. B.S., Abilene Christian University; M.Ed., The University of Texas; Ed.D., University of North Texas. Retired, 1988.
- Robert N. Walker, Ph.D.**, *Professor of Criminal Justice*. B.S., University of Virginia; M.Ed., University of Pittsburg; Ph.D., University of Virginia. Retired, 1977.
- Harry C. Ward, Jr., Ph.D.**, *Professor of Education*. B.S., M.S., Ph.D., East Texas State University. Retired, 1981.
- Gerald T. Watson, Ph.D.**, *Professor of Education*. B.A., M.S., University of North Texas; Ph.D., Texas A&M University. Retired, 1987.
- C. Allen Williams, Ph.D.**, *Professor Emeritus of Geography*. B.A., East Central University; M.A., Ph.D., University of Oklahoma. Retired, 2006.

NOTE: The list of faculty is correct as of March 1, 2007.

Retired Associate Membership

- Marion C. Banta, Ph.D.**, *Professor of Chemistry*. B.S., M.S., University of North Texas; Ph.D., The University of Texas. Retired, 1997.
- Walter H. Bennett, Ph.D.**, *Professor of Sociology*. B.S., M.A., Sam Houston State University; Ph.D., Mississippi State University. Retired, 2007.

308 FACULTY

- Ruth C. Bryant, Ph.D.**, *Professor of English*. B.A., Ph.D., The University of Texas. Retired, 1995.
- Rodney M. Cannon, Ph.D.**, *Professor and Chair of Music*. B.M.E., M.A., Sam Houston State University; Ph.D., University of North Texas. Retired, 2006.
- J. A. Chandler, M.A.**, *Associate Professor of Agriculture; Special Assistant to the Vice President*. B.S., M.A., Sam Houston State University. Retired, 1982.
- Richard A. Cording, Ph.D.**, *Professor Emeritus of Philosophy*. B.A., University of North Carolina; M.A., Ph.D., University of Missouri. Retired, 2003.
- Marion D. Czaja, Ph.D.**, *Professor of Education*. A.B., Bates College; M.A.T., Wesleyan University; M.Ed., Ph.D., The University of Texas. Retired, 2001.
- Edwin S. Davis, Ph.D.**, *Professor of Political Science*. B.A., M.A., University of North Texas; Ph.D., Texas Tech University. Retired, 2000.
- Thomas F. Davis, Ph.D.**, *Professor of Mathematics*. B.S., M.A., Sam Houston State University; Ph.D., The University of Texas. Retired, 2004.
- Mary Lynn DeShazo, Ph.D.**, *Professor of Chemistry*. B.S., East Texas Baptist University; M.Ed., University of Houston; Ph.D., Texas A&M University. Retired, 2007.
- Andrew A. Dewees, Ph.D.**, *Professor of Biology*. B.A., M.A., Southern Illinois University; Ph.D., Purdue University. Retired, 1999.
- Harold F. Foerster, Ph.D.**, *Professor of Biology*. B.S., Texas Lutheran College; M.A., Ph.D., The University of Texas. Retired, 2006.
- Charles R. Galbraith, Ed.D.**, *Associate Professor of Education*. B.A., Northeastern State University; M.Ed., Ed.D., University of Oklahoma. Retired, 1998.
- Alfred V. Goodwin, Ph.D.**, *Professor of Education*. B.A., Howard Payne University; M.Ed., Stephen F. Austin State University; Ph.D., Texas A&M University. Retired, 1999.
- Howard L. Griffin, M.A.**, *Professor Emeritus of Political Science*. B.S., M.A., Sam Houston State University. Retired, 1986.
- Carole A. Haynie, Ed.D.**, *Professor of Education*. B.S., M.Ed., Ed.D., Northeast Louisiana University. Retired, 2005.
- B. Barry Hayes, Ph.D.**, *Professor of History*. B.A., M.A., The University of Texas; Ph.D., Yale University. Retired, 1990.
- William T. Haynes, M.A.**, *Professor of History*. B.S., Hardin-Simmons University; M.A., Louisiana State University. Retired, 1992.
- David L. Henderson, Ed.D.**, *Professor of Education*. B.A., M.Ed., West Texas State University; Ed.D., Texas Tech University. Retired, 2006.
- Thomas D. Higgins, Ed.D.**, *Associate Professor of Technology*. B.S., M.S., Ed.D., East Texas State University. Retired, 2006.
- Thomas J. Honeycutt, M.A.**, *Associate Professor of Vocational Education*. B.S., M.A., Sam Houston State University. Retired, 1984.
- Gary K. Hood, Ph.D.**, *Professor of Education*. B.S.Ed., M.Ed., Abilene Christian University; Ph.D., University of North Texas. Retired, 2000.
- Arthur E. Hughes, Ed.D.**, *Associate Professor of Education*. B.S., Upper Iowa University; M.A., University of Northern Iowa; Ed.D., University of Georgia. Retired, 2001.
- M. Eren Johnson, Ed.D.**, *Professor of Education*. B.S., M.Ed., Texas Tech University; Ed.D., University of Houston. Retired, 2007.
- Jack W. Kerr, Ph.D.**, *Professor of English*. B.A., M.A., University of Windsor (Ontario, Canada); Ph.D., Texas A&M University. Retired, 1996.
- Brenda Lichtman, Ph.D.**, *Professor of Kinesiology*. B.A., State University of New York; M.S., Springfield College; Ph.D., University of Maryland. Retired, 2005.
- Ross W. Lovell, Ph.D.**, *Professor Emeritus of Management*. B.B.A., Texas A&M University; M.B.A., University of Houston; Ph.D., The University of Texas. Retired, 1995.
- Charles D. Luning, Ph.D.**, *Professor of Mathematics*. B.S., M.S., University of Colorado; Ph.D., Purdue University. Retired, 2004.

- Glen E. Mattingly, Ph.D.**, *Professor of Mathematics*. B.S., M.A., Sam Houston State University; Ph.D., New Mexico State University. Retired, 2001.
- Lowell Mayrant, M.A.**, *Associate Professor of Sociology*. B.S., M.A., Sam Houston State University. Retired, 1985.
- James D. McLeod, M.A.**, *Professor of Sociology*. B.S., M.A., Sam Houston State University. Retired, 1979.
- Jimmy N. Merchant, Ph.D.**, *Distinguished Professor Emeritus of Education*. B.A., M.Ed., Ph.D., East Texas State University. Retired, 1998.
- Billy Mac Moore, Ed.D.**, *Professor of Industrial Technology*. B.S., M.S., University of North Texas; Ed.D., University of Northern Colorado. Retired, 2006
- Yack C. Moseley, Ph.D.**, *Associate Professor of Agriculture*. B.S., Texas A&M University; M.S., Ph.D., Oklahoma State University. Retired, 1993.
- Roy G. Moss, Jr., Ed.D.**, *Professor of Kinesiology*. B.B.A., M.Ed., Sam Houston State University; Ed.D., Texas A&M University. Retired, 1999.
- Paul M. Neunuebel, Ph.D.**, *Professor of Psychology*. B.S., Saint Louis University; M.Ed., Ph.D., University of Missouri. Retired, 2007.
- Lee E. Olm, Ph.D.**, *Professor and Chair of History*. B.A., Western Michigan University; M.A., Cornell University; Ph.D., University of Michigan. Retired, 1988.
- Joan L. Prouty, Ph.D.**, *Professor of Education*. B.A., State University of Iowa; M.A., Sam Houston State University; Ph.D., Texas A&M University. Retired, 2004.
- Paul R. Reed, D.B.A.**, *Professor Emeritus of Management*. B.A., University of Notre Dame; M.B.A., Northwestern State University of Louisiana; D.B.A., Mississippi State University. Retired, 2002.
- Thomas M. Rowe, Ph.D.**, *Associate Professor of Accounting*. B.B.A., M.B.A., Sam Houston State University; Ph.D., Texas A&M University; CPA, Texas. Retired, 1998.
- G. Gareld Rusk, M.A.**, *Associate Professor of Economics*. B.B.A., Baylor University; M.A., The University of Texas. Retired, 1992.
- Elbridge W. Sanders, M.S.**, *Associate Professor of Mathematics*. B.S., Eastern New Mexico University; M.S., University of Utah. Retired, 2001.
- Joan B. Schmidt, Ed.D.**, *Professor of Education*. B.S., M.S., Sam Houston State University; Ed.D., East Texas State University. Retired, 2002.
- Letcher N. Sikes, Jr., M.Ed.**, *Professor of Agriculture*. B.S., M.Ed., Sam Houston State University. Retired, 1997.
- Thomas F. Soare, Ph.D.**, *Professor of Theatre*. B.A., M.A., University of Denver; Ph.D., Florida State University. Retired, 2002.
- Ronald A. Stoltenberg, Ph.D.**, *Professor of Mathematics*. B.S., Eastern Montana College; M.A., Bowling Green State University; Ph.D., New Mexico State University. Retired, 1999.
- John A. Swartz, Ph.D.**, *Professor of Education*. B.A., Athenaeum of Ohio; M.A., Saint Louis University; Ph.D., Ohio State University. Retired, 2004.
- Melvin F. Taylor, M.Ed.**, *Professor of Industrial Technology*. B.S., M.Ed., Southwest Texas State University. Retired, 1999.
- Nelson L. Thornton, Jr., Ph.D.**, *Professor of Marketing*. B.B.A., Southern Methodist University; M.B.A., Ph.D., University of North Texas; Ph.D., Texas A&M University. Retired, 1997.
- Charles H. Tobler, M.S.**, *Professor of Industrial Technology; Director of Graphic Arts Production*. B.S., M.S., Kansas State College. Retired, 1983.
- Barbara M. Tyson, Ph.D.**, *Professor of English*. B.A., Baylor University; M.A., Ph.D., The University of Texas. Retired, 1995.
- Robert L. Van Burklee, M.S.**, *Associate Professor of Sociology*. B.S., M.S., East Texas State University. Retired, 1998.
- George H. Walker, Ph.D.**, *Assistant Professor of Management*. B.B.A., M.B.A., Ph.D., The University of Texas. Retired, 2000.
- Laverne Warner, Ph.D.**, *Professor Emeritus of Education*. B.S., M.Ed., Sam Houston

310 FACULTY

State University; Ph.D., East Texas State University. Retired, 2005.

Bettye S. Weatherall, Ph.D., *Professor of Home Economics*. B.S., Texas College; M.Ed., East Texas State University; Ph.D., Texas Woman's University. Retired, 1998.

Jeanette M. Wieser, M.A., *Professor of Kinesiology*. B.S., M.A., Southwest Texas State University. Retired, 1991.

Robert C. Williams, Ed.D., *Associate Professor of Education and Program Coordinator of Secondary Education*. B.Th., Bay Ridge Christian College; M.Ed., Ed.D., The University of Southern Mississippi. Retired, 2003.

Everett D. Wilson, Ph.D., *Professor of Biology*. B.S., M.S., Indiana State University; Ph.D., Purdue University. Retired, 2006.

Thomas A. Wood, Ed.D., *Professor of Psychology*. B.S., The Florida State University; M.Ed., Stetson University; Ed.D., George Peabody College of Vanderbilt University. Retired, 2005.

NOTE: The list of faculty is correct as of March 1, 2007.

Index

INDEX

A

Academic Calendar: see Calendar, Academic.
Academic Common Market: 56
Academic Expectations and Guidelines: 62
Academic Good Standing: 59, 63
Academic Honesty: 63
Academic Procedures:
Accreditation: see inside back cover.
Address, Correct: 42
Administration, Master of Education: 190
Administrative Officers: 5
Admission Classification, Doctoral: 37
Admission Classification, Master's: 37
Admission Classification, Post-Baccalaureate: 36
Admission Classifications: 36
Admission Examinations: 33
Admission Materials, Required: 33
Admission Types: 35
Admission, Conditional: 35
Admission, Graduate Transient: 36
Admission, Non-degree: 36
Admission, Preparatory: 36
Admission, Probationary: 35
Admission, Regular: 35
Admission: 31
Advisement, Academic: 70
Advising, Graduate: 41
Agricultural and Industrial Sciences, Department of: 93
Agricultural Sciences Program: 93
Agriculture, Master of Science: 93
Alumni Association: 84
Application Fee: 33
Application for a Degree: 62
Application for Reinstatement: 37
Application Process: 33

Application, Subsequent: 37
Arts and Science, College of: 89
Athletics: 72

B

Bearkat OneCard Services: 72
Biological Sciences, Department of: 100
Biology, Master of Arts: 101
Biology, Master of Science: 101
Board of Regents: 5
Business Administration - Banking and Financial Institutions, Masters of: 145
Business Administration, College of: 139
Business Administration, Master of: 143
Business Administration, Executive Master of: 145

C

Calendar, Academic: 17-24
Campus Safety: 79
Career Services: 72
Chemistry, Department of: 107
Chemistry, Master of Science: 107
CLEP: see College Level Examination Program.
Clinical Psychology, Doctor of Philosophy: 268
Collections for Nonpayment: 52
College Level Examination Program: 70
College of Arts and Sciences: 89
College of Business Administration: 139
College of Criminal Justice: 159
College of Education: 179
College of Humanities and Social Sciences: 237
Communication Studies, Department of: 241
Comprehensive Examinations: 60
Computer Science, Department of: 111
Computer Services: 67

314 INDEX

Computing and Information Science,
Master of Science: 112

Conditional Admission: see Admission,
Conditional.

Continuing Education: 74

Correspondence Courses: 42

Counseling Center: 74

Counseling Services: 74

Counseling, Master of Arts: 196

Counseling, Master of Education: 195

Counselor Education, Doctor of
Philosophy: 201

Counselor Education, Master of Arts: 196

Course Abbreviation Index: 9

Course Load: 41

Course Load: Graduate Assistants: 42

Criminal Justice and Criminology, Master
of Arts: 166

Criminal Justice Leadership and
Management, Master of Science:
167

Criminal Justice, College of: 159

Criminal Justice, Doctor of Philosophy:
162

Criminal Justice, Master of Science: 169

Curriculum and Instruction, Department
of: 183

Curriculum and Instruction, Master of
Arts: 185

Curriculum and Instruction, Master of
Education: 183

D

Dance Program: 134

Dance, Master of Fine Arts: 134

DANTES Subject Standardized Tests
Program: 70

Dean of Students' Office: 74

Degree Plan: 60

Degree Requirements and Academic
Guidelines: 59

Degree Requirements: 59

Degrees Offered: 27

Dietetics, Master of Science: 250

Digital Forensics, Master of Science: 113

Directions, Driving to SHSU:

Disabilities, Services for Students with:
74

Dissertation Committee: 61

Dissertation Course, Enrollment: 60

Dissertation: 61

Doctor of Education: 28

Doctor of Philosophy: 28

Doctoral Classification: see Admission
Classification, Doctoral.

Dropping Courses: 42, 53

DSST: see The DANTES Subject
Standardized Tests Program.

Dual Enrollment: 37

E

Ed.D.: see Doctor of Education.

Education, College of: 179

Educational Leadership and Counseling,
Department of: 190

Educational Leadership, Doctor of
Education: 205

Employment, Student: 55, 76

English Language Institute: 34

English, Department of: 244

English, Master of Arts: 245

Enrollment in Thesis or Dissertation
Courses: see Thesis Course,
Enrollment or Dissertation Course,
Enrollment.

F

Faculty, Graduate: 287

Family and Consumer Sciences,
Department of: 249

Family and Consumer Sciences, Master
of Science: 249

Fees, Explanation of: 50

Finance, Master of Science: 146

Financial Aid, Student: 55

Financial Responsibility: 52

Food Services: 81

Foreign Educational Credentials: 34
 Forensic Science, Master of Science:
 102, 108, 170

G

General Conduct and Campus
 Regulations: 75
 General Property Deposit, Refund of: 51
 General Property Deposit: 31
 Geography and Geology, Department of:
 120
 Geography Program: 120
 Geology Program: 121
 GMAT: see Graduate Management
 Admissions Test.
 Goals, University: 3
 Good Standing, Academic: see Academic
 Good Standing.
 Grade Denotation: 62
 Grading System: 62
 Graduate Assistantships: 56
 Graduate Courses, Definition: 41
 Graduate Management Admissions Test:
 34, 71
 Graduate Record Examination: 34, 71
 Graduate Transient Admission: see
 Admission, Graduate Transient.
 Graduation: 62
 Grants: 55
 GRE: see Graduate Record Examination.

H

Health and Kinesiology, Department of:
 211
 Health Center: 75
 Health, Master of Arts: 212
 Health, Master of Education: 213
 History, Department of: 252
 History, Master of Arts: 252
 History, University: 3
 Human Resources: 76
 Humanities and Social Sciences, College
 of: 237

I

Industrial Technology Program: 97
 Industrial Technology, Master of Arts: 97
 Information Assurance and Security,
 Master of Science: 113
 Installment Payment Plan: 51
 Institutional Mission Statement: 3
 Institutional Research and Assessment: 67
 Instructional Leadership, Master of Arts:
 191
 Instructional Leadership, Master of
 Education: 190
 Instructional Technology, Master of Arts:
 97
 International Programs, Office of: 34, 76
 International Students: Additional
 Application Requirements: 34
 International Students: Change of
 Address: 78
 International Students: Requirements for
 Registration: 43
 International Students: Visa Status: 77

K

Kinesiology, Master of Arts: 215
 Kinesiology, Master of Education: 215

L

Language, Literacy and Special
 Populations, Department of: 218
 Law School Admissions Test: 71
 Legal and Mediation Services, Students':
 83
 Library Science, Master's: 234
 Library Science, Department of: 233
 Library, Newton Gresham: 68
 Loans: 55
 Lowman Student Center: 78
 LSAT: see Law School Admissions Test.

M

M.A.: see Master of Arts.
 M.B.A.: see Master of Business
 Administration.

M.Ed.: see Master of Education.
 M.F.A.: see Master of Fine Arts.
 M.L.S.: see Master of Library Science.
 M.M.: see Master of Music.
 M.P.A.: see Master of Public Administration.
 M.S.: see Master of Science.
 Master of Arts: 27
 Master of Business Administration: 27
 Master of Education: 27
 Master of Fine Arts: 27
 Master of Library Science: 27
 Master of Music: 27
 Master of Public Administration: 27
 Master of Science: 27
 Master's Classification: see Admission Classification: Master's.
 MAT: see Miller Analogies Test.
 Mathematics and Statistics, Department of: 123
 Mathematics Program: 123
 Mathematics, Master of Arts: 124
 Mathematics, Master of Science: 124
 Miller Analogies Test: 34, 71
 Mission Statement: see Institutional Mission Statement.
 Montgomery G I Bill: see Veterans Assistance Office.
 Multicultural and International Student Services: 82
 Museum, Sam Houston Memorial: 81
 Music Education, Master of Music: 130
 Music, Master of Music: 130
 Music, School of: 130

N

Name Change: 43
 Non-degree Admission: see Admission, Non-degree.
 Non-payment, Collections for: see Collections for Non-payment.

O

Off-Campus Courses: 42

P

Parking Permits: 79
 Payment Deadlines: 52
 Payments: 51
 Personal Standards: 38
 Ph.D.: see Doctor of Philosophy.
 Police, University: 78
 Political Science, Department of: 257
 Political Science, Master of Arts: 257
 Post-Baccalaureate: see Admission Classification: Post-Baccalaureate.
 Preface: 11
 Preparatory Admission: see Admission, Preparatory.
 Press & Copy Center, Sam Houston: 82
 Probation: 63
 Probationary Admission: see Admission, Probationary.
 Program Council: 82
 Prospectus: 61
 Psychology and Philosophy, Department of: 264
 Psychology Program: 264
 Psychology, Master of Arts: 264
 Psychology-Clinical Psychology, Master of Arts: 265
 Psychology-School Psychology, Master of Arts: 266
 Public Administration, Master of Public Administration: 258
 Public Relations: 84
 Public Safety Services: 78

R

Reading Center: 68
 Reading, Doctor of Education: 228
 Reading, Master of Arts: 221
 Reading, Master of Education: 218
 Recreational Sports and Activities: 79
 Registration: 41

Registration Requirements, International Students: see International Students: Requirements for Registration
 Regular Admission: see Admission, Regular.
 Reinstatement Application: see Application for Reinstatement.
 Research and Special Programs: 69
 Residence Classification: 47
 Residence Life: 80
 Resignations: 54, 63
 Returned Check Policy: 53

S

Safety Office: 81
 Safety, Campus: 79
 Sam Houston Memorial Museum: see Museum, Sam Houston Memorial.
 Sam Houston Press & Copy Center: see Press & Copy Center, Sam Houston.
 Schedule, Change of: 42
 Scholarships: 55
 Scholastic Expectations: 63
 Second Master's Degree: 38
 Security Studies, Master of Science: 171
 Services for Students with Disabilities (SSD): 74
 Sociology, Department of: 278
 Sociology, Master of Arts: 278
 Special Education, Master of Arts: 220
 Special Education, Master of Education: 219
 Speech Communication, Master of Arts: 241
 Statistics Program: 127
 Statistics, Master of Science: 127
 Student Activities: 82
 Student Advising and Mentoring Center: 70
 Student Center: see Lowman Student Center.
 Student Employment: 55, 76
 Student Government Association: 75
 Student Guidelines: 75

Student Organizations: 83
 Student Services: 83
 Support Services, Academic: 67
 Support Services, Student: 72
 Support Services: 67
 Suspension: 63

T

TCLEOSE: see Texas Commission on Law Enforcement Officers Standards and Education Tests.
 Teaching Certification and Professional Licensure Programs: 226
 Telecommunication Device for the Deaf (TDD): 74
 Test of English as a Foreign Language: 34, 71
 Testing Center: 70
 Texas Commission on Law Enforcement Officers Standards and Education Tests: 71
 Texas Hazlewood Act: see Veterans Assistance Office.
 Texas Research Institute for Environmental Studies: 69
 Theatre and Dance, Department of: 134
 Theatre Program: 137
 Thesis Committee: 61
 Thesis Course, Enrollment: 60
 Thesis: 61
 Title IV Aid: 54
 TOEFL: see Test of English as a Foreign Language.
 Transcripts: 64
 Transfer of Credit: 64
 Tuition and Fees: 48
 Tuition and Fees Refund Policy: 53
 Tuition and Fees Schedules: 48-49
 Tuition and Fees, State Statutory Refund Schedule of: 54
 Tuition: 50
 Tuition, Designated: 50

318 INDEX

U

University Advancement: 83

University Center, The: 283

University Hotel: 84

Unsubsidized Federal Stafford Loan: see
Loans.

V

Veterans Assistance Office: 56

Vice President for Student Services,
Office of: 78

W

Writing Center: 71

DRIVING DIRECTIONS TO SAM HOUSTON STATE UNIVERSITY

From Interstate 45 (Houston or Dallas)

- Take Exit 116
- Follow Hwy 190 East
- Right at Courthouse onto Sam Houston Avenue
- Left on Bowers Blvd. (formerly 20th Street)
- Left into Faculty/Staff Parking lot
- Visitor Parking is marked

From East (Trinity/Livingston/Nacogdoches)

- Follow Hwy 190 West
- Left at Courthouse onto Sam Houston Avenue
- Left on Bowers Blvd. (formerly 20th Street)
- Left into Faculty/Staff Parking lot
- Visitor Parking is marked

From West (College Station/Austin via College Station)

- You'll come in on Hwy 30
- Cross over Interstate 45 and it turns into Hwy 190 East
- Right at Courthouse onto Sam Houston Avenue
- Left on Bowers Blvd. (formerly 20th Street)
- Left into Faculty/Staff Parking lot
- Visitor Parking is marked

