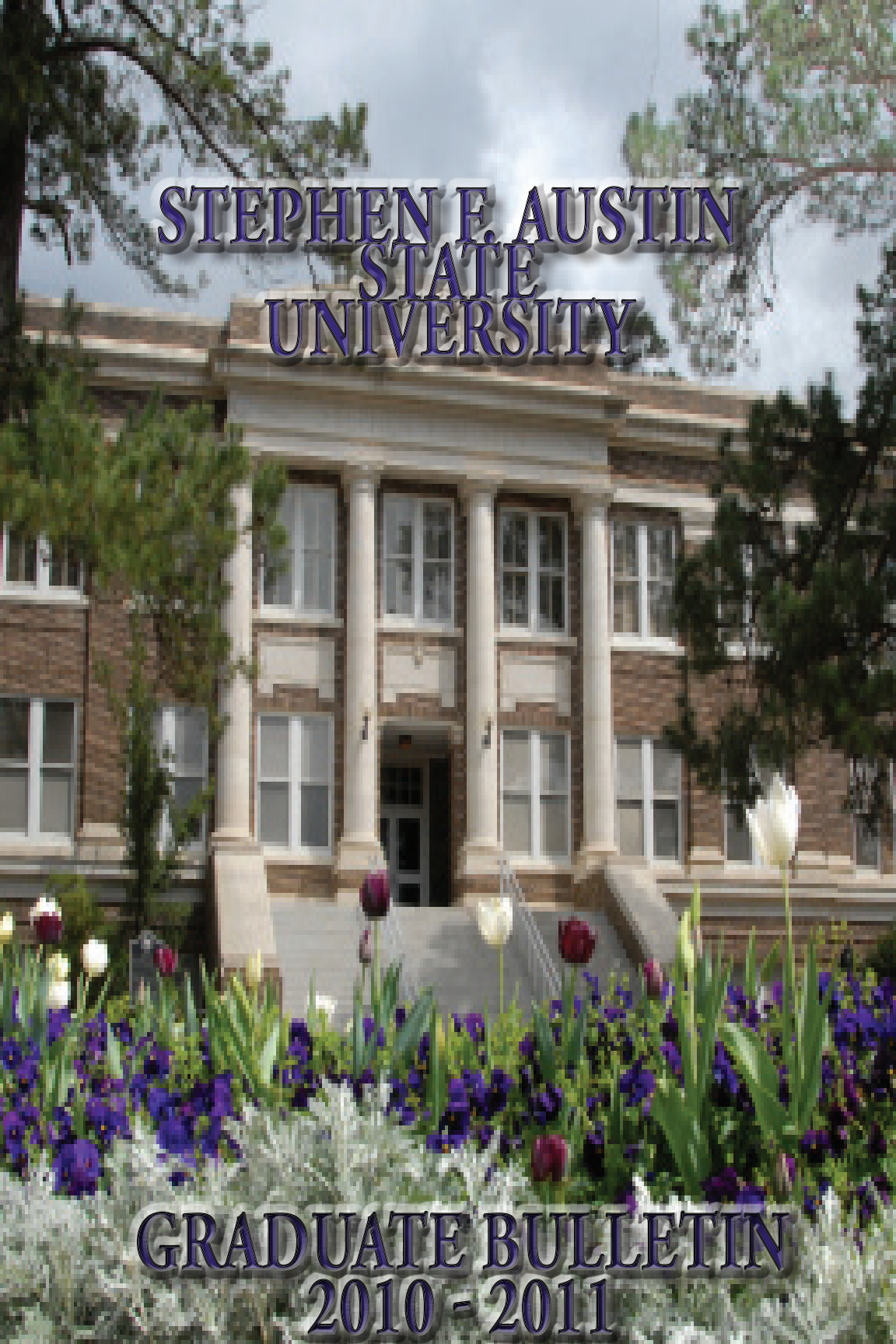

STEPHEN F. AUSTIN
STATE
UNIVERSITY
GRADUATE BULLETIN
2010 - 2011

STEPHEN F. AUSTIN STATE UNIVERSITY

NACOGDOCHES, TEXAS

THE GRADUATE SCHOOL BULLETIN

Welcome from the Dean



Greetings from the Graduate School! I want to welcome you to Stephen F. Austin State University and its graduate programs.

This is an exciting time at Stephen F. Austin for students who want to enhance their training and skills through graduate study. With 43 Master's and 3 doctoral degrees available, Stephen F. Austin offers wide-ranging and innovative graduate and professional programs of distinction. I want to encourage you to take advantage of all that Stephen F. Austin has to offer as you contemplate a master's or doctoral degree program.

As a graduate student at SFA, you will be challenged by our dedicated faulty to go beyond the boundaries of your current knowledge and make new discoveries. I encourage interested students to examine our website and inquire further about programs that may be of interest.

Our role in the Graduate School is to provide leadership and coordination as needed to strengthen and diversify the graduate offerings at Stephen F. Austin. Additionally, the staff and I are here to accommodate you with the necessary monitoring and reporting required for graduate student admission, records, and graduation requirements.
Again, welcome to SFA! I want to wish you success in your graduate studies and please let us know how we can be of assistance.

Sincerely,

James Standley
Dean of the Graduate School

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Administration

Control and Accreditation

By legislative act, a nine-member Board of Regents, appointed by the governor and confirmed by the Texas Senate, governs Stephen F. Austin State University. Each member serves a six-year term, with three new appointments every two years. This board elects all members of the administration, faculty and professional staff, and sets general policies for the university programs.

Stephen F. Austin State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia, 30033-4097: Telephone number 404-679-4501) to award degrees at the bachelor's, master's and doctoral levels. It also holds accreditation by and membership in the AACSB International — The Association to Advance Collegiate Schools of Business, Academy for Certification of Vision, Rehabilitation, and Education Professionals, the Alpha Chi National Scholarship Society, the American Association of State Colleges and Universities, the American Association of Colleges for Teacher Education, the American Dietetics Association, the American Speech-Language-Hearing Association, the Association of Texas Colleges and Universities, the Association of Texas Graduate Schools, the Council of Southern Graduate Schools, Computing Accreditation Commission of the Accreditation Board for Engineering and Technology, Inc. (A.B.E.T.), the Council on Accreditation of Counseling and Related Educational Programs, the Council of Graduate Departments of Psychology, the Council on Rehabilitation Education, the Council on Social Work Education, the International Union of Forestry Research Organizations, the National Association for Education of Young Children, the National Association of Schools of Art and Design, the National Association of Schools of Music, the National Association for Sport and Physical Education, the National Collegiate Honors Council, the National Communication Association, the National Council for Accreditation of Teacher Education, the Society of American Foresters, the Southwest Education Council for Journalism and Mass Communication, the Texas Association of Music Schools, the Texas Association of Schools of Art, the Texas Music Educators Association, the Texas Music Educators Conference and the Texas Educational Theater Association.

Board of Regents

Valerie E. Ertz	2009	Dallas
Richard Boyer	2011	The Colony
James A. Thompson	2011	Sugar Land
Melvin R. White	2011	Pflugerville
Carlos Z. Amaral	2013	Plano
James H. Dickerson	2013	New Braunfels
John R. "Bob" Garrett	2013	Tyler
Dr. Scott H. Coleman		Houston
Mr. Steve D. McCarty		Alto
Ms. Morgan A. Tomberlain (Student Regent)		Longview

Officers of the Board

Mr. James A. Thompson,	Chair
Mr. Melvin R. White,	Vice Chair
Mr. John R. "Bob" Garrett,	Secretary

Officers of Administration

Baker Patillo, Ph.D.	President
Richard Berry, D.M.A.	Provost/Vice President for Academic Affairs
Mary Nell Brunson, Ed.D.	Associate Vice President for Academic Affairs
Danny Gallant, M.B.A.	Vice President for Finance and Administration
Steve Westbrook, Ed.D.,	Vice President for University Affairs
John H. Lewis	Interim President for Development
James Standley, Ph.D.	Dean of Graduate School

Alumni Association

Jeff Davis, M.B.A.	Executive Director of Alumni Affairs

Deans of Colleges

Brian Murphy, Ph.D.	Dean of the College of Liberal and Applied Arts
Violet C. Rogers, Ph.D.	Dean of the College of Business
John E. Jacobson, Ed.D.	Dean of the College of Fine Arts
Michael Fountain, Ph.D.	Interim Dean of the College of Forestry
Anthony J. Duben, Ph.D.	Dean of the College of Sciences and Mathematics

Graduate Council

The principal advisory body for graduate education at Stephen F. Austin State University is the Graduate Council, chaired by the Dean of Graduate School.

The council is composed of 10 elected and appointed members of the graduate faculty. The university librarian, the registrar, faculty senate representative and a graduate student appointed by the Dean of Graduate School.

Six of the members of the council, one from each college, are elected from the full members of the graduate faculty. Three members are appointed from the full members of the graduate faculty by the council chair, subject to the principle of proportionate representation from each college on the basis of full and associate members of the graduate faculty in the respective colleges and subject further to the approval of the provost and vice president for academic affairs. Both elected and appointed members of the council serve three-year terms.

Members of the present council, with the undergraduate college affiliation, terminal date of each term, and the method of selection:

James Standley, Ph.D.	(Dean of Graduate School),	Chair
Jamie Weaver, **Ph.D.**	(Fine Arts 2012)	Elected
Linda Bobo, Ph.D.,	(Faculty Senate Representative)	*Ex Officio*
Wayne Boring Ph.D.,	(Sciences and Mathematics 2011)	Appointed
Lee Stewart, Ed.D.,	(Education 2010)	Elected
Shirley Dickerson, M.L.S.	(Library Director)	*Ex Officio*
Kim Childs, Ph.D.,	(Sciences and Mathematics 2012)	Elected
Michael Given, Ph.D.,	(Liberal Arts 2010)	Appointed
Mary Harrison, B.S.,	(Graduate Student Representative)	*Ex Officio*

Sandra McCune, Ph.D.,	(Education 2012)	Elected
Rick Abel, Ph.D.,	(Liberal and Applied Arts 2011)	Elected
Jerry Frye, Ph.D.,	(Liberal and Applied Arts 2012)	Elected
Dillard Tinsley, Ph.D.,	(Business 2011)	Elected
Sherry Wells, M.I.S.,	(Registrar)	*Ex Officio*
Warren Conway, Ph.D.,	(Forestry and Agriculture 2011)	Elected



University Mission

Stephen F. Austin State University is a comprehensive institution dedicated to excellence in teaching, research, scholarship, creative work and service. Through the personal attention of our faculty and staff, we engage our students in a learner-centered environment and offer opportunities to prepare for the challenges of living in the global community. In order to accomplish this mission, we will engage in the following strategic initiatives during the next five years:

Strategic Plan 2013: Preparing for the Future (approved by the Board of Regents on July 15, 2008)

- Initiative #1 - Enhance excellence in teaching and learning, research, scholarship, creative work, and service
- Initiative #2 - Improve faculty and staff compensation, recognition and support
- Initiative #3 - Increase undergraduate and graduate enrollment
- Initiative #4 - Develop a learner-centered environment
- Initiative #5 - Create new learning opportunities through additional interdisciplinary, international, service learning and civic engagement experiences
- Initiative #6 - Increase the visibility of the university through marketing initiatives

Location and History

Every history of Texas must include Nacogdoches. For more than two centuries, it was a pawn in French-Spanish imperial rivalries. As the capital of East Texas, Nacogdoches led in the Texas independence movements and was the seat of three republics before the successful Lone Star Republic. The city, therefore, flies nine flags rather than the traditional six flags.

The university tradition in Nacogdoches dates back to 1845 when the Republic of Texas chartered Nacogdoches University, which closed in 1904. The movement to replace the old university succeeded in 1917 when the state of Texas decided to create a teachers' college "east of the 96th meridian." Nacogdoches won the prize. On September 18, 1923, the founding president, Alton W. Birdwell, opened the college in temporary quarters. The college moved to the present campus, on the homestead of Texas statesman Thomas J. Rusk, in May 1924.

SFA pioneered higher education in East Texas. The first 30 years, while difficult, were years in which the college became a source of regional pride and hope. The state did not fund the Rusk Library Building until 1926 and did not fund any other buildings until after World War II; however, generous donations allowed the college to have a gymnasium and other essential buildings. In the Depression, the East Texas region rallied to support SFA. By the end of Birdwell's presidency, the academic programs were on a solid foundation and were expanding into graduate offerings.

By 1939, SFA was the largest employer in the county. Enrollment, however, plummeted after the outbreak of World War II. Dr. Paul Boynton, named SFA's second president in 1942, faced problems even more dire than the Depression. During the war, Boynton saved the college by recruiting a Women's Auxiliary Army Corps training camp; after the war, SFA met the flood of returning veterans by procuring army surplus buildings for temporary housing and classrooms.

In 1958, Dr. Ralph W. Steen, a highly respected Texas historian, became the third president of SFA. Dr. Steen's 18-year presidency was a time of unprecedented change. Enrollment at SFA climbed from 2,017 to 11,293, and the annual operating budget increased twelvefold, as did the value of the physical plant. Steen brought SFA through the civil rights movement and integration, the free speech and anti-war demonstrations of the Vietnam era, the sexual revolution, and the shift of the student body from a rural to an urban majority. He helped to create a climate in which positive change could occur. Because he believed first-rate citizens should have a first-rate education, he added undergraduate, graduate and doctoral programs and, in 1969, changed the status of the college to "Stephen F. Austin State University," with

seven schools and its own Board of Regents.

Dr. William R. Johnson, the fourth president of SFA (1976-1990), faced statewide retrenchments in Texas education. Many problems that faced President Johnson also occupied the attention of the national academic community: new demographics, changing tax structures, competition from regional campuses of flagship universities, rapid turnover in faculty positions, new student and societal expectations, new national priorities and changing funding formulas. Subsequent presidents and interim presidents at SFA have all addressed these concerns: Donald Bowen (1990-1991), William J. Brophy (1991-1992), Dan Angel (1992-1999), Roland Smith (1999-2001), and Tito Guerrero (2001 to 2006). Recognizing the impact that planning could have on the institution's health, Dr. Angel initiated an endowment drive that raised approximately $38 million in donor pledges. During the tenure of Dr. Guerrero, the university secured more than $40 million in gifts and $200 million in extramural funding. Dr. Baker Pattillo joined the university as assistant director of placement and student financial aid in 1966. Subsequently, he was director of placement and student financial aid, dean of student services, vice president for student affairs and vice president for university affairs. He was named president in 2007.

Campus

The main campus includes 406 acres, part of the original homestead of Thomas J. Rusk, early Texas patriot and United States senator. In addition, the university maintains a 642-acre agricultural research center for beef, poultry and swine production and an equine center; an 18.7-acre experimental forest in southwestern Nacogdoches County and a 25.3-acre forestry field station on Lake Sam Rayburn.

In an impressive setting of pine trees and natural beauty, the university has some 28 major instructional buildings and numerous student housing options representing an investment of approximately $500 million. In 1999 a new Science Research Center was developed on a 15.8-acre tract of land on Highway 259 approximately five miles from the main campus to support the growing master's programs in biotechnology and environmental science. Recent construction includes four new broiler houses operated by the Center for Applied Poultry Studies and Research, an expanded and renovated press box at Homer Bryce Stadium, a new athletic training facility and a new Human Services Building, which opened in spring 2004.

Construction recently completed, in progress or being designed totals more than $168 million. A $30 million student center renovation and expansion was completed in 2007 and features a three-story atrium, a movie theater, a food court and retail shops. A new 402-space parking garage adjacent to the student center opened in August 2005. Lumberjack Lodge, a four-story apartment-style facility that houses approximately 316 students opened in January 2006. A 550-space detached parking garage accommodates students living in the new residential facility. Lumberjack Village, a 610-bed, four-building student housing complex, and a 750-space parking garage were completed in fall 2006. A student recreation center opened in 2007. It features a large cardio-fitness and weight area, indoor elevated walking and jogging track, aerobics and dance rooms, climbing rock, leisure pool and spa, glass-backed racquetball courts, outdoor adventure center, basketball courts, and outdoor sand volleyball and basketball courts . In spring 2007, the Board of Regents approved and budgeted construction of a new education research center to be completed in July 2009. The Richard and Lucille DeWitt School of Nursing was named at the January 29, 2008, board meeting, when the regents accepted a gift of property from the DeWitts for the nursing school. On October 30, 2007, the DeWitt School of Nursing building was approved and the process to fund and build it began. The groundbreaking was January 26, 2009, with a scheduled opening of January 2010.

By balancing a program of new construction with one of ongoing renovation of older structures, the institution has created an attractive, modern and functional living and learning environment for its students and a center of intellectual and cultural enhancement for the region.

Graduate Study

Mission

In its programs of graduate education, Stephen F. Austin State University seeks to afford qualified students the opportunity and a supportive environment in which to gain sufficient mastery of their chosen fields, so that, by virtue of their depth and breadth of knowledge and the extent of their expertise, they may contribute importantly to those fields.

In the service of this mission, the university seeks to staff the graduate departments with faculty who maintain a high level of competence and productivity, and to equip them so as to permit scholarship, creation and practice to advance at the leading edge of their respective disciplines. The university seeks to provide the needed intellectual infrastructure and resources to support its mission to provide superior graduate education.

Essential to the accomplishment of this mission is careful selectivity in the admission of students. Selective entrance requirements are partly for the maintenance of the high standards that characterize graduate study and partly for the benefit of the student who needs to determine early whether to undertake graduate work.

Graduate School regulations in this bulletin are effective at the beginning of the spring semester 2009. The graduate degree requirements are governed by the bulletin in effect at the time of a student's first enrollment in a graduate program or by any subsequent bulletin, whichever the student chooses, within a period of six consecutive years (see the statement below on the limitation of time). The Graduate School reserves the right to institute, during the time of a student's work toward a degree, any new ruling that might be necessary. Although new policies usually are not retroactive, the Graduate School reserves the right to make them so. In addition, the Board of Regents has authority to establish tuition and required fees within limits prescribed by the Legislature. Students should be aware that these fees are subject to change.

The Dean of Graduate School and the deans of the colleges are responsible for the academic program of all graduate students and for policies and standards formulated by the Graduate Council.

Additional policies and standards of graduate work, which do not conflict with general policies of the Graduate School and are approved by the Graduate Council, may be established by each department offering graduate work.

Each graduate student approved for work in a degree program is placed under the supervision of a faculty adviser or committee representing the major and, if applicable, minor departments. The major adviser or committee must approve the student's program and administer the required examinations. The dean of the appropriate college and the chair of the major department are ex officio members of each graduate student's advisory committee.

List of Graduate Programs and Degrees

Stephen F. Austin State University is authorized by its Board of Regents to offer the terminal Doctor of Education, Doctor of Philosophy and Master of Fine Arts degrees, as well as the Master of Arts, the Master of Business Administration, the Master of Education, the Master of Forestry, the Master of Interdisciplinary Studies, the Master of Music, the Master of Professional Accountancy, the Master of Public Administration, the Master of Science and the Master of Social Work degrees.

At present, the university offers graduate majors in accounting, agriculture, art, athletic training, biology, biotechnology, chemistry, communication, (communication sciences and disorders) computer science, counseling, early childhood, elementary education, educational leadership, English, environmental science, forestry, general business, geology, history, kinesiology, management, mathematics, music, natural science, physics, psychology, public administration, forest resource interpretation, mathematics teaching, school psychology, secondary education, social work, spatial science, special education, speech language pathology and statistics. Minors are offered in many fields listed above and, in addition, in geography,

political science, sociology and theatre.

The Master of Arts degree is conferred with majors in art, communication, counseling, English, history, music, music education, psychology and school psychology. The Master of Science degree is conferred with majors in agriculture, athletic training, biology, biotechnology, chemistry, computer science, environmental science, family and consumer sciences, forest resource interpretation, forestry, geology, human sciences, mathematics, school mathematics teaching, natural science, physics, spatial science, speech language pathology, and statistics. The Master of Education degree is conferred with majors in early childhood education, educational leadership, elementary education, kinesiology, education and special education. The Master of Forestry degree is conferred with a major in forestry. The Master of Business Administration degree is conferred with majors in general business and management. The Master of Professional Accountancy is conferred with a major in accounting. The Master of Public Administration is offered with a major in public administration. The Master of Fine Arts degree is conferred with a major in art. The Master of Interdisciplinary Studies degree is conferred without a major since it is the nature of the program to study in three or more academic disciplines. The Doctor of Education is conferred with a major in educational leadership. The Doctor of Philosophy degree is conferred with a major in forestry.

Stephen F. Austin State University offers parts of some degree programs at off-campus locations. Students interested in more information about these programs should contact the Graduate School.

Courses available only for graduate credit are numbered in the 500s and 600s. A graduate student is strongly urged to take all course work on that level. In certain circumstances, however, a student may take a maximum of nine semester hours in 400-numbered courses that have been approved for graduate credit. In 400-level courses, a graduate student is expected to perform at a distinctly higher level than an undergraduate in the same course. A student must be admitted to the Graduate School in order to enroll in any course taken for graduate credit.

The following degree programs are offered at Stephen F. Austin State University:

PROGRAM	DEGREE	COLLEGE/DEPT	T E S T REQ'D
Accounting	Master of Proffesional Accountancy	Business/Acc.	GMAT
Agriculture	Master of Science	Forestry/Agriculture	GRE*
Art	Master of Arts	Fine Arts/Art	none
Art	Master of Fine Arts	Fine Arts/Art	none
Art Education	Master of Arts	Fine Arts/Art	GRE
Athletic Training	Master of Science	Ed/Kine & Health Sci	none
Biology	Master of Science	S&M/Biology	GRE
Biotechnology	Master of Science	S&M/Biotech	GRE
Chemistry	Master of Science	S&M/Chemistry	none
Communication	Master of Arts	LAA/Communication	none
Computer Science	Master of Science	Bus/Comp Science	GRE
Counseling	Master of Arts	Education/Hum Ser.	GRE
Early Childhood Education	Master of Education	Education/Elem. Ed.	GRE
Educational Leadership	Doctor of Education	Education/Sec. Ed.	GRE
Educational Leadership	Master of Education	Education/Sec. Ed.	GRE

Elementary Education	Master of Education	Education/Elem. Ed.	GRE
English	Master of Arts	LAA/English	GRE
Environmental Science	Master of Science	For&Ag/Forestry	GRE
Forestry	Doctor of Philosophy	For&Ag/Forestry	GRE
Forestry	Master of Forestry	For&Ag/Forestry	GRE
Forestry	Master of Science	For&Ag/Forestry	GRE
Forestry Resource Interpretation	Master of Science	For&Ag/Forestry	GRE
General Business	Master of Bus. Admin	Business	GMAT
Geology	Master of Science	S&M/Geology	none
History	Master of Arts	LAA/History	none
Human Sciences	Master of Science	Ed/Human Sciences	none
Interdisciplinary Studies	Master of Interdiscip. Studies	Liberal Applied Arts	GRE**
Kinesiology	Master of Education	Ed/Kine & Health Sci	none
Management	Master of Bus. Admin	Business	GMAT
Mathematics	Master of Science	S&M/Math	none
Mathematics Teaching	Master of Science	S&M/Math	GRE
Music	Music of Arts	Fine Arts/Music	none
Music	Master of Music	Fine Arts/Music	none
Music Education	Master of Arts	Fine Arts/Music	none
Natural Science	Master of Science	Science & Math	none
Physics	Master of Science	S&M/Phys and Ast	none
Psychology	Master of Arts	LAA/Psychology	GRE
Public Administration	Master of Public Admin.	LAA/Public Admin	none
School Psychology	Master of Arts	Ed/Human Services	GRE
School Psychology	Ph.D.	Ed/Sec Ed and Ed Lead	GRE
Secondary Education	Master of Education	Ed/Sec Ed and Ed Lead	GRE
Social Work	Master of Social Work	LAA/Social Work	none
Spatial Science	Master of Science	Forestry	none
Special Education	Master of Education	Ed/Human Services	GRE

Speech Language Pathology	Master of Science	Human Services	GRE
Statistics	Master of Science	S & M/Math	none
	*GRE required if GPA is less than 2.5		
	**GRE required if undergraduate GPA is below 3.0		

Master Degree Requirements

General requirements for the M.A., M.Ed. and M.S. degrees are shown below. Additional requirements for the Master of Science in the natural sciences, the Master of Forestry, the Master of Science with majors in forestry or forestry resource interpretation, the Master of Professional Accountancy, the Master of Public Administration, the Master of Social Work, the Master of Fine Arts, the Master of Business Administration, and the Master of Interdisciplinary Studies degrees are shown elsewhere in this bulletin. Students should consult with the graduate adviser in their programs to determine specific degree requirements.

The general requirements for the Master Degrees:

1. The master degree without thesis requires a minimum of 36 semester hours of course work.
   The master degree with thesis requires a minimum of 30 semester hours (with some exceptions which require 36 hours) including six hours thesis.
2. If a graduate minor and/or electives are approved, the graduate major is minimally 18 semester hours and must total more hours than does the minor. The graduate minor is minimally nine semester hours. A maximum of six semester hours may be in electives.
3. Excluding the M.B.A., M.S.W., the Master of Forestry and the Master of Professional Accountancy degree, to major or to take a minor of 15 semester hours in an academic field, the student must present an undergraduate background of a least 18 semester hours in that field or in closely related work.
4. With the approval of the major department and of the academic dean, a student may transfer from another accredited graduate school up to six semester hours of graduate work toward a master's degree with a thesis and up to 12 semester hours toward a non-thesis master's degree. Transferred work must be completed with a grade of B or higher and will be accepted only for credit toward a graduate degree at SFA and not for purposes of raising the grade point averages earned at SFA. The work must have been taken not earlier than six years prior to the student's first graduate enrollment at SFA. Moreover, if the student fails to complete work on the graduate degree at SFA before the expiration of the six years, the work will not be applicable toward a degree here. The transcript must clearly show the course(s) to be transferred was (were) taken for graduate credit.
5. Course work used to satisfy requirements for a previous master's degree (whether taken at SFA or elsewhere) may not be used to satisfy requirements for a second master's degree at SFA.
6. Under certain circumstances, an undergraduate student may simultaneously pursue work toward the baccalaureate and master's degrees. See the Overlap Program elsewhere in this bulletin.
7. To earn a graduate degree, a student must have graduate grade point averages of 3.0 on a 4.0 scale in both the major and overall. The computation of the overall grade point average includes all courses in the major and minor and those elective courses selected to complete the degree requirements. In the case of repeated courses (a student may repeat a maximum of six semester hours of work to raise the grade point average); only the higher grades will be used in the computation of grade point averages according to university policy. No course with a grade below C can be used to satisfy degree requirements.

8. Work offered for the masters degree should be in courses numbered 500 and above.
9. With the exception of the M.F.A., no more than two Advanced Graduate Studies (575 and 576) courses or a total of eight hours may count toward any master's degree without special permission of the academic dean.
10. At least 24 semester hours of graduate work must be completed in residence (including on-campus, off-campus, distance education, field-based, practicum, internship and thesis courses), and at least half of the work in the major and in the minor must be completed in residence.
11. In addition to satisfying all course work for the graduate degree, the student must satisfy all other requirements, including the final comprehensive examination and, if applicable, the thesis.
12. All work on a graduate degree must be completed within six years of the time the student first enrolls in graduate courses, whether the courses are taken here or elsewhere. For exceptions, see the statement in the "limitation of time" section, pg. 28 of the catalogue.

Doctoral / Terminal Degree Requirements

There are currently four terminal degrees offered; Doctor of Education in Educational Leadership, Doctor of Philosophy in Forestry and Master of Fine Arts. The requirements for admission, degree completion, dissertation, time limits, etc. can be found in this bulletin under the appropriate college.

Review of Doctoral Students' Academic Progress

A formal review of each doctoral student's academic progress will be conducted subsequent to three years of full-time enrollment by the appointed graduate adviser within the department and/or respective college. In all cases, the review process will be initiated within the program/department and follow the guidelines developed by the program/department. Each review will result in a progress profile to be shared with the student. Accumulation of doctoral hours in excess of 99 while failing to complete the degree will constitute unsatisfactory progress and will result in the termination of the student's degree program. In the case when a student's program is terminated, she/he may request a Post-Termination Review to be conducted by the department chair, graduate program adviser and dean of the college. The Post-Termination Review may result in a recommendation for reinstatement to the Dean of Graduate School.

An appeal for reinstatement beyond the Post-Termination Review may be made in writing to the University Graduate Council.

Admission



Admission to the Graduate School is under the control of the Dean of Graduate School and to whom application for admission must be made and to whom all correspondence should be addressed on the subject.

Four types of admission exist:

1. Clear admission under which the student is eligible to work toward a graduate degree;
2. Probationary admission under which the student is eligible to work toward a graduate degree but with the provision that the student earn a B average on course work the first semester or summer session of registration or be placed on academic suspension;
3. Provisional admission under which an individual is permitted to take graduate courses for one semester only, under the provisions described below;
4. Post-baccalaureate admission under which the student already holding a bachelor's or master's degree is eligible to take graduate courses but may apply only a limited number of these courses toward a graduate degree.

Graduate applications for admission are available online at www.applyTexas.org. Official transcripts from each college/university attended must be sent to the Graduate Office at least 30 days prior to entering. Stephen F. Austin State University will accept credit or recognize degrees only from institutions accredited by one of the regional accrediting bodies.

For many programs, an applicant must present General Test scores either on the Graduate Record Examination (GRE) or, in the case of business study, the Graduate Management Admission Test (GMAT). To determine which programs require a GRE or GMAT test, see the Table of Programs and Degrees on pages 16-18.

An applicant whose native language is not English must present satisfactory scores on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS)(See description of the TOEFL and IELTS elsewhere in this bulletin.)

Applicants need to score at least 550 on the paper-based TOEFL, 213 on the computer-based TOEFL, and 80 on the internet-based TOEFL or 6.0 on the IELTS with no test scores under 5.5.

An applicant for admission to graduate study must either (1) be in the final year of undergraduate work (2) hold a baccalaureate degree from a regionally accredited institution or (3) have completed 95 or more semester hours of undergraduate work here and be approved for graduate study as an overlap student (see Overlap Program elsewhere in this bulletin). An applicant admitted to the Graduate School must enroll within one calendar year of admission. Thereafter, the applicant must reapply for admission.

The application process will be conducted in accordance with the requirements of the Admission and Scholarship Policies for Graduate and Professional Programs, which was adopted by the 77th Session of the Texas Legislature, and which amends Chapter 51 of the Texas Education Code.

Admission Criteria

In general, a student may be granted clear, probationary, or in a few instances may be granted provisional admission. All students seeking admission to a graduate program should consult directly with the graduate program adviser of the department in which they wish to study for specific admission criteria. Each department has the authority to set admission standards higher than the general criteria set by the university; departmental criteria thus outweigh university criteria.

Clear Admission

In general, clear admission to a degree program, an applicant must have an overall undergraduate grade point average of 2.5 on a 4.0 scale and a 2.8 on the last 60 hours of undergradute work, exclusive of freshman level courses. Admission requirements for the M.B.A. and M.P.A. (Accounting) programs are listed in the College of Business section of this bulletin.

For clear admission requirements to the M.F.A., M.F., M.S. (Forestry), M.A. (Psychology), M.S.W., Ed.D. and Ph.D. degree programs, see the respective program descriptions elsewhere in this bulletin. In all cases, an applicant must be recommended for admission to a graduate degree program by the major department and the appropriate academic dean. No applicant

will be granted clear admission until all official transcripts and GRE or GMAT scores, if required, are received by the Graduate Office.

Probationary Admission

An applicant failing to achieve clear admission to graduate study may be considered for probationary admission by having an overall grade point average of 2.3 on a 4.0 scale and consent of the program advisor. The departmental graduate program adviser may require test scores and/or a combination of other factors, such as professional experience, to meet the requirements for probationary admission.

Provisional Admission

For all graduate degree-seeking students, applicants unable to supply all the required documentation prior to the first semester of enrollment, but who, based on previous academic performance, appear to meet the requirements for clear admission, may be considered for provisional admission. This status requires the recommendation of the appropriate department and the approval of the dean. It is valid for one regular semester or two summer sessions only.

Complete and satisfactory credentials must be received by the Graduate School and reviewed by the department prior to the beginning of the following semester of work. If this does not occur, the person will not be permitted to continue as a degree-seeking student. A maximum of 12 hours of graduate level course work taken under provisional status may be applied toward a degree.

Those applicants seeking the M.B.A., M.P.A. (accounting), Ed.D. or Ph.D. degrees are not eligible for provisional admission.

A student granted provisional admission may be considered for an assistantship or other form of financial support for one regular semester or two summer sessions only under this status.

Post-Baccalaureate Admission

A student already holding a baccalaureate or graduate degree may be admitted to graduate study on post-baccalaureate status. On this status a student may take courses for the purpose of qualifying for a graduate degree program, professional development or personal enrichment. There are restrictions and limitations on the application of post-baccalaureate hours toward a graduate degree. Upon gaining admission to a degree program and with the approval of the graduate adviser, the department chair and the dean, the post-baccalaureate student may apply a maximum of six credit hours earned with grades of B or better to a thesis program or 12 credit hours earned with grades of B or better to a non-thesis program. The exception is that ALL hours earned in a SFASU certificate program can be considered for transfer into a graduate degree program.

To be admitted to post-baccalaureate study, the applicant must present proof of holding at least a bachelor's degree from a regionally accredited institution. A GRE score is not required, but may be required if the student decides to later apply for regular admission.

Post baccalaureate admission is not available for graduate study in the College of Business.

Overlap Program Admission

The Overlap Program permits qualified undergraduates to pursue a limited amount of graduate study concurrently with undergraduate study. A maximum of 12 credit hours is allowed. Graduate courses taken in the program, however, are not applicable toward the baccalaureate degree. Unless enrolled in the M.P.A. (accounting) program, an Overlap Program student is ineligible for a graduate assistantship until the completion of the baccalaureate degree. An M.P.A. (accounting) student with 12 or fewer hours remaining on the undergraduate degree plan who has been admitted to graduate study is eligible for an assistantship.

To be eligible for the Overlap Program, a student must be enrolled at SFA and must have achieved at least 95 semester hours of undergraduate credit. A student with fewer than 115 hours of undergraduate credit must present a 3.0 grade point average both overall and in the

major field. A student with 115 hours or more of undergraduate credit, however, may be admitted to the Overlap Program by presenting a 2.5 grade point average overall and a 2.8 grade point average in the major field. Any student admitted to the Overlap Program must meet the admission requirements of the graduate program including the GRE or GMAT if required.

To be admitted to the Overlap Program a student should:

1. Apply to the Graduate School,
2. Complete an Overlap Application,
3. Obtain the recommendation of the graduate program advisor in the major department.
4. Obtain the recommendation of the appropriate academic dean.

Application Fees

A $35 application fee is to be included with the application materials. A fee of $75 must accompany the application of all foreign applicants, except those under university-sponsored exchange programs.

Appeal

An applicant may appeal an admission decision to the Graduate Council. The appeal should be made in writing and routed through the Dean of Graduate School.

Admission Examinations

Some graduate degree programs at SFA require the student to take the General Test of the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT). See the list of programs for test requirements on pages 16-18.

Each applicant is individually responsible for making arrangements for taking the General Test of the GRE or the Graduate Management Admission Test and for having the scores sent to the Graduate Office, P.O. Box 13024, SFA Station, Nacogdoches, Texas 75962.

GRE

The General Test of the GRE is an objective and written essay examination requiring approximately three to four hours and yielding three scores-Verbal Factor (vocabulary and reading comprehension); Quantitative Factor (logical mathematical reasoning); and Analytical Writing.

All of the Graduate Record Examinations, of which the General Test is merely one, are prepared and scored by the Educational Testing Service, P.O. Box 6000, Princeton, N.J., 08541-6000.

Computer-Based Testing (CBT) Program-—The General Test of the GRE is available through the Computer-Based Testing (CBT) Program of the Educational Testing Service. There are CBT test centers located throughout the United States, U.S. territories, Puerto Rico and Canada. The CBT Program also is being offered outside the United States. Stephen F. Austin State University is a designated CBT site.

The applicant may register for the GRE by calling the CBT test center directly (at SFA, the number is 936-468-3958) or the GRE registration number, 1-800 473-4373 to schedule an examination date. Under the CBT Program, the examinee is able to view the scores of the verbal and quantitative sections immediately. Paper score reports are available to the examinee and the designated score recipients approximately 15 days after the test date.

Information about the GRE and registration instructions is available from the Educational Testing Service. For general inquiries, the Educational Testing Service can be contacted by phone (1-609-771-7670), by Fax (1-610-290-8975), by e-mail (gre@ets.org), or by Internet www.gre.org

GMAT

The GMAT measures general verbal, mathematical, and analytical writing skills. The verbal and mathematical sections make use of objective questions, and analytical writing is tested by written essays on two topics. The exam requires approximately four hours and is available at Computer-Based Testing Centers throughout the United States, U.S. territories, Puerto Rico and Canada. Each testing center is available year-round, and exams are scheduled by appointment (at SFA, the telephone number is 936-468-3958). To schedule an appointment at other locations throughout the U.S. and Canada, call 1-800-717-4628. Although exams can sometimes be scheduled on short notice, examinees are encouraged to register as early as possible to ensure that the desired date is available.

Study guides are available from many sources including most bookstores and the Educational Testing Service, which administers the GMAT exam. For general inquiries about the GMAT, contact, by phone, 1-952-681-3680 or by fax (1-952-681-3681), by e-mail (gmat@ets.org), or by Internet www.MBA.com

Test Takers with Disabilities

Nonstandard testing accommodations are available for test takers with disabilities. Procedures for requesting special accommodations are described on the Internet at www.gre.org

International Student Admission

An applicant from a foreign country must meet the same requirements for admission to a graduate degree program as a student from the United States. An applicant must be admitted to a degree program or be a part of an exchange or special program recognized by Stephen F. Austin State University. All international applicants must submit a completed International Student Application (available on the Web at www.applyTexas.org) as well as a non-refundable $50 application evaluation fee. Both international and domestic applicants whose degree is from a foreign college or university will be required to submit certified English translations of all transcripts. In most cases, students will be required to submit a professional credential evaluation. All application materials and official test scores from TOEFL, GRE, and GMAT should be sent to the Graduate School, P.O. Box 13024, SFA Station, Nacogdoches, Texas 75962-3024.

Following admission to the Graduate School, and prior to the issuance of the I-20 form, international students must provide proof of financial support in the amount of one academic year of study anticipated at SFA, subject to adjustment by scholarships, assistantships, etc. All international students are required to enroll in the insurance program endorsed by the university, unless proof of comparable insurance is furnished.

For more information relevant to international students, see Office of International Programs described in the Special Student Services section of this bulletin, page 45.

TOEFL - Applicants whose native language is not English are required to submit evidence to demonstrate competency in the English language sufficient to function successfully in graduate work. They may do so by submitting results from the Test of English as a Foreign Language (TOEFL) or the IELTS. The TOEFL is given in both a computer-based or internet-based test. Information concerning the TOEFL, including application forms and testing stations and dates may be secured from SFA or from the Educational Testing Service, P.O. Box 6151, Princeton, N.J. 08541-6151 or at www.ets.org

American English Language Institute - Applicants also may meet the requirement for English language proficiency through the American English Language Institute (AELI). The AELI is an intensive English language program that provides international students with the necessary English skills to succeed in undergraduate and graduate university programs at SFA.

The AELI requires a minimum TOEFL iBT of 50 or 4.5 IELTS score for admission. Students who successfully complete the program of study will be granted admission into the regular undergraduate or graduate program at SFA if other entrance requirements are met. No additional language test scores are needed if one passes all AELI exit exams.

Admission requirements:

1. Complete the AELI application form at AELI Web site – www.sfasu.edu/aeli
2. Provide diploma or certificate from high school or highest level of education
3. Pay a $40 non-refundable application fee (U.S. check, international bank draft or money order made payable to American English Language Institute)
4. Provide proof of financial support (required for visa purposes; form available on AELI Web site)

Successful applicants will be sent a letter of acceptance and a Certificate of Eligibility (I-20 form). The I-20 form is required in order to apply for a visa at the nearest U.S. consulate.

Students will be placed in appropriate courses after their English language skills are assessed upon arrival on campus.

The AELI program is comprised of a minimum of 18 hours of supervised instruction per week and conversational partner programs.

Instruction provided in:

- Composition and writing
- Oral communication (pronunciation and conversation)
- Academic grammar
- Academic reading
- U.S. life and culture

Transfer of Credit

Under certain circumstances, a graduate student may transfer from 6 to 12 semester hours of graduate course work taken at other accredited institutions. The student pursuing a master's degree with thesis may transfer a maximum of 6 semester hours; a student pursuing a master's Degree without thesis may transfer a maximum of 12 semester hours.

To transfer any credit from other institutions, however, the student must submit an official transcript of the courses to be considered and have the approval of the appropriate academic department and academic dean. The work must have been taken not earlier than six years prior to the student's first graduate enrollment at SFA. Moreover, if the student fails to complete work on the graduate degree at SFA before the expiration of the six years, the transfer credit will not be applicable toward a degree here.

Any course accepted by transfer will carry credit but not grade point value. Moreover, to transfer credit, the student must have earned a grade of B or higher on the course.

The exception is that ALL hours earned in a SFASU certificate program can be considered for transfer into a graduate degree program.

Procedure After Admission

Following admission to a graduate degree program, a student must confer with the graduate adviser in the major department and, if applicable, the minor department to obtain advice about the courses to take. As soon as possible and preferably during the first semester or summer session of enrollment, a student should have a degree plan made by the graduate advisor in the major department and, if applicable, the minor department. In the case of a minor, a representative of the minor department must be included on the student's advisory committee.

Some departments require an Admission to Candidacy.

Admission to Candidacy

Some programs use a process called "Admission to Candidacy" as a trial period and a method to determine whether the student has deficiencies that need to be made up prior to full admission to the program. This process is determined by the department and may include diagnostics examination, additional documentation, a degree plan, thesis proposal, etc. Check with your department to determine if they use a candidacy process and ask for a copy of the written procedure

Thereafter, at stipulated stages, a student must:

1. Complete all requirements of the degree plan, apply for the degree, and
2. Take a comprehensive examination administered by the major department and, if applicable, the minor department.

Thesis Preparation and Enrollment

The initial step in establishing an advisory committee is to select a thesis director. With the advice and approval of this director, a thesis topic should be selected as soon as possible. Following completion of these steps, the balance of the committee can be formed; a thesis proposal completed, and registering for the thesis courses can be made. Following the initial enrollment in a thesis course and until the thesis is defended, a student must continue to register each fall, spring, and summer semester during which the University's resources (faculty, library, laboratories, etc.) are being utilized.

For a detailed description of each step in the process of completing and publishing a thesis, see our home page http://www2.sfasu.edu/graduate/Currentstudents/index.html.

Microfilming and Copyrighting of Theses

All theses and abstracts completed by graduate students at SFA are sent to University Microfilms, of Ann Arbor, Mich., for microfilming to be available worldwide. A required fee of $55 is charged for master's thesis and $65 for doctoral dissertation. University Microfilms publishes all master's thesis abstracts in Master's Abstracts that is distributed on a subscription basis. The abstract of a given thesis is restricted to 150 words. Mathematical formulas and other illustrated materials in the abstract are equated to the number of words which will occupy the space in determining its length. The author retains the right to publish all or any part of the thesis by any means at any time, except by reproduction from a negative microfilm.

The author wishing to register a copyright on a thesis must pay an additional fee of $65. However, if the thesis contains extensive use of material copyrighted by another author, the author of the thesis must certify that the material is used with the written permission of the other copyrighted author.

Copy quality must be acceptable to the Graduate Office. Copies secured through University Printing Services are 10 cents per page. The usual fee for binding is $7.50 per volume. Shipping costs are calculated at $2.50 per each copy to be shipped off campus after binding. The student initiates the process of microfilming, copyrighting and binding through the Technical Services Office of the Steen Library.

Qualifying for Degrees, Diplomas and Transcripts

Completion of all degree requirements listed in the appropriate Graduate Bulletin and within the time limitation specified qualifies a student for graduation. To graduate at a designated time, however, the student must apply for the degree at the Graduation Office and pay all graduation fees. Following that and the commencement exercises, the degree and diploma will be conferred upon the student.

A student who has a reasonable possibility of completing degree requirements may apply for the degree and attend commencement exercises. The commencement program lists "candidates" for degrees. The appearance of a student's name on the commencement program and the fact that the student attends the commencement exercises, however, is no guarantee that the degree and diploma will be conferred. To receive both degree and diploma, the student must satisfy all degree requirements within the specified time limits.

A student who applies for a degree and pays the graduation fee for a given commencement, but who fails to meet degree requirements, must reapply for graduation and pay graduation fees again.

Final official transcripts are issued only upon completion of all degree requirements.

No transcript carrying graduate course credit will be issued to a student who has failed to be admitted to Graduate School.

Grades

A –Excellent	F –	Failing
B –Average	W –	Withdrew
C –Fair	WF –	Withdrew failing
D –Poor, not applicable as credit toward graduate degree		
WH – Withheld	WP –	Withdrew passing
P–Passing	QF –	Quit Failing

A grade of A for a semester gives the student four grade points per semester hour; B, three grade points per semester hour; C, two grade points per semester hour; and D, one grade point per semester hour. A grade of D, however, makes the course ineligible for application toward the graduate degree.

A grade of WH is assigned only when the completion of the work is not possible because of circumstances beyond the control of the student. A grade of QF is assigned only when the student quits attending classes without officially dropping the course. In the case of the awarding of a WH grade, the work must be completed within a calendar year or the grade automatically becomes an F. Exceptions to that regulation are thesis research and writing courses (589, 590, 591) in which the work is permanently awarded a WH grade until the thesis is completed. A student may not receive a grade of WH upon dropping a course.

To graduate, a student may not discard any courses in the major or the minor in order to improve the grade point average.

All courses, except those repeated, in the major and minor are computed in the grade point average. No course with a grade below C can be used to satisfy degree requirements. A student may repeat a maximum of six semester hours of work to raise the grade point average. In the case of these repeated courses, the higher grades only will be used in the computation of grade point averages, according to university policy.

Electives may be taken outside the major and minor, and only those selected to complete the degree will be counted in the grade point average.

Limitation of Time

With the exception of the Ed.D., Ph.D. and M.F.A. degrees, all work on a graduate degree must be completed within six years of the time the student first enrolls in graduate courses, whether the courses are taken here or elsewhere. In the case of the student who serves on active duty with the armed forces of the United States between the dates of matriculation and graduation, the six-year limitation will be extended one year for each year of active duty up to a maximum extension of four years. Time limits for the Ed.D., Ph.D. and M.F.A. degrees are specified under the respective program descriptions elsewhere in this bulletin.

Final Comprehensive Examination

Each degree program has a culminating requirement for students' final semester or summer session of work. In most programs the requirement will be a comprehensive examination over the major field and, if applicable, the minor field, but instead of a comprehensive examination some programs specify a final requirement such as passing a national test or completing a capstone course. When a student enrolls in a program, the program's graduate adviser or department chair will provide a written description of the culminating requirement and of how to qualify for and pass (or reattempt) it. The student must be registered during the semester or summer session in which he or she satisfies the culminating requirement. In programs with a comprehensive examination, the examining committee will consist of graduate faculty members appointed by the relevant department, and if the student has a minor of 12 or more hours in another department, the major department must offer the minor department the option to participate in the examination.

The deadline for reporting the results of a student's comprehensive examination or other culminating requirement is shown in the calendar elsewhere in this bulletin. A student who

fails to satisfy the culminating requirement within the time frame will not be awarded the degree. A student who fails to satisfy the culminating requirement on the first try will be allowed a second try. Failure to pass the second time will mean termination from the program.

Withdrawal from the University

A student who withdraws from a course after the date stipulated in the calendar elsewhere in this bulletin will receive a grade of WP, if passing, or WF, if failing. No student may drop a course after the terminal date stipulated in the calendar elsewhere in this bulletin. A student who ceases to attend classes without officially withdrawing from the courses or the university is subject to being awarded grades of F or QF in such courses. Application for withdrawal from a course or from the university must be initiated in the Office of the Registrar. A student discontinuing courses without permission or persisting in continued absence from duties, either in study or research, may be withdrawn from the university at the discretion of the academic dean. In such an instance, the student is subject to being awarded grades of F in all courses.

Any student who withdraws from or otherwise leaves the university without clearing his/her financial record, i.e., without having returned borrowed books and equipment, paid any outstanding university traffic fines, and settled other financial matters with the university, will be subject to the following sanctions until such time that the record is cleared.

1. The student will not be permitted to re-enroll.
2. The student will not be eligible to receive a transcript of academic work completed.
3. The student will not be permitted to graduate.

Student Course Loads

A full load for a graduate student during a semester is six semester hours, and the maximum load is 15 semester hours. A full load during a six-week summer session is three semester hours and the maximum is six hours. A student in a thesis program must register for thesis each semester during which the resources of the university (faculty, library, labs, etc.) are utilized. Credit for master's degree thesis research and writing courses, however, is awarded only one time, and enrollment in these courses is not counted in determining the maximum course load for a semester or summer session. Credit for doctoral dissertation research and writing courses is variable.

A student on a graduate assistantship during a semester is required to enroll for a minimum of six semester hours of graduate work. Should a graduate assistant fall below the nine-hour minimum for a semester, he or she will not be eligible for an assistantship the following semester.

Except for the Ed.D., Ph.D. and M.F.A. programs, graduate assistantships are usually limited to four semesters.

Probation, Suspension and Readmission

To remain in good standing in Graduate School and to graduate, a student must maintain a 3.0 on a 4.0 scale (B average). During any semester or summer session that the grade point average falls below a B, the student with clear admission to graduate study will be placed on academic probation; the student with probationary admission will be placed on academic suspension. A student placed on academic probation and failing to restore an overall 3.0 (B) average the following semester or summer sessions will be placed on academic suspension. A student placed on academic suspension is denied the continuation of an academic program as well as the privilege of registering for course work. This suspension period is for one semester or one summer session, whichever follows the period after which the suspension occurred. Thereafter, the student will revert to post-baccalaureate admission status and will be permitted to take course work not applicable toward a degree program. To be reinstated to a degree program, the student must be recommended by the appropriate academic department and approved by the academic dean, the Graduate Council and the Dean of Graduate School.

Adding and Dropping Courses

Deadlines for adding or dropping courses and for all other registration procedures are shown by semester or summer session in the calendar elsewhere in this bulletin.

Auditing Courses

Students may audit regular academic courses offered on campus on a space-available basis and with permission of the instructor. Only graduate students may audit graduate classes. Auditing gives the student the right to attend class but not to engage in discussion, take examinations or receive credit. Under no circumstances will a student be permitted to audit an individual study course. Audited courses are not shown on the transcript. (See the section on fees for the cost of auditing courses.)

Graduate Student Handbook

The Graduate Student Handbook, available on the SFA Web site, provides an orientation to graduate study at SFA and addresses other topics not included in this bulletin. Topics include but are not limited to: getting started in graduate school, relationship with faculty, academic integrity, research integrity, graduate representation in university affairs and resources available to the graduate student. The incoming student should become familiar with the information contained in the Student Handbook, also available on the SFA Web site.

Library

The Ralph W. Steen Library is the main library at Stephen F. Austin State University and is the university's primary library and learning resource environment. Steen Library houses almost 1.9 million volumes, subscribes to 47,414 and provides access to 66,585 serials, (27,263 are unique), both print and electronic, and subscribes to 58 over 200 databases, through library subscriptions and consortia participation. The library catalog is available for use on campus and remotely online. Sixty-five percent of the serials collection is available in full-text online. Over 25,000 e-books are listed in the online catalog. Steen Library encompasses 245,000 gross square feet, is ADA-compliant, and has a wireless network throughout. The library is open 106 hours per week when classes are in session.

Steen Library is home to the LINC Lab (Library Information and Networking Center), a 135-seat open-access computer laboratory featuring both PC and Macintosh platforms. A total of 200-plus computers are available within the library for open use. Steen Library is home to the Academic Assistance and Resource Center (AARC), a state-of-the-art tutoring center, which is open to all SFA students free of charge. The library also is home to the East Texas Research Center (ETRC), an archive featuring cultural materials indigenous to East Texas and is a designated Federal and State Document Depository. The library also is responsible for the university's Web site.

The library is a member of TexShare, a Texas State College and University Library Consortium. As a member, the library provides students with free in-house and remote electronic searching of almost 100 databases of full-text articles and more than 27,000 e-books. Students can request a TexShare library card, which gives them borrowing privileges when they visit other TexShare participating Texas state college and university libraries.

Expenses

Tuition, fees and deposits as shown in this section are obligations of each student. Payment may be made by cash, check or money order payable to Stephen F. Austin State University, or by Visa, MasterCard, American Express or Discover. Students are encouraged to pay via the Internet at http://www.mysfa.sfasu.edu

Tuition and Fees

Statutory tuition and required fees at Texas state universities are established by legislative enactment. Designated tuition and other fees are established within statutory limitations by Stephen F. Austin State University Board of Regents.

Stephen F. Austin State University reserves the right to change tuition and fees in keeping with acts of the Texas Legislature or the University Board of Regents. All charges are subject to correction. For the most current information regarding tuition and fees, go to www.sfasu.edu/go/costs.

Auditing

Tuition for auditing are the same as those paid by regularly enrolled students. (See "Tuition and Required Fees" earlier in this section.)

Individuals age 65 and older may audit at no charge on a space-available basis with permission of the instructor.

Payment Deadlines

Students who register during the Regular Registration period (as listed in the university's Schedule of Classes): Full payment of current amounts due must be made by the due date designated in the university's Schedule of Classes. Prior to the first class day of the term, the university will drop unpaid students from classes, and current tuition and fee amounts will be removed from the students' accounts. Bills will not be mailed. Students will be notified by e-mail of billed amounts through SFA's E-Bill system.

Students who register, add or change classes during the Late Registration period (beginning with the first class day of the term): Full payment of current amounts due must be made by the university's 20th class day in the long term and 15th class day in a summer term. Students enrolling for classes during the Late Registration period incur a financial obligation immediately and must officially withdraw from the university if they decide not to attend, even if they have not yet paid. Classes unpaid by the 20th class day in the long term and the 15th class day in a summer term will be dropped. Students will be subject to the university's refund policy for classes dropped for insufficient payment (see Refund of Tuition and Fees later in this section.)

Late Registration and Late Course Addition Fees

Each semester or term, student enrollment counts are taken on the "official census day" established by the state. These census dates are on the 12th class day for fall and spring semester and the 4th class day for summer terms. Students who register or add classes on or after the 1st day of the semester will incur additional fees. Please go to www.sfasu.edu/go/costs.

NOTE: The normal last day to register is published each semester or term in the Schedule of Classes. The last day to register is always prior to the census date. Enrollment or adding courses after the last day to register will be permitted only in extraordinary circumstances and at the university's sole discretion.

Reinstatement Fee

In extraordinary circumstances, the university, at its sole discretion, may allow a student to be reinstated in classes after the 20th class day. In this case a per credit hour reinstatement fee will apply. During summer sessions, the reinstatement fee will be incurred after the 15th class day.

Students are advised to contact the SFA business office at 936-560-6960 to determine the total amount due for reinstatement.

Installment Payment Plan for Tuition, Fees, Room and Board

In accordance with Tex. Ed. Code 54.007, tuition and fees for fall, spring, and summer semesters may be paid using one of two alternatives. In addition, the university offers these same payment alternatives for room and board payments:

1. Full payment of tuition, fees, room and board in advance of the beginning of the semester; or
2. Fall or Spring Semester (full semesters): One-half (1/2) of tuition, course-related fees and room and board, if applicable, plus the installment fee must be paid at the time of registration, one-fourth (1/4) on or before the 60th day of the semester, and one-fourth (1/4) on or before the 90th day of the semester.

Summer Semester (of more than 30 days): One half (1/2) of tuition course-related fees and room and board, if applicable, plus the installment fee must be paid at the time of registration, and one-half (1/2) on or before the 30th day of the summer semester.

All types of financial aid (i.e., federal, state and private) administered by the university to a student must be applied toward payment of the first installment and each subsequent installment in the order due.

Students choosing to pay tuition and fees in installments will be charged a $15 non-refundable administrative fee. Those electing to pay tuition, fees, room and board in installments will be charged a $25 non-refundable administrative fee. Students on the installment plan may pay their entire balance anytime prior to the payment due date. However, there is no refund of the administrative fee once an installment payment has been made.

The installment plan for fees applies to mandatory fees only. Optional and one-time fees (e.g., parking, yearbook, administrative fee, property deposit, late payment, student identification card, post office box) are ineligible for the installment plan and must be paid in advance of the beginning of the semester.

The costs for courses added after the initial registration are payable under the same payment alternative as was originally selected. Likewise, any refunds for dropped courses are made in accordance with the originally selected payment alternative.

If enrollment is terminated for any reason, the unpaid balance of tuition, fees, room and board is due and payable immediately. Refunds for withdrawals are made in accordance with the regular refund schedule (see Refund of Tuition and Fees later in this section). Installment payments due will be deducted from the refund. The student is responsible for the immediate payment of any remaining balance due after the refund is applied. Students who fail to pay the balance in full will be considered delinquent.

The university will e-mail students notifying them prior to the second and third installment due dates via SFA's E-Bill system. However, it is the student's responsibility to make all payments by the appropriate dates without regard to the university's billing procedures. Students who fail to make full payment by the due date will be placed on delinquency status and will incur late charges of $25 for each missed payment date.

Any student electing the installment payment alternative must sign an installment contract or complete the installment contract by logging into mySFA at www.sfasu.edu.

Students' Resident Status

The university is guided by state law in determining the resident status of students. Sections 54.001-54.209 of the Texas Education Code provide, in part, as follows:

In essence, the student who has not resided in Texas for 12 months immediately preceding the student's registration into the university will be classified as non-resident.

A non-resident teaching assistant employed at least half-time in a position which relates to his or her degree program shall be entitled to pay the tuition and fees of a resident student.

A non-resident student holding a competitive scholarship of at least $1,000 for the academic year awarded by a scholarship committee of SFA is entitled to pay the tuition and fees of a resident student.

Rules and regulations governing the residency classification of a student shall be available in the Office of Admissions, and any student who is uncertain of status should obtain such rules and regulations and seek a determination of status through that office.

Individual determinations can be affected by: death or divorce of parents, custody of minor by court order, active military duty of student or student's parents.

Registering under the proper residency classification is the responsibility of the student. If there is any question of his/her right to classification as a resident of Texas, it is his/her obligation to raise the question with the Office of Admissions prior to registration.

*Exemptions and waivers for residency status may be subject to the acts of the Texas State Legislation.

Tuition and Fees for Doctoral Students

Through the first 99 hours of doctoral studies, a student will be subject to the same tuition and fees as all other graduate students, depending upon the doctoral student's residency status.

However, following the semester in which a student completes a total of 100 or more doctoral hours, that student will be subject to paying tuition and fees in an amount to be commensurate with the current out-of-state tuition and fees, or the equivalent of full-cost-of-education as determined by Stephen F. Austin State University. For more information, see the policy on Allowable Credit Hours and Completion Time for Doctoral Students in the SFASU Policy and Procedures Manual, available on the SFA Internet Web site.

Exemptions and Waivers from Tuition and Fees

Hazelwood Act (Sec. 54.203 Tex. Ed. Code)

Certain veterans who served on active military duty and received an honorable discharge, who were residents of Texas at the time of entry into the service, citizens of the U.S. and who resided in Texas for at least the 12-month period before the date of registration are eligible for exemption from the payment of tuition and some fees at public schools. These exemptions also apply to children of members of the U.S. armed forces killed in action or who died while in the service. Additionally, they apply to children of members of the Texas National Guard and Texas Air National Guard killed while on active duty. The exemptions shall not exceed a cumulative total of 150 credit hours.

To obtain this exemption, the veteran should furnish the following documents to the Business Office:

1. a copy of the veteran's discharge papers;
2. a letter from the Veterans Administration in Muskogee, Oklahoma (1-888-442-4551) verifying that veterans benefits have been exhausted;
3. Complete an application that is available in the Business Office.

All documents should be submitted to the Business Office well in advance of registration. Until entitlement for this exemption has been established, the student will pay the regular tuition and fees from his own funds.

Hearing Impaired and Visually Impaired Students (Sec. 54.205 Tex. Ed. Code)

Certain hearing impaired and visually impaired students who are Texas residents are eligible for exemption from payment of tuition and fees. Application for this exemption should be made to the Department of Assistive and Rehabilitation Services.

Residents of Bordering States (Sec 54.060 Tex Ed. Code)

In lieu of non-resident tuition, students from Arkansas, Louisiana, New Mexico, and Oklahoma will be charged the resident rate plus $30 per semester hours. Application for the reduced non-resident rate shall be made in the Office of Admissions.

Good Neighbor (Students from Other Nations of the American Hemisphere) (Sec. 54.207 Tex. Ed. Code)

Certain native-born students from other nations of the American hemisphere may be eligible for exemption of tuition. Individuals requesting this exemption should contact the Office of Student Financial Assistance.

Children of Prisoners of War or Persons Missing in Action (Sec. 54.209 Tex. Ed. Code)

Dependent children of any person who is a domiciliary of Texas on active duty as a member of the U.S. armed forces, and who at the time of registration is classified by the Department of Defense as a prisoner of war or as missing in action, are eligible for exemption of tuition and fees. Application for this exemption should be made in the Business Office well in advance of the student's registration.

Senior Citizens (Sec. 54.210 Tex. Ed. Code)

Persons 65 years of age or older may enroll in up to six hours of courses each semester or

summer term without payment of tuition. Fees will be assessed. Persons 65 or older will be allowed to audit any courses offered by the university, without payment of tuition or fees, if space is available and with permission of the instructor.

Refund of Tuition and Fees (Sec. 54.006 Tex. Ed. Code)

Withdrawal Refunds. A student officially withdrawing from the university is eligible for refund of tuition and certain fees according to the following schedule:

Regular Semester

1.	Prior to first class day	*100%
2.	During the first 5 class days	80%
3.	During the second 5 class days	70%
4.	During the third 5 class days	50%
5.	During the fourth 5 class days	25%
6.	After the fourth 5 class days	None

Summer Term

1.	Prior to first class day	*100%
2.	During the first, second, or third class day	80%
3.	During the fourth, fifth or sixth class day	50%
4.	Seventh day of class and thereafter	None

* A student officially withdrawing from the university prior to the first class day will be assessed a matriculation fee of $15.
Full refund of tuition and fees will be made if withdrawal is due to death or transfer under military orders.

Dropped Course Refunds. A student dropping a course within the first 12 class days of a regular semester or the first four class days of a summer term is eligible for a full refund of applicable tuition and fees for the course dropped, provided the student remains enrolled at the university for that semester or term.

Graduation Fee

Each time a student applies for a degree from the university he or she must pay (at the Business Office) a graduation fee. If the degree candidate plans to participate in commencement exercises he or she may rent a cap and gown at Barnes & Noble Bookstore in the University Center. For additional information, contact the Office of the Registrar.

Thesis and Dissertation Fees

Graduate students at SFA completing a thesis or dissertation as part of their degree requirements must pay the cost of binding, shipping and microfilming. Fees for these services may be found at www. sfasu.edu/graduate or you may call the Graduate Office at 936-468-2807.

Deposits

Housing. A student who lives in university housing must deposit $100 with the Housing Office prior to enrollment. General Deposit (Sec. 54.502 and 54.5021 Tex. Ed. Code). Each student enrolled in the university must make a general deposit of $100. This deposit is subject to charges for property loss, damage, breakage in libraries and laboratories, unpaid charges including, but not limited to, tuition/fees and room/board. The deposit, less charges, will be returned to the student within 180 days from withdrawal or graduation.

Returned Check Service Charge

A charge of $30 plus applicable sales tax will be assessed for each unpaid check returned to Stephen F. Austin State University.

Cost of Room and Board

Students who wish to reside in university residence halls and university apartments should obtain information at www.sfasu.edu/housing.

Installment Payment of Room and Board

Room and board may be paid in installments during the fall, spring and summer semesters. (See Installment Payment Plan for Tuition, Fees, Room and Board earlier in this section.)

Books and Supplies

Students must provide their own textbooks and supplies. Barnes & Noble University Center Bookstore, in the University Center, is the major source for these materials.

Bookstore Refund Policy

The university bookstore is contracted to Barnes & Noble College Booksellers Inc.

The Barnes & Noble refund policy is as follows:

Refunds will be issued in the original form of payment for textbooks purchased at the bookstore if returned in the original condition with a valid receipt and within the first full week after classes begin.

Refunds will be issued in the original form of payment at any time during the semester for general merchandise purchased in the bookstore if returned in the original condition and with a valid receipt.

Refunds or exchanges will not be issued for custom course materials, outlines, study guides, school guides, magazines and prepaid cards. Opened software may be exchanged for the identical item only.

Student identification cards are required when selling books or purchasing by check or credit card in the bookstore.

Miscellaneous Expenses

Expenses for laundry, grooming, entertainment and personal incidentals are in addition to the expenses listed in this section.

Delinquent Accounts

A student with a past due unpaid balance is considered delinquent. The delinquent student may not register for subsequent semesters, receive credit for work done that semester, receive grades and transcripts or add courses.

Delinquent accounts may be turned over to a collection agency. The student will be responsible for any charges associated with the collection of delinquent amounts.

Financial Aid

Stephen F. Austin State University Office of Student Financial Assistance is committed to helping graduate students meet their financial needs.

SFA provides graduate students traditional financial assistance in the form of state grants, work-study programs and student loans. To be considered for these funds, an applicant must complete a Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov. For priority consideration, applications should be received by the Office of Student Financial Assistance by April 1; however, applications received after this date will be accepted and processed. Once this information is received, graduates will be evaluated for all available funds. Electronic notification of awards will be made within two weeks after receipt of all required documentation. Typically, graduate students qualify for grant funding through the state TPEG and institutional Lumberjack Grant programs, and benefit from elevated federal loan eligibility. For more information or to speak with a counselor, contact the Office of Student Financial Assistance at (936) 468-2403 or e-mail at www.sfasu.edu/faid.

Dropping courses may result in a reduction of financial aid funds for the current term. In order to receive financial assistance for future terms, you must make Satisfactory Academic Progress and dropping courses will affect your Satisfactory Academic Progress standing. For information concerning this policy, visit the office's Web site at www.sfasu.edu/faid.com

Return of Funds by Financial Aid Recipients

When a student has received financial aid payments to cover educational costs for a semester or payment period and subsequently withdraws from the university during the semester for which payments were received, these funds can no longer be considered as being used for educational purposes. Therefore, the funds must be repaid to the aid programs from which they were received by way of a return from the university and/or a repayment from the student.

Per Diem Return Policy for Federal Financial Aid Recipients

Federal regulations require the university to perform a return calculation for all students who receive federal financial aid and withdraw during the semester. The return amount due to the program(s) is calculated on per diem basis with a formula established by federal regulations. Returns are required on any student who withdraws before 60 percent of the semester is completed. The student will be responsible for reimbursing SFA for any funds returned by the university on behalf of the student.

In addition, federal regulations require that this return calculation be done for students who stop attending their classes and receive a grade of all QF's for the semester. Per regulations, these students will receive a calculation using a 50 percent completion rate on a percentage based on the last documented date of attendance. It is the responsibility of the student to provide the Office of Student Financial Assistance with documentation of continued attendance if he or she receives all QF's for the semester. Documentation must be provided within 21 days of the end of the semester, unless an extension is announced.

Return Policy for Non-Federal Financial Aid Recipients

SFA also requires a return of funds for all non-federal financial aid recipients who withdraw during the semester. In the event that non-federal financial assistance programs or privately funded scholarships have their own return policy, their policy supersedes this policy.

Regular Semester:

Prior to the first class day, 100 percent of the award must be returned.
During the first five class days, 80 percent of the award must be returned.
During the second five class days, 70 percent of the award must be returned.
During the third five class days, 50 percent of the award must be returned.
During the fourth five class days, 25 percent of the award must be returned.
After the fourth five class days, none of the award must be returned.

Summer Term:

Prior to the first class day, 100 percent of the award must be returned.
During the first five class days, 80 percent of the award must be returned.
During the second five class days, 60 percent of the award must be returned.
During the third five class days, 40 percent of the award must be returned.
After the third five class days, none of the award must be returned.

The student will be responsible for reimbursing the university for any funds returned by the university on behalf of the student.

Assistantships

A number of departments offer graduate assistantships to carefully selected students. The stipends vary according to the major and extent of the assignment. To be eligible for an assistantship, a student must have clear or provisional admission to the Graduate School and be in good academic standing.

A graduate assistant may be assigned to research or administrative projects or to teaching.

Graduate assistants assigned at the 50 percent rate are required to serve 20 clock hours per week in the department to which they are assigned. Those assigned to other percentages are required to work a proportionate number of clock hours per week. To aid the completion of degree requirements at the earliest practical date, department chairs are not encouraged to offer graduate assistants additional responsibilities beyond the 20-hour norm.

A graduate assistant must be enrolled for at least six hours of graduate course work in the fall or spring semesters and three semester hours in each summer session in which the student has an assistantship. Should a graduate assistant fall below the six or three semester hour minimum for a semester or summer session, he or she will not be eligible for an assistantship the following semester.

Except for the Ph. D., Ed.D. and M.F.A. programs, graduate assistantships are usually limited to four semesters.

A student interested in a graduate assistantship should contact the appropriate academic department well in advance of the semester in which he or she is interested in the assistantship. Also, the student should apply for graduate admission by the first of March or the middle of October.

If the student accepts, he or she will then contact Human Resources to set up an appointment for a new employee orientation and complete the appropriate paperwork.

A graduate assistant orientation program is offered to all new graduate assistants at the beginning of the fall semester each year. Details as to time and place for the orientation session will be provided through the academic departments. They also are available through the Graduate Office upon request.

Information regarding responsibilities of graduate assistants, assignment of duties, training, evaluation and reappointment can be found at the Graduate School Web site (www.sfasu.edu/graduate/) under Graduate Assistant Administration. Graduate assistantships are considered security sensitive positions by the university and criminal histories will be checked.

Student Employment

In addition to graduate assistantships, which are processed through Human Resources, numerous other jobs are available to graduate students both on and off campus. Jobs are kept current and posted on the Job Board located in the Student Employment Center, on the third floor of the Rusk Building and on the Jobs4Jacks system accessible through the website, www.sfasu.edu/ccs.

Students must have a complete financial aid file indicating that they qualify in order to be employed in the Federal Work Study Program. Students must be progressing satisfactorily in their academic work in order to qualify to work in the Federal Work Study Program.

All student employees and prospective employees must fill out a student data sheet, I-9 form and verification and a W-4A form in the Student Employment Center. International Students must also provide an I-20 and I-94 as part of their student employment paperwork process.

Policy on Scholarship Awards

Stephen F. Austin State University provides a comprehensive scholarship program to help students meet educational costs. Scholarships are based on need, merit, or athletic and special skills.

Several factors are considered when selecting scholarship recipients. Selection criteria may include (but are not limited to) the applicant's academic record, degree goals, financial status and performance on a standardized test. If applicable, other factors may be taken into consideration; these factors may include socioeconomic background, first generation of college attendance, rank in class, the applicant's region of residence, involvement in community activities, extracurricular activities, and career plans after graduation from college. The university scholarship committee or donors of scholarship funds may specify other appropriate selection criteria.

Stephen F. Austin State University complies with all state and federal laws concerning awarding scholarships and other financial assistance.

Special Student Services

Alumni Association

Organized in 1928, the Stephen F. Austin State University Alumni Association is a non-profit organization dedicated to serving the alumni, friends and current students of Stephen F. Austin State University through programs, scholarships and activities that create an attitude of continued loyalty and support.

From its on-campus office, the organization sponsors a number of scholarships and awards. It also maintains addresses of ex-students, informs alumni on its activities and information as well as university events by publishing Sawdust, the association's official quarterly magazine and other alumni publications, operates the Alumni Chapter program, sponsors the annual Homecoming and conducts the Mentor Ring program.

The combined contributions to the Alumni Association and Alumni Foundation endowments now total nearly $20 million and have provided more than $1 million in scholarships and awards in recent years. In 1966, the association inaugurated the Distinguished Alumnus Award, presented each year at the membership meeting at Homecoming. Each year, the association honors the recipients of its Distinguished Professor Award and Outstanding Young Alumnus Award, and also hosts a reception for scholarship donors, scholarship recipients, and the 50-year anniversary class.

All former students and SFA friends are encouraged to be active in the Alumni Association through one of the following membership plans: Annual, $50; Joint Annual $75; Student Annual, $25; Life, $750; Student Life, $400; Joint Life, $1000; Senior Life, $500 or Joint Senior Life, $750. Correspondence regarding membership or activities of the organization may be addressed to SFA Alumni Association, P.O. Box 6096-SFA Station, Nacogdoches, Texas 75962; telephone (936) 468-3407 or through its Web site (www.sfaalumni.com).

Student scholarship applications are available beginning Sept. 1 of each year online. Deadline for applying is Feb. 1 of each year.

Campus Computing and Telecommunications

Information Technology Services (ITS) is responsible for maintaining the availability, functionality and security of the university's administrative computer systems, wired and wireless campus network infrastructures, wide-area network communications, private intranet portal, e-mail services, and telephone system. ITS also provides separate computer repair services and help desks for students and for faculty/staff.

ITS is not the only department that supports computing and technology at SFA. Additional campus-wide services are provided by two other departments, while laboratories and technology centers in the various schools and colleges offer more specialized support. Collectively, these facilities and services provide students, faculty and staff with a technology-rich educational environment.

The Office of Instructional Technology (OIT) supports faculty and students in the use of instructional technologies to enhance the teaching and learning process. OIT facilitates the integration of technology into instruction in classroom and distance education environments through professional development workshops, consultation and support services for faculty and students. OIT also provides support for all facets of electronically delivered instruction such as interactive videoconferencing (ITV) and Web-based systems such as WebCT.

The Ralph W. Steen Library provides general student academic computing support, manages a major student computing laboratory and provides electronic access to informational resources both within and external to the library collections. The library also manages SFA's public Web site.

SFA provides all students with robust, personalized software tools and a high-performance network. All students receive both an SFA e-mail account and a private account on mySFA, the university's intranet portal, at the time they are admitted apply. Students use mySFA to accept financial aid, register for classes, complete class assignments through WebCT, check grades,

vote in campus elections, respond to surveys, gain access to campus e-mail accounts, learn about upcoming activities, participate in campus groups, enter chat sessions, create personal calendars, and read world, national and local news. All residence halls rooms have high-speed connections to the Internet.

SFA also participates in the Internet2 research network, a consortium led by 200-plus universities working in partnership with industry and government to develop and deploy advanced network applications and technologies. In addition, SFA is a founding member of LEARN. The Texas Legislature has charged this higher education consortium with building and operating a statewide fiber backbone that will complete the nationwide next-generation National Lambda Rail (NLR) research network. By holding a seat on the LEARN Board of Directors, the university has taken a leadership role in making the latest networking technology available to the state and researchers at SFA.

The university provides free anti-virus software to all students. Through the Barnes & Noble Bookstore at the University Center, popular Microsoft products such as the Office Suite are available at low cost. The Technical Support Center (TSC), ITS' student technical support facility Technical Support Center, is the first line of support for all technology-related questions. Services such as removing viruses from students' workstations are available at no cost. The facility is temporarily located at 119 Feazell St. until a permanent location is built in 2006 514 E. Austin. Telephone and walk-up service is provided from 10 a.m. to 1 a.m. Monday through Friday.

Health Services

University Health Services provides health care services to the university's students. Currently enrolled students are eligible for most clinic services without additional costs, including consultation, diagnosis and treatment rendered by the clinic staff. In addition, some optional services are provided at low cost. There are no facilities on campus for X-ray, overnight stay, dental, optometry or pharmacy services. These services may be obtained locally. Clinical laboratory tests performed by outside laboratories may entail a charge to the student, but at a minimal fee.

The clinic is staffed by primary care specialists in pediatrics or family medicine, nurses, certified laboratory personnel, administrative and clerical personnel.

The clinic hours are 8 a.m. to 5 p.m., Monday through Friday. Patients are seen utilizing an appointment system. Appointments can be made by calling (936) 468-4008. Students' urgent medical problems are seen when students present themselves to the clinic. Walk-in patients will be screened by the nurses utilizing approved protocols. Patients who are screened will be worked into the physicians' schedules, given an appointment time or treated for minor problems utilizing the approved protocols.

Medicines, X-rays and further consultations with medical personnel ordered or requested by clinic physicians must be procured in the community at the student's expense. Students are responsible for any services obtained outside the clinic, including hospital, ambulance or physician fees.

After-hours emergencies are handled through local hospital emergency rooms. Since both the hospital and the doctor charge for these services, every student should be covered by a medical/hospitalization insurance policy. Those students who do not have hospitalization insurance are strongly urged to obtain the university-endorsed student health policy or its equivalent to cover after-hours emergencies, hospitalizations or injuries requiring referral to a specialist.

For additional information, consult the clinic brochure or call (936) 468-4008.

Immunizations

All students must show adequate levels of:

1. Immunity, acquired naturally or by immunization against the following diseases: Tetanus/Diphtheria—The last of the three initial injections or a booster must have been within the past 10 years: Poliomyelitis—(Types I, II and III); Measles—Prior to registration, all new students born on or after January 1, 1957, must show proof of

two doses of measles vaccine administered on or after their first birthday and at least 30 days apart or serologic confirmation of immunity to measles; Rubella—Prior to admission, all new students must show proof of rubella vaccine administered on or after their first birthday or serologic confirmation of rubella immunity;
Mumps—Prior to admission, all new students born on or after January 1, 1957, must show proof of mumps vaccine on or after their first birthday or serologic confirmation of mumps immunity.

2. Freedom from infectious tuberculosis as evidenced by a negative tuberculin skin test (PPD) within three months prior to matriculation or a physician's statement documenting a negative chest X-ray.

3. Meningitis Vaccination–For students living, socializing or working in close proximity to other students, the state of Texas recommends vaccination against the meningococcal organism. Stephen F. Austin State University makes this vaccination available to all students each October. Evidence of these, such as a statement from a physician or copies of high school or college immunization records, must be provided to the Graduate School for forwarding to the University Health Center.

Residence Life Department

The Residence Life Department exists as an integral part of the educational experience and academic support services of Stephen F. Austin State University. The mission of the Residence Life Department is to provide a residential environment that is conducive to academic success and personal growth, through creating a learner-centered environment outside of the classroom. Students who have fewer than 60 hours of completed course work or who are younger than 21 reside on campus and have the opportunity to discover the full university experience. Additional housing information, off-campus requirements policies and procedures can be found at www.sfasu.edu/housing.

Military Science

The Military Science Program is a coeducational program designed to prepare students for positions of leadership in military service or civilian life. Seventy percent of all Army officers come from Army ROTC programs at universities throughout the country. The U.S. Army is earnestly seeking to attract mature young men and women with graduate degrees. Consequently, a special two-year military science program is available to graduate students.

By successfully completing this Military Science Program, a student is eligible to become an Army officer. Depending upon the individual's desires and the needs of the service, the graduate may serve on active duty for three years or serve in the National Guard or Army Reserve. Regardless of academic major, a student, through Military Science, should find direct application for the academic training received at the university or valuable training and experience in a related career field.

Requirements for Admission

Graduate students whose anticipated tenure at SFA is two years may participate in the pre-commissioning two-year program. They should bear in mind, though, that the courses required in the Military Science Program are not creditable for graduate degrees. The student's graduate program should be planned accordingly.

An interview with the department chair and a physical examination are required. A veteran of any military service, students who participated in any service ROTC, and those who participated in JROTC in high school are eligible to receive credit for the basic course of Army ROTC (first two years). If this does not apply, the student may attend the Leaders Training Course at Fort Knox, KY, for five weeks during the summer. The Department of the Army pays travel to and from Fort Knox, and the student receives pay and allowances during

the period of attendance.

The student receives a tax-free stipend of $450-500 per month while participating in the Military Science Program. The student will attend the Leadership Development and Assessment Course during the summer between the two years of military science instruction.

All uniforms and equipment are issued by the Department of Military Science at no charge to the student. A number of government-funded postgraduate study programs are available to qualified students who complete the commissioning requirements.

Additional information concerning this program may be obtained in person at the Military Science Building, or by contacting the Department of Military Science at P.O. Box 13059, SFA Station, Nacogdoches, Texas 75962 or (936) 468-4505.

Career Services

SFA Career Services offers students and alumni a variety of services designed to assist in the development and implementation of career and life goals. These services include career-related counseling and information; resume and cover letter writing assistance; mock interviews designed to identify effective networking and interviewing strategies and resources such as in-house comprehensive career and employer libraries and free career-related publications.

Career Services serves as a liaison between SFA students/alumni and prospective employers offering internship, part-time and full-time employment opportunities. The center connects students and employers through on-campus recruiting, job fairs and career days. Graduate students wishing to participate in on-campus interviews, the resume referral service, or to access the hundreds of job listings should register with Career Services through Jobs4Jacks. The staff at SFA Career Services is committed to providing centralized career development programs and services to students and alumni in an atmosphere that conveys helpfulness and caring. Students are invited and encouraged to take advantage of these programs and services while at SFA and following graduation. Additional information may be obtained in person at the Rusk Building, third floor, on our Web site at www.sfasu.edu/ccs, or by contacting SFA Career Services at P.O. Box 13032, SFA Station, and Nacogdoches, Texas 75962 or at (936) 468-3305.

Disability Services

Stephen F. Austin State University is committed to providing equal opportunities in higher education to academically qualified students with disabilities who demonstrate a reasonable expectation of college success. Students with disabilities who attend SFA will be integrated as completely as possible into the university community. The university shares responsibility with the student for modifying campus facilities and programs to meet the individual need.

Following acceptance for clear admission to SFA, the process of obtaining services and accommodations begins with the submission of documentation by the student and completion of the application for services. Special housing accommodations needed because of a disability should be requested on the request form available through the Residence Life Department or Disability Services. Documentation should provide sufficient evidence of a disability that substantially limits one or more major life activities as defined by Section 504 of the Rehabilitation Act of 1973 as amended, and the Americans with Disabilities Act of 1990. Guidelines for documentation are provided by Disability Services and should be reviewed by the student prior to obtaining documentation from a qualified professional. Guidelines for learning disabilities are intended to meet or exceed those adopted by the Association of Higher Education and Disabilities (AHEAD).

Documentation should be submitted well in advance of the initial semester in which accommodations will be requested. Sufficient time is necessary to provide for committee review of documentation and appropriate coordination of services. Recommended accommodations may differ from those provided in the public school setting. The committee review is aimed toward identifying areas of substantial limitation based upon the student's diagnosis; and, recommending the most appropriate accommodations which can be reasonably expected to assist the student in the post-secondary environment.

Refer to the following paragraphs for information on Section 504 and ADA regarding provision of services for persons with disabilities. Requests for additional information should be directed

to: Disability Services, P.O. Box 6130, SFA Station, Nacogdoches, Texas 75962-6130; voice: (936) 468-3004, TDD: (936) 468-1004; fax: (936) 468-1368.

Americans with Disabilities Act of 1990 and Section 504

Stephen F. Austin State University does not discriminate on the basis of disability in admission to, access to or operations of its programs, services or activities, including hiring or employment practices. This notice is provided under provisions of Section 504 of the Rehabilitation Act of 1973, as amended, and Title II of the Americans with Disabilities Act of 1990. Questions, concerns or requests for additional information regarding the ADA or the complaint/grievance procedure, may be forwarded to:
ADA coordinator, Disability Services, P.O. Box 6130, SFA Station, Nacogdoches, Texas 75962. A copy of the grievance procedure may be obtained from Disability Services in Room 325 of the Human Services Building.

The provision of all reasonable accommodations and services is based upon assessment of the impact of the student's disabilities on his or her academic performance at a given time in the student's life. Therefore, it is in the student's best interest to provide recent and appropriate documentation relevant to the student's learning environment. A school plan such as an individualized education program (IEP) or a 504 plan is insufficient documentation, but it can be included as part of a more comprehensive assessment battery. A comprehensive assessment battery and resulting diagnostic report should include a diagnostic interview, assessment of aptitude, academic achievement, information processing and a diagnosis. Complete documentation guidelines should be obtained from Disability Services.

Persons with disabilities who need special accommodations (including auxiliary aids for effective communication) to participate in programs, services or activities of Stephen F. Austin State University are invited to make their needs and preferences known to the director of the program, service or activity in which the individual seeks to participate or to the ADA coordinator.

This bulletin is available on disk from the ADA coordinator and, in addition, it may be accessed through the Internet on the SFA Web site.

Office of International Programs

The Office of International Programs (OIP) serves as a clearinghouse and facilitator for international activities and exchanges at SFA. The OIP serves students, faculty and administrators in disseminating information about study abroad, in encouraging and facilitating organization of faculty-led study abroad programs, and in administering the SFA Study Abroad Scholarship Fund. Simultaneously, the OIP assists other campus offices in the recruitment of international students as matriculated students and as ESL students in the American English Language Institute.

The OIP also assists faculty with teaching and research exchanges. The unit oversees the negotiation of cooperative agreements between SFA and foreign universities for the exchanges of students and faculty and for the development of joint research projects.

The OIP contributes to the campus further by raising awareness of international issues and studies so that our students are better prepared for lives in an increasingly globalized society.

Study Abroad – Independent

The OIP coordinates and facilitates opportunities for our students to experience independent study abroad. Students need to register with the study abroad office; select from many opportunities and experiences which best meet their academic goals; meet with the Admissions Office to determine transferability of such courses to SFA; participate in a pre-departure orientation; and, upon return, provide an opportunity for debriefing on experiences, accomplishments and perception of the study abroad activity.

Students may opt for a single semester or more depending on the number of credits desired and the availability of appropriate courses through affiliations between SFA and universities abroad or via programs offered by other academic institutions.

Study Abroad – Faculty-led Courses

The OIP coordinates and facilitates opportunities for faculty to lead a group of SFA students using one or more of their courses (as included in approved inventory of courses).

The OIP will assist in developing logistical arrangements, programmatic support and travel arrangements. The office also will assist in budget development of the activity and collect and disburse funds for programmatic costs.

Applications for faculty-led programs are available in the OIP office. A completed application must be sent to the Texas Higher Education Coordinating Board for final approval. Once that approval is obtained, planning and fee collection may begin in earnest.

Faculty salaries are paid by departmental teaching allocation. Generally three or six hours credit is provided during Summer I or Summer II semesters. Travel cost of the instructor is prorated over the pool of registrants.

Students will pay SFA tuition and fees and their share of the programmatic and travel expenses.

American English Language Institute (AELI)

The AELI is an intensive English language program for international students. The Institute provides international students with the necessary English skills to succeed in undergraduate and graduate university programs in the United States. (See information about the AELI described under International Student Admission elsewhere in this bulletin.)

Fees, Expenses and Financial Aid for International Students

Insurance Requirement: The Bureau of Citizenship and Immigration Services (BCIS – formerly called INS) requires all international students to carry health and accident insurance. The university has such a policy which meets all required coverage; applications are available at the Admissions Office or the Office of International Programs.

Out-of-State Tuition and Fees: If an out-of-state student (including international students) receives a competitive scholarship valued at $1,000 for a 12-month period, he/she becomes eligible for tuition and fees of an in-state student. Students who receive a graduate assistantship also are eligible to pay resident tuition.

OIP/SFA International Scholarship:

The OIP/SFA International Scholarship is to be awarded to any student who will contribute to increased diversity at Stephen F. Austin State University and meets academic criteria. The amount of the scholarship is from $500 to $1,000 per year. Graduate students who are awarded $1,000 OIP/SFA scholarships and are subsequently awarded graduate assistantships will forfeit their scholarship.

Criteria for consideration of scholarship award (satisfy at least two of the following):

1. To a student whose mother tongue language is other than English.
2. To a student who has lived in a country other than the United States for a period of five years of more.
3. To a student who has foreign or dual citizenship: recognized by a foreign country and not by United States.
4. To a student who can demonstrate how he/she could make a contribution to international diversity on the SFA campus. (Prepare a 100-word essay explaining the contribution.)

Additional requirements:

For continuing graduate students with this scholarship (pending availability of funds): must be a student in good standing with a GPA of 3.3 or higher on 4.0 scale. All awardees must show financial need in order to be awarded the scholarship.

Applications are available in the Office of International Programs. Students may use the uniform scholarship application form for SFA and include the options above and submit to the Office of Student Financial Assistance, the SFA Alumni Center or the OIP. Evaluation and award of this scholarship will be determined by the OIP Scholarship Committee. Deadline for application is July 1 for the fall semester and November 1 for the spring semester awards.

Pilot 19: As a result of NAFTA, two students from Mexico per 1,000 students enrolled at SFA are eligible to pay in-state tuition and fees. Students accepted into this financial aid program must sign a financial need statement. (For example, of 12,000 students at SFA, 24 students from Mexico would be entitled to receive this tuition waiver.)

Good Neighbor Scholarship: The Texas Legislature enacted a law which awards 10 scholarships to students from every country south of the United States (except Cuba) and Canada. In addition, 30 scholarships are awarded to students from Peru and Mexico. Students must have been accepted into a Texas university by March 1. Then the university submits names to the Texas Higher Education Coordinating Board, which awards the scholarships. Recipients are provided free tuition for fall, spring and summer following the award made in May. Other scholarships or financial aid may be available. Contact the OIP for more information.

Student Services

Housing: Year-round residence hall – open 12 months a year – allows uninterrupted living for any student who might be unable to return home during holiday, vacation periods, semester breaks and summer months. All occupants are required to sign a 12-month or a 9 month contract. The housing contract may be viewed on the Housing Office Web site at www.sfasu.edu/housing.

International student support services are provided by the OIP:

- SFA orientation
- Cultural adjustment
- Visa issues
- Banking assistance
- Resources for assistance

Academic support is offered through the Academic Assistance and Resource Center (AARC). All offices and departments at SFA are committed to student success and therefore will assist international students with their needs.

University Policies

Acceptable Use of Information Resources

Stephen F. Austin State University encourages the responsible use of its information resources. The use of information resources is for the university's academic activities, research and public service. Access to the university's information resources is, however, a privilege. All users of information resources should act responsibly to maintain the integrity of these resources. Furthermore, all users must abide by all existing university codes of conduct as well as by local, state and federal statutes. The university reserves the rights to limit, restrict or extend privileges and access to its resources. The university's information resources include, but are not limited to, computers, servers, networks, computer-attached devices, network-attached devices, voice systems, cable systems and computer applications.

Appropriate use should always be legal and ethical, reflect academic honesty, uphold community standards and show restraint in the consumption of shared resources.

Appropriate use demonstrates respect for intellectual property, ownership of data, system security mechanisms, and every individual's right to privacy and to freedom from intimidation, harassment and unwarranted annoyance.

For additional information, consult the SFA Web site at www.sfasu.edu/upp under University Services for Policy F-40, Acceptable Use of Information Resources.

Discrimination Complaints/Sexual Harassment Policy

At Stephen F. Austin State University, no faculty, staff or student may discriminate against another on the basis of unlawful discrimination based on race, color, religion, sex, age, national origin, disability or disabled veteran status. Unlawful discrimination based on sex includes discrimination defined as sexual harassment.

Retaliation for filing an unlawful discrimination or sexual harassment complaint is prohibited by the policy and cause for severe disciplinary action, up to and including termination.

For additional information, consult the SFA Web site at www.sfasu.edu/upp under Human Resources for Policy E-46, Discrimination Complaints/Sexual Harassment.

Student Conduct Code

A student enrolling in the university assumes an obligation to conduct himself/herself in a manner compatible with the university's function as an educational institution. Misconduct for which students and student organizations are subject to discipline falls into several categories that are described in detail in the online Student Handbook at www.osa.sfasu.edu/handbook/htm. Two acts which are strictly prohibited and result in specific disciplinary action are described below.

Hazing

Stephen F. Austin State University is unequivocally opposed to any activities, on or off campus, by individuals or organizations which endanger the mental or physical health or safety of a currently enrolled or prospective student for the purpose of pledging, being initiated into, affiliating with or maintaining membership in any organization.

Hazing acts include but are not limited to:

a. any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, placing a harmful substance on the body or similar activity;

b. any type of physical activity such as sleep deprivation, exposure to the elements, confinement in a small space, callisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student;

c. any activity involving consumption of a food, liquid, alcoholic beverage, liquor, drug or substance which subjects the student to unreasonable risk of harm or that adversely affects the mental health of the student;

d. any activity that intimidates or threatens the student with ostracism, that subjects the student to extreme mental stress, shame or humiliation or that adversely affects the mental health or dignity of the student or discourages the student from entering or remaining registered at the institution, or that may reasonably be expected to cause a student to leave the organization or the institution rather than to submit to the acts described in this policy;

e. any activity that induces, causes or requires the student to perform a duty or task, which involves a violation of the Penal Code.

Any organization and/or any individual involved in any hazing activity will be subject to both university disciplinary sanctions and criminal prosecution. An offense is committed by (a) engaging in hazing; (b) soliciting, encouraging, aiding or directing another engaging in hazing; (c) intentionally, recklessly or knowingly permitting hazing to occur, or (d) having first-hand knowledge that a specific hazing incident is being planned or has occurred and failing to report said knowledge in writing to the judicial officer.

It is not a defense to prosecution of any offense that the person against whom the hazing was directed consented to or acquiesced in the hazing activity. Penalties relative to criminal prosecution range from a fine of $2,000 and 180 days in jail for failure to report a hazing incident to a fine of $10,000 and two years in jail for an incident which causes the death of a student. Further, an organization may be penalized with a fine of up to $10,000 or double the

expenses due to the injury, damage or loss.

Penalties relative to university sanctions range from probation to suspension for any individual committing an offense. Student organizations committing an offense may be placed on university probation and are subject to withdrawal of university recognition. Sanctioned student organization(s): Phi Delta Theta (2007), Sigma Chi (2007), and Omega Psi Phi (2008), and Sigma Tau Gamma (2010).

For additional information, consult the SFA Web site at www.sfasu.edu/upp under General Regulations for Policy D-34.1, Student Conduct Code, and for Policy D-16, Hazing.

Illegal Drugs

It is the policy of Stephen F. Austin State University that any unlawful manufacture, possession, use or delivery of any controlled substance or illegal drug is strictly prohibited. Moreover, it is the policy of the state of Texas and of this university that this institution will be as free of illegal drugs as it can possibly be. Therefore, in accordance with state law and university policy, any student who is determined, through the regular disciplinary procedures of the university, to have violated this policy will be suspended from the University no More than two years and no less than the remainder of the current semester. At the discretion of the vice president of university affairs, a student suspended under this policy may, under certain conditions, remain enrolled at the university on disciplinary probation for the remainder of the current or subsequent semester, pending in position of a suspension at a later date.

For additional information, consult the SFA Web site at www.sfasu.edu/upp under General Regulations for Policy D-34.1, Student Conduct Code, and for Policy D-19, Illicit Drugs and Alcohol Abuse.

Student Right-to-Know Act

In compliance with the U.S. Department of Education's Student Right to Know Act, Stephen F. Austin State University will make available to enrolled or prospective students information regarding graduation rates as well as institutional security policies and crime statistics. Graduation rates are available on the Web at http://www.sfasu.edu/research/Reports/LBB/LBBmain.htm. Institutional security policies and crime statistics are available from the Office of Admissions and the University Police Department. They also are available on the SFA Web site at:

www.osa.sfasu.edu/handbook/safety.htm
www.osa.sfasu.edu/UPD/upd.html.

Use and Release of Student Information

Student Records

The purpose of Policy D-13, Student Records, is to comply with federal law that grants to students the right to access to their education records, protects students from illegal use of their education records and restricts the disclosure of the Social Security account number of students. A description of the types of records, the custodian of those records, as well as student and institutional rights, can be found in the policy.

Specific information may be obtained by consulting with administrative officials listed in Policy D-13. Each student has the right to be provided with a list of the types of education records maintained by the university; to inspect and review the contents of his/her records, excluding the exceptions included in Policy D-13; to obtain copies of his/her records at personal expense; to explanations and interpretations of his/her records; and to a hearing to challenge the contents of his/her records.

For more information, consult the SFA Web site at www.sfasu.edu/upp under General Regulations for Policy D-13, Student Records.

Directory Information

The university designates the following items as directory information: name; all addresses, university issued e-mail; all telephone numbers; major field of study; academic classification;

participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance and enrollment status; degrees and awards received; previous schools attended, photograph and class roster. The university may disclose any of these items without prior written consent, unless the student notifies the registrar in writing to the contrary by Sept. 1 of each fiscal year.

For more information, consult the SFA Web site at www.sfasu.edu/upp under General Regulations for Policy D-13, Student Records.

Academic Integrity

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways, including providing instruction on the components of academic honesty and abiding by university policy on penalties for cheating and plagiarism.

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) falsifying or inventing any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

A faculty member who has evidence and/or suspects that academic dishonesty has occurred shall gather all pertinent information, approach the student or students involved, and initiate the procedure outlined in university Policy A-9.1. (Academic Integrity – www.sfasu.edu/upp).

After a determination of dishonesty, the faculty member shall notify the office of the dean of the student's major by submitting a Report of Academic Dishonesty form, along with supporting documentation as noted on the form. This report shall be made part of the student's record and shall remain on file with the dean's office for at least four years. The dean shall refer second or subsequent offenses to the University Committee on Academic Integrity established under policy A-9.1. The faculty member also shall inform the student of the appeals process available to all SFA students (Policy A-2 – Academic Appeals by Students).

Students who are found to have cheated/plagiarized and have withdrawn prior to the award of a grade will continue to have the determination of the infraction within their student records. This finding will be considered by the University Committee on Academic Integrity should the student commit future offenses.

A student who wishes to appeal decisions related to academic integrity follows procedures outlined in policy A-2. A student must appeal within 30 days of the beginning of the long semester following the incident. The student's grade may be withheld by the instructor pending resolution through the above procedures.

If the student wishes further appeal, he/she may apply to the provost/vice president for academic affairs for a hearing by the University Committee on Academic Integrity.

A student must accept the decision of the committee; however, the committee may not interfere in the faculty member's selection of a penalty for a confirmed instance of academic dishonesty. If the committee rules that the student did not commit academic dishonesty, the faculty member may not impose a penalty of any kind. The faculty member retains the right to assign student course grades without interference from the committee. When a student is found guilty of two or more infractions, the case will be referred to the University Committee on Academic Integrity. In addition, faculty members may request that the dean refer particularly serious cases (buying or selling papers, stealing an exam, significantly plagiarizing at the graduate level, etc.) directly to the University Committee on Academic Integrity. The committee also may function when a student has exhausted the normal appeals process and wishes to have an additional hearing.

Departments Offering Graduate Courses or Programs

Nelson Rusche College of Business
- Accounting
- Computer Science
- Economics and Finance
- General Business
- Management, Marketing, and International Business

James I. Perkins College of Education
- Elementary Education
- Kinesiology and Health Science
- Human Sciences
- Human Services
- Secondary Education and Educational Leadership

College of Fine Arts
- Art
- Music
- Theatre

College of Forestry and Agriculture
- Forestry
- Environmental Science
- Agriculture

College of Liberal and Applied Arts
- Communication and Philosophy
- English
- Government
- Criminal Justice
- Political Science
- Public Administration
- History
- Military Science
- Modern Languages
- Psychology
- Social Work
- Sociology
- Sociology
- Anthropology
- Geography

College of Sciences and Mathematics
- Biology
- Biotechnology
- Chemistry
- Environmental Science
- Geology
- Mathematics and Statistics
- Nursing


WORLD MAP
DALLAS
Printer

The Nelson Rusche College of Business

Michael D. Stroup, Interim Dean
Deborah D. DuFrene, Interim Associate Dean

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Gerald W. Schlief School of Accountancy
Department of Computer Science
Department of Economics and Finance
Department of General Business
Department of Management, Marketing, and International Business



Mission

The Nelson Rusche College of Business provides a student-focused learning environment where quality students and respected faculty interact to develop knowledge and skills relevant for success in a changing business climate.

Graduate Programs and Objectives[1]

The College of Business offers graduate programs leading to the Master of Business Administration (M.B.A.) degree, the Master of Professional Accountancy (M.P.A.) degree, and the Master of Science (M.S.) degree with a major in computer science. The M.B.A. program provides advanced training in the theory and practice of management. The program is designed to enhance the managerial decision-making skills of the student and to prepare the student to progress through increasing levels of responsibility. The M.P.A. Program is designed to prepare the student for a career in professional accounting and to meet the education requirements for CPA certification in the state of Texas. The M.S. program and its purposes are described in the Department of Computer Science section of this bulletin.

M.B.A. Program

Admission

Entrance into the M.B.A. program is open to all students holding a baccalaureate degree without regard to major. It is not necessary to have any previous business course work to be admitted. Applicants should take the Graduate Management Admission Test (GMAT) at least two months prior to enrollment (scores more than five years old at the time of application are not normally accepted). An admission application form must be completed and submitted to the Office of the Graduate School and official transcripts must be sent from all colleges and universities attended. The deadline for receipt of all material (including GMAT score) is 30 days prior to registration for the semester in which the student desires to enroll.

The acceptance decision is based on a combination of undergraduate grade point average (GPA) and GMAT score. To be accepted, a candidate must have a minimum GMAT exam score of 450 and satisfy one of the two following admission formulae: 1) Earn a value of at least 1000 using the formula (overall GPA x200) + GMAT exam score, or 2) Ean a value of at least 1050 using the formula (upper-division GPAx200) + GMAT exam score. For purposes of this formula, "upper-division" is defined to be either the last 60 hours of undergraduate course-work (excluding freshman-level courses) or all junior/ senior courses. A student whose native language is not English also must present a score of at least 213 on the computer-based Test of English as a Foreign Language (TOEFL) or 550 on the paper based test. Exceptions to these standards are considered on a case-by-case basis.

Applicants to the MBA program should note that while their score on the Analytical Writing Assessment portion of the GMAT exam does not influence their admission status to the program, this score does influence the total number of classes that are required to earn the MBA degree. A score of less than 4.0 on this portion of the GMAT exam will result in the admitted student having to take BCM 520, which is a technical writing course and is in addition to the usual required course work for the MBA degree.

Program of Study

Each M.B.A. student's degree plan is customized according to his or her background. Students lacking math or computer skills begin with one or more of the following undergraduate "prerequisite" courses: CSC 121, MTH 143, MTH 144, and MTH 220 (see the General Bulletin for descriptions).

Graduate course work is divided into two categories: "leveling" courses and a required core. Leveling courses cover the common body of business knowledge that would normally be found in an undergraduate business curriculum. The following 21 semester hours are included: ACC

501, CSC 503, ECO 502, ECO 515, FIN 504, MGT 512, and MKT 508. Depending on the student's background, some or all of the leveling courses may be waived by the M.B.A. director. For a course to be waived, the student must normally have completed comparable undergraduate or graduate business course work from a regionally accredited university with grades of B or better within the last five years. The following undergraduate courses (or their equivalents) are the most helpful: ACC 231; CSC 340; ECO 231, 232, 339; FIN 333; MGT 370, 371, 463; MKT 351 (see the General Bulletin for descriptions).

All M.B.A. candidates are required to complete a 36-semester-hour core. These courses refine business knowledge by exploring business theories and applications and applying the knowledge to real-world situations. The core consists of: ACC 511, BLW 537, ECO 520, FIN 514, MGT 571, MGT 577, MGT 517, MKT 513, and 12 semester hours of approved business electives. Each M.B.A. student must make a grade of "B" or better in the capstone MGT 517 course to satisfy the university comprehensive exam requirement. MGT 517 must be taken in the last semester of study, but may be taken simultaneously with other MBA course.

The M.B.A. Program offers two majors and six areas of emphasis. Students who select their electives so as to have 18 hours in management may declare a major in that subject. Otherwise, the major will be in general business and an emphasis area may be chosen, but is not required. Emphasis areas require specific graduate courses to be taken for electives. Keeping in mind that leveling graduate courses do not qualify for elective courses, the requirements for the six areas of emphasis are:

Accounting: Three graduate elective courses in the area of Accounting
Finance: Three graduate elective courses in the area of Finance
Human Resources Management: Four graduate elective courses: MGT 550,GBU 550, MGT 557,MGT 570, and MGT 573.
International Business: Four graduate elective courses with a focus on international business, including (but not limited to): MGT 522, MKT 552, FIN 510, and BLW 547
Marketing: Three graduate elective courses in the area of Marketing.

M.P.A. Program

The M.P.A. is an integrated undergraduate/graduate program that requires 156 semester credit hours of course work, of which 120 hours are undergraduate and 36 hours are graduate. Upon completion, the student is simultaneously awarded a Bachelor of Business Administration degree and a Master of Professional Accountancy degree, each with a major in accounting. To begin the undergraduate portion of the M.P.A. Program, a student need only be admitted to the university as described in the General Bulletin. Admission to the graduate portion of the M.P.A. Program is a two-step process as described in the Gerald W. Schlief School of Accountancy section later in this bulletin.

The stand alone M.P.A. Program is open to all students holding a baccalaureate degree without regard to major. To be admitted to graduate status as an accounting major, a student must meet the requirements for admission to graduate school. Prior to admission to candidacy, the student must have completed courses equivalent to ACC 231, ACC 232, ACC 331, ACC 332, ACC 333, ACC 343, ACC 437, ACC 465, ECO 502, ECO 515 and FIN 504.

M.P.A. students are subject to the same test score requirements as described for the M.B.A. program above, and degree requirements for the M.P.A. are outlined in the Gerald W. Schlief School of Accountancy section. The determination of which bulletin to follow is made

according to the criteria published in the General Bulletin.

M.B.A./M.P.A. Program Notes

1. All requirements must be completed within six years of first graduate enrollment.
2. To remain in good standing, students must have a 3.0 GPA (B average) on all graduate work.
3. No Ds and no more than two Cs may be counted toward graduate degree requirements.
4. No more than two graduate classes may be repeated (only the higher grade counts for repeats). The GPA may not be improved by retaking a course at another university.
5. With consent of the appropriate program director, at most six hours of graduate course work may be transferred in from an AACSB-accredited school.

Minors

A graduate student enrolled in another department of the university may minor in either general business or management. The general business minor consists of nine to 15 hours of business courses numbered 500 and higher from at least three different subject areas. The management minor consists of nine to 15 hours of management courses numbered 500 and higher. No non-business major may have more than 50 percent of his or her graduate program in business courses.

[1]The M.B.A. and M.P.A. degree programs are accredited by AACSB International - The Association to Advance Collegiate Schools of Business. Accreditation assures quality and promotes excellence and continuous improvement in undergraduate and graduate education for business administration. These programs meet exacting standards in areas such as faculty qualifications, curriculum, admissions and resources.

Gerald W. Schlief School of Accountancy

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Mission

The mission of the Gerald W. Schlief School of Accountancy is to provide educational processes that enable students to acquire the requisite knowledge and skills for successful careers in the accounting profession and allow students in related disciplines to obtain a basic understanding of accounting.

Objectives

The School of Accountancy offers an integrated Master of Professional Accountancy degree program, a Stand Alone M.P.A. Program, and offers courses that support the M.B.A. degree. The overall objective of the school is to provide an academic program that enables students to prepare for entry into the profession of accountancy. The

curriculum is intended to increase the student's understanding of accounting and to be responsive to the changing requirements of the accounting profession.

The M.P.A./B.B.A. program leads to a Master of Professional Accountancy degree for those who are primarily interested in pursuing a career in professional accounting. The program contains 156 hours of course credit and complies with all the educational requirements for those who wish to take the CPA exam. A bachelor's degree is awarded simultaneously with the M.P.A. The five-year degree program covers concepts of financial accounting, managerial accounting and information systems for accounting and management. These subjects make up the core of the accounting curriculum. Students also gain critical knowledge in the areas of auditing and taxation.

The Stand Alone M.P.A. Program has a 36 semester hour core. Leveling courses cover the common body of accounting knowledge that would normally be found in an undergraduate curriculum. The following 33 semester hours are included: ACC 231, ACC 232, ACC 331, ACC 332, ACC 333, ACC 343, ACC 437, ACC 465, ECO 502, ECO 515 and FIN 504. Depending on the student's background, some or all of the leveling courses may be waived by the M.P.A. Director. For a course to be waived, the student must normally have completed comparable undergraduate or graduate business course work from a regionally accredited university with grades of B or better within the last five years. The Stand Alone program covers concepts in financial accounting, managerial accounting, auditing and taxation.

Graduate Assistantships

A limited number of graduate assistantships are awarded each year in the school. For information and applications, contact the School of Accountancy Director.

Graduate Faculty

Professors

Jack R. Ethridge, Ph.D., University of Arkansas, Financial Accounting and Auditing
Treba A. Marsh, D.B.A., Louisiana Tech University, Financial Accounting and Governmental Accounting
Violet C. Rogers, Ph.D., University of North Texas, Financial Accounting and Legal

Associate Professor

W. Rhea Clark, Ph.D., University of Missouri, Financial Accounting and Managerial

Assistant Professors

George L. Hunt, Ph.D., Texas Tech University, Seminar in Internal Auditing
Dale Spradling Ph.D., University of Houston, Managerial and Tax Accounting

Five-Year Program*

Bachelor of Business Administration-Master of Professional Accountancy Program

Freshman Year			
Freshman ENG	3	Freshman ENG	3
MTH 143	3	MTH 144	3
Science	4	Science	4
HIS or PSC	3	HIS or PSC	3
ART/MUS/THE/DAN	3	CSC 121	3
	16		16
Sophomore Year			
ACC 231	3	ACC 232	3
ECO 231	3	ECO 232	3
MTH 220	3	BCM 247	3
ENG LIT/PHI/HIS	3	HIS or PSC	3
HIS or PSC	3	COM 111	3
	15	Elective	3
			18
Junior Year			
ACC 331	3	ACC 332	3
ACC 333	3	ACC 343	3
CSC 340	3	ECO 339	3
FIN 333	3	BLW 335	3
GBU 325	3	MGT 370	3
Elective	1		
	16		15
Senior Year			
ACC 453	3	**ACC 512	3
MGT 371	3	Elective (Grad Credit)	3
ACC 442	3	MGT 463	3
ACC 457	3	ACC 465	3
MKT 351	3	ACC 437	3
	15		15
Graduate Year			
ACC Elective (Graduate Credit	3	ACC 532	3
FIN 514 or 554	3	ACC Elec (Grad Credit)	3
ACC 547	3	ACC Elec (Grad Credit)	3
Elective (Grad Credit)	3	Elective (Grad Credit)	3
Elective (Grad Credit)	3	BLW 547 or FIN 510	3
	15		15

*M.P.A./B.B.A. degree consists of 120 hours undergraduate and 36 hours graduate

**A student must apply for admission and be admitted to the M.P.A. Program and graduate school no later than the semester prior to the first semester of enrolling in any 500- level course. The two-step admission process is:

1. Receive clear admission to the M.P.A. Program. Requirements for admission are:

a) completion of at least 75 hours (including all 100/200 level courses plus a minimum of 15 hours of accounting)

b) cumulative GPA of 2.5

c) 2.5 Accounting GPA or better in all accounting courses completed at the time of

admission and maintain a C or better in all accounting courses.

2. Receive clear admission to graduate school. Requirements include:

a) present satisfactory score on Graduate Management Admission Test (GMAT). For admission through 8-31-11, a candidate must have either a value of at least 950 using the formula(overall GPA x 200) + GMAT score. For admission after 08-31-11, see formula in College of Business section.

b) file formal application for admission to graduate school.

M.P.A. Stand Alone Program

Foundation of Knowledge:

BLW 547. International Legal Environment of Business

or

FIN 510. International Finance

FIN 514. Advanced Financial Management

or

FIN 554. Investment Analysis and Portfolio Management plus nine hours of graduate electives, three of which may be ACC 585.

Accounting Requirements:

ACC 512. Seminar in Accounting Research

ACC 532. Legal Principles Related to Accounting

ACC 533 Advanced Topics in Management Accounting

ACC 547. Seminar in Auditing

plus nine hours of graduate accounting electives

Courses in Accounting (ACC)

*Unless otherwise indicated, courses are three semester hours credit.

501. Financial Accounting. Study of the accounting process for external reporting purposes. Recommended for students with no accounting background.

511. Accounting For Management. Use of accounting data in the managerial decision-making process and in the analysis and control of business operations. Prerequisite: ACC 501 or equivalent and CSC 503.

512. Seminar in Accounting Research. The study of proper accounting research and reporting techniques. Prerequisite: M.P.A. graduate standing or ACC 511 and ECO 502, or equivalents.

521. International Accounting. A study of critical issues and differences in the global accounting environment. Prerequisites: ACC 231 and 232, or 511.

531. Seminar in Not-for-Profit Accounting Principles. Study of accounting and auditing principles as they apply to governmental and not-for-profit entities. Prerequisite: ACC 331.

532. Legal Principles Related to Accounting. Intensive study of legal principles which

arise in the practice of accounting. Prerequisite: BLW 335.

533. **Advanced Topics in Management Accounting.** Study of decision making and performance evaluation techniques in management accounting. Prerequisite: ACC 333.

537. **Seminar in Auditing.** Study of financial auditing standards and theory. Prerequisites: ACC 332 and ECO 339.

542. **Advanced Financial Accounting II.** Advanced financial accounting topics continued. Prerequisite: ACC 442.

543. **Advanced Tax I.** Study of tax problems related to taxable entities. Prerequisite: ACC 343.

547. **Advanced Auditing.** Application of audit theory to public accounting. Prerequisite: ACC 437.

549. **Advanced Accounting Practicum**. Study of practical applications of accounting theory. Prerequisites: ACC 332 and 333.

551. **Seminar in Oil and Gas Accounting.** Study of accounting principles related to the oil and gas industry. Prerequisite: ACC 331.

553. **Advanced Tax II.** Comprehensive study of tax research methodology. Prerequisite: ACC 343.

557. **Controls and Internal Auditing.** Study of internal audit theory and practice. Prerequisite: ACC 437.

563. **Contemporary Issues in Accounting.** Study of contemporary issues in accounting and their development in accounting theory. Prerequisite: ACC 332.

570. **Advanced Topics in Accounting.** One to three semester hours. Advanced topical studies in various aspects of accounting. Titles and topics will vary. May be repeated with a change of topic up to a maximum of three total graduate hours.

575 . **Advanced Graduate Studies.** Students are individually assigned to an instructor on the basis of the type of studies needed for the programs pursued. May be repeated under different topics.

576. **Advanced Graduate Studies.** Same as 575 but in a different topic area.

578. **Seminar.** May be repeated.

585. **Internship in Accounting.** One to three semester hours. Internship in an accounting position with faculty supervision. May be used for free elective hours but not for "Accounting Elective (graduate credit)" as specified in the five-year accounting

program. Prerequisites: Student must be admitted to M.P.A. program, or stand alone program, and graduate school. Approval of The Director of the Gerald W. Schlief School of Accountancy and supervising instructor. Minimum of 12 hours of accounting at 300 level or above must be completed.

Department of Computer Science

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www.cob.sfasu.edu/csc



Objectives

The Department of Computer Science administers a Master of Science degree program and offers courses that support other graduate programs of the university. In a broad sense, graduate studies provided by the department are intended to increase the student's understanding and intellectual maturity in computer science. The curriculum is designed to be responsive to the dynamic requirements of the computer science field and to the needs of the variety of students who are interested in computing.

In particular, four categories of students are served: (1) those who plan to work toward a doctoral degree in computer science; (2) those who plan to seek employment as computing professionals in business, industry, government, or education; (3) those who plan to engage in a computer science or information systems teaching career at the community college level; and (4) those who desire to obtain some computer science proficiency in support of another major field of study. Students in the first three categories will work toward the Master of Science degree with a major in computer science, while those in the fourth category may minor in

computer science or take selected computer science courses as electives.

Admission Requirements

To be admitted to graduate status as a major in computer science, a student must meet the requirements for admission to the Graduate School and must have completed courses equivalent to CSC 202, 214, 241, 323, 342, and 343. Additionally, before a student can gain admission to candidacy, he/she must have met the department proficiency requirements in English, mathematics and a core of computer science courses.

This information may be obtained from the Department of Computer Science office. CSC 503 may not be counted toward a major in computer science.

Graduate Programs in Computer Science

The Master of Science degree with a major in computer science requires a minimum of 24 semester hours of course work in computer science, including a core of computer science courses specified by the department. Three program options are available to students who major in computer science. The first option is a non-thesis program that consists of a total of 36 semester hours of course work and requires the computer science major to minor in some field other than computer science. The second option also is a non-thesis program that consists of a total of 36 semester hours of computer science course work that includes a six-hour computing project. The third option is a thesis program that requires 30 semester hours of computer science course work that includes six semester hours of thesis research and writing. The Department of Computer Science requires all master's degree students to register for and pass a one semester hour comprehensive examination course in their final semester/term.

As part of any other graduate degree program offered by the university, a computer science minor consists of a minimum of nine semester hours of computer science. CSC 503 may not be counted for credit toward the minor.

Facilities for Graduate Work

The Department of Computer Science is located in the McGee Building. In addition to utilizing the central computer system that is located in the university Computer Center, the department maintains a computing laboratory containing microcomputer system, printers, and communications equipment with access to the campus network and the Internet. In addition, a wide variety of software is available in the laboratory for student use. A network of Sun workstations and a Beowulf cluster provide instructional and research support for faculty and graduate students.

Student Organizations

The Computer Science Club is sponsored by the Department of Computer Science and is open to all students. This organization should be of particular interest to students who desire to become acquainted with the computing profession, computing professionals, and students with similar interests.

Membership in Upsilon Pi Epsilon, the computer science honor society, is for selected juniors, seniors, and graduate students who maintain specified scholastic standards. Students who want to be considered for this honor should consult the Delta Chapter faculty adviser or a student officer.

Graduate Assistantships

A limited number of graduate assistantships are awarded each year by the department. For graduate assistantship information and applications, contact the chair of the department.

Graduate Faculty

Professors

Michael M. Pickard, Ph.D., Mississippi State University, Software Engineering, The Software Process, Software Metrics, Computer Science Education

Robert G. Strader, Ph.D., Texas A&M University, Parallel and Distributed Processing, Parallel Algorithms, Artificial Intelligence, Simulation, Computer Networks, Computer Architecture, Computer Graphics, GIS, Robotics

Associate Professors

Deborah L. Dunn, Ph.D., Texas A&M University, Database Management Systems, Business Applications

David A. Cook, Ph.D., Texas A&M University, Software Engineering, Sortware Quality Assurande, Simulation, Sortware, Verification and Validation

Assistant Professor

Robert G. Ball, Ph.D., Virginia Polytechnic Institute and State University, Human-Computer Interaction, Information Visualization, Provenance and Pedigree (Data Management).

Courses in Computer Science (CSC)

*Unless otherwise indicated, each course carries three semester hours credit and meets three hours per week.

503. **Decision Support Software with Applications**. Operating systems, spreadsheets, graphing, statistical
analysis and interpretation, database management systems, network environment, current topics in business computing. For non-computer science students. Prerequisites: CSC 121 and MTH 220.

510. **Applied Operations Research.** Quantitative techniques for resource management, decision making, and system analysis with emphasis on development and use of computer implementations of mathematical models. Cross listed with CSC 421. Prerequisites: CSC 241; MTH144 or 233; MTH 220

511. **Programming Languages**. Issues of programming language design including data abstraction, concurrency, exception handling, subprograms, data types, control structures, and describing syntax and semantics. Alternative paradigms such as imperative, functional, logic, and object-oriented. Prerequisite: Nine advanced hours of computer science (CSC 441 or 540 is recommended).

513. **Software Development Principles.** State-of-the-art principles of software design and development. Theories, methodologies, techniques, and tools of software

engineering. Prerequisite: Nine advanced hours of computer science.

520. **Data Base Management Systems**. Study of database management systems. Design and implementation of applications using database management systems. Cross listed with CSC 425. Prerequisites: CSC 241; CSC 321 or 331; three additional advanced hours of computer science excluding CSC 340, 350, 351, 353, 355, 385, 411, 412, 452, and 455.

524. **Database Management Systems-Architecture and Management.** Examination and appraisal of the fundamental technology of database management systems and of the practice of database systems design, database administration and DBMS acquisition. Prerequisite: CSC 425 or 520 or approval of computer science graduate adviser.

530. **System Simulation and Model Building**. Simulation methodology, generation of random variates, design of experiments with deterministic and stochastic models. Cross listed with CSC 431. Prerequisites: CSC 241; MTH 144 or 233; MTH 220.

540. **Principles of Systems Programming.** Operating systems principles, systems utilities, language processors, and user interfaces. Cross listed with CSC 441. Prerequisites: 214, 241. CSC 323 or 342 or 343.

541. **Compiler Principles and Techniques.** Language theory, grammars and recognizers, methods for lexical analysis, top-down and bottom-up parsing, code generation, run-time structures, optimization, error handling. Prerequisites: CSC 342; CSC 441 or 540.

542. **Operating System Concepts**. Operating system structures, concurrent processes, resource scheduling, memory management, file systems and protection, distributed systems. Prerequisites: CSC 342; CSC 441 or 540.

550. **Computer Graphics**. An overview of the hardware, software, and techniques used in computer graphics. Graphics primitives, two-dimensional transformations, painting, windowing, and clipping. Three-dimensional graphics including hidden lines and surfaces, lighting, texturing and shading. Cross listed with CSC 445. Prerequisites: CSC 241; CSC 323 or 342 or 343; and MTH 133.

555. **Artificial Intelligence and Expert Systems**. Use of computers in problem solving involving information representation, searching, theorem proving and pattern matching with substitution. Methods for knowledge representation, searching, spatial, temporal, and common sense reasoning, and logic and probabilistic inferencing. Application in expert systems and robotics. Prerequisite: Nine advanced hours of computer science.

560. **Teleprocessing and Data Communications.** Functional evolution and role of data communications. Considerations in data communications. Applications in general. The design issues. System components and their interrelationships. Networks. Cross listed with CSC 435. Prerequisites: CSC 241, 343.

563. **Computer Networks and Distributed Systems.** Communication models and protocols. Distributed algorithms and analysis. Distributed systems architectures and communications. Latest developments in communication technology including hardware, software and applications. Prerequisites: CSC 342 and six advanced hours of computer science (CSC 435 or 560 is recommended).

565. **Computer Architecture and Parallel Processing.** Organizational and operational analysis of digital computers at the component and functional levels. Design and performance issues. Algorithms and architectures for parallel processors. Prerequisite: Nine advanced hours of computer science (CSC 343 is recommended).

575. **Advanced Graduate Studies.** One to three semester hours. Individual assignments. May be repeated under different topics.

580. **Independent Studies Project.** One to six semester hours. Design and development of a selected project. May be repeated for a total of six credit hours. Prerequisites: Approval of project director and the department chair.

589* **Thesis Research**. Research necessary to initiate the thesis work. Grade withheld until completion of thesis. Prerequisites: Completion of 12 semester hours of graduate computer science courses and approval of the thesis director and of the department chair.

590* **Thesis Writing.** Three, six, nine semester hours. Writing of the thesis. A student must be enrolled in this course the semester she/he graduates. Prerequisites: CSC 589, admission to degree candidacy, approval of thesis prospectus, and approval of the thesis director and of the department chair.

*A student must register for CSC 589 and/or CSC 590 each semester or summer session that the university resources are being utilized. However, a student may not register the first time for CSC 590 until the thesis prospectus has been approved.



Department of Economics and Finance

Clifton T. Jones, Chair
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Objectives

Graduate courses in economics and finance may be taken as part of the requirements in the M.B.A. program and also may be used as part of a graduate minor in business administration for non-M.B.A. graduate degree programs. Economics and finance courses help the graduate student to better understand the complex economic environment in which today's business firms and other institutions must operate. They also expose the student to modern techniques of research and quantitative analysis that are helpful in making optimal managerial decisions.

Graduate Assistantships

A limited number of graduate assistantships are awarded each year in the department. For information and applications, contact the department chair.

Graduate Faculty

Professors
T. Parker Ballinger, Ph.D., University of Houston, Economics
Clifton T. Jones, Ph.D., Texas A&M University, Economics
John H. Lewis, D.B.A., Louisiana Tech University, Finance
J. Bert Stine, D.B.A., Louisiana Tech University, Finance
Michael D. Stroup, Ph.D., Florida State University, Economics

Associate Professors
S. Kyle Jones, Ph.D., University of Mississippi, Finance
Mikhail A. Kouliavtsev, Ph.D., Temple University, Economics
G. Demarcus Simmons, Ph.D., Texas A&M University, Finance

Assistant Professors
Todd A. Brown, Ph.D., University of Nebraska, Finance
EmilianoGiudici, Ph.D., University of Texas Pan American, Finance
Stephen M. Kosovich,Ph.D., University of Oregon, Economics
Ryan T. Phelps, Ph.D., University of Kentucky, Economics
Mark A. Scanlan, Ph.D., University of Florida, Economics

Courses in Economics (ECO)

*Unless otherwise indicated, courses are three semester hours credit.

502. **Quantitative Analysis.** Applications of statistical analysis to business and economic problems. Topics covered include statistical introduction, analysis of relationships through regression and correlation analysis; and analysis of business change. Prerequisite: CSC 503 or equivalent.

515. **Introduction to Economics.** An introduction to the behavioral science of economics that examines the behavior of individuals such as consumers, firms and resource owners as well as the aggregate behavior of broadly defined social groups such as households, industry and government, with an emphasis on the application of theory to everyday issues. Topics covered include basic price theory, governmental regulation, international trade, comparative economic systems, gross domestic product, inflation, unemployment, fiscal and monetary policy. Recommended for students without any economics background.

520. **Managerial Economics.** Application of economic analysis in formulating business decisions, drawing upon the theoretical foundations of the concepts of demand, cost, production, profits, and competition, with special emphasis on case studies. Prerequisite: ECO 515.

575. **Advanced Graduate Studies.** Individual instruction in economics according to the needs of individual students. May be repeated for credit under different topics.

Courses in Finance (FIN)

*Unless otherwise indicated, courses are three semester hours credit.

504. **Financial Management.** Devoted to a study of the concepts, processes, and institutions in financing business firms. Prerequisites: ACC 501; CSC 503; ECO 502 or equivalent.

510. **International Finance.** Selected topics in international financial management and international financial markets. Prerequisite: FIN 504 or equivalent.

514. **Advanced Financial Management.** Employment of the case method to examine financial theories and concepts in practical situations and to develop analytical skills and judgment ability in solving financial problems of business firms. Prerequisite: FIN 504 or equivalent.

554. **Investment Analysis and Portfolio Management.** A thorough study of investment analysis techniques and problems of portfolio selection and management. Prerequisite: FIN 504 or equivalent.

575. **Advanced Graduate Studies.** Individual instruction based on the type of studies needed for the programs pursued. May be repeated for credit under different topics.

Department of General Business

S. Ann Wilson, Interim Chair
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Objectives

The graduate studies in General Business provide background knowledge in business law and business communication as well as provide an option in the M.B.A. program for a student to develop a curriculum to meet individual objectives through study in various business administration areas.

A student interested in the M.B.A. with a General Business emphasis must meet the admission requirements listed in this bulletin.

Graduate Assistantships

A limited number of graduate assistantships are awarded each year in the department. For information and applications, contact the chair of the department.

Graduate Faculty

Professors

Marsha Bayless, Ed.D., Oklahoma State University, Business Communication and Business Education

Timothy W. Clipson, Ed.D., Oklahoma State University, Business Communication, Leadership, Business Training and Development

Debbie D. DuFrene, Ed.D., University of Houston, Business Communication, Business Education, and Ethics

Betty S. Johnson, Ed.D., University of Arkansas, Business Communication and Business Education

Associate Professors

Florence E. Elliott-Howard, J.D., South Texas College of Law, Business Law

J. Keaton Grubbs, J.D., Texas Tech University, Business Law, Negotiations and Dispute Resolution

Shirley Ann Wilson, Ph. D., The University of Mississippi, Business Education, Business Communication

Assistant Professor

Traci Austin, Ph. D., The University of Nebraska, Business Communication.

Courses in Business Communication (BCM)

*Unless otherwise indicated, courses are three semester hours credit.

520. **Managerial Communication**. Applied approach to using written and oral communication as management tools, including audience analysis, research gathering and interpretation, organization, drafting, revising, presentation, and visual aid development.

530. **Seminar in Business Communication Theory.** Interdisciplinary approach to communication as related to the business organization. Readings and case studies in areas such as corporate image and identity, diversity, corporate culture, technology, crisis management, community relations and international issues.

578. **Seminar.** May be repeated.

Courses in Business Law (BLW)

525. **Environmental Law**. Introduction to the laws that regulate and influence environmental quality. Includes a comparison of various federal statutes and their companion legislation that promotes human and environmental health. The nature of evident prosecution under these laws, legislative initiative, scientific support for rule making and the obligations of business are considered. (Same as ENV 525)

537. **Seminar in Legal Studies in Business.** Selected topics in legal studies in business. Readings and legal research in areas such as law and ethics, employment, privacy, environmental protection and property rights, advertising, and products liability.

547. **Transnational Business Law.** An examination of the transactional and legal aspects of doing business abroad with emphasis on rules and practice in the areas of export-import, licensing and technology transfer, and sales of services. Topical matters include the legal and ethical environment of business, trade regulation, international contracting, exporting and importing, documentary transactions, trade finance, sales of services, licensing of intellectual property, and electronic transactions, together with the cultural, social, economic, and political issues affecting the international age.

521. **Topics in General Business.** One to three semester hours. Can be repeated as topics vary. Limit of three semester hours to be applied to graduate degree.

550. **Executive Leadership.** An introduction to leadership theory and principles; application of leadership concepts in business organizations, with emphasis on formation of a personal leadership style. (Same as MGT 550).

557. **Negotiation and Dispute Resolution.** A study of negotiation theories and skills applicable to business transactions; of conflict administration through the various dispute resolution methods; of design and implementation of dispute resolution systems for business conflicts; and of social and ethical issues in negotiation and dispute resolutions.

575. **Advanced Graduate Studies.** Individual study based on student need. May be repeated under different topics.

576. **Advanced Graduate Studies.** Individual study based on student need.

Department of Management, Marketing, and International Business

Dr. Joseph G. Ormsby, Chair
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www.cob.sfasu.edu



Objectives

Graduate courses in management and marketing may be taken as part of the requirements in the M.B.A. program and also may also be taken by other graduate students who desire to obtain advanced knowledge in the respective areas. Management courses may be applied to a major or minor in management, and both management and marketing courses may be applied to a minor in general business. These courses enable students to acquire knowledge and skills to enhance their capabilities for optimizing personal potential within their chosen career paths.

Management Major (M.B.A.)

While all M.B.A. students obtain knowledge of the fundamentals of management, the management major provides an opportunity to develop more specialized knowledge in one or more areas of management. This is achieved by completing a total of 18 graduate hours of management courses, including those required of all M.B.A. students.

Management Minor

The objective of the graduate minor in management is to provide students with either general or specialized knowledge of the subject according to individual needs. This objective is satisfied by completing nine to 15 hours of management courses numbered 500 and higher.

Graduate Assistantships

A limited number of graduate assistantships are awarded each year in the department. For information and applications, contact the chair of the department.

Graduate Faculty

Regents Professor
Dillard B. Tinsley, Ph.D., Texas Tech University, Marketing

Professors
Robert A. Culpepper, Ph. D., University of Alabama, Management
Warren W. Fisher, Ph.D., University of Texas at Austin, Management
David E. Gundersen, Ph.D., University of Mississippi, Management
Joseph G. Ormsby, Ph.D., University of Arkansas, Management
Elton L. Scifres, Ph.D., Louisiana State University, Management

Associate Professors
Charlotte Allen, Ph.D., University of North Texas, Marketing
Joe K. Ballenger, Ph.D., University of North Texas, Marketing
Robert Mitchell Crocker, Ph.D., Auburn University, Management
Marlene C. Kahla, Ph.D., Texas A&M University, Marketing
Larry R. O'Neal, Ph.D., Texas A&M University, Marketing
Philip E. Stetz, Ph.D., Texas Tech University, Management

Assistant Professor
Larry H. Chasteen, Ph.D., University of Texas at Dallas, Management
Matthew Lindsey, Ph.D., University of North Texas, Management

Courses in Management (MGT)

*Unless otherwise indicated, courses are three semester hours credit.

512. **Foundations In Management**. An introduction to fundamental theories associated with the management of organizations. Emphasis is placed on the managerial process and the application of management theory in organizational settings.

517. **Strategic Management.** A study of strategy formulation and implementation emphasizing the integration of decisions in the functional areas in light of external conditions and forces to achieve organizational objectives. Prerequisites: Completion of (or current enrollment in) all M.B.A. core course requirements, or completion of all M.P.A. undergraduate course requirements, or consent of the M.B.A. director. Not recommended for non-business majors.

522. **Advanced Topics in International Management**. A study of administrative philosophies, policies, and practices of international business organizations. The nature of management processes and activities is examined in terms of different social, cultural, political, and economic environments. Prerequisite: three hours in management.

550. **Executive Leadership.** An introduction to leadership theory and principles; application of leadership concepts in business organizations, with emphasis on formation of a personal leadership style. (Same as GBU 550).

570. **Management Problems in Employee and Labor Relations.** Intensive study of employee-employer relationships in non unionized and unionized settings; review of current legislation and its impact on human resource policies and practices.

571. **Operations Management.** An analysis of the problems and relationships involved in the production of services and goods. Specific topics include service product design, process selection, work methods and standards, inventory control, quality control, and production control. Prerequisite: ECO 502 or equivalent.

573. **Seminar in Human Resource Management.** Advanced treatment of leading-edge theories and practices in human resource management that focus on effective employee management. Topics include equal employment opportunity, human resource planning, recruiting, selection, training and development, compensation, and employee and labor relations.

575. **Advanced Graduate Studies.** Student is individually assigned to an instructor on the basis of the type of studies needed for the programs pursued. May be repeated under different topics.

576. **Advanced Graduate Studies.** Same as Management 575 but in a different topic.

577. **Organizational Behavior and Theory.** An in-depth examination of selected issues in organizational behavior and organizational design. Both practical and theoretical perspectives on topics are designed to help students identify relevant information, analyze situations and select appropriate actions. Prerequisite: MGT 512 or equivalent.

580. **Quantitative Management Applications.** Quantitative techniques for decision including linear programming, goal programming, integer programming, non-linear programming, transportation and assignment method programming, and network flow models. Prerequisite: ECO 502 or equivalent.

581. **Information Systems in Organizations.** An overview of information systems including conceptual foundations, development, use, and impact on the organization. Prerequisites: CSC 503 or equivalent and three hours of management or equivalent.

585. **Seminar in Entrepreneurship.** Investigates the risks, myths and rewards of entrepreneurship defined as new venture start-up or business expansion in the pursuit of wealth creation, and explores the entrepreneurial process from opportunity recognition to harvest. The focus will be on writing a formal business plan grounded in current research to assess the degree to which an idea is an opportunity. Prerequisites: Completion of M.B.A. leveling courses or their equivalents or consent of instructor.

Courses in Marketing (MKT)

*Unless otherwise indicated, courses are three semester hours credit.

508. **Marketing:** Theories and Practices. Covers basic marketing concepts and techniques essential to the formulation and implementation of effective marketing programs and strategies. Recommended for students with no marketing background.

510. **Strategic Marketing of Services**. Examination of the unique aspects of service organizations and the impact of those factors on marketing goals and strategies. Prerequisite: MKT 508 or equivalent.

513. **Marketing Management.** Examination of the functions of marketing executives. Emphasis on the formulation and implementation of marketing programs and strategies, covering areas such as products, pricing, channels of distribution, and promotion. Prerequisites: MKT 508, MGT 512, and ACC 501 or their equivalents.

525. **Seminar in E-Commerce: Strategic Marketing Perspectives.** A strategic overview of electronic commerce with an emphasis on major strategic marketing opportunities, issues and problems. Covers use of intranet, extranet, and Internet technologies to interact, collaborate and transact business with the company's customers, employees, suppliers, and partners. Both organizational and external factors are analyzed in formulating competitive online marketing strategies. Prerequisites: CSC 503, MKT 508, and MGT 512 or their equivalents.

552. **Seminar in International Marketing Management.** A conceptual and action-oriented approach to marketing of products and services abroad. Management problems of planning, organizing and controlling foreign marketing operations also are analyzed. Prerequisite: MKT 508 or equivalent.

575. **Advanced Graduate Studies.** Student is individually assigned to an instructor on the basis of the type of studies needed for the programs pursued. May be repeated under different topics.

576. **Advanced Graduate Studies.** Same as Marketing 575 but in a different topic.



James I. Perkins College of Education

Mel Finkenberg, Interim Dean

McKibben 118
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www.sfasu.edu/education

Lisa Mize, Associate Dean, Student Affairs

Graduate Programs

Graduate programs are designed to assist professionals who wish to prepare for new professional roles or to complement and supplement their present roles. For the teacher, graduate programs provide further preparation in areas of specialization. For a person choosing to prepare for a professional service position such as administrator, counselor or educational diagnostician, the program provides an entire graduate degree program. Master degrees and graduate study also are available in kinesiology, human sciences and human services.

The master degree is available with or without a thesis requiring either 30 or 36 semester hours of course work.

Two doctoral programs are offered in the College of Education. The doctoral program in educational leadership is available in the Department of Secondary Education and Educational Leadership. The program is delivered to cohorts of students with a new cohort of students beginning each summer. The doctoral program in School Psychology is available in the Department of Human Services. The program is delivered to cohorts of students with a new cohort beginning each fall.

State Accountability System For Educator Preparation (ASEP)

All Stephen F. Austin State University educator preparation programs continue to be accredited by the state. The overall initial pass rate for individuals completing a certification program during the latest reporting period was 99 percent, with each of six demographic groups' pass rates at 98 percent or higher.

National Report Card - Title II

99% of Stephen F. Austin State University students seeking initial teacher certification during the latest reporting period passed all state-required assessments in basic skills, professional knowledge/pedagogy, academic content area, and teaching special populations.

College of Education Graduate Degree Majors

Major	Department	Degree	Hours
Athletic Training	Kinesiology and Health Services	MS	60
Community Counseling	Human Services	MA	48
Early Childhood Education	Elementary Education	MEd	36
Educational Leadership	Secondary Education and Educational Leadership	EdD	66
Educational Leadership	Secondary Education and Educational Leadership	ME.	36
Elementary Education	Elementary Education	M.Ed	36
Human Sciences	Human Sciences	MS	36
Kinesiology	Kinesiology & Health Sciences	MEd	36
Principal	Secondary Ed. & Ed. Leadership	MEd	36
Reading Education Specialist	Elementary Education	MEd	36
Rehabilitation Counseling	Human Services	MA	48
School Counseling	Human Services	MA	48
School Psychology	Human Services	MA	60
School Psychology	Human Services	PhD	66
Secondary Education	Secondary Ed. & Ed. Leadership	MEd	36
Special Education	Human Services	MEd	36
Special Education-Diagnostician	Human Services	MEd	36
Special Education-Visual Impairment	Human Services	MEd	36
Communication Sciences & Disorders	Human Services	MEd	36
Student Affairs & Higher Education	Human Services	MA	42

Graduate Level Professional Educator Certificates

Certificate	Department	Minimum Hours Needed
EC-6	Elementary Education	23
4-8 English, Language Arts, Reading	Elementary Education	17
4-8 Generalist	Elementary Education	23
4-8 Mathematics	Elementary Education	20
4-8 Science	Elementary Education	20
4-8 Social Studies	Elementary Education	20
Agriculture Production	Agriculture	18
Basic Business	General Business	18
Dance	Kinesiology and Health Science	18
8-12 English/Language Arts/ Reading	English	18
6-12 French	Modern Languages	18
8-12 History	History	18
8-12 Family and Consumer Science Composite	Human Sciences	18
8-12 FCS with Hospitality, Nutrition & Food Service	Human Sciences	18
8-12 FCE with Human Dev. & Family Studies	Human Sciences	18
8-12 Journalism	Communication	18
8-12 Life Science	Biology	18
8-12 Mathematics	Mathematics & Statistics	18
8-12 Physical Science	Chemistry	18
8-12 Social Studies	History	18

8-12 Speech	Communication	18
8-12 Technology Applications	General Business	18
EC-12 Art	Art	18
EC-12 Health	Kinesiology & Health Science	18
EC-12 Deaf & Hard of Hearing	Human Services	18
EC-12 Music	Music	18
EC-12 Physical Education	Kinesiology & Health Science	18
EC-12 Special Education	Human Services	18
EC-12 Theatre	Theatre	18

Advanced Certificates

Certificate	Department	Minimum Hours
Bilingual	Elementary Education	12
Educational Diagnostician	Human Services	36
ESL	Elementary Education	12
International Teaching	Elementary Education	18
Master Mathematics	Mathematics	36
Master Reading	Elementary Education	12
Principal	Secondary Education & Educational Leadership	18
School Counselor	Human Services	36
Special Education	Human Services	24
Superintendent	Secondary Education & Educational Leadership	15
Visual Impairment	Human Services	15

Graduate Level Non-Educator Professional Certificates

Certificate	Department	Minimum Hours
Executive Hospitality Supervision	Human Sciences	15

Professional Organization

Phi Delta Kappa is a professional education fraternity associated with approved colleges and universities of graduate rank maintaining schools, colleges or departments of education. The fraternity emphasizes research, service, and leadership. Membership in the local chapter is based on scholarship and service. For more information, contact the dean's office.

Elementary Education

Janice Pattillo, Chair
ECRC 201A
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www.sfasu.edu.education/departments/elementary



Mission Objectives of the Department

The mission of the Department of Elementary Education is to prepare undergraduate and graduate candidates to meet the teaching demands of the culturally diverse society of the 21st century. Through dynamic learner-centered programs that support academic success, candidates learn the pedagogy and technology necessary to create classrooms for children from birth through eighth grade.

Graduate course offerings are designed to improve the competence of early childhood, elementary, and middle school teachers and to prepare them for a variety of positions. Undergraduate preparation is extended and enriched through courses that provide an opportunity to review current research in relevant fields, to conduct research in appropriate areas, to develop activities and curriculum materials, and to study emerging trends in elementary education, middle schools, early childhood development, and reading (PK-12).

Admission Requirements

In order to be considered for admission, applicants must have a combined verbal and quantitative GRE score of at least 750, a GPA of at least 2.8 for the last 60 undergraduate hours, and a GPA of at least 2.5 for all undergraduate course work. Acceptance of a major or minor in elementary education depends on the department's evaluation of a candidate's background. Upon clear admission, a degree plan must be completed.

Candidates for the M.Ed. degree must apply for Admission to Candidacy when they have completed 12 graduate credit hours of required courses with a GPA average of at least 3.0 in all courses in the major. Students must complete 12 hours of required courses and have a GPA average of at least 3.0 in all courses in the major to apply for admission to candidacy. A departmental admissions committee may require a continuation or diagnostic examination before approving admission to candidacy. The candidate also must pass a departmental Final Comprehensive Examination over specific competencies in the major. The candidate takes the comprehensive examination during the final semester of graduate study. Candidates must be enrolled in at least one course at SFA to be eligible to take the comprehensive examination. All requirements for the master's degree must be completed within six years.

Elementary Education Master of Education Degree Program Options

The Elementary Education Department offers four Master of Education degree programs with optional areas of emphasis. Each of the four plans includes 36 hours of course work.

1) Standard Graduate Elementary Program with Reading, ESL, Bilingual, Early Childhood or PBIC
2) Content Emphasis Graduate Program with Reading, ESL, Bilingual, Early Childhood or PBIC
3) All-level Professional Reading Specialist Certification Program with Elementary Core, ESL, Bilingual, Early Childhood, or PBIC
4) Early Childhood Specialist Degree Plan with Elementary Core, Reading, ESL, Bilingual, or PBIC

Elementary Master's Program

The Master of Education degree may be completed with 30 semester hours of course work and a thesis. A non-thesis program requires 36 semester hours of approved graduate course work.

The program is designed primarily for individuals who plan a career as a classroom teacher or reading specialist (reading specialist is all level) in an elementary or middle school. Contact the appropriate graduate adviser for information and the development of a degree plan.

1) Standard Graduate Elementary Program

The Standard Graduate Elementary Program is a 36-hour plan designed to provide classroom teachers with advanced preparation in methods, research, discipline and classroom management. In addition, the candidate will choose one of the following options for specialization: reading, ESL, bilingual or early childhood. Certain PBIC courses may be used in the plan.

Courses for Standard Elementary Degree Plan With Reading, ESL, Bilingual, Early Childhood or PBIC

• Core Courses	**12 hours**
ELE 527*	The Elementary School Child, Advanced
ELE/ECH525*	Introduction and Assessment
ELE 584*	Research and Analysis of Teaching
ECH 532*	Psycho-Social Processes of Children or MLG 580* Developing Self-Disciplined Learners in Middle Grades

• Advanced Methods	**12 hours**
Six hours from:	
ELE 521*	Mathematics in the Elementary School, Advanced
ELE 522*	Science in the Elementary School, Advanced
ELE 523*	Social Studies in the Elementary School, Advanced
Six hours from:	
RDG 501*	Early Literacy of Young Child
RDG 508*	Teaching Reading and Writing in the Content Areas
ELE 595*	Humane and Environmental Education
• Options	**Choose one of 12 hour options from no.5**

Total 36 hours

*web-based course

2) Content Emphasis Graduate Program

The Content Emphasis Graduate Program is a 36-hour plan designed especially for individuals who teach in departmentalized or middle-school classrooms. Courses may be selected from many content fields that support the knowledge base for specific teaching assignments. Additionally, the program includes advanced study of educational research, discipline and the significant characteristics of learners. A 12-hour option allows specialization in one of the following areas: reading, ESL, bilingual, early childhood. Certain PBIC courses may be used in this plan.

Courses for Content Emphasis Degree Plan With Reading, ESL, Bilingual, Early Childhood or PBIC

• Core Courses	**12 hours**
ELE 527*	The Elementary School Child, Advanced
ELE /ECH525*	Instruction and Assessment
ELE 584*	Research and Analysis of Teaching
ECH 532*	Psycho-Social Processes of Children or MLG 580* Developing Self-Disciplined Learners in Middle Grades

• Academic Content **12 hours**

12 graduate credit hours from one area or combinations of the following subjects: art, biology, chemistry, earth science, economics, English, geography, geology, German, history, mathematics, music, kinesiology, physics, political science, reading, special education, foreign language

• Options **Choose one of 12 hour options from no. 5** **Total 36 hours**
*Web-based course

3) All-level Professional Reading Specialist Certification Program

This program is designed to provide specialized preparation essential for helping individuals with reading disabilities. It is intended to prepare a teacher to devote full time to developmental, corrective, or remedial work at PK-12 level. It may serve as part of the preparation of reading supervisors, reading clinicians, or reading consultants. An integral component of this master's degree plan is the Master Reading Teacher program that leads to the specific certification for Master Reading Teachers. Also, included in this 36-hour plan is the option to add elementary core, ESL or bilingual certification, early childhood or PBIC courses or thesis. The PBIC course option is not available to certified teachers.

The standards established by the International Reading Association for the Reading Education Professional and by the Texas Education Agency for the Professional Reading Specialist Certificate are used as guidelines for the design of the Professional Reading Specialist Program. A person must not only complete the program but also hold two years of teachig service in an a public or approved private school and pass the TExES exam for Reading Specialist.

Courses for All-Level Certificate for Reading Specialist With Elementary Core, ESL, Bilingual, Early Childhood or PBIC

• Major Reading	**24 hours**
RDG 501*	Early Literacy of Young Child
RDG 502*	Interdisciplinary Teaching and Learning
RDG 503*	Reading Assessment
RDG 504*	Reading Professional
RDG 508*	Teaching Reading and Writing in the Content Area
RDG 574*	Teaching Reading with Trade Books
RDG 534*	Practicum in Reading in the Schools (6 hours)
• Options	**Choose one of 12 hour options from no. 5**

Total 36 hours
*web-based course

4) Early Childhood Specialist Degree Program

This program is designed to meet the specific needs of individuals who work with children ages birth through eight years. The program is designed to develop specialized competency in organizing programs for young children and families through in-depth study and research related to child growth and development, theoretical underpinnings of classroom practice, development of learning strategies, and sociological and psychological factors influencing behavior in young children.

Courses for Early Childhood Specialist Degree Plan with Bilingual, ESL, PBIC or Reading Major

Early Childhood	**24 hours**
ECH 525*	Instruction and Assessment
ECH 528*	Intellectual Development of Young Children
ECH 531*	Learning Center Activities
ECH 532*	Psycho-social Processes of Children
ECH 535*	Family, School and Community Relationships
ELE 584*	Research and Analysis of Teaching
RDG 501*	Early Literacy of Young Children
SPE 564*	Early Childhood Special Education

Three hours from:	**3 hours**
ECH 561**	Practicum in Early Childhood Interaction (one hour) and
ECH 562**	Practicum in Early Childhood Teaching (two hours) OR
ELE 595*	Humane and Environmental Education
ELE 575	As approved by major professor

Plus: choose one of the options in no. 5. 9 hours
Total 36 hours

* Web based course
** Required for candidates who did not complete ECH at SFA.

5) Options for Standard, Content, Early Childhood, Reading Programs

OPTION I: ECH/Early Childhood

ELE/ECH 525*	Instruction and Assessment
ECH 528*	Intellectual Development of Young Children
ECH 531*	Learning Center Activities

Three hours from:

ECH 561**	Practicum in Early Childhood Interaction (one hour) and
ECH 562**	Practicum in Early Childhood Teaching (two hours) OR
ECH 535*	Family, School and Community Relationships

OPTION II: English as a Second Language/Bilingual

ELE 505*	Foundations of ESL Bilingual
ELE 506*	ESL/Bilingual Assessment
ELE 507*	Teaching Methods in the Content Area
ELE 515*	Language Acquisition for ESL/Bilingual
SPA 475	Language Proficiency (Required for Bilingual if necessary)

- Must pass ESL TExES for ESL Certification
- Must pass TOPT and Bilingual TExES for Bilingual Certification

OPTION III: PBIC (not an option for certified teachers)

ELE 520*	Survey of Teaching
ELE 539*	Culturally Responsive Teaching (one hour)
ELE 560*	Technology and Curriculum (one hour)
RDG 518*	Reading Methods for Early Childhood
SPE 503*	Children with Special Needs (one hour)

Three hours from:

ECH 528*	Intellectual Development of Young Children
MLG 540*	Middle School Philosophy (4-8 only)

OPTION IV: RDG/Master Reading Teacher

RDG 501*	Early Literacy of Young Children
RDG 502*	Interdisciplinary Teaching and Learning
RDG 503*	Reading Assessment
RDG 504*	Reading Professional

OPTION V: Elementary Core

ELE 527*	The Elementary School Child, Advanced
ECH/ELE 525*	Instruction and Assessment
ELE 584*	Research and Analysis of Teaching
ECH 532*	Psycho-social Processes of Children or MLG 580* Developing Self-Disciplined Learners in Middle Level Grades

6. Thesis Option: In any of the above programs, candidates may select the traditional thesis option and reduce regular course work by six hours.

7. Alternative Certification Post-Baccalaureate Initial Certification (PBIC): Candidates who have bachelor's degrees from accredited institutions without certification may become certified teachers by adding the appropriate education courses and content (early childhood, English, language arts, reading, math, science, social studies). The education courses are Web-based and may require only two to three visits to campus. A maximum of 12 hours of PBIC coursework may be applied to a graduate degree. For information, contact the College of Education PBIC Coordinator at (936) 468-2903.

EC-6 Certification* (minimum 23 hours)

Elementary Education 10 hours
Reading 6 hours
Early Childhood 3 hours
Special Education 1 hour
Internship or Student Teaching 3 hours

4-8 Certification Generalist* (minimum 23 hours)

Elementary/Middle Level Education 13 hours
Reading 6 hours



Special Education 1 hour
Internship or Student Teaching 3 hours

4-8 Math* (minimum 20 hours)

Elementary/Middle Level Education 10 hours
Reading 6 hours
Special Education 1 hour
Internship or Student Teaching 3 hours

4-8 English/Language Arts/Reading* (minimum 17 hours)

Elementary/Middle Level Education 7 hours
Reading 6 hours
Special Education 1 hour
Internship or Student Teaching 3 hours

4-8 Science* (minimum 20 hours)

Elementary/Middle Level Education 10 hours
Reading 6 hours
Special Education 1 hour
Internship or Student Teaching 3 hours

4-8 Social Studies* (minimum 20 hours)

Elementary/Middle Level Education 10 hours
Reading 6 hours
Special Education 1 hour
Internship or Student Teaching 3 hours

*See PBIC coordinator for specific course sequence and advising

All PBIC Certification Plan courses are determined by individual certificate plans and based on department examinations. Additional coursework may be required based on transcript evaluations and/or test scores. All PBIC candidates complete a field experience, a one-year internship or 1 semester of student teaching, 3 hours.

To apply for Post-baccalaureate Initial Certification Program contact the Teacher Education Office or visit the Web site:
http://www.sfasu.edu/education/departments/educatorcertification/pbic/

8. Master Reading Teacher: The Elementary Education Department offers the Master Reading Teacher Certification program. A Master Reading Teacher is an individual who holds a Master Reading Teacher Certificate and whose primary duties are to teach reading and serve as a reading mentor to other teachers. This program requires 12 graduate credit hours of course work, RDG 501, 502, 503, and 504, and is an integral component of the Professional Reading Specialist Certificate Program. Additional requirements include at least 3 years of

teaching service in a public or approved private school and passing score on the TExMAR 85. All course work is offered online.

9. Minor in Reading: A minor normally consists of 12 hours of reading. Each student's major or minor program will be planned in consultation with an adviser in the Department of Elementary Education. The student's interests and objectives will be considered within the framework of certificate and Graduate School requirements in the planning of the program. Contact the Department of Elementary Education for additional information about the above programs.

10. A Minor in Early Childhood Education: A minor consists of 12 to 15 hours of course work and requires an undergraduate background in education, child development, and/or child psychology of at least 24 hours. The required courses in the Early Childhood minor are: ECH 528, 531, 532, and RDG 501.

11. Bilingual Education Supplementary Certificate:
May be added to existing standard or lifetime certificate by completing the following 13 hours of course work:

ELE	505*	Foundations of ESL Bilingual
ELE	506*	ESL/Bilingual Assessment
ELE	507*	Teaching Methods in the Content Area
ELE	515*	Language Acquisition for ESL/Bilingual
SPA	475(1)	Language Proficiency (if necessary)

- Must complete appropriate TExES and Texas Oral Proficiency Test, TOPT.

12. English as a Second Language Supplementary Certificate:
May be added to existing standard or lifetime certificates that require a college degree. The courses required are:

ELE	505*	Foundations of ESL Bilingual
ELE	506*	ESL/Bilingual Assessment
ELE	507*	Teaching Methods in the Content Area
ELE	515*	Language Acquisition for ESL/Bilingual

- Must complete appropriate TExES.

Graduate Assistantships

A limited number of graduate assistantships are awarded each year in the department. For information and applications, contact the chair of the department.

Graduate Faculty

Regents Professor
Sandra Luna McCune, Ph.D., Texas A&M University, Adult and Extension Education

Professors
Carolyn Davidson Abel, Ed.D., University of Nevada-Reno, Curriculum and Instruction

Vi Cain Alexander, Ph.D., Texas A&M University, Curriculum and Instruction
John E. Jacobson, Ph.D., Brigham Young University, Reading Education
Janice Pattillo, Ed.D., Texas A&M University, Curriculum and Instruction
Alan Sowards, Ed.D., Texas A&M University at Commerce, Curriculum and Instruction
Elizabeth Vaughan, Ph.D., University of South Florida, Curriculum and Instruction

Associate Professors
Mary Nelle Brunson, Ed.D., University of North Texas, Early Childhood
Wynter Chauvin, Ph.D., Texas A&M University, Curriculum and Instruction
Elizabeth Miranda Witherspoon., Ph.D., University of Alberta, Curriculum and Instruction

Assistant Professors
Vikki Boatman, Ed.D., University of North Texas, Early Childhood
Steven Josephsen, Ed.D., University of Virginia, Curriculum and Instruction
Carolyn Davis, Ph.D., Capella University, Professional Studies
Jannah Nerren, Ph.D., Capella University, Professional Studies

Instructor
Larry Cupit, M.Ed., Stephen F. Austin State University, Early Childhood

Lecturers
Davanna McAninch, M.Ed., Stephen F. Austin State University, Early Childhood
Lori McGough Harkness, M.Ed., Stephen F. Austin State University, Elementary Education

Courses in Elementary Education (ELE)

*Unless otherwise indicated courses are three semester hours credit. Early Childhood, Reading and Middle-Level Grades courses are listed separately on the following pages. Other education courses are listed under the Departments of Human Sciences and Human Services.

492G **Introduction to Outdoor Education.** A workshop-type course with emphasis upon activities in science, mathematics, language arts, and social studies. Includes field and laboratory experience at local and area school grounds, parks, and outdoor learning centers.

495G* **Humane and Environmental Education.** A study of humane and environmental education concepts and methods with emphasis on the role they can play in the teaching of the essential elements of the curriculum prescribed for Texas schools.

505* **Foundations of ESL Bilingual.** Emphasizes the foundation of ESL/bilingual education and factors that contribute to an effective multicultural and multilingual learning environment.

506* **ESL/Bilingual Assessment.** Second language assessment and development for both language proficiency and academic achievement; focuses on formal and informal assessment procedures to plan and adapt instruction.

507* **Teaching Methods in the Content Area.** Using ESL techniques for teaching the content areas: math science and social studies to English language learners.

515* **Language Accquistion for ESL/Bilingual.** An introduction to the essential theories and concepts of English Language Teaching, with emphasis on applying theory to the public classroom setting for grades P-12.

520* **Survey of Teaching. Three semester hours.** A survey of teaching course designed for post baccalaureate students seeking initial certification that focuses on the knowledge base necessary to teach effectively in Texas public schools. Web-based and requires orientation to technology.

521* **Mathematics In the Elementary School, Advanced.** Current trends, practices and research pertaining to the teaching of mathematics in the elementary school. Prerequisites: six hours mathematics and nine hours education and/or psychology, and ELE 303 or experience teaching mathematics.

522* **Science In the Elementary School, Advanced.** This course is designed to help teachers become more competent in the development and use of hands-on, inquiry-based science activities. It is a workshop-type course based upon the process skills, materials and goals of national science curriculum programs.

523* **Social Studies In the Elementary School, Advanced.** Current trends, practices and research pertaining to the teaching of social studies in the elementary school.

524. **Language Arts In the Elementary School, Advanced.** Current trends, practices and research pertaining to the teaching of language arts in the elementary school.

525* **Instruction and Assessment.** One to three hours credit. Examination of teaching and assessment strategies that support a community of learners and facilitate learning in the elementary classroom. This course is usually offered as a Web-based course. Prerequisites: ELE 520, RDG 518.

527* **The Learner in the Educational Process.** Presents the factors in a learner's intellectual, psychological, emotional, social, and physical development and their implications for the elementary teacher.

533. **Laboratory for Teachers.** One to three hours credit. Problems that confront administrators and teachers. The work conducted on a laboratory basis. May be repeated for no more than a total of six hours credit.

537* **Effective Interaction.** One hour credit. An examination of the interaction and discipline strategies between teacher/student and student/student which promote positive classroom climate. This course is usually offered online. Prerequisites: ELE 520 and RDG 518.

539* **Culturally Responsive Teaching**. One hour credit. Emphasizes culturally responsive teaching such as teacher caring, attitudes, expectations, motivation and

communicating with families in varied contexts. This course is usually offered online. Prerequisites: ELE 520, 525, RDG 518, and RDG 519.

542. **PBIC Internship/First Semester.** First semester of one full year of field internship in which a PBIC intern is employed as a teacher of record and where the intern is jointly supervised by the school and the university. Fall and spring only. May be repeated one time. Additional fee required.

543. **PBIC Internship/Second Semester.** Second semester of the one-year field internship in which a PBIC intern is employed as a teacher of record and where the intern is jointly supervised by the school and the university. Fall and spring only. May be repeated one time. Additional fee required.

560* **Technology and Curriculum.** One hour credit. A capstone seminar for PBIC students that reviews academic content necessary for successful teaching in elementary or middle school grades. Prerequisites: ELE 520, 525, 537, 539, SPE 503, RDG 518, 519.

575. **Advanced Graduate Studies.** Three hours conference per week or the equivalent in conference and/or laboratory. Directed study based on the type of studies needed for the programs pursued. May be repeated under different topics.

576. **Advanced Graduate Studies.** Same as 575 for credit in a different topic.

577. **Professional Development.** Three semester hours, three hours lecture per week or equivalent to laboratory practicum, or workshop experiences. Designed to help graduate students develop competencies needed as a result of rapid-changing developments in education and related fields. Specific subject matter emphasis will be noted on student transcript. May be repeated once for an additional three hours credit.

578. **Seminar.** May be repeated.

584* **Research and Analysis of Teaching.** Theory, practice and research in methods and techniques of instruction to meet the learner's needs, interests and abilities of students.

589** **Thesis Research.** Individual study of a specific problem in the field of education. The thesis may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area. Grade withheld until completion of thesis.

590** **Thesis Writing.** Organization and revision of thesis for final submission to thesis committee and graduate dean. Prerequisites: ELE 589 and permission of major professor.

594. **Outdoor Education Advanced.** Methods and techniques of using the out-of-doors as an enrichment and extension of classroom instruction. Primarily a field course designed to help school personnel plan and develop outdoor teaching centers and

programs.

595* **Humane and Environmental Education.** A study of humane and environmental education concepts and methods with emphasis on the role they can play in the teaching of the essential elements of the curriculum prescribed for Texas schools.

*This course is Web-based.

** A student must register for 589 and/or 590 each semester or summer session until the thesis is completed. However, a student may not register the first time for 590 until the thesis prospectus has been approved.

Reading Courses (RDG)

501* **Early Literacy of Young Child.** An examination of early literacy of young children, issues, theories, and content related to early literacy, assessment and explicit reading instruction. Offered summer I only.

502* **Interdisciplinary Teaching and Learning.** An examination of literacy instruction for upper level to mature and second language learners. Course includes issues, theories and content related to upper level literacy assessment and explicit reading instruction. Offered summer I only.

503* **Reading Assessment.** A supervised experience in understanding the reciprocal nature of assessment and instruction, types of reading assessment, and assessment-related issues. Offered summer II only.

504* **Reading Professional.** A supervised experience in various approaches to leadership, professional development, mentoring, action research, and change facilitation. Offered summer II only.

508* **Teaching Reading and Writing in the Content Areas.** An examination of reading and writing strategies appropriate to interdisciplinary content area. Offered fall semester only.

518* **Reading Methods for Early Childhood.** Focus on acquisition and development of reading skills in early childhood. For post-baccalaureate initial certification students only. Prerequisites: Admission to Teacher Education and the Post-Baccalaureate Initial Certification Program.

519* **Reading Methods Upper Level.** Focus on literacy instruction for upper level readers. Course includes content related to upper level literacy assessment and instruction. For post-baccalaureate initial certification students only. Prerequisites: RDG 518.

534* **Practicum in Corrective Reading.** A directed experience in planning and delivering reading curriculum and instruction for students experiencing reading difficulty. Prerequisites: RDG 501, 502, 503, 504, 508, and 574. May be repeated for an

additional three hours credit.

574* **Teaching Reading with Trade Books.** An examination of trade books and their integration into reading/language arts programs. Offered spring semester only.

*This course is Web-based.

Early Childhood Education Courses (ECH)

525* **Instruction and Assessment.** One to three hours credit. Examination of teaching and assessment strategies that support a community of learners and facilitate learning in the elementary classroom. This course is offered as a Web-based course. Prerequisites: ELE 520, RDG 518

528* **Intellectual Development of the Young Child.** Investigation of development of thinking of children from birth to age 8; particularly emphasizing the theory of Piaget.

531* **Learning Center Activities.** A study of the rationale, organization and implementation of learning centers.

532* **Psycho-Social Processes of Children.** An intensive study of psycho-social processes of children with emphasis on guidance and interaction as strategies that foster self-esteem, autonomy and problem-solving.

535* **Family, School, Community Relationships.** An intensive study of the inter-relationships among the child, family, schools and community with an emphasis on family involvement in schools to support children's success in school.

561. **Practicum in ECH Interaction.** Designed for teacher candidates with limited background in early childhood education. Interactions with young children are practiced while introductions to developmentally effective early childhood methods are explored. Three on campus sessions are included with some exceptions allowed for candidates who live more than 250 miles from campus. Alternate assignments are given to replace face-to-face sessions at the university. One semester hour credit.

562. **Practicum: ECH Teaching.** Candidates are supervised in planning and implementing a variety of group experiences, setting-up centers, preparing and organizing a prop box and adding to existing material files. Prerequisites: ECH 528,531, 532, 561, and permission of graduate advisor. Two semester hours credit. :*This course is Web-based.

Middle Level Grades (MLG)

540* **Middle School Philosophy.** Examination of educational practice in the middle grades (4th-8th) including trends and issues unique to the middle grades. This course is usually offered as a Web-based course as part of the PBIC program and/or the

Master of Education Program.

580* **Developing Self-Disciplined Learners in Middle Grades.** Focuses on creating a positive, productive classroom climate that builds self-discipline and that fosters responsibility and citizenship in middle-level learners. Prerequisite: MLG 540.

*This course is Web-based.

School of Human Sciences

Lynda Martin, Director
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martinlj@sfasu.edu
www.sfasu.edu/hms

Rebecca Greer, Assistant Director

Mission and Objectives of the Department

The School of Human Sciences focuses on the preparation of professionals for emerging careers and entrepreneurial opportunities.

Consistent with the mission, core values and vision at SFA, the school emphasizes enhanced student achievement, a strong commitment to total life-long learning and development, and interactive/innovative instruction, research and service. Major goals are to provide an effective learning environment for the diverse academic majors in the School of Human Sciences; foster an environment which supports, encourages and rewards intellectual development and productive professionals; and expand external resource development while advancing and marketing programs.

Graduate Programs

The MS in Human Sciences is an interdisciplinary degree with coursework that emphasizes content in the following areas:

Child and Family Development
Fashion Merchandising
Family and Consumer Sciences
Hospitality Administration
Interior Design
Interior Merchandising
Foods and Nutrition/Dietetics

Coursework is selected in consultation with a faculty advisor in Human Sciences to meet the needs of the student. Admission requirements are the same as the Graduate School with the exception of Food, Nutrition and Dietetics which require a minimum GRE score of 800 for the D.I. Program.

Two degree options are provided to meet the diverse needs of students.

THESIS PROGRAM: The Master of Science degree with a major in Human Sciences with thesis:

A. Major course work (24 hours)

Courses in the area of specialization to be selected under advice of graduate program adviser.

B. Thesis (six hours).

NON-THESIS PROGRAM: The Master of Science degree with a major in human sciences without thesis (36 hour program). This option is designed for the student who (1) plans to teach in a family and consumer sciences program, (2) plans to complete academic requirements of the American Dietetic Association,* (3) wants to advance professionally in hospitality administration, interior design, economic education and other areas of Human Sciences.

A. HMS major course work (24 hours):

B. Minor course work (six hours)

C. Elective course work (six hours) from: Human Sciences or a supporting discipline, upon approval of the graduate program adviser.

D. The Post-Baccalaureate Initial Certificate Program (PBIC) is available to individuals holding an undergraduate degree in a Human Sciences specialization area. The PBIC in Family and Consumer Sciences broadens employment opportunities. Refer to Alternative Teacher Certification for Graduate Students located in College of Education section of this bulletin.

E. The master's degree is an option for students enrolled in the Dietetic Internship. Two options also are available to students who meet graduate entrance requirements:

Executive Hospitality Supervision Certificate

This certificate is available to students who enter graduate school at SFA and achieve an overall minimum 3.0 GPA in the following courses:

HMS 501
HMS 502
HMS 540
HMS 545
HMS 574

Admission Requirements

Requirements for admission are the same as the general admission requirements of the Graduate School. Dietetic Interns are required to have a GRE score of 800 or higher.

To be eligible to select a graduate major in human sciences, a student must have the appropriate background course work. This requirement usually is met by the student having completed at least a minor or 18 hours at the undergraduate level in the area of human sciences. Specific exceptions include a minor or 18 hours at the undergraduate level in a related area or discipline and department approval.

Recommendation for admission to candidacy is dependent upon successful completion of 12 graduate semester hours.

Graduate Faculty

Professors

Becky Greer, Ph.D., Texas Woman's University, Fashion Merchandising
Janie Kenner, Ph.D., Texas Woman's University, Clothing and Textiles
Lynda Martin, Ph.D., Oklahoma State University, Hospitality Administration
Mitzi Perritt, Ph.D., Texas Woman's University, Housing and Household Equipment
Marie Saracino, Ph.D., Kansas State University, Child Development/ Family

Associate Professors

Leisha Bridwell, M.F.A., Louisiana Tech University, Interior Design
Carl Pfaffenberg, Ph.D., University of Tennessee, Hospitality Administration
Brenda Marques, Ph.D., University of Georgia, Food and Nutrition
Lisa Mize, Ph.D., Texas Woman's University, Child/Family
Darla Odwyer, Ph.D., Texas Tech University
Sally Ann Swearingen, M.F.A., Louisiana Tech University, Interior Design
Sheryl A. Wittenbach, Ph.D., Kansas State University, Hospitality Management

Assistant Professors

Chay Runnels, Ph.D., Stephen F. Austin State University, Forestry
Tara Newman, Ed.D, CFLE, Stephen F. Austin State University, Child/Family

*The Dietetic Internship at Stephen F. Austin State University is currently granted Developmental Accreditation by the Commission on Accreditation for Dietetics Education of the American Dietetic Association, 216 W. Jackson Blvd., Chicago, IL 60606-6995, 312/899-5400.

Courses in Human Sciences (HMS)

Unless otherwise indicated courses are three semester hours credit.

500. **Philosophy of Human Sciences.** Historical, theoretical and philosophical investigation of the field of study.

501. **Service Management in the Human Sciences**. Analysis and development of professionalism and management competencies related to service in the human sciences. Cross listed with 401.

502. **Employee Development Issues in Human Sciences.** Current research and issues in human resources to include employee development and labor issues.

503. **Cultural Aspects of Food.** The origin of cultural food habits; social and psychological aspects of food acceptances; cultural influences in food **selection and preparation. Cross-listed with HMS 403.**

504. **Quantity Food Production and Service.** Three semester hours, one hour lecture,

four hours lab per week in community facilities. Quantity food preparation, menu planning, food cost determination, recipe standardization, and efficient food service. Cross-listed with HMS 404.

505. **Food Service Organization and Management.** Principles of management applied to food service systems including restaurants and institutions. Cross-listed with HMS 405.

506. **Cruise Line Industry.** Awareness of the cruise industry: why, who styles, sizes, facilitates companies and marketing. Cross listed with 406.

511. **Introductory Dietetic Practice.** Historical, philosophical, ethical and legal basis of dietetics practice. Beginning integration of normal and clinical nutrition, community nutrition, foods and food service into dietetic practice.

512. **Design of Long-Term Care and Senior Living.** A survey of current research, design standards, code applications, and licensing regulations impacting the successful design of alternative adult living facilities.

514. **Interior Design Studio I.** Advanced application of the design process; development of comprehensive solutions to complex interior design problems. Studio work each semester will be a predetermined area of specialization. May be repeated one time.

516. **Advanced Lighting.** Advanced study of sustained and energy efficient lighting solutions for schools, offices, and health care options.

520. **Advanced Practicum.** Supervised on-the-job training program.

526. **Field Experiences in Human Sciences.** Exploration of various human sciences disciplines through foreign/domestic travel opportunities. Cross listed with HMS 426.

527. **Textiles and Apparel Studies.** In-depth analysis of textiles and apparel with contemporary applications.

529. **Nutrition for Sports.** Nutritional concerns for individuals and team sport participants at various ages, including optimum diet selection for maximum performance; nutrient impact on performance; body composition; energy balance; unique needs of specific sports participants; food and nutritional quackery in sports and athletics. Cross-listed with HMS 429.

531. **Supervised Practice for Dietetic Interns.** Educationally supervised practice under the direct supervision of a registered dietitian. Students complete experience in clinical, community and food service. Fee required. Prerequisite: Admission to SFA dietetic internship program.

532. **Public Health Nutrition**. Survey of food and nutrition issues pertinent to public health and consumerism. Investigation of food and nutrition assistance programs;

research and analysis of current policies and goals. Prerequisite: six hours in foods/ nutrition courses.

535. **Advanced Nutrition in Health and Disease.** In-depth study of conditions which necessitate dietary modification as part of the therapeutic management of the patient.

539. **Foods and Nutrition Studies**. Investigative study of concepts in food and nutrition; analysis and interpretation of research studies; application of principles in solving family food and nutrition problems.

540. **Consumer Problems**. Study of the role of the consumer in the marketplace; emphasis on priorities, decision-making, consumer protection. Cross-listed with HMS 440.

545. **Administration and Supervision In Human Sciences.** Purposes, principles and procedures of effective administration and supervision, development of plans, procedures, and materials.

549. **Family and Consumer Science Occupations.** Philosophy, strategies, and resources for managing FCS programs and an overview of industry-related content in FCS programs.

551. **Child Development and Parenting.** Investigation of processes that influence physical growth, personality development and behavioral patterns of children. Research of theories related to effective parenting and child rearing strategies.

552. **Family Studies.** Structures, roles and relationships in the family.

560. **Housing and Furnishing.** Study of environmental space, including climate control, furnishings, estimates, finishes, and psychological and physiological, and emotional factors. Cross listed with 460.

563. **Fashion Promotion.** Activities and devices used in the fashion industry to encourage sales of merchandise and create good will including publicity, public relations, special events, fashion shows, personal selling and advertising. Prerequisites: Junior or senior level and at least six semester hours in human sciences or business. Cross-listed with HMS 463.

565. **Pediatric Nutrition.** In-depth study of conditions which necessitate dietary modification as part of the therapeutic management of the pediatric patient.

572. **Topics In Human Sciences.** Topics change to focus on Human Sciences disciplines.

574. **Human Sciences Delivery Systems.** Studies change with each offering.

575. **Advanced Graduate Studies.** One to three hours in conference and/or laboratory. Intensive study of a selected topic in a subject matter area. Prerequisites: 12 semester hours in area of study selected and department approval. May be repeated.

576. Advanced Graduate Studies. Three hours conference per week. May be repeated.

578 Seminar. One to three semester hours. May be repeated.

589* Thesis Research. Research for the thesis. Prerequisite: Consent of advisor.

590* Thesis Writing. Writing of the thesis. Prerequisite: HMS 589 and consent of advisor.

* A student must register for 589 and/or 590 each semester or summer session until the thesis is completed. A student may not register for 590 until the thesis proposal has been approved.

Department of Human Services

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Administrative Faculty

Christine Bergan, Assistant Professor, Director of Communication Sciences and Disorders
Robert O. Choate, Professor, Director of Rehabilitation Counselor Education Program
Le'Ann Solmonson, Assistant Professor, Director of Counselor Education Program
Paige Mask, Assistant Professor, Coordinator of the Educational Diagnostician and Special Education Program
Chris Ninness, Professor, Director of Training, School Psychology Programs
Dixie Mercer, Director of Visual Impairment Program

Graduate Advisors

C. Bergan, F.L. Brister, B.D. Bryant, R.O. Choate, W.K. Killam, C. Harrison, M.B. Jephson-McGill, G. Kelso, J. Lauter, D. Lawson, P. Mask, D.F. Mercer, G.L. McCuller, M. Munro, Chris Ninness, R. Rumph, L. Solmonson, B.H. Stufford, F. Swift, N.S. Viswanath, S. Whiteny.

Graduate Faculty

Professors

Bob D. Bryant, M.A., Western Michigan University, Orientation and Mobility
Robert O. Choate, Ed.D., University of Nevada, Counseling and Educational Psychology
Melanie Jephson McGill, Ph.D., University of Texas at Austin, Special Education
David M. Lawson, Ph.D., University of North Texas, Counseling
Judith L. Lauter, Ph.D., Washington University at St. Louis, Communication Sciences
Glen L. McCuller, Ph.D., Utah State University, Special Education
Dixie Mercer, Ph.D., Texas Tech University, Special Education/Visual Impairment
Chris Ninness, Ph.D., University of North Texas, Texas Woman's University, Psychology and Education
William F. Weber, Ed.D., University of Northern Colorado, Rehabilitation Counseling

Associate Professors

Frank L. Brister, Ph.D., University of Southern Mississippi, Audiology, Speech Language Pathology,
Carol Harrison, Ph. D., Texas A & M University, Curriculum, Instruction and Educational Administration

Wendy K. Killam, Ph.D., University of Arkansas, Counselor Education
Robin Rumph, Ph.D., Texas Women's University, Educational Psychology
N.S. Vishwanath, Ph.D., The City Univeristy of New York, Speech and Hearing Science

Assistant Professors
Christine Bergan, University of Iowa, Speech and Hearing Science
Ginger Kelso, Ph.D., Utah State University, Disability Disciplines
Alan Larson, Ph.D., University of Arizona, Rehabilitation Counseling
Paige Mask, Ph.D., Texas Woman's University, Special Education, Educational Administration
LeAnn Solmonson, Ph. D., Sam Houston State University, Counselor Education
Barry H. Stafford, M.Ed., SFASU, Special Education/Orientation and Mobility

Objectives of the Department

The Department of Human Services offers programs of study leading to the Master of Education Degree with a major in special education, the Master of Science Degree with a major in communication sciences and disorders, the Master of Arts Degree with a major in counseling, student affairs and school psychology as well as courses that serve to enhance the professional development of teachers and persons engaged in other human service occupations. The department also offers a Doctorate in School and Behavioral Psychology.

The counselor education program enables students to select an emphasis in school counseling, community counseling, rehabilitation counseling or student affairs and higher education. All counseling degrees enable graduates to be eligible for the Licensed Professional Counselor License (LPC) and certification in their field of study. The student affairs and higher degree degree meets the American College Personnel Association certification standards.

The special education major is designed to 1) to provide advanced training in special education, 2) provide the opportunity for professional certification as an educational diagnostician, and 3) lead to Visual Impairment Supplemental Certificate and Orientation and Mobility national certification.

The mission of the Communication Sciences and Disorders Program is to prepare knowledgeable professionals committed to enhancing the quality of life of persons with communication disorders. To meet this mission, the program emphasizes the importance of scientific study, critical thinking skills, interdisciplinary collaboration, ethical principles, the responsibility to educate the public about communicative disorders, and the importance of continued professional development throughout one's career.

School Psychology is a combined M.A and Ph.D. program designed to prepare professional educators, researchers, and/or practitioners in public schools, higher education, community mental health facilities, and hospital/medical settings. Coursework consists of didactic and one-on-one instruction as well as clinic and field-based experiences. The curricula of the program is based on a scientist-practitioner model of training. Consistent with NASP standards, candidates employ empirically supported treatments for a wide range of children and families who have special needs while they learn to conduct research that has direct relevance to their unique educational objectives and future employment.

Master of Arts Degree in School Psychology

This Master of Arts Program has a special emphasis on applied research with three central components: functional assessment, consultation and intervention. School psychologists are

professionals trained in the concepts and techniques of both psychology and behavior analysis. School psychologists work with children in the areas of assessment and treatment of emotional/behavioral disorders and learning disabilities. Also, they act as consultants to teachers, parents and school administrators. School psychologists may be employed in a variety of settings including schools, day care centers, hospitals, mental health clinics, and child guidance centers.

Current professional standards require graduation from a six-year degree program. The School Psychology program at SFA is fully approved by the Texas Higher Education Coordinating Board. The program has been developed to meet the standards set forth by the National Association of School Psychologists (NASP) and the Texas State Board of Examiners of Psychologists. Graduates are awarded the Master of Arts degree in School Psychology and are eligible to take the National Certification School Psychology Test and may apply for state testing and Texas state licensure as a Licensed Specialist in School Psychology (LSSP).

Admission to the program may take place when a student has completed all requirements for full admission to the Graduate School and the school of psychology program.

Application Process

To the Graduate School

1. Application to Graduate School
2. Official transcript(s)
3. Verbal and quantitative Graduate Record Examination (GRE)

To the Department:

4. Three letters of recommendation–one of which should be from a school psychologist
5. Undergraduate cumulative GPA of at least 3.0
6. Graduate cumulative GPA of at least 3.5 (if applicable)
7. A written letter of professional goals
8. A completed School Psychology Information sheet
9. A current resume

Standards & Curriculum

Standards set forth by the National Association of School Psychologists (NASP) for the master's degree program consist of a minimum of 60 semester credit hours and a 1,200-hour internship or the equivalent beyond the baccalaureate degree, and shall culminate in institutional documentation. In accordance with the standards described by NASP, the School (and Behavioral) Psychology Program will ensure substantial preparation of all school psychology trainees in each of the following areas through courses, course content or other appropriate means.

SFA School and Behavioral Psychology Courses All courses are worth three credit hours unless indicated otherwise.

EPS 580	Human Neuroscience
COU 535	Multi-cultural Counseling
EPS 585	Advanced Human Growth and Development
SPE 567	Trends in Educating Exceptional Children
EPS 560	Learning & Cognitive Development
EPS 561	Social Basis of Behavior
SPE 562	Instructional Strategies for Exceptional Learners

EPS 563	Individual Case Consultation
AED 501	Introduction to Educational Leadership
EPS 554	Achievement Testing
EPS 545	Individual Intelligence Testing
EPS 555	Practicum in School Psychology
EPS 565	School Psychology
EPS 595	Internship in School Psychology (2 semesters - 6 hours)
COU 522	Child and Adolescent Therapy
EPS 502	Applied Behavior Analysis
EPS 550	Research Methods
EPS 555	Practicum in School Psychology
EPS 565	School Psychology
EPS 595	Internship in School Psychology (2 semesters - 6 hours)
EPS 589	Thesis Research in School Psychology
EPS 590	Thesis Writing in School Psychology
	Total 60 hours

PSY 517 Professional & Ethical Issues or COU 523 Professional and Ethical Issues(required for certification/licensure). Three prerequisite/leveling courses are required: Physiological Psychology, Educational Psychology, Learning Theory.

Master of Arts Degrees in Rehabilitation, School and Clinical Mental Health Counseling

Application Deadlines

Admission to the Counselor Education Program is contingent upon admission to the Graduate School; therefore, students applying to the graduate counseling program must first apply to the Stephen F. Austin State University Graduate School. Details regarding Graduate School application are contained in this Graduate Bulletin at www.sfasu.edu/bulletin. Criteria for clear admission to the SFASU Graduate School include a 2.8 GPA on the last 60 hours of undergraduate work and a 2.5 on all undergraduate work. Further, the applicant must present General Test Scores on the Graduate Record Examination (GRE). Additional requirements must be met for the Counseling program.

Program Application Deadline - Thirty (30) days prior to the end of each semester

The Department of Human Services Counselor Education Program

Admission procedures require:

1. Application to Graduate School
2. Official transcript(s)
3. Verbal and quantitative Graduate Record Examination (GRE) scores
4. For clear admission, a composite score of a student's last 60 undergraduate hours GPA multiplied by the GRE scores that equals at least 2400. For scores between 2000 and 2400, probationary admission may be offered.
5. Three (3) letters of recommendation—of which should be from a professional in the field of study. Recommendation forms available at the Counseling Program Offices or online at www.sfasu.edu/hs.

6. Autobiographical letter of application to the department– Your responses to the following questions should total two to four pages, typed and double-spaced.
    - Why did you choose counseling as a possible career, and what life experiences have led you to your decision to enter the helping profession?
    - Each person has two people who are important and whose feelings and opinions are valued. Tell something about your "reference group" (those who are valued) and indicate who they are and how they have affected you.
7. Current resume.

The applicant's file is reviewed by the Counselor Education Program Admissions Committee, which makes recommendations for acceptance or rejection of individual applicants to the program. Students are notified by letter of the committee's recommendation on their application. The packet is not complete until all admission criteria are received. Students who do not have their GRE scores on file by the time they make application to the program will not be provisionally accepted to the Graduate School for study in counseling. Candidates will only be considered after completed packet is received. Counseling program guidelines allow six hours of course work (with the permission of a counseling program adivsor) in counseling prior to full admission. Attending classes under the Post Baccalaureate student status does not imply admission to the program.

The review of all graduate applicants involves consideration of multiple factors. In addition to criteria set by the Graduate School, the department considers the following:

- GPA
- Match between professional goals and the department's mission
- Letters of recommendation
- Professional development, experience and accomplishments
- Bilingual/multilingual proficiency
- GRE Verbal and quantitative scores
- Evidence of leadership potential
- Personal interviews

Other factors, including quality of prior educational opportunities (high school and undergraduate), family's educational background, disability, sociocultural experiences, English language proficiency (for international students, measured by the TOEFL score), and any other factors that may have significantly influenced the applicant's academic and professional record to-date. Program areas may use additional factors in the review process, as appropriate (e.g., minimum number of years of teaching or field experience, adequate professional preparation in the chosen area of specialization).

Steps in the graduate admissions review process:

- The completed application file is forwarded to the chosen program area for review
- The program area makes a recommendation to the Counseling Admission Committee
- The recommendation by the Counseling Admission Committee is then submitted to the department chair who then forwards the recommendations to the College of Education and to the Graduate School
- The applicant is notified of the final decision by the department chair and by the College of Education dean

Applicants are not guaranteed admission even though they meet the minimum requirements, because some graduate programs have limited space and facilities. The Community, School, and Rehabilitation Counseling Programs in the Department of Human Services are nationally accredited by the Council on Accreditation of Counseling and Related Educational Programs (CACREP), the Council on Rehabilitation Education (CORE), and NCATE.

The Following Degrees are Available in the Counselor Education Program

School Counseling
(Certified School Counselor & Licensed Professional Counselor)

• Core courses: COU 520, 531, 533, 541; EPS 559, 585		(18 hours)
• Additional required courses:	COU 524, 525, 528, 529 522, 534, 535, 591, 594	(27 hours)
• Internship (COU 595)		(6 hours)
	Total	**48 hours**

Community Counseling
(Licensed Professional Counselor)

• Core courses: COU 520, 523, 531, 533; EPS 559, 585	(18 hours)
• Additional required courses: EPS 550 or COU 541; COU 521, 525, 528, 535, 539, 591, 594	(27 hours)
• Internship (COU 595)	(6 hours)
• Graduate electives	(3 hours)
Total	**54 hours**

Rehabilitation Counseling
(Certified Rehabilitation Counselor & Licensed Professional Counselor)

• Core courses: COU 505, 531, 533; EPS 559, 585	(15 hours)
• Additional required courses: COU 525, 526, 528, 535, 541, 542, 591, 594;	(24 hours)
• Internship (COU 595)	(6 hours)
• Graduate electives	(3 hours)
Leveling classes PSY 275, EPS 485, RHB 407, 490	
Total	**48 hours**

Curriculum Sequence for Counseling Students

Background Courses
The following background courses are required for each of the Counseling programs:

Community	Rehabilitation	School
General Psych	General Psych	General Psych
Ab. Phych	Ab. Psych	Ab. Psych
RHB 407 or 507	SPE 329 or SPE 567	RHB 490 or 592

No Post Baccalaureate courses will be approved unless the student has completed or is concurrently enrolled in required background courses. Students with deficiencies in background courses must be enrolled in those courses every semester until all deficiencies are completed.

Tier 1 Courses

COU 520	Introduction to Counseling*
COU 523	Legal and Ethical Issues in Counseling*
COU 531	Theories of Counseling*
COU 533	Counseling Skills and Techniques*
EPS 559	Tests and Measurements
EPS 585	Adv. Human Growth and Development*
COU 541	Seminar in Rehabilitation Research
or	
EPS 550	Research Methods

All Tier 1 courses must be completed prior to enrolling in any Tier 3 courses. Based upon availability of course Tier 1 courses should take priority
for enrollment in Tier 2 courses.
*Required courses prior to applying for candidacy

Tier 2 Courses

COU 521	Seminar: Alcohol and Drug Abuse
COU 522	Family Counseling
COU 524	The School Counselor
COU 525	Vocational and Educational Information
COU 526	Medical Orientation to Counseling
COU 527	Couples Therapy
COU 529	Child and Adolescent Counseling
COU 534	School Counseling Programs
COU 535	Multicultural Counseling
COU 540	Special Studies in Counseling (Depending upon the topic may be Tier 3)
COU 542	Psychosocial Aspects of Counseling
COU 593	Pre-Practicum

Tier 3 Courses
(All Tier 1 courses must be completed prior to enrollment in a Tier 3 course.)

COU 528	Group Counseling
COU 538	Adv. Group Techniques
COU 539	Community and Agency Counseling
COU 591	Mental Health Counseling
COU 594	Practicum
COU 595	Internship

Student Affairs and Higher Education

COURSE WORK A minimum of 42 hours of graduate coursework is required.
Core Courses 36 hours

COU	543*	The Contemporary College Student	3
COU	520	Introduction to Counseling (OL)	3
COU	581*	Interviewing Skills (cross listed/RHB 381)	3
COU	535	Multicultural Counseling	3
COU	521	Substance Abuse Counseling	3
COU	531	Theories of Counseling	3
COU	544*	Student Affairs Legal Org/Practice	3
COU	545*	Leadership and Administration in Student Affairs	3
COU	528	Group Counseling	3
COU	525	Occupational Information and Career Development	3
COU	541	Research Seminar in Student Development	3
COU	546*	Professional Seminar	3
COU	596*	Practicum (300 hours)	3
		Total Hours	**39**

Elective Courses – Examples only 3

COU	522	Family Counseling	3
COU	540	Crisis Intervention	3
		Total Hours	**42**

Admission Requirements for Student Affairs and Higher Education

- A bachelor's degree in psychology or a related field, which includes the two following courses: general psychology, abnormal psychology
- A 2.8 last 60 hour undergraduate GPA.
- A composite score of 2000 on the quantitative and verbal parts of the GRE General Test nultiplied by the student's last 60 hour GPA.
- Three letters of recommendation, at least one of which should be from a supervisor/

teacher who has knowledge of the applicant's aptitude for the higher education/ Student Affairs profession and related experience.

- Applicants must have successful experience in an advising capacity or related experience in higher education.
- All applicants will be required to interview with a faculty member.
- A completed application, including a five-hundred word personal statement that presents a synthesized, integrated, and self-reflective description of the applicant's career goals as they relate to higher education.

Special Education Program Admission Requirements

Admission to any of the graduate special education programs is contingent upon admission to the Graduate School; therefore, a student applying to the graduate program must first apply to the Graduate School. Criteria for admission to the Graduate School include a 2.5 overall GPA for provisional admission, and 2.8 overall GPA for clear admission.

In addition to meeting the Graduate School admission criteria, a special education program applicant must have a minimum score of 800 (combined verbal and quantitative) on the GRE and a factor score of at least 2000. Factor scores are obtained by multiplying the combined verbal and quantitative GRE scores by the GPA of the student's last 60 undergraduate hours. No student will be accepted to the graduate program unless they have obtained the minimum factor score of 2000.

In addition to the above, the student must also submit three letters of recommendation, a current resumé, and a typed double-spaced written statement (minimum 3-5 pages in length) describing his/her experience in the field of special education, his/her philosophy on educating students with special needs, and how personal qualities and educational experience would make one an exceptional candidate for the special education program.

Program Application Deadline - Thirty (30) days prior to the end of each semester

The graduate special education program guidelines allow six hours of special education course work prior to admission. Attending classes under the Post Baccalaureate student status does not imply admission to the program.

Review Process

The applicant's file is reviewed by the Program Admissions Committee. An applicant is notified of the committee's recommendation on his/her application. Candidates for admission will only be considered following g the submission of a completed application packet. The packet is not complete until all the admission criteria are received.

The review of all graduate applicants involves consideration of multiple factors. In addition to criteria set by the Graduate School, the department considers the following:

- GPA
- Match between professional goals and the department's mission
- Letters of reference
- Professional development, experience, and accomplishments

- Bilingual/multilingual proficiency
- GRE Scores
- Evidence of leadership potential
- Personal Interviews

There are four options for candidates seeking a Master's Degree with a major in Special Education:

1. M.Ed. with major in Special Education

*SPE 532, 567, 568, 561, 562; EPS 502, 559, 560, 585; plus 12 hours elective planned/approved by advisor

*SPE 539 or an equivalent is a prerequisite for coursework

2. M.Ed. with major in Special Education and certification as an Educational Diagnostician*

The Educational Diagnostician program provides graduate level preparation in the area of special education, assessment and law. An educational diagnostician is a master's level professional who works within the public school system to ensure than special education services are provided to eligible students in accordance with all applicable federal laws and regulations, state statutes, Texas Education Agency, and the Commissioner of Education. The program consists of Mater's level coursework and preparation for certification as an Educational Diagnostician.

An individual possessing a master's degree in a related field may be eligible for the option of seeking certification only as an Educational Diagnostician. Additional information regarding the certification only option may be obtained by contacting the Educator Certification office at (936) 468-3409.

Required courses: SPE 567, 568, 562, 571; EPS 502, 544, 545, 555, 585, 560; ELE 505, 506

SPE 539 or an equivalent is a prerequisite for coursework. EPS 555 should be taken as the last course.

*To obtain a professional certification as an educational diagnostician, a master's degree from an accredited institution of higher education must be completed; the person must pass the TExES #163 exam, and have two years of classroom teaching experience in a public or accredited private school.

3. M.Ed. with major in Special Education and supplemental certificate in Visual Impairment or Orientation and Mobility

36 hours from:
SPE 515, 516, 517, 518, 519, 551, 520, 521, 552, 553, 556, 558, 570; as planned with advisor.

**To obtain a teaching certificate in visual impairment, the person must have a Texas

Teacher Certificate.

Master of Education in Special Education with a Concentration in Visual Impairment Cohorts

Only one graduate cohort in visual impairment is admitted each year. Applications are accepted from September through March, and students begin their training during the first summer session. In order to be admitted to the vision program, the prospective student must complete the following steps:

1. Complete an SFASU Graduate School application form indicating his/her intention to pursue a graduate degree and a Project Vision application.
2. GRE is not required.
3. Provide three letters of recommendation with one being from his/her direct supervisor in his/her current position.
4. Write a 1-2 page paper on your philosophy of education, understanding of the role of the teacher of the visually impaired (TVI) or certified orientation and mobility specialist (COMS), and your reasons for pursuing this degree or career change.
5. Have a GPA of 2.5 or higher.

There are four graduate training options provided by the vision program:

1. **Texas Education Agency endorsement as a teacher of students with visual impairments:**
   A valid Texas state teaching credential
   SPE 515, 516, 517, 518, 551, 552 and 558
   Passage of the Braille and visually impaired TExEs professional exams

2. **Certification as a certified orientation and mobility specialist by the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP):**
   SPE 500 (six), 515, 516, 518, 519, 552, 593, 594, 595
   Passage of the ACVREP national certification exam
   Please note that no teaching credential is required for COMS certification.

3. **M.Ed. in special education with an endorsement as a teacher of students with visual impairments A valid Texas state teaching credential:**
   SPE 515, 516, 517, 518, 551, 552, 570, 558
   Twelve semester hours from the following: SPE 519, 520, 521, 553, or 556
   Passage of the Braille and visually impaired TExEs professional exams
   Passage of comprehensive exams

4. **M.Ed. in special education with a concentration in Orientation and Mobility:**
   SPE 500 (6 hours), 515, 516, 518, 519, 552, 570, 593

Nine semester hours from SPE 517, 520, 521, 551, or 556.
*Must also complete SPE 594 and 595 (6 hours). The nine practicum hours do not count towards an M.Ed. but are required for ACVERP certification.

Prerequisites:

To obtain a TVI, you must have either a valid teaching certificate in special education or complete SPE 329 or 567 and SPE 432 or 532.

Advising:

Applicants to the program are encouraged to consult with an adviser in the vision program as early as possible in the application process.

Master of Science Program in Communication Sciences and Disorders

The master's degree in communication sciences and disorders is required for Texas licensure and for clinical certification by the American Speech Language Hearing Association. Upon completion of the master's degree, the student must complete a clinical fellowship and pass an examination to receive licensure and certification. The master's program is nationally accredited by the American Speech Language Hearing Association.

Admission Requirements

Applicants are admitted to the Master of Science program in communication sciences and disorders only in the fall semester of each year. The application deadline is March 1. To be considered for admission review, the applicant must submit the following materials:

To the Graduate School:

1. Application to Graduate School*
2. Official transcripts*
3. Verbal and quantitative Graduate Record Examination (GRE) scores*

To the Program:

The review of all graduate applicants involves consideration of multiple factors. In addition to criteria set by the Graduate School, the department considers the following:

1. Three letters of recommendation, including at least one from a professional in the field**
2. Autobiographical letter of application indicating why you chose communication sciences and disorders as a possible career.**
3. Bachelor's degree in communication sciences and disorders or equivalent
4. A composite factor of at least 2,550 obtained by multiplying the combined verbal and quantitative GRE scores times the GPA of the last 60 undergraduate hours. In order to be considered for admission, applicants must have a combined verbal and quantitative GRE score of at least 850, a GPA of at least 3.0 for the last 60 undergraduate hours, and a GPA of at least 3.0 for all undergraduate course work.
5. SFASU graduates must also send a transcript to the Program Director.**

*Send to Graduate Office, P.O. Box 13024 - SFA Station, Nacogdoches, Texas 75962, (936)-468-2807

**Send to Program Director, Communication Sciences and Disorders, P.O. Box 13019 - SFA Station, Nacogdoches, Texas 75962, (936)-468-7109

It is the responsibility of the applicant to make sure that all application materials are received by the deadline of March 1. Students will not be permitted to register for graduate courses in communication sciences and disorders unless they have been admitted to the master's degree program.

Curriculum

The Master of Science program in communication sciences and disorders consists of a minimum of 57 semester hours, which must include SPH 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, and SPH/EPS 550. All post-baccaleureate students with an undergraduate degree in a major other than speech-language pathology who are interested in the master's degree in communication sciences and disorders must first complete prerequiset leveling courses from the bachelor's degree curriculum (SPH 130, 210, 230, 233, 250, 300, 322, 334, 335, 371, 472, 480).

These requirements include a minimum of 400 clinical contact hours. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client contact. The observation and direct client contact hours must be within the scope of practice of speech-language pathology. The requirement for clinical contact hours is met by registering for SPH 504 each semester. All graduate students are required to enroll in SPH 504 every semester until they graduate from the program.

Students who receive a clinic grade lower than B are placed on clinical probation. Students placed on clinical probation are not allowed to enroll in clinical practicum during the next semester, and they are required to follow an individualized remediation program developed by the faculty. Students who receive a second clinic grade lower than B are placed on academic suspension.

Additional Requirements

Candidates for the M.S. degree must apply for admission to candidacy. Students will not be admitted to candidacy until they have completed 12 hours of required courses and have a GPA of at least 3.0 in all courses in the major. A departmental admissions committee may require a continuation or diagnostic examination before approving admission to candidacy. The candidate also must pass a departmental comprehensive examination covering specific competencies in the major and have registered to take the National Examination in Speech Language Pathology. These examinations are taken by the student during the spring of the final year of graduate study. Students who are not currently enrolled in at least one course at SFA are not eligible to take the comprehensive examination. All requirements for the master's degree must be completed within six years.

Courses in Counseling (COU)

*Unless otherwise indicated, courses are three semester hours credit.

505. Introduction to Rehabilitation Counseling. A study of the process and practice of rehabilitation counseling including intake, individual assessment, planning,

utilization of client and community resources, implementation and follow-up.

507. **Vocational Evaluation and Job Placement of Persons with Severe Disabilities**. Exploration of services offered by rehabilitation facilities in working with persons with severe disabilities. Beginning knowledge and skills will be developed in vocational evaluation, work adjustment and job placement.

510. **Survey of Abnormalities.** This course includes an introduction to behavioral disorders. Psychological, biological, and social factors in the development, diagnosis, and treatment of psychopathology are studied.

520. **Introduction to Counseling.** An overview of the counseling profession in school, agency and other human service settings.

521. **Seminar: Alcohol and Drug Abuse.** A survey of the medical, psycho-social, and legal aspects of alcohol and drug abuse.

522. **Family Counseling.** A survey of selected family counseling theories and techniques.

523. **Legal and Ethical Issues in Counseling.** Orientation to ethical standards and research relevant to ethical behavior of counselors in rehabilitation, mental health and school settings.

524. **The School Counselor.** A general survey on the role and responsibility of the school counselor K-12. Prerequisites: Completion of Tier I courses.

525. **Vocational and Educational Information.** Career development theories and use of occupational and educational information in counseling.

526. **Medical Orientation to Counseling.** A study of physical disabilities and their relationship to vocational counseling and rehabilitation.

527. **Couples Therapy.** An in-depth study of the methods and strategies of the major models of couple's therapy.

528. **Group Counseling.** Application of group techniques and processes in counseling. Prerequisites: Completion of Tier I courses.

529. **Child and Adolescent Therapy.** Specialized training in the techniques and strategies in child and adolescent therapy.

531. **Theories of Counseling.** A survey of selected counseling theories.

533. **Counseling Skills and Techniques.** Application of individual counseling skills to build client rapport and move clients toward change. Prerequisites: COU 520, 531 and permission of instructor. (Grade of B or better to continue in program. May repeat one time).

534. **School Counseling Programs.** An in-depth study on the role and responsibilities of the professional school counselor will be provided. The course is designed to provide students with practical experience in needs assessment, program development and implementation, and program evaluation. Students will understand the role of the school counselor as an educational leader and advocate for social justice in the school setting.

535. **Multicultural Counseling.** Counseling culturally different clients.

538. **Advanced Group Techniques.** Participation as client and therapist in the application of group counseling techniques. Prerequisite: COU 528.

539. **Community and Agency Counseling.** A foundational course in theoretical and applied information on community counseling services that includes a variety of delivery systems, staffing procedures, emergency services, treatment paradigms and collaboration among mental health professionals. Prerequisites: COU 520, 531.

540. **Special Studies in Counseling.** A study of current topics in counseling. May be repeated for credit when topic changes.

541. **Seminar in Research.** A survey of research methods in rehabilitation counseling and vocational rehabilitation. Emphasis will be placed on knowledge, skills, values, and ethics in rehabilitation counseling and the research relevant to current issues.

542. **Psychosocial Aspects of Counseling.** Reviews the psychological and social aspects of individuals and family response to disability and chronic illness, including findings of research on the adjustment process and on the relationship of psycho physiological and social variables to the acquisition and maintenance of health and illness/disability.

590. **Supervision of School Counselors.** An in-depth study on the role and responsibilities of the professional school counselor will be provided. The course is designed to provide students with practical experience in needs assessment, program development and implementation, and program evaluation. Students will understand the role of the school counselor as an educational leader and advocate for social justice in the school setting.

591. **Mental Health Counseling.** Biopsychosocial framework for the study of mental health and mental disorders. Client conceptualization, assessment and treatment planning. Prerequisites: Completion of Tier I courses.

592. **Rehabilitation of the Severely Disabled.** An in-depth study of the process of rehabilitation with special emphasis on the case management and service provision to individuals with severe and multiple disabilities.

593. **Pre-Practicum.** Participation in critiquing interviewing/counseling skills and supervising skill development.

594. **Practicum in Counseling.** One hour individual instruction, One and a half hour

group supervision and 16 hours lab are required per week. Prerequisite: Completion of Tier I courses and COU 591 and admission to candidacy and program approval. Course 528 can be taken concurrently with practicum. May be repeated once for an additional three hours credit.

595. **Internship in Counseling.** Six hours credit. A post practicum field placement requiring a minimum of 600 clock hours of supervised counseling experience. Placements may include such settings as rehabilitation centers, schools and community agencies. (Pass-Fail) Prerequisites: COU 594 and program approval.

543. **The Contemporary College Student.** This course examines major bodies of theory related to college student development and the contexts in which that development occurs. The course entails course readings, participation in a variety of formats during class sessions, essay writing, conducting a literature review, a group project, and goal setting/reflection.

544. **Student Affairs Legal Org/Practice.**
History, philosophy, purpose and functions of student affairs in varied higher education settings. Student affairs services, issues, problems, and models for designing, implementing, managing, and evaluating student affairs programs.

545. **Leadership and Administration in Student Affairs.**
An introduction to student affairs practice in higher education. The course will examine the historical, philosophical, and theoretical roots of the profession as well as the nature of the work student affairs professionals perform, the skills and competencies underlying the work of student affairs and the professional standards of the profession.

581. **Interviewing and Helping Skills. T**his course will teach you the art of interacting with people both verbally and non-verbally. The skills learned in class can help not only in student affairs but in your personal communication with friends. Emphasis will be placed on the understanding of the principles of interviewing and on the demonstrated application of these skills by the student.

596. **Practicum in Student Affairs and Higher Education**.
This practicum course provides on-site professional learning experiences in an identified student affairs office on campus. The practicum combines weekly responsibilities under the leadership of a site supervisor, and weekly assignments and discussion with the professor

Courses in Education Psychology (EPS)

*Unless otherwise indicated, courses are three semester hours credit.

502. **Applied Behavior Analysis.** Functional assessment and data-based treatment for students with disabilities. Prerequisite: EPS 560.

544. **Individual Academic Assessment.** The administration and interpretation of tests

designed to measure achievement, adaptive and maladaptive behavior, and social/emotional behavior for use in educational planning and interventions with disabled students.

545. **Individual Intelligence Testing.** The administration and interpretation of intelligence tests, report writing, selection and interpretation of assessment batteries including measures of social/emotional behavior. Prerequisite: EPS 559.

550. **Research Methods.** Advanced study of research procedures.

555. **Practicum In Diagnostic Evaluation.** Supervised experience in administration and interpretation of various psycho-educational instruments resulting in written diagnostic evaluation reports or supervised practicum experience providing instruction to children with disabilities. Prerequisites: EPS 545 and consent of instructor.

559. **Tests and Measurement.** An in-depth look at the characteristics, use, administration and interpretation of educational, vocational and psychological tests. Emphasis is placed on determining reliability and validity of tests.

560. **Learning and Cognitive Development.** Learning and Cognitive Development: Study of the basic processes of learning that determine student learning and cognition with emphasis on applications to the instruction or treatment of students with disabilities.

561. **Social Basis of Behavior.** Seminar of the effects of the social environment including culture on individual behavior.

563. **Individual Case Consultation.** Techniques of individual case consultation in school psychology. Includes consultation with parents, teachers, administrators and other mental health or educational professionals.

565. **School Psychology.** Advanced study of consultation, assessments and intervention strategies in the school system. Preparation for National Certification as a school psychologist.

575. **Advanced Graduate Studies.** Independent instruction. May be repeated under different topics:

a. Educational psychology topics
b. Counseling topics
c. Special education topics
d. Speech pathology topics

580. **Human Neuroscience.** Structure and function of the human nervous system, including an introduction to issues of development and neural dysfunction that can interfere with behavior.

585. **Advanced Human Growth and Development.** A study of current research related to emotional, social and mental development.

589* **Thesis Research.** Individual study. Prerequisites: 12 semester hours graduate

education and permission of major professor.

590*. **Thesis Writing.** Individual study. Prerequisites: 589 and permission of major professor.

595. **Internship.** A post-practicum field placement requiring supervised exposure to best practices in school settings.

*A student must register for 589 and/or 590 each semester or summer session until the thesis is completed. However, a student may not register the first time for 590 until the thesis prospectus has been approved.

Courses in Special Education (SPE)

*Unless otherwise indicated, courses are three semester hours credit.

500. **Clinical Practicum in Orientation and Mobility.** Six semester hours, two hours lecture and 10 hours laboratory per week. Provides the student with the opportunity to study and practice the skills and concepts needed by disabled individuals to safely travel in all environments.

503. **Special Education for the Classroom Teacher.** One hour seminar focusing on the special education student in the regular education classroom, especially the role of the classroom teacher in the education of the child with disabilities.

515. **Programs and Services for Individuals with Visual Impairment.** An overview of the field of visual impairment. Topics covered include the history of the development of educational and rehabilitation programs, legal definitions and requirements, and a brief examination of the agencies and resources that are available to support individuals with visual impairment.

516. **The Eye, Its Function and Health.** The structure, function and possible pathologies of the eye. Social, vocational and educational implications of visual problems together with skills in communicating with medical rehabilitation specialists.

517. **Communication Skills for Persons with Visual Impairment (Braille).** Students are taught to transcribe and read contracted literary Braille and Nemeth code. They also are taught to use the slate and stylus. The course culminates with the administration of the Braille Proficiency Test that must be successfully completed in order to receive a bar code for the TExES Braille exam.

518. **Orientation and Mobility Skills and Concepts.** Development of sighted children versus children with visual impairment is considered. Body imagery, concept development, spatial awareness and mobility are considered. Body imagery, concept development, spatial awareness and mobilty are emphasized.

519. **Low Vision.** Visual assessment and intervention methods for persons with low vision.

520. **Teaching Literacy Skills for Students with Visual Impairments.** This class examines important areas related to the development of literacy for students with visual impairments. Topics including pre-Braille skills, teaching Braille to students who also use print as one of their literacy tools, and literacy skills as they relate to students who have multiple impairments.

521. **Teaching the Expanded Core Curriculum to Students with Visual Impairments.** The expanded core curriculum includes areas such as self care, cooking, home management, vocational awareness, social skills, and recreation and leisure skills. This class provides an opportunity to delve deeper into the importance of the expanded core curriculum and how it should be taught. Prerequisite: Certification as a TVI or COMS, or instructor approval.

532. **Educational Appraisal of Exceptional Children.** Fundamental concepts in measurement with emphasis upon the utility of various test and assessment procedures.

539. **Principles of Behavior.** Management for classroom and community use with students with disabilities.

551. **Working with Academic Students Who Have Visual Impairments.** Resource materials, curriculum adaptations, equipment, current theories and techniques for teaching students who are blind and visually impaired. Prerequisitie: SPE 516.

552 . **Instructional Strategies for Individuals with Visual and Multiple Impairments.** This course is designed to provide the student with knowledge and skills needed to work with persons who have multiple impairments in addition to visual impairments. Topics include disabilities other than visual impairment, specific strategies for assessing and planning instruction for persons with multiple impairments, and working with families. Prerequisite: SPE 516.

553. **Technology for Persons with Visual Impairment.**
Since technology in this field is changing so rapidly, it is not the objective of this course to teach the use of specific computer systems. Rather, it is aimed to give the student an understanding of the foundational principles of adaptive technology and of the operating and use principles for broad areas of equipment (e.g. screen readers). Prerequisite: Endorsement as a teacher of students with visual impairments or COMS, or instructor approval.

556. **Infancy and Early Childhood for Individuals with Visual Impairment.**
This class provides an in-depth examination of how learning takes place during the first five years of life of persons with visual and visual/multiple impairments. It also provides students with vital information about educational programming and intervention strategies that apply to these children. Prerequisite: SPE 516.

558. **Practicum in Special Education.** The practicum experience enables the student to apply academic learning experiences and to integrate the academic and practical

aspects of his/her preparation program. Permission of adviser is required.

560. **Children with Behavioral Disorders.** The etiology, characteristics and remediation of behavior disorders in children.

561. **Medical and Educational Aspects of Sensory and Motor Disabilities.** The development of basic sensory discrimination and perceptual processes and abnormalities manifested by exceptional children. Prerequisite: SPE 567.

562 . **Instructional Strategies for Exceptional Learners.** Methods of evaluation and remediation of sensory and perceptual deficiencies. Prerequisite: SPE 567.

564 . **Early Childhood Special Education.** A comprehensive overview of the field including medical aspects of serving young children with disabilities, methods, technology, transition, and interagency coordination. Prerequisite: SPE 329 or 567.

565. **Educational Programming for Students with Autism.** Etiology, research, characteristics, and program components related to children and youth with autism. Traditional and current causation will be discussed with subsequent implications drawn for providing appropriate educational interventions.

567. **Trends in Educating Exceptional Children.** An advanced survey course. Emphasis on current research.

568. **Seminar in Special Education.** Problems in special education, current research, implications for teaching. Prerequisite: SPE 567.

570. **Special Studies in Special Education.** A study of current topics in special education. May be repeated for credit when topic changes (a) Gifted and Talented (b) Early Childhood Intervention (c) Multi-handicapped (d) Vocational Adjustment (e) Visually impaired. Prerequisite: 12 semester hours in special education.

571. **The Educational Diagnostician.** The roles and responsibilities of the educational diagnostician.

593. **Intermediate Practicum in Orientation and Mobility.** Two hour seminar and five hours of lab per week. Practicum experience teaching orientation and mobility to individuals with a visual impairment under the supervision of the practicum supervisor. Prerequisite: SPE 500.

594. **Advanced Clinical Practicum in Orientation and Mobility.** Two hours seminar and five hours lab per week. Supervised practicum experience requiring a minimum of 60 hours of teaching orientation and mobility to individuals with a visual impairment.

595. **Practicum in Orientation and Mobility.** Three to 12 hours credit. Supervised practicum experience requiring a minimum of 350 hours teaching orientation and mobility to individuals with a visual disability. Prerequisites: SPE 500, 593, 594 and permission of instructor.

Courses in Speech-Language Pathology (SPH)

*Unless otherwise indicated, courses are three semester hours credit.

500. **Aphasia.** Language and communication disorders due to neuropathic deficits. Prerequisites: Graduate standing or consent of instructor and SPH 480.

501. **Phonological Disorders.** Advanced study of etiologies, symptomatology, evaluation and remediation of phonological disorders. Prerequisites: 12 semester hours of speech language pathology and audiology.

502. **Fluency Disorders.** Advanced study of the nature, etiology, evaluation and remediation of stuttering. Prerequisites: 12 semester hours of speech-language pathology and audiology.

503. **Language Disorders in Children.** Study of the nature, etiology and remediation of language disorders in children. Prerequisites: 12 semester hours of speech language pathology and audiology or consent of instructor.

505. **Augmentative and Alternative Communication.** Study of the patient populations for whom augmentative or alternative communication modalities are needed for successful communication of daily wants and needs, underlying etiologies, symptomalogy, evaluation and therapeutic interventions, including overview and experience with both low-technology and high-technology devices and how to determine when/how these should best be used.

504. **Clinical Practicum: Speech Language Pathology.** Three semester hours, one hour lecture and six hours lab per week. May be repeated for additional credit. Prerequisites: GPA of at least 3.0 in major courses and approval of screening committee; 25 observation hours.

506. **Dysphagia.** Study of the nature, etiology, evaluation and treatment of swallowing disorders. Prerequisites: SPH 233 and graduate standing.

507. **Speech Science.** Physical bases and processes of the production and perception of speech, language and hearing. Prerequisite: SPH 210 and 233.

508. **Neuropathologies of Speech.** Etiology, symptomatology, assessment (including instrumentation), processes involved in arriving at a differential diagnosis, and therapeutic intervention for the dysarthrias and apraxias of speech associated with acquired or progressive neurogenic disorders and diseases. Prerequisites: Completion of all leveling courses (as applicable).

509. **Seminar: Research In Speech Language Pathology.** Advanced study of research techniques in speech language pathology. Includes evaluation and analysis of research methodologies and experimental designs. Prerequisites: 12 semester hours of speech

language pathology and audiology and EPS 550.

510. **Special Studies In Speech Language Pathology and Audiology.** A study of current topics in speech language pathology and audiology. May be repeated when topic changes. Prerequisites: 12 semester hours of speech language pathology and audiology or consent of instructor.

511. **Advanced Audiology.** Advanced study of audiology, including instrumentation, administration and interpretation of screening audiometry. Includes study of prevalent types of hearing disorders in children and adults. Prerequisites: 12 semester hours of speech language pathology and audiology or consent of instructor.

512. **Cleft Palate and Voice Disorders.** Advanced study of etiologies, symptomatology, evaluation (including instrumentation), processes involved in arriving at a differential diagnosis, and therapuetic interventions for problems associated with voice disorders and craniofacial anomalies. Prerequisites: Completion of all leveling courses (as applicable).

514. **Communication Disorders in Multicultural Populations.** Nature and treatment of communication disorders in culturally and linguistically diverse populations. Prerequisite: 12 semester hours of speech language pathology and audiology or consent of instructor.

Doctorate of Philosophy in School & Behavioral Psychology

This doctoral program has a special emphasis on applied single subject and large-group research methodology, behavior analysis, functional assessment, consultation, intervention, child and family services, and statistical applications and software development. Students in the doctoral program will be prepared to become licensed doctoral-level professional psychologists who can work effectively with children and families. In addition, students will be employed as educators, researchers, and/or practitioners in public schools and higher education as well as professional psychologists in community mental health facilities and hospital/medical settings.

Current professional standards require graduations from a six-year degree program. The School & Behavioral Psychology doctoral program at SFA is fully approved by the Texas Higher Education Coordinating Board. The program has been developed to meet the standards set forth by the American Psychological Association (APA). Graduates are awarded the Doctorate of Philosophy degree in School Psychology and are eligible to take the National Certification School Psychology test and may apply for state testing and Texas state licensure as a Licensed Specialist in School Psychology (LSSP). Course work will prepare students for eligibility to take the doctoral certification test for The Board Certified Behavior Analyst national certification through the Behavior Analyst Certification Board.

All Ph.D. candidates must receive (or have) a Master's in School Psychology or closely related field. Admission to the Ph.D. program will take place when a student has completed all requirements for full admission to the Graduate School and the School & Behavioral Psychology Program.

Application Process

To the Graduate School

1. Application to the Graduate School
2. Official transcript(s)
3. Verbal and quantitative Graduate Record Examination (GRE)

To the Department

1. Graduate cumulative GPA of at least 3.5
2. Three letters of recommendation
3. Statement of professional goals
4. Interview conducted by the School Psychology Applicant Review Committee

Standards and Curriculum

Standards set forth by the National Association of School Psychologists (NASP) for the doctoral degree consist of a minimum of four years of full-time study (90 cumulative graduate semester hours) or the equivalent beyond the baccalaureate degree and a 1500-hour internship. The program shall culminate in institutional documentation. In accordance with the standards described by NASP, the School & Behavioral Psychology Program will ensure substantial preparation of all school psychology trainees in each of the following areas through courses, course content, or other appropriate means.

SFA School and Behavioral Psychology Doctoral Courses

MTH 525	Applied Nonparametric Statistics	3 hours
EPS 602	Advanced Applied Behavior Analysis	3 hours
EPS 623	Professional, Legal, & Ethical Issues in Psychology	3 hours
EPS 629	Child and Adolescent Therapy	3 hours
EPS 650	Advanced Research Methods	3 hours
EPS 651	Multivariate Statistics and Neural Network Data Analysis	3 hours
EPS 652	Single Case Research Methods	3 hours
EPS 653	Advanced Single Case Research Methods	3 hours
EPS 665	School Psychology	3 hours
EPS 666	Verbal Behavior and Cognition	3 hours
EPS 671	Severe Developmental Disablities and Autism	3 hours
EPS 675	Special Problems	3 hours
EPS 685	Child and Adolescent Psychology	3 hours
EPS 655	Practicum	9 hours
EPS 695	Internship	6 hours
EPS 699	Dissertation	9 hours

Plus 9 hours from the following electives:

EPS 667	Advanced Family Therapy	3 hours
EPS 668	Child and Family Assessment	3 hours
EPS 669	C# Computer Language for School Psychologists	3 hours
EPS 670	Advanced Child & Adolescent Therapy	3 hours
EPS 675	Advanced Special Problems	3 hours

Course Descriptions

*Unless otherwise indicated, courses are three semester hours credit.

MTH 525. **Applied Nonparametric Statistics.** An introduction to nonparametric analysis of the following: dichotomous data problems, one and two sample location problems, dispersion problems, and the one and two way layout. Nonparametric measures of association and basic nonparametric methods in regression.

EPS 602. **Advanced Applied Behavior Analysis.** Functional assessment and data-based treatment for students with disabilities. Special emphasis will be placed on derived stimulus relations. Prerequisite: EPS 502

EPS 623. **Professional, Legal, & Ethical Issues in Psychology.** Advanced study of professional, legal, and ethical issues relating to the practice of school psychology, behavior analysis and counseling.

EPS 629. **Child and Adolescent Therapy.** Specialized training in techniques and strategies utilized in child and adolescent therapy.

EPS 650. **Advanced Research Methods.** Advanced study of research topics, complex experimental designs, and statisitical methods.

EPS 651. **Multivariate Statistics and Neural Network Data Analysis.** Advanced study of multivariate statistical methods including discriminate analysis, repeated measures analysis, a priori, and ad-hoc procedures. Neural networking procedures will address non-linear data modeling and identifying complex patterns among diversified data types.

EPS 653. **Advanced Single Case Research Methods.** This course is an advanced study of the issues and procedures inherent to experimental methodology. The literature informing educational psychology consists of many philosophies and methods. However, scientific inquiry has rules, regardless of philosophy. In this course, students will study those rules, evaluate their use in contemporary literature, and apply them to their own interests.

EPS 655. **Practicum.** Supervised experience in the assessment and intervention of children and families.

EPS 665. **School Psychology.** Advanced study of scientific research-based consultation, assessment and intervention in the school system within the context of school reform.

EPS 665. **School Psychology.** Advanced study of consultation, assessments and intervention strategies in the school system. Preparation for National Certification as a school psychologist.

EPS 666. **Verbal Behavior and Cognition.** A functional/analytic account of elementary language relations and complex private cognitive behaviors and emotional events that include thinking, verbal psychopathologic processes, anxiety, rule formation, and perspective taking. Course concepts apply to educational, psychotherapeutic and social interventions.

EPS 667. **Advanced Family Therapy.** In-depth study of the methods and strategies used in working with families, based on relevant empirical research. Includes laboratory practice.

EPS 668. **Child and Family Assessment.** Review and practice of standard observational and self-report assessment methods for children and families. Includes laboratory practice.

EPS 669.C# **Computer Language for School Psychologists.** Computer programming focusing on experimental and psychological applications. Students will develop and deploy software systems using object-oriented programming in the Visual C# 2008 language.

EPS 670. **Advanced Child & Adolescent Therapy.** In-depth study of the methods and strategies used in working with children and adolescents, based on relevant empirical research. Includes laboratory practice.

EPS 671. **Severe Developmental Disabilities and Autism.** Etiology, research, characteristics, assessment, and program components related to children and youth with severe developmental disabilities and autism. Study of methods for designing and providing appropriate educational interventions.

EPS 675. **Advanced Special Problems.** Specialized topics instruction. In-depth analysis of selected developments in psychology. This course is offered to advanced students who wish to study individual problems in psychological, technological, neuological, social, or philosophical foundations of school psychology and/or counseling strategies under faculty guidance. May be repeated under different topics.

EPS 685. **Child and Adolescent Psychopathology.** Comprehensive overview of etiology, identification (e.g., diagnostic nomenclature, DSM), and interventions for the emotional and behavioral disorders of children and adolescents.

EPS 695. **Internship.** 6 semester hours. A post-practicum field placement requiring a minimum of 1500 to 2000 hours of supervised exposure to best practices in school setting.

EPS 690. **Dissertation.** Variable Credit.A doctoral dissertation is required for partial fulfillment of the degree. This reflects an original, scholarly contribution to the research literature relevant to school psychology and child and family issues. Students will work closely with the chair of their supervisory committee to formulate dissertation ideas. Students will register for this course a minimum of three times.

Department of Kinesiology and Health Science

Dr. DawnElla M. Rust, Interim Chair
Dr. Darrel Dean Kniss, Kinesiology MEd Graduate Program Coordinator
Dr. Linda Bobo, Athletic Training Graduate Program Coordinator
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Objectives of the Department

The Department of Kinesiology and Health Science offers programs of study leading to the Master of Education degree and the Master of Science degree. The purpose of the graduate programs are to improve the competency of physical activity professionals and to provide an educational and clinical background for the entry-level certified athletic trainer. It also is the conscious intent of the department to serve as a center for conducting research and for interpreting new professional developments in health science, kinesiology (physical education), and athletic training.

The entry level athletic training education program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

Kinesiology Graduate Program Requirements

Requirements for admission are the same as the general requirements for admission to the Graduate School, A 2.5 overall GPA or a 2.75 GPA in the last 60 hours of undergraduate study is required. Students wishing to pursue a Master's Degree in Kinesiology should have a bachelor's degree with a major or minor in kinesiology. Students with degrees in related fields may apply, but will be required to take leveling classes as determined by the Graduate Program Coordinator.

A major in kinesiology requires 30 semester hours in the thesis program and 36 semester hours , in the non-thesis program. Graduate students who intend to continue beyond the master's degree are encouraged to elect the thesis program. All students entering the graduate program must take a common 12-hour core with the option to select from two emphasis tracks (pedagogy and scientific foundations).

Kinesiology Master of Education

Core:

KIN 545	Current Trends and Issues in Physical Education and Recreation	3 hrs.
KIN 550	Introduction to Research in Health and Physical Education	3 hrs.
KIN 585	Research and Statistical Analysis in Health and Physical Education	3 hrs.
KIN 553	Physiology of Exercise	3 hrs.

Pedagogy Emphasis: Select 12 hours from the following courses.

KIN 511	Organization and Administration of Physical Education	3 hrs.
KIN 515	Adapted Physical Education	3 hrs.
KIN 520	Advanced Instructional Strategies in Physical Education	3 hrs.
KIN 525	Curriculum Construction in Physical Education	3 hrs.
KIN 562	Motor Learning	3 hrs.
KIN 563	Motor Development	3 hrs.

Scientific Emphasis: Select 12 hours from the following courses.

KIN 502	Special Studies	3 hrs.
KIN 540	Development of Nontraditional Fitness Programs	3 hrs.
KIN 560	Biomechanics	3 hrs.
KIN 562	Motor Learning	3 hrs.
KIN 563	Motor Development	3 hrs.
KIN 565	The Role of Sports in Society	3 hrs.
KIN 568	Sport Psychology	3 hrs.
KIN 569	Exercise Psychology	3 hrs.

Thesis Option

Students selecting the thesis option will complete the 12-hour core, a 12-hour emphasis

track, and KIN 589 Thesis Research and 590 Thesis Writing for a 30-hour program.

Non-Thesis Option

Students selecting the non-thesis option will complete the 12-hour core, a 12-hour emphasis track and 12 hours of approved electives, or a 12-hour minor for a 36-hour program.

In addition to the major program, the department also offers a minor program in kinesiology. The minor consists of nine to fifteen semester hours.

A final comprehensive examination is required of all master's degree candidates who are majoring in kinesiology. Students with minors in other departments will be subject to policies and regulations of those departments for a portion of their comprehensive examination. The examination may not be attempted more than two times. The second examination may not be scheduled during the same semester as the first examination.

Athletic Training Graduate Program Requirements (Master of Science)

The graduate athletic training education program (GATEP) is a highly competitive admissions program. Prospective graduate athletic training students must first be accepted to the Stephen F. Austin State University Graduate School before applicants will be considered for the review process for admittance to the GATEP. Neither acceptance to the Graduate School nor meeting the GATEP's criteria guarantees acceptance into the GATEP major. Ten students will be admitted per cohort, or admission year. Student not accepted are advised to remain in contact during the upcoming academic year,re-apply the following year or pursue the entry-level athletic training program. Downloadable documents can be found at: http://www.kin.sfasu.edu. Check the website for updates. Transfer students are not accepted in this program. Applications and requested materials are due February 1st of the calendar year.

Requirements for acceptance to the SFA graduate GATEP are as follows:

1.) Admittance to the SFA Graduate School
2.) A minimum of a 2.8 GPA (preferred) on all undergraduate work taken prior to receiving a bachelor's degree.
3.) ALL deficiency courses MUST be completed prior to starting classes in the athletic training program as per current program practices with a grade of C or better. Specific deficiencies include: Anatomy and Physiology I and II and Analysis of Movement (Kinesiology).
4) Completed application form.
5.) Completed medical history, physical examination by physician, TB skin test, and current tetanus immunization.
6.) Signed technical standards form with endorsed approval by physician.
7.) Copy of current first aid/ CPR/AED certification.
8.) Proof of student athletic training liability insurance with $1/$3 million coverage for two years.
9.) Application package is received by **February 1.**

Retention Requirements:

- Maintain a minimum GPA of 3.0 (overall), also required by the Graduate School.
- Obtain a grade of B or better in all athletic training course work, or course(s) must be retaken, which may result in delay of expected graduation date.
- Complete clinical hours requirements per academic semester with a minimum of 800 hours for the academic program.
- Must adhere to the NATA Code of Ethics.

- Ability to maintain technical standards.
- A major in athletic training requires 60 semester hours with a non-thesis design.

Core:

KIN 508	Emergency Responses	1 hr.
KIN 510	Medical Terminology	1 hr.
KIN 512	Protective Methods in Athletic Training	3 hrs.
KIN 521	Athletic Training Clinical I	2 hrs.
KIN 522	Athletic Training Clinical II	2 hrs.
KIN 530	Seminar in Athletic Training	3 hrs.
KIN 531	Therapeutic Modalities	3 hrs.
KIN 531L	Therapeutic Modalities Laboratory	1 hr.
KIN 532	Evaluation Techniques of the Lower Extremity	3 hrs.
KIN 532L	Evaluation Techniques of the Lower Extremity Lab.	1 hr.
KIN 533	Evaluation Techniques of the Upper Extremity	3 hrs.
KIN 533L	Evaluation Techniques of the Upper Extremity Lab.	
KIN 534	Management Strategies in Athletic Training	3 hrs.
KIN 536	Therapeutic Exercise	3 hrs.
KIN 536L	Therapeutic Exercise Laboratory	1 hr.
KIN 541	Athletic Training Clinical III	2 hrs.
KIN 542	Athletic Trainiing Clinical IV	2 hrs.
KIN 551:01	Athletic Training Cllinical V	2 hrs.
KIN 551:02	Athletic Training Cllinical	2 hrs.
KIN 554	Introduction to Athletic Training	3 hrs.
KIN 570	General Medical Conditions	3 hrs.
KIN 574	Advanced Athletic Training	3 hrs.

Other coursework:

KIN 550	Introduction to Research in Health and P.E.	3 hrs.
KIN 553	Physiology of Exercise	3 hrs.
KIN 560	Biomechanics	3 hrs.
KIN 585	Research and Statistical Analysis in Health and P.E.	3 hrs.

Research Facilities

The Exercise Physiology and Biomechanics Laboratories of the Department of Kinesiology and Health Science are used extensively as a learning center and for student research. Ample opportunities are provided for students to utilize the laboratory equipment and to solve research problems. A state-of-the-art computer laboratory is available for student use. The 4,500 square foot new SFA Sports Medicine Complex is an integral part of the graduate athletic training clinical experiences.

Graduate Assistantships

The department has a number of graduate assistantships available. For information and applications for graduate assistantships, contact the Chair of the Department.

Graduate Faculty

Regents Professor
Mel E. Finkenberg, Ed.D., University of Houston, Administration, Research

Professors
Ronnie G. Barra, Ed.D., Louisiana State University, Motor Learning, Sports Sociology
Stan Bobo, M.F.A., Florida State University, Dance
Sandra Cole, D.P.Ed., Indiana University, Biomechanics
Mike Moode, Ed.D., University of Southern California, Exercise Science
Elizabeth Rhodes, M.F.A., Mills College, Dance
DawnElla M. Rust, Ed.D., Oklahoma State University, Health Promotion

Associate Professors
Deborah Buswell, Ph. D., Texas Woman's University, Physical Education
Jeffery C. Gergley, Ed.D., University of Central Florida, Exercise Physiology

Assistant Professors
Kim Archer, Ed. D., University of Kansas, Health Education
Linda Stark Bobo, Ph.D., ATC, LAT, University of Southern Mississippi, Administration and Teaching
Stephanie Jevas, Ph.D., ATC, LAT, University of Houston, Sports Psychology
Eric Jones, Ph. D., University of Alabama, Exercise Physiology
Darrel Dean Kniss, Ph.D., University of Kansas, Health Education
Jay Thornton, Ed. D., Texas A & M University, Supervision, Curriculum, and Instruction-Higher Education

Courses in Kinesiology (KIN)

*Unless otherwise indicated, courses are three semester hours credit.

502. **Special Studies in Kinesiology.** A topics course. May be repeated for credit as topic changes. Prerequisite: 12 semester hours of kinesiology/physical education.

508. **Emergency Care.** (One credit hour). A two-week intensive course of bloodborne pathogen exposure and standard and advanced emergency care to meet recommended guidelines as stated by the NATA, OSHA and the NCAA. Can be repeated for a maximum of two credit hours. Prerequisite: Admittance to the athletic training major, or permission of instructor.

510. **Medical Terminology.** (One credit hour). Online course. Medical terminology used by health professionals. Prerequisite: Admittance to Graduate School.

511. **Organization and Administration of Health, Physical Education, Recreation and Dance Programs**. Prerequisite: 12 semester hours of kinesiology/physical education.

512 . **Protective Methods in Athletic Training.** Techniques for taping, wrapping and the application of supportive and protective equipment that is utilized in the prevention

and rehabilitation of the physically active. Prerequisite: Admittance to athletic training major, or permission of instructor.

515. **Adapted Physical Education.** Prerequisite: 12 semester hours of health science or kinesiology/physical education.

520. **Advanced Instructional Strategies in Physical Education**. Development and refinement of skills necessary to implement effective, progressive physical education programs.

521. **Athletic Training Clinical I.** (Two credit hours). Placement of entry-level athletic training student in the university clinical setting. Basic clinical skills using hands-on approach, application of competencies and proficiencies that are introduced in the didactic setting. Prerequisite: Admittance to athletic training major; must be concurrently taking KIN 512.

522. **Athletic Training Clinical II.** (Two credit hours). The design of this course is to place the entry-level athletic training student in a variety of work settings including but not limited to: college/university, high school, clinic/outreach. Prerequisite: Admittance to the athletic training major and KIN 521.

525. **Curriculum Construction in Physical Education.** Prerequisite: 12 semester hours of kinesiology/physical education.

530. **Seminar in Athletic Training.** Current trends and issues, competency review and professional development in athletic training. Prerequisite: Admittance to Athletic Training major.

531. **Therapeutic Modalities.** Theoretical principles of acute inflammatory response, wound healing, and clinical application of therapeutic modalities as used in the treatment and care for the physically active. Prerequisite: Admittance to athletic training major; must be concurrently enrolled in KIN 531L, or permission of instructor.

531L. **Therapeutic Modalities Laboratory.** (One credit hour). Laboratory accompanying KIN 531. Students will learn psychomotor skills through the performance of clinical application of therapeutic modalities as used for the treatment and care of the physically active. Prerequisite: Admittance to athletic training major; must be concurrently enrolled in KIN 531, or permission of instructor.

532. **Evaluation of Lower Extremity**. Study of the clinical evaluations involving bony and soft-tissue anatomy, signs and symptoms, and orthopaedic testing for lower extremity, pelvic and lumbar injuries and conditions commonly sustained by the physically active. Prerequisite: Admittance to athletic training major; must be concurrently enrolled in KIN 532L, or permission of instructor.

532L. **Evaluation Techniques of the Lower Extremity Laboratory**. (One semester hour). Laboratory accompanying KIN 532. Students will learn psychomotor skills through

the application process of systematic evaluation techniques for lower extremity, pelvic and lubar injuries sustained by the physically active. Prerequisite: Admittance to athletic training major; must be concurrently enrolled in KIN 532, or permission of instructor.

533. Evaluation Techniques of the Upper Extremity. Study of clinical evaluations involving bony and soft-tissue anatomy, signs and symptoms, and orthopaedic testing for upper extremity, cervical, thoracic, head and face, and abdominal injuries and conditions commonly sustained by the physically active. Prerequisite: Admittance to athletic training major; must be concurrently enrolled in KIN 533L, or permission of instructor.

533L. Evaluation Techniques of the Upper Extremity Laboratory. (One semester hour). Students will learn psychomotor skills through the application process of systematic evaluation techniques for upper extremity, cervical, thoracic, head and face, and abdominal injuries sustained by the physically active. Prerequisite: Admittance to athletic training major; must be concurrently enrolled in KIN 533, or permission of instructor.

534. Management Strategies in Athletic Training. Designed to introduce the athletic training student to management techniques, professional practice and health care administration that are encountered in athletic training. Prerequisite: Admittance to athletic training major.

536. Therapeutic Exercise. Theoretical principles and practical applications of techniques related to therapeutic exercises implemented with the non-surgical/surgical rehabilitation of the physically active. Prerequisite: Admittance to athletic training major; must be concurrently enrolled in KIN 536L, or permission of instructor.

536L. Therapeutic Exercise Laboratory. (One credit hour). Laboratory accompanying KIN 536. Students will learn phychomotor skills of the theoretical principles and practical applications of techniques related to therapeutic exercises implemented with the non-surgical/surgical rehabilitation of the physically active. Prerequisite: Admittance to athletic training major; must be concurrently enrolled in KIN 536, or permission of instructor.

538. Fuelling Sport Performance. Information on the inter-relationship between dietary practices and physical performance, essential nutrients, metabolism during activity, and specific problems experienced by athletes or highly active people. Competition standards, myths, supplements, ergogenic aids, and current interests.

540. Development of Nontraditional Fitness Programs. The organization and administration of nontraditional exercise programs in the community, worksite, or medical setting. Prerequisite: 12 semester hours of kinesiology/physical education.

541. Athletic Training Clinical III. (Two credit hours). The design of this course is to place the athletic training student in a variety of work settings including, but not limited to: college/university; high school; clinic/outreach. Prerequisite: Admittance

to athletic training major; KIN 522.

542. **Athletic Training Clinical IV** (Two credit hours). The design of this course it to allow the second year training student to experience the setting of a medical office. Completion of the assignment will be fulfilled during the summer semester. Prerequisite: Admittance to athletic training major; KIN 541.

545. **Current Trends and Issues In Physical Education and Recreation**. Prerequisite: 12 semester hours of kinesiology/physical education.

550. **Introduction to Research in Health and Physical Education.** Concepts and skills invloved in understanding and analyzing research in kinesiology and health science. The course should enhance the student's ability to locate, read, comprehend, and critiaclly analyze research.

551. **Athletic Training Clinical V** (Two credit hours). KIN 551:01 is designed specifically for the second year athletic training student to fulfill two seven-week rotations and to select a sport/ACI/CI assignment. Completion of KIN 551:02 will involve an assignment for the whole semester/season of the sport with the guidance of an approved clinical instructor (ACI) or clinical instructor (CI). May be repeated only once. Prerequisite: Admittance to athletic training major; KIN 542; approval of curriculum director.

553. **Physiology of Exercise.** Human physiological response to stress (exercise and environmental) and how physiological principles are applied to personal and professional lives.

554. **Introduction to Athletic Training**. Introduction to the profession of athletic training. Overview of common techniques and principles of recognition, evaluation, prevention, and care for the physically active. Prerequisite: Admittance to athletic training major, or permission of instructor.

560. **Biomechanics.** Assists student in acquiring in-depth understanding of mechanical principles that influence human movement and acquiring knowledge and skills necessary to be able to scientifically analyze human movement using different methods of analysis.

562. **Motor Learning.** Assists student in acquiring knowledge and skills necessary for successfully teaching motor skills and enhancing improvement.

563. **Motor Development.** Knowledge base in the study of changes in motor behavior across the lifespan, the processes that underlie those changes, and factors that affect them.

565. **The Role of Sports In Society.** Examination of institutionalized sports from a sociological perspective. Sociological theories are utilized to understand the significance of sport as a social instution.

568. **Sport Psychology.** Techniques for developing and refining psychological skills to enhance performance and personal growth.

569. **Exercise Psychology**. Study of the brain and behavior in physical activity and exercise settings. Biological foundations of exercise psychology within the broader contexts of cognitive, social, and environmental influences. Prerequisites: KIN 553.

570. **General Medical Conditions.** Specialized course for general medical conditions designed for the entry-level athletic training student with presentations made by various health professional specialists focusing on pathology and pharmacology. Prerequisites: Admittance to athletic training major; KIN 554.

574. **Advanced Athletic Training.** Advanced knowledge and skills specific to a greater understanding of techniques and principles of recognition, evaluation, prevention, and care for the physically active. Prerequisite: Admittance to athletic training major; KIN 554.

575. **Advanced Graduate Studies.** May be repeated under different topics; for a maximum of eight hours.

577. **Advanced Methods and Techniques In Athletic Coaching.** Prerequisites: Coaching experience or 12 semester hours of kinesiology/physical education.

581. **Problems In Teaching College (Kinesiology): Internship.** Four to six hours laboratory per week. Supervised teaching, classroom visitation and consultation with graduate assistants concerning teaching, grading, advising and related matters. Graduate assistants required to take the course each of their first two semesters. May be required in addition to basic requirements for the degree. (May be Pass-Fail grading.) May be repeated for credit. Prerequisite: 18 semester hours of kinesiology/physical education.

585. **Research and Statistical Analysis in Health and Physical Education**. Common statistical analysis procedures and experience in interpretation, discussion, and presentation of research results. Prerequesite: KIN 550

589* **Thesis Research.** Research necessary to initiate thesis project. Includes preliminary drafts of thesis. Grade withheld until completion of thesis.

590* **Thesis Writing.** Completing of thesis and submitting final draft to departmental committee and graduate dean. Prerequisite: Kinesiology/physical education 589.

*A student must register for 589 and/or 590 each semester or summer session until the thesis is completed. However, a student may not register the first time for 590 until the thesis proposal has been approved.

Department of Secondary Education and Educational Leadership

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Pauline Sampson, Coordinator, Educational Leadership Program, Superintendent-404F

Objectives of the Department

The Department of Secondary Education and Educational Leadership offers graduate programs and courses to broaden professional competencies in educational leadership. Specific programs are offered for the professional preparation of school teachers, school administrators, and higher education faculty and administrators. Professional certification programs are outlined in the preceding section on Professional Certificates.

Admission Requirements

To be accepted in the Department of Secondary Education and Educational Leadership as a major or a minor or for professional certificate work only, a student must meet the admission requirements of the Graduate School as outlined elsewhere in the bulletin and meet the department and program admission requirements. A major must have a background of at least 18 semester hours in approved courses in education and the approval of the graduate advisor, departmental graduate program committee, and department chair. In each case, the undergraduate background must be appropriate to the graduate program pursued.

In the case of the principal preparation degree and/or certification program and the superintendent certification program, admission will be determined at the department level upon receipt and assessment of appropriate documents from the applicant and Graduate School.

In the case of the doctoral program, admission will be determined at the department level upon receipt and assessment of appropriate documents from the applicant and Graduate School.

I. Educational Leadership

Doctor of Education Degree

The Doctor of Educational Leadership program is an advanced study in a cohort setting with emphasis on the educational leader as a scholar-practitioner. Students interested in the doctoral program must have successfully completed a master's degree in educational leadership,

higher education, or a related field course work, and must complete all application documents and requirements of the department and Graduate School guidelines.

Program Emphasis

I. Educational Leadership Doctoral Degree in Educational Leadership

The Doctor of Education with emphasis in educational leadership is a terminal degree offered by the Department of Secondary Education and Educational Leadership in the College of Education. The purpose is to provide advanced preparation in educational leadership and a specific focus on the leader as a scholar-practitioner. It is specifically designed to prepare scholar-practitioners in advanced leadership, with courses in leadership theory and practice; educational research; ethics and philosophy; organizational, system, and human dynamics; and synthesis applied to public school leadership. As indicated below, the Doctor of Education in leadership builds on a master's degree and thus has admission and degree requirements from lower-level graduate degrees. A higher education cognate or superintendent certification can be completed as part of the degree.

Admission Requirements

Admission to the Doctor of Education with emphasis in educational leadership degree program is determined by the Doctoral Faculty Council within the Department of Secondary Education and Educational Leadership and the Graduate School. To apply, an applicant should:

- obtain application forms from the Department of Secondary Education and Educational Leadership;
- obtain application forms from the Graduate School;
- fill out the forms and complete all required application materials and fees and append to them the necessary undergraduate and graduate degree transcripts, as well as scores of the General Test of the Graduate Record Examination (GRE); and
- return all forms and credentials respectively to the Department of Secondary Education and Educational Leadership and the Graduate School. A letter of application indicating academic and professional interests should be sent directly to the doctoral program coordinator in the Department of Secondary Education and Educational Leadership. A list of references should be included with the letter of application as outlined in the application forms. To be considered for admission to the Doctor of Education with emphasis in educational leadership degree program, an applicant must:
- hold a master's degree in a related field of study from an accredited graduate college or university;
- have completed 18 hours of graduate course work in educational leadership or a related field from an accredited graduate college or university;.
- demonstrate the capacity and capability with at least a 3.5 (4.0 scale) average of course work completed for the master's degree;
- successfully have completed within the last 10 years a composite score in the range of 1000 on the Verbal and Quantitative sections of the GRE;
- have completed a professional leadership profile as outlined in the application forms;
- have successfully delivered a professional presentation to the Doctoral Faculty Council as part of the application process;
- have successfully participated in an interview process conducted by members of the

Doctoral Faculty Council; and
- be admitted to the degree program by the Doctoral Faculty Council.

An applicant from a foreign country must meet the same requirements for admission as a student from the United States. If any applicant's primary language is not English, the applicant must meet any requirements set forth by the Doctoral Faculty Council and/or present satisfactory scores on the Test of English as a Foreign Language (TOEFL) as required.

An applicant for admission to a doctoral program must submit all the required application forms and credentials and be admitted prior to taking core course work in the program.

Doctoral Research Committee

After admission to the Doctor of Education with emphasis in educational leadership degree program, and within the first year of study, the doctoral program coordinator will meet with the Doctoral Faculty Council to determine assignment of the individual student's doctoral advisor who will be a member of the Doctoral Faculty Council. The doctoral program coordinator and the Doctoral Faculty Council will formally review each student's progress a minimum of two times: at the completion of the first year and at the completion of the second year of study. At these times, the doctoral program coordinator and Doctoral Faculty Council will determine the readiness of each student for moving forward in the program. Following the second year, and upon a successful review as determined by the Doctoral Faculty Council, the student will select a dissertation chair.

Upon appointment of the dissertation committee chair, each student will meet with his/her respective chair and begin selection of the dissertation research committee members. The committee will consist of a maximum of five members with no fewer than two members of the Doctoral Faculty Council selected who are representative of the student's several fields of study and research. One member of the committee must be from outside the Department of Secondary Education and qualify for graduate faculty status. Throughout the student's program, the committee as a whole and the individual committee members are responsible for advising the student and initiating all academic actions concerning the student. The dissertation research committee will function as a formal research team, guiding the design, development and implementation of the student's dissertation research study. The committee as a whole and individually will facilitate the student in each step of the dissertation research process. The dissertation committee chair, who will hold primary supervisory responsibility for the student's research and dissertation, and the Final Dissertation Defense, will work in concert with all members of the committee to affect successful completion of all elements of the student's program, research and dissertation. The student, with approval of the dissertation committee chair, will be responsible for completing all forms related to the doctoral program and required by the department, college and university. The student, under the supervision of the dissertation committee chair, will meet all requirements for proposing her/his research to the Institutional Review Board (IRB) for review and approval prior to implementation of the research.

Degree Requirements

Complete information concerning the requirements for the Doctor of Education with emphasis in educational leadership may be secured from the chair of the Department of Secondary Education and Educational Leadership or the Graduate School. A summary of the basic requirements follows.

Cohort Membership

The degree program is offered as a cohort design, which precludes self-selection into any required course related to the program of study. All students granted admission to the degree program will be members of a cohort and must complete all course work as a member of the cohort for which they were admitted in the related academic year of admission. In the event of withdrawal from the cohort program by the student, and upon election by the student to seek re-entry to the program, a student will provide a written request to meet with the Doctoral Faculty Council for review and consideration of request for continuance in the degree program.

Courses

Beyond the master's degree, a student must complete a total of at least 66 semester hours of graduate course work. This will include work in leadership, research, philosophy and ethics, policy and politics, change theory, cultural and societal issues, field-oriented internship, and dissertation research. The student will successfully complete two courses in synthesis seminar (Synthesis Seminar I and II) designed to integrate, synthesize and evaluate the major concepts encountered in the course work completed preceding each seminar. The student must demonstrate her/his successful completion of course work as a scholar-practitioner leader, as assessed jointly by the student and the Doctoral Faculty Council through a portfolio assessment process.

Additionally, the student must present a dissertation that demonstrates an approved research study in educational leadership or a related area of educational study. The scope and breadth of the program originates from an emphasis on the leader as a scholar-practitioner.

English Proficiency

A candidate for the Doctor of Education with emphasis in educational leadership degree must demonstrate an acceptable level of verbal and written proficiency with the English language to the satisfaction of the dissertation research committee and Doctoral Faculty Council. Included in this requirement is the criteria that each candidate must satisfy the requirements of scholarly writing as determined by the assessment of the student's portfolio. In the case of a student (either international or from within the United States) failing to meet the requirements for spoken and written English and scholarly writing, the Doctoral Faculty Council will determine a course of action that may include a separate course in English as a second language, writing and/or successful completion of the TOEFL examination prior to advancing to candidacy for the Doctor of Education degree.

Synthesis of Leadership Knowledge

Prior to advancement toward and admission to candidacy, the student formally presents her/his portfolio during Synthesis Seminar I and II for review by the cohort members and assessment by the Doctoral Faculty Council. The student must demonstrate competence in successful completion of both Synthesis Seminar I and II, determined by the Doctoral Faculty Council, as a critical point of consideration for admission to candidacy. In each case, the student's work in the synthesis seminars will be evaluated at the end of each seminar. Subsequent to completion of each synthesis seminar, the Doctoral Faculty Council will review each student's overall progress in the program and make a determination on advancement in the program. The student's portfolio will be a consideration point in this review. In the case of concern on the part of the Doctoral Faculty Council related to a student's progress, the council

will meet and determine an appropriate action as related to the student's case.

Portfolio

The portfolio will constitute the formal assessment process for determining a student's eligibility to move to candidacy. At intervals determined by the Doctoral Faculty Council, the student will present her/his portfolio for review as a work in progress and to demonstrate successful progress in the student's preparation as a scholar-practitioner leader. Prior to admission to candidacy, the student must present her/his completed leadership portfolio for review by the Doctoral Faculty Council. Evidence of the student's scholarship, research and inquiry skills, academic accomplishments, and growth as a scholar-practitioner leader will be included in the portfolio. Each portfolio will contain both student-selected and faculty-selected items with the primary emphasis placed on the student for self-selecting the evidence to be reviewed in support of her/his continuation in the degree program and admission to candidacy for the Doctor of Education with emphasis in educational leadership degree.

Residency Requirement

The residency requirement is assurance that the student has opportunities to benefit from the advantage of a university environment and is directly related to a student being an active member of the cohort program. The residency will build within the structure of the cohort program and affords opportunity for students to share in common experiences and develop as members of a professional learning community. The residency requirement is completion of two consecutive semesters of nine semester hours each.

Internship

Field studies and internships are integral components of the program. Each student will be required to successfully complete two internship experiences. Each internship experience will be a field-oriented experience related to policy studies, practical inquiry and authentic activities related to educational leadership. The student, and her/his doctoral advisor, will work together in the design of each internship experience. The internship experience will be linked to the doctoral studies curriculum and the student's professional goals. At such time when it is appropriate, the doctoral advisor and doctoral student will contact the field-based entity who will host the interning doctoral student and establish necessary linkages to support the internship. At no time will the student make arrangement for an internship experience prior to the doctoral advisor's approval.

The doctoral program coordinator and the Doctoral Faculty Council will review procedures and requirements for the internship experiences, and the doctoral advisor will have primary responsibility for final approval of the internship experience. The internship proposal will be submitted to the Doctoral Program Coordinator for review. Students must complete two internships in a field-oriented setting prior to admission to candidacy.

Time Limit

At the time of the student's admission to candidacy, all completed course work included in her/his degree program must have been taken within the sequence of courses of the core. If the degree is not completed within three years after her/his admission to candidacy, the candidate's work is subject each semester thereafter to a review by the Dissertation Research Committee and/or Doctoral Faculty Council, at which time a recommendation will be made concerning any new requirements adopted in the interim, additional course work, or termination of

candidacy. Recommendations of the Doctoral Research Committee and/or Doctoral Faculty Council are forwarded through the Dean of the College of Education to the Dean of Graduate School.

Interim Examinations

The Doctoral Faculty Council and the Doctoral Research Committee retains the discretionary right to administer interim, cumulative, or other types of examination at any time during the degree program.

Admission to Candidacy

After the student has successfully completed all required course work filed with the dean of the College of Education, a formal review of her/his leadership portfolio by the Doctoral Faculty Council, a dissertation proposal approved by her/his Dissertation Research Committee, and the Dissertation Research Committee has formally recommended her/him for admission to candidacy, the Dean of Graduate School will notify the student of her/his admission to candidacy for the Doctor of Education with emphasis in educational leadership degree. Grades of WH present specific consequences for doctoral program students. The grade of WH could delay or deny the student acceptance to candidacy since completion of all course work is a requirement for such advancement. The student must have been admitted to candidacy at least one semester before her/his degree is conferred.

Dissertation and Final Defense

Required of every candidate for the Doctor of Education with emphasis in educational leadership degree, the dissertation is a significant contribution of research which reflects the beliefs undergirding the degree program of the leader as scholar-practitioner, responsible and disciplined inquiry in the candidate's major area of study, and an authentic contribution to scholarship. The minimum number of dissertation hours is 12. The format of the dissertation must be acceptable to the Doctoral Faculty Council and the Graduate School. A dissertation guide will be provided in the required, proposal writing course.

While enrolled in a dissertation course, the student will defend the Dissertation Proposal and apply for candidacy. The student must have been admitted to candidacy at least one semester before the degree is conferred. No student shall be admitted to candidacy for the degree until such time that her/his research proposal has been approved by her/his Dissertation Research Committee and/or the Doctoral Faculty Council, and her/his research proposal for the dissertation submitted to theDean of Graduate School for final approval.

By the date indicated in the current Graduate Bulletin, the candidate must submit to the Graduate School:

1. Five copies of the dissertation in final form, incorporating all suggestions and corrections approved by the candidate's Dissertation Research Committee. At this point, each copy of the dissertation must contain an abstract not exceeding 350 words and a vita page. (Note that two additional copies of the abstract and of the title page must be submitted with the dissertation for microfilming purposes.) Until the candidate has passed the Final Dissertation Defense, the dissertation remains unsigned and is not approved.
2. A completed Application for Dissertation Defense. The Application for Dissertation Defense schedules the Final Dissertation Defense and should be submitted at least two

weeks before the proposed date for the defense. Normally the defense is conducted during the regular class days in the fall, spring, or summer semester.

3. Receipt for payment of fees to the university library for binding, shipping and microfilm reproduction. Dissertations, filmed in cooperation with University Microfilms, may be copyrighted by completing a special form available in the university library and paying the appropriate fee. Publication by microfilm does not preclude subsequent publication of the dissertation or any of its parts. With the written recommendation of the supervising professor, the Dean of Graduate School may agree to delay publication by microfilm for one year to protect patent or other rights.

By the date set each semester by the Graduate Office as the deadline for defense, the candidate for the Doctor of Education with emphasis in educational leadership degree must pass the Final Dissertation Defense, conducted by the student's Dissertation Defense Committee. This defense must not be scheduled until after each committee member has had sufficient time, as determined by the committee, to examine the dissertation. The Final Dissertation Defense will be limited to the research area of study for which the student has completed his/her research and to the dissertation document submitted for defense. After the Final Dissertation Defense, the Dissertation Defense Committee will complete the Report of the Dissertation Defense.

If the candidate has passed the Final Dissertation Defense, the five copies of the dissertation signed by the committee will be presented with the Report of the Final Dissertation Defense to the Dean of Graduate School. The Report of the Final Dissertation Defense when signed by the Dissertation Defense Committee is the committee's guarantee that the candidate has completed the work assigned by the committee; passed all examinations, defenses, reviews and assessments required by the department, including portfolio review; completed a dissertation that is a significant contribution of research that reflects the undergirding foundation of the leader as scholar-practitioner; and submitted for publication in Dissertation Abstracts an abstract approved by the committee.

Transfer of Credit on Doctor of Education With Emphasis in Educational Leadership Degree

The degree program requires that each student enter the program with a completed master's, and that each student must complete 66 hours of advanced graduate course work. Transfer from another university of six hours for doctoral elective credit as approved by the doctoral coordinator is available to the student. In all matters pertaining to the degree program, the Doctoral Faculty Council will review individual student cases in accordance with the program and Graduate School policy and procedures. Twelve hours of approved credit of courses required for superintendent certification that were attained at SFA can be applied to the doctoral degree as approved by the doctoral coordinator.

Application for the Doctor of Education With Emphasis in Educational Leadership Degree

Application for the Doctor of Education with emphasis in educational leadership degree must be filed in the Graduation Office by the deadline indicated in the current Graduate Bulletin. A student must be formally registered at SFA for the semester or summer session at the end of which the degree is to be conferred.

Doctoral Program Course Requirements

The Doctor of Educational Leadership program is an advanced study in a cohort setting. A student must take a total of at least 66 semester hours of graduate course work and must demonstrate her/his successful completion of course work as a scholar-practitioner leader, as assessed jointly by the student and the Doctoral Faculty Council through a portfolio assessment process. Additionally, the student must present a dissertation which demonstrates the successful design, development, implementation, completion, and defense of an approved research study in educational leadership or a related area of educational study. The scope and breadth of the program originates from an emphasis on the leader as scholar-practitioner. The required courses are as follows:

AED 601. **Connecting Leadership Theory and Practice.** A consideration of knowledge, skills, and understandings required for visionary leadership.

AED 602. **Inquiring Into the Foundations of Ethics and Philosophy of School Leaders.** A survey of major ethical and philosophical influences of importance for educational leadership.

AED 603. **Exploring Contemporary and Emerging Paradigms of Educational Research.** An introduction to issues in educational research related to leadership.

AED 604. **Examining the Dynamics of Organizational and Human Interaction Within Educational Systems.** An emphasis on research and the dynamic nature of school organizations as human activity systems.

AED 611. **Bringing Critical Voice to the Design, Analysis, and Implementation of Educational Policy.** Identification and analysis of the policy and political influences which shape the direction of education.

AED 612. **Conceptualizing Scholar-Practitioner Models of Leadership.** An advanced study of leadership theory and practice through analysis of cross-disciplinary research and literature.

AED 613. **Operationalizing the Dynamics of Change in Educational Systems.** Research and study of the design, implementation, management, and evaluation of the change process.

AED 621. **Examining Human Inquiry Systems.** A study in comparing and contrasting philosophies and logic systems, which inform human inquiry and educational research.

AED 623. **Designing Research Within Educational Settings.** A study of qualitative and quantitative design logic inclusive of problem and question clarification, data gathering, and analysis techniques to support the dissertation.

AED 633. **Investigating Cultural and Societal Patterns.** A survey of local, state, national, and global conditions affecting schools.

AED 650. **Synthesis Seminar I.** Integrating, synthesizing, and evaluating the major concepts encountered in the courses preceding.

AED 651. **Synthesis Seminar II.** Advanced seminar. See preceding description.

AED 681. **Internship.** Field experiences that link theory, research, and practice.

AED 682. **Developing the Dissertation Research Proposal.** The design, development, and implementation of the dissertation research.

AED 699. **Dissertation.** Completion of individual dissertation. May be repeated.

- In addition to the required doctoral courses, three electives are required. The elective choices include: courses with an emphasis in higher education, courses leading to superintendent certification, or courses selected by the student in consultation with his/her advisor and doctoral program coordinator. The following are among the elective choices:

631. **Learner-Centered Currictulum and Instruction.** A study of curriculum development, implementation and assessment with state, national and international applications.

632. **Legal Regulatory Issues in Education.** A study of the evolution and current status of the law regulating educational institutions.

634. **Finance Resource Development.** A study fo school finance, including budgeting and accounting, encompassing historical and current trends and legal issues.

675. **Independent Study.** Directed study based on studies needed for the doctoral program. May be repeated under different topics.

678. **Seminar.** May be repeated.

Master of Education in Leadership (Principal Preparation Program)

The Principal Preparation Certification and Masters of Education Leadership Degree Program is an advanced study in professional education in a cohort setting. A student must take total of 36 semester hours for the Masters of Education Degree and the Principal Certification. Within the 36 hours, each student will complete an action research project. Each course has a required field-based component. Some of the field-based experiences will be required activities or projects and will be developed by the student and the professor, while other experiences will be determined by the student and mentor/supervisor. In addition to the required integrated

field experience, students will have the opportunity to take an internship course. In this internship course, the students will complete 100 hours of internship at all instructional levels (i.e., elementary, middle, and high school) in the school, school district, and community. Multi-cultural educational experiences and technology skills will be an integrated part of each course. Students will complete a comprehensive examination and practical inquiry project or thesis as the culminating points in this degree program. The student will take the TExES/ ExCET to attain certification when all program requirements are complete.

Admission Requirements

Applicants Should Already Possess:
Undergraduate degree from an accredited college or university
Teaching certification
Overall grade-point average of 2.5 and a grade-point average of 2.8 on the last 60 hours of undergraduate work (exclusive of freshmen level courses), each on a 4.0 scale
Two years of teaching experience

Required Admission Documents

Graduate School
Application to graduate school
$25.00 application fee payable to the SFA Graduate School
Official transcripts of all college/university credits
Official copy of Graduate Record Examination (GRE) scores (Verbal, Quantitative, and Writing Scores)

Principal Preparation Program

Application to the Principal Preparation Program
A Professional Profile. *Graduate Record Examination (GRE)-To expedite the admission process at the end of the GRE testing session, record your GRE score and self-report your score (verbal and quantitative) to the graduate office at (936) 468-2807. *You may call Counseling and Career Services (936) 468-2401 to set up an appointment to take the GRE on the campus of Stephen F. Austin State University, or contact the GRE Registration Center at 1-800-473-2255, or http://www.ets.org, for appointments at sites other than Stephen F. Austin State University.

Principal Preparation Master's Courses:

AED 501. **Introduction to Educational Leadership.** Study and application of the historical, research, philosophical, theoretical, demographic forces, and required strategic planning skills to provide learner-centered leadership (15 field-based hours). Prerequisite: Admission to the Principal Preparation Program

AED 516. **The School Principalship K-12.** The preparation and qualification of the successful school principal, including duties, responsibilities, and problems (15 field-based hours). Prerequisite: Admission to the Principal Preparation Program

AED 517. **Instructional Leadership.** The improvement of curriculum and instruction in the school through facilitative leadership and collaborative planning (15 field-based hours). Prerequisite: Admission to the Principal Preparation Program

AED 549. **Foundations of Curriculum.** A study of the sociological and psychological forces which affect curriculum planning and the utilization of these forces in establishing goals and priorities for grades K-12 (15 field-based hours). Prerequisite: Admission to the Principal Preparation Program

AED 513. **Administration of Special Services.** Organization and administration of career, technical-vocational, special education, reading, and other programs in the public schools (15 field-based hours). Prerquisite: Must have completed (2) of AED 501, 516, 517, or 549

AED 565. **Public School Law.** The law in relation to pyblic school operation (10 field-based hours). Prerquisite: Must have completed (2) of AED 501, 516, 517, or 549

AED 552. **School and Community Relations.** Cooperative devlopment of school-community relationships and mutual understanding of the school's purposes, functions, achievements, and needs (15 field-based hours). Prerquisite: Must have completed (2) of AED 501, 516, 517, or 549

AED 554. **Internship for the School Principal.** This course includes from one to three semester hours of individual study. The candidate will participate in actual real world leadership and management experiences in the school and community. The internship will be under the guidance of successful, experienced, practicing public school administrators and members of the university staff. This internship is an intensive, field-based experience that will provide the intern with an opportunity to apply theory to practice and to perfect skills essential to the day-to-day leadership and management responsibilities of the principal. To assure maximum guidance and supervision, the university supervisor forms a collaborative relationship with the mentoring principal and intern for planning, performance, and evaluation. Prerequisites: Acceptance into the Principal Program, admission to the Graduate School, and satisfactory completion of at least (12) graduate hours in the program; must have completed any (4) of AED 501, 516, 517, 549, 513, or 565

AED 519. **Supervision of the Instructional Program.** Theory and practice of instructional supervision K-12. Includes an overview of the Professional Development Appraisal System (PDAS). Prerquisite: Must have completed (2) of AED 501, 516, 517, or 549

AED 591* **Practical Inquiry and Action Research I.** A study of research methodologies, practical inquiry and action research related to educational leadership in the K-12 school setting to focus on the improvement of

practice and completion of the active research plan (15 field-based hours). Prerequisite: Must have completed (6) courses

AED 592* **Practical Inquiry and Action Research II.** A follow-up course to AED 591. Completion of the practical inquiry and action research description related to educational leadership in the K-12 school setting to focus on the improvement of practice. Data analyses and research skill development. Prerequisite: Must have completed (6) courses and AED 591

AED 599. **Synthesis of Educational Leadership.** Capstone. A series of seminars designed to assist practicing school administrators in the examination of crucial issues and problems in educational administration. Includes TExES preparation (15 field-based hours and a portfolio presentation). Prerequisite: Must have completed (4) courses

* In place of AED 591 and AED 592, students can take the following courses:

AED 589. **Thesis Research.** Individual study of a specific problem in the field of education. The thesis may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area related to educational leadership in the K-12 setting.

AED 590. **Thesis Writing.** Development, writing, and presentation of the individual study of a specific problem from SED 589.

Principal Preparation Program-18-Hour Certification Only Program

The Principal Preparation Certification Only Program is an advanced study in professional education in a cohort setting. A student must take a total of 18 semester hours for the Principal Certification and must have previously completed a master's degree. Each course has a required field-based component. Some of the field-based experiences will be required activities or projects and will be developed by the student and the professor, while other experiences will be determined by the student and mentor/supervisor. These internship activities will occur at the elementary, middle, and high school levels on the campus, in the school district, and in the community. Multicultural educational experiences and technology skills will be an integrated part of each course. Students in the 18-hour certification only program are required to complete a comprehensive exam when enrolled in their last course.

To be eligible for this program option, the student must meet the following criteria:

- Must have a Master's Degree in a related field from an accredited university
- Graduate Record Examination (GRE)
- Cleared with a minimum 800 composite on the verbal and quantitative portions

The required documents for admission are the same as for the 36-hour Master's of Educational Leadership Degree Program.

Course Requirements

AED 501. **Introduction to Educational Leadership.** Study and application of the historical, research, philosophical, theoretical, demographic forces, and required strategic planning skills to provide learner-centered leadership (15 field-based hours). Prerequisite: Admission to the Principal Preparation Program

AED 516. **The School Principalship K-12.** The preparation and qualification of the successful school principal, including duties, responsibilities, and problems (15 field-based hours). Prerequisite: Admission to the Principal Preparation Program

AED 517. **Instructional Leadership.** The improvement of curriculum and instruction in the school through facilitative leadership and collaborative planning (15 field-based hours). Prerequisite: Admission to the Principal Preparation Program

AED 549. **Foundations of Curriculum.** A study of the sociological and psychological forces which affect curriculum planning and the utilization of these forces in establishing goals and priorities for grades K-12 (15 field-based hours). Prerequisite: Admission to the Principal Preparation Program

AED 565. **Public School Law.** The law in relation to pyblic school operation (10 field-based hours). Prerquisite: Must have completed (2) of AED 501, 516, 517, or 549

AED 599. **Synthesis of Educational Leadership.** Capstone. A series of seminars designed to assist practicing school administrators in the examination of crucial issues and problems in educational administration. Includes TExES preparation (15 field-based hours and a portfolio presentation). Prerequisite: Must have completed (4) courses.

Superintendent Certification

The Superintendent's Certificate is offered in a non-degree program and requires 15 semester hours of course work. Candidates must hold a Master's degree in education and successfully have passed the principal state examination prior to admission to the superintendent program.

Superintendent Admission Requirements

Applicants should possess:

1. Master's degree from an accredited college or university
2. Mid-Management of Principal Certification
3. Passing score on Mid-Management or Principal ExCET
4. A composite score of minimum 800 on the verbal and quantitative section of the GRE, with scores of at least 300 on each section

5. Three years of teaching experience

Mail the completed application packet to:
Dr. Pauline Sampson
Superintendent Program Coordinator
Stephen F. Austin State University
P.O. Box 13018-SFA Station
Nacogdoches, TX 75962-3018

The following courses will be taken in the sequence listed.

AED 511. **The Superintendency.** The preparation and qualifications of the successful school superintendent and the duties, responsibilities, and problems of the school superintendent.

AED 547. **Public School Finance.** The principles of school finance, budgeting and accounting procedures and problems of local administration.

AED 551. **School Asset / Capital Management.** Operation, maintenance, utilization, and management of physical plant, property records, inventory control, and school building programs.

AED 594. **Superintendent Seminar.** Study of the superintendency from both a theoretical and field-based perspective. A series of culminating scenarios that connects research based leadership practices with recognized proficiencies of leadership achievement.

AED 596. **Internship for the School Superintendent.** Three semester hours of individual study. Designed to give on-the-job training under the guidance of successful, experienced, practicing public school administrators and members of the university staff.

II. Secondary Teaching

Master of Education for Secondary Teachers Program Description

The Master of Education (M.Ed.) Degree at Stephen F. Austin State University is an exciting and innovative graduate program that prepares teachers for meeting the challenges of today's secondary schools. By exploring the roles of teacher as researcher, teacher as scholar-practitioner, and teacher as educational leader, the Master's Program cultivates a learning community of faculty and students through dialogue and critical inquiry.

Teachers who select this program will be prepared to work in schools as instructional specialists with an enhanced understanding of learning and leadership theory, systems design, and teaching with technology. Courses are offered in a seminar format with face-to-face meetings and web-enhancement. The learner outcomes of this 36 hour graduate degree program are based upon the NCATE professional standards.

Master of Education for Secondary Teachers Admission Process

Interested applicants must meet the following criteria in order to be accepted into the M.Ed. Program:

- Undergraduate degree from an accredited college or university
- Minimum cumulative grade-point average of 2.5 and a grade-point average of 2.8 on the last 60 hours of undergraduate coursework (on a 4.0 scale)

*All materials must be submitted by July 15 for full acceptance for Fall semester.
*All materials must be submitted by October 15 for full acceptance for Spring semester.

The Master of Education degree for secondary teachers will typically follow one of the programs outlined below.

A. Master of Education Degree for Secondary Teachers

The Master of Education degree for secondary teachers will include 36 hours of course work requirements with a minimum of 18 hours in secondary education, and one of the following: 1) a major of 18 hours in a teaching field; or 2) a combination minor and elective course work for a total of 18 hours; or 3) a department and university- approved area of specialization totaling 18 hours.

Core Curriculum 521, 524, 550, 588	(12 hours)
Learning and Pedagogy: Approved course work from SED 500 level courses	(6 hours)
Area of Specialization: (Teaching Field Background) (500-level courses)	(12 hours)
Second Teaching Field or Elective	(6 hours)
Total	36 hours

B. Master of Education Degree for the Secondary Teacher with an Emphasis in Teacher Leadership and Pedagogy

The Master of Education degree for secondary teachers includes 36 hours of course work requirements in the following areas: advanced instructional leadership and pedagogy, instructional technology, research and developing the secondary teacher as a scholar-practitioner leader. The following components and courses provide an overview of the program curriculum for the experienced teacher entering the Secondary Master of Education degree program.

Core Curriculum (12 hours)
SED 521, 524, 550, 588

Advanced Instructional Technology (6 to 9 hours)
SED 534, 595 and/or 560
Areas of Specialization (9 to 12 hours)
Approved course work from SED 500 level courses
or teaching field background

Research Sequence (Practical Inquiry I and II or Thesis Research) (6 hours)
Students will have the option of selecting either the practical inquiry and action research or thesis sequence.
SED 591, 592 (6 hours) or SED 589, 590 (6 hours)

C. Master of Education for Post Baccalaureate Initial Certification

This program is designed for students who have earned an undergraduate degree but are not certified to teach. In addition to courses that explore educational research, curriculum, and instructional design, students receive certification through the department's Post-Baccalaureate Certification (PBIC) program.

Core Curriculum (18 hours)
SED 524, 534, 595, 550, 560, 588

PBIC Curriculum (12 hours)
SED 521, 522, 523, 525

Learning and Pedagogy (9 hours)
SED 524, 550, 588

Research Sequence (Practical Inquiry I and II or Thesis Research) (6 hours)
SED 591, 592 (six hours) or SED 589, 590 (six hours)
Students will have the option of selecting either the practical inquiry and action research or thesis sequence.

Courses for Secondary Teacher Certification

Courses:
SED 521 Learning Theory and Pedagogy (3)
SED 522 Curriculum Instruction and Assessment (3)
SED 523 Responding to Ethhical and Legal Issues of Diversity (3)
SED 525 Classroom Management and Professional Responsibilities (3)
SED 543 Field-Synthesis Seminar (3)

Plus: Student Teaching (12) or Internship
SED 542 PBIC Student Internship (6)
(does not count toward M.Ed. degree)

Courses in Secondary Education (SED)

Unless otherwise indicated, courses are three semester hours credit.

514. **Investigations in School Subjects.** Research and current literature on the teaching of school subjects.

521. **Learning Theory and Pedagogy.** A survey of major learning and developmental theories and practices related to the instructional process, structures and the learner with emphasis on constructivism.

522. **Curriculum, Instruction and Assessment.** Emphasis on the application of learner-centered principles for designing and implementing developmentally appropriate instruction and assessment. Analysis of state and national standards.

523. **Responding to Ethical and Legal Issues of Diversity.** A focus on understanding and responding to diversity (i.e. cultural, learning styles, special needs, linguistic, socioeconomic) in the classroom and community. Ethical and legal issues related to promoting equity will be explored. Emphasis given to information literary and content reading.

524. **The Secondary Teacher as Constructivist Leader.** An examination of the philosophies, theories and practices that emphasize teaching as leading, constructivist and democratic leadership, and provide an ecological perspective on systemic change and the development of professional learning communities.

525. **Classroom Management and Professional Responsibilities.** Emphasis on discipline theory, ethical responsibilities and legal issues involved in classroom management. Focus on understanding teacher roles, responsibilities, communication and professionalism.

527. **The Secondary School Student.** This course presents various aspects of adolescent growth and development that are most significant to the secondary school teacher.

533. **Laboratory for Teachers**. Problems that confront administrators and teachers. The work conducted on a laboratory basis.

534. **Instructional Design.** The course will emphasize the process of instructional systems design through the examination of theories of learning, design models and methodologies, and instructional strategies. An essential element of the course will be the development and application of skills and knowledge essential to the design, development and evaluation of instructional systems. Prerequisite: Admission to graduate studies and master's program, SED 560 or demonstrate equivalent knowledge and experience, and academic advisor approval.

535. **Advanced Instructional Technology**. An investigation, application and classroom integration of advanced instructional technology skills and systems, technology leadership, planning, networking, systems design, and emergent technologies based

on constructivist and cognitive psychological learning theory. Prerequisite: Admission to graduate studies and master's program, SED 560 or demonstrate equivalent knowledge and experience, and academic advisor approval.

541. **PBIC Internship/First Semester.** First semester of emphasis on mentoring and assisted performance of the PBIC student who is employed as a teacher in a practical setting.

542. **PBIC Internship/Second Semester.** Second semester of emphasis on mentoring and assisted performance of the PBIC student who is employed as a teacher in a practical setting.

543. **Synthesis Seminar.** Enables students to apply professional expectations for teachers as expressed through the Pedagogy and Professional Responsibilities (PPR) standards adopted by the state of Texas. The course synthesizes the PPR standards and research-based practices for educators. SED 533 is graded on a pass-fail basis.

550. **Research In Education.** An introduction to the nature, meaning and critical evaluation of educational research; research design, and research writing.

553. **Teacher Leardership and Mentoring.** An examination of philosophies, theories and practices that emphasize the teacher as leaders, offer a famework for constructivist, democratic leadership and the development of professional learning communities, and provide an overview of the change process and systemic change in education.

560. **Technology and Teaching.** This course is designed to help classroom teachers to broaden their technology skills and integrate technology into their teaching. Research, theory and principles of instruction will be expolored in the context of the classroom teaching experience emphasizing the importance of technology integration into teaching.

563. **Analyzing Teaching.** Analysis of methods, theories, and practices of teaching.

575. **Advanced Graduate Studies.** Directed study based on the type of studies needed for dministration/supervision program pursued. May be repeated under different topics.

576. **Advanced Graduate Studies**. Same as 575 but in a different topic.

577. **Professional Development.** Investigation into the role of professional development in education.

578. **Seminar.** May be repeated.

584. **Individualization of Instruction.** Theory and practice in methods and techniques of individualizing instruction to meet the needs, interests and abilities of students.

588. **Foundations of Education.** An overview of the historical and philosphical aspects

of American education as a basis for understanding the contemporary impotance of schools in the national and community life of a multicultural society.

589* **Thesis Research.** Individual study of a specific problem in the field of education. The thesis may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area. Prerequisites: Academic advisor approval and completion of all courses preceding.

590* **Thesis Writing.** Individual study of a specific problem in the field of education. Prerequisites: Academic advisor approval and completion of all courses preceding including SED 589.

591. **Practical Inquiry and Action Research I**. Individual study of a problem specific to practice in the educational setting where the student is actively engaged. The student's inquiry is related to the study of educational leadership in the K-12 setting with a focus on the improvement of practice. Prerequisites: Academic advisor approval and completion of all courses preceding.

592. **Practical Inquiry and Action Research II.** Development, writing and presentation of the inquiry from Practical Inquiry and Action Research. Prerequisites: Academic adviser approval and completion of all courses preceding including SED 591.

595. **Graduate Seminar.** Capstone course of graduate programs in secondary education. Investigation of student knowledge in the areas of instruction and learning, curriculum practice and theory, educational reasearch, and cultural foundations of education. To be taken during the semester of graduation

* A student must register for 589 and/or 590 each semester or summer session until the thesis is completed. However, a student may not register the first time for 590 until the thesis proposal has been approved.

Graduate Assistantships

A limited number of graduate assistantships are awarded each year in the department. For information and applications, contact the chair of the department.

Graduate Faculty

Professors
Betty J. Alford, Ph.D., University of Texas, Educational Administration
Karen Embry Jenlink, Ed.D., Texas A&M-Commerce, Supervision, Curriculum and Instruction, Literacy.
Patrick M. Jenlink, Ed.D., Oklahoma State University, Educational Administration

Associate Professors
Julia N. Ballenger, Ph.D., University of Texas, Educational Administration

John Leonard, Ed.D., Texas A&M University, Educational Administration
Amanda Rudolph, Ph.D., University of Arkansas, Curriculum-Instruction

Assistant Professors
Neill Armstrong, Ed.D., Oklahoma State University, Curriculum-Instruction
Kenneth Austin, Ph.D., University of Texas at Austin, Curriculum-Instruction
Linda Black, Ph.D., Texas A&M University, Curriculum-Instruction
Heather Olson-Beal, Ed.D., Louisiana State University, Curriculum-Instruction
Kerry Roberts, Ph.D., Washington State University, School Administration
Pauline Sampson, Ph.D., Iowa State University, Educational Leadership
Mark Seaman, Ed.D. University of Houston, Curriculum-Instruction
N. Lee Stewart, Ed.D., Baylor University, Educational Leadership
Sandra Stewart, Ed.D., Stephen F. Austin State University, Educational Leadership
Janet Tareilo, Ed.D., Sam Houston State University, Educational Leadership

The College of Fine Arts

A.C. "Buddy" Himes, Dean
Fine Arts 205
Phone (936) 468-2801
Fax: (936) 468-1168
himesac@sfasu.edu
www.sfasu.edu/finearts/

School of Art
School of Music
School of Theatre



School of Art

Scott Robinson, Director
Art 101
Phone: (936) 468-4804
Fax: (936) 468-4041
robinson1@sfasu.edu
www.art.sfasu.edu
Jill Carrington, Graduate Program Coordinator
Art 101
Phone: (936) 468-4804



Objectives of the Department

The graduate program has been designed to provide advanced studies leading to the Master of Arts, Master of Fine Arts, Master of Arts in Art Education*, and Master of Fine Arts with a concentration in filmmaking. Individual programs are arranged to meet the needs of the students and prepare them for careers in art, art education, and filmmaking.

Admission Requirements for the M.A. and M.F.A.

General admission requirements to the M.A. and M.F.A. degree programs in art are shown elsewhere in this bulletin. The School of Art requires 42 semester credit hours in studio art, and 18 semester credit hours art history for clear admission to the M.A. program and 2.5 GPA overall and 3.0 GPA in the major for clear admission. Applicants must submit a portfolio of 20-30 works of art in slide format, compact disk, DVD, or a mix of formats, and three form letters of recommendation directly to the School of Art. The recommendation form is available on the Graduate Programs section of the school website or upon request.

The Master of Arts Degree Studio Programs

The M.A. degree in art is offered with two options. The student may choose to take 36 semester hours of course work and prepare a final project in the form of an exhibition, portfolio, or other activity with the approval of the graduate comprehensive committee. As a second option, a student may choose to complete 30 semester hours, with 24 hours of course work and six hours of thesis research and writing.

A comprehensive written examination in art history and the student's major studio discipline is required.

The Master of Arts in Art Education Degree Program*

The Master of Arts in Art Education is designed for individuals pursuing professional training as art teachers in public schools, museums, and other educational sites. Emphasis is given to research, creativity, and pedagogy through courses in art education, which include graduate-level studio work, to add breadth and depth beyond the undergraduate program in studio, art education, art/ design history and analysis, and museum education.

Admission Requirements

To be accepted in the MA in Art Education program a student must meet the admission requirements of the Graduate School as outlined in the Graduate Bulletin and meet or exceed the School of Art and program admission requirements. Incoming students must have a current art teacher certificate or 45 semester credit hours in art, 12 of which are in art history. Students who do not meet these requirements (including GRE exam) may be admitted only if they agree to do leveling work to achieve these requirements. Applicants must have a minimum 2.5 GPA overall and 3.0 GPA in the major field to be granted clear admission.

Three Recommendation for Admission forms, at least one of which must be from a school administrator or participating professional and/or major professor in art related field. Letter of intent indicating your major interest, career goals, with specific reasons for obtaining a MA in Art Education (maximum two pages).

Research/Studio-Oriented Options

The M.A. degree in Art Education is offered with two options. Option I (Research-oriented) emphasizes theoretical studies and research projects in art education. At least fifteen semester hours are required in art education and associated areas. Option II (Studio-oriented) requires at least fifteen semester hours in specialized studio work for art teachers. The candidate must earn a minimum of 30 hours for each option. A minimum of nine semester hours of graduate art education courses must be taken in residence at SFA. Students may transfer in up to six hours

of graduate work for Option I and up to twelve hours of graduate credit in Option II, with approval by the Graduate Advisor and MA in Art Education Program Coordinator. Students are expected to complete a final project demonstrating achievement within a specialized area of inquiry, which may be in the form of an exhibit or a thesis.

The Master of Fine Arts Degree Program

The granting of the M.F.A. degree is based upon achievement of professional competence and mastery in at least one area of studio art or film making. Mastery implies a high level of knowledge and skill in the theoretical, historical and technical aspects of art production. Such mastery is the basis of quality in higher education and in the general culture, and from this base careers in either category should be accessible. M.F.A. candidates are required to pass the thesis exhibition defense and make a public presentation of their work no later then one week before the thesis defense.

Studio Requirement

At least 12 semester hours of the 36 semester hours required for the M.A. Studio Art and 18 semester hours of the 60 hours required for the M.F.A., other than the M.F.A. in filmmaking, must be completed in ART 530 or ART 531. Students in the regular M.F.A. program who hold an M.A. from another institution may be required to complete 9 semester hours of their M.F.A. coursework in ART 530 or ART 531.

Certificate Program in Museum Studies*

Individuals seeking careers in art and historical museums, historic sites and other related professions may earn a certificate in museum studies (pending NASAD approval). The program consists of eighteen credit hours, including an introductory pro-seminar in the history and theory of museum studies; seminars in museum education; a practicum in museum curatorial and education fields, independent research in the roles and functions of art museums, political action and advocacy in the visual arts, and a minimum six credit hours of internship in a museum. Museum studies certification complements graduate degree in art (MA and MFA degrees in Art, but can also be pursued in conjunction with other SFA graduate degree programs. For more information contact the School of Art.

Curriculum—18 Semester Credit Hours:

3 SCH from ART 505
3 SCH from ART 506
3 SCH from ART 575, ART 576 [or with permission from the Museum Studies program coordinator, from an appropriate external elective: FOR 564, HIS 570]
3 SCH from ART 592 [or with permission from the Museum Studies Program Coordinator, from an appropriate external elective: FOR 564, HIS 570]
6 SCH from ART 597 (To be taken as Internship credit in approved external museum environment)

Museum Studies Certificate Program Course Description

Certificate core courses: 6
ART 505 Proseminar in Art Museum Studies
ART 506 Seminar in Art Museum Education

Elective courses (as approved by the Museum Studies program coordinator): 6
ART 575 Advanced Graduate Studies (with appropriate museum studies topic)
ART 575 Graduate Selected Topics (with appropriate museum studies topic)
ART 592 (Professional Practices)
FOR 564 Cultural and Heritage Interpretation
HIS 570 Collections Management

Internship credit: 6
ART 597 (Internship conducted at an approved external museum environment)

* Denotes new degrees or programs recently accredited by the Texas Higher Education Coordinating Board; accreditation by the National Association of Schools of Art and Design in progress.

Graduate Minors in Art

The art minor will consist of 9-15 semester hours. The minor program will be arranged to satisfy the student's individual needs and/or complement the major area of interest. A portion of the comprehensive examination will be devoted to the minor area as directed by the student's advisory committee.

Graduate Assistantships

A limited number of graduate assistantships are awarded each year in the school. For information and applications, contact the Director of the School.

Exhibition of Student Art

The School of Art reserves the privilege of retaining selected student works for exhibition for a period of 12 months after the work is submitted for grading.

Graduate Faculty

Professors

Peter Andrew, M.F.A., University of Massachusetts
William A. Arscott, M.F.A., Michigan State University
Piero Fenci, M.F.A., Alfred University
Gary Q. Frields, M.F.A., Stephen F. Austin State University
Charles D. Jones, M.F.A., University of Americas
Robert P. Kinsell, M.F.A., University of Wisconsin-Madison

Associate Professors
Jill Carrington, Ph.D., Syracuse University
David A. Lewis, M.A., Ph.D., Indiana University–Bloomington

Assistant Professors
Marsha Blount, Ed.D., Stephen F. Austin State University
Chad Erpelding, M.F.A., Southern Illinois University at Carbondale
Maki Hajikano, M.F.A., University of Oregon
Lauren McAdams, M.F.A., Arizona State University
Michelle Rozic, M.F.A., Indiana University
Christopher Talbot, M.F.A.,University of Houston

Instructors
Gary Parker, M.F.A., Stephen F. Austin State University
Matthew Sutherlin, M.F.A., University of Massachusetts, Amherst

Adjunct Faculty
Robert W. Gruebel, Ph.D., University of Arkansas

Graduate Courses in Art (ART)

*Unless otherwise indicated, courses are three semester hours credit.

500. **Advanced Life Drawing.** Six hours lab, six hours independent study per week. Gesture, anatomy, composition. Levels A, B, C, D. Cross listed with ART 400.

501. **Modern Philosophies of Art.** Recent and contemporary trends in art creation, appreciation and teaching. Lectures, outside reading, class discussion. Prerequisite: Undergraduate major or minor in art.

505. **Proseminar in Art Museum Studies.** 3 semester hours. Study of the functions of art museums, including acquisition, authentication, conservation, exhibition, research, and collection management; history of art museums, and major art museum collections. Visits to regional art museums and discussion/ demonstrations with art museum professionals.

506. **Seminar in Art Museum Education.** Three credit hours. On-line course with scheduled one-day face-to-face meeting. Applied study of the practice of art museum education. Emphasis on teaching, writing, and program development for multiple audiences in the art museum. Focus on object-based learning, pedagogical theory, and audience identification.

508. **Practicum in Artistic Creativity.** Three credit hours, may be repeated twice; hybrid graduate art eduation course with four days in residence. Exploration of artistic creativity through art and design in studio art instruction, analysis and research. Summer.

509. **Readings and Research in Art Museum Studies.** Three hours online with independent research. This hybrid course explores contemporary art museum theory as it relates to the practical application of arts leadership, ethics, law, and the public domain.

510. **Graduate Painting. Graduate-level painting problems.** Six hours lab, six hours independent study per week. Levels A, B, C, D. Cross listed with ART 410.

511. **Graduate Expressive Drawing.** Six hours lab, six hours independent study per week. This course will stress the production of expressive drawings. This includes the identification and resolution of problems of artistic expression. Levels A, B, C, D. Cross listed with ART 401.

512. **Graduate Film Making.** Six hours lab, six hours independent study per week. Film making as an art media. May involve writing, directing, cinematography, and editing, lighting, sound production. Levels A, B, C, D. Cross listed with ART 412.

513. **Feature Production I.** Six hours studio, six hours independent study per week. A summer film production course where a feature film/video is shot using professional techniques. Class meets MTWRF and Sat. Levels A,B,C. Prerequisite: ART 412 and approval of the instructor. Summer I. Cross-listed with ART 413.

514. **Feature Production II.** Six hours studio, six hours independent study per week. A summer film production course where a feature film/video is shot using professional techniques. Class meets MTWRF and Sat. Levels A,B,C. Prerequisite: ART 412 and approval of the instructor. Summer I. Cross-listed with ART 414.

515. **Graduate Color Theory and Practice.** Six hours lab, six hours independent study per week. Practice, theory, and study of color in art, media and design. Levels A, B. Cross-listed with ART 315. Graduate students will be expected to complete more rigorous assignments than undergraduates enrolled in ART 315.

517. **Graduate Photography.** Six hours lab, six hours independent study per week. Graduate-level photography with emphasis upon fine arts applications. Levels A, B, C, D. Cross listed with ART 417

518. **Graduate Color Photography.** Six hours lab, six hours independent study per week. Advanced work in color photographic processes. Both traditional darkroom and digital processes explored. Levels A, B. Cross-listed with ART 418.

519. **Graduate Alternative Process Photography.** Six hours lab, six hours assigned independent study per week. Advanced work in alternative photographic processes, concepts, and techniques and how they apply within a fine art context. Both film and digital processes are utilized.

520. **Graduate Printmaking.** Six hours lab, six hours independent study per week. Advanced printmaking stresses technical, expressive and aesthetic aspects of printmaking as an art form. Levels A, B, C, D. Cross listed with ART 420.

530. **Graduate Studio Techniques.** Three or six semester hours. Practical application in-depth for development of individual style. May be repeated for credit. Prerequisite: Graduate standing in art. Fall and spring only.

531. **Graduate Studio Media.** Three or six semester hours. Studies in the use of art materials through practical studio application. May be repeated for credit. Prerequisite: Graduate standing in art. Fall and spring only.

533. **Graduate Sculpture.** Six hours lab, six hours independent study per week. Advanced sculpture stresses technical, expressive and aesthetic aspects of sculpture as an art form. Levels A, B, C, D. Cross listed with ART 430.

534. **Graduate Sculpture: Casting.** Six hours lab, three hours assigned independent study per week. Advanced work in sculpture. Exploring various casting materials and methods in sculpture. Levels A, B, C, D. Cross Listed with ART 431. Prerequisite: Graduate status. Spring

535. **Graduate Sculpture: Installation.** Six hours lab, three hours assigned independent study per week. Advanced work in sculpture. Exploring various casting materials and methods in sculpture. Levels A, B, C, D. Cross Listed with ART 431. Prerequisite: Graduate status. Spring*

540. **Graduate Metal and Jewelry.** Six hours lab, six hours independent study per week. Advanced metal and jewelry stresses technical, expressive and aesthetic aspects of jewelry as an art form. Levels A, B, C, D. Cross listed with ART 440.

545. **Northern Renaissance Art.** European art north of the Alps from 1300 to 1600. Cross-listed with ART 445. Graduate students will be expected to complete more rigorous assignments than undergraduates enrolled in ART 445.

549. **World Traditions in Art.** Study of the arts outside the canon of Western civilization, including works of pre-literate people as well as contemporary outsiders in their cultural milieu. Cross-listed with ART 449.

550. **Graduate Ceramics.** Six hours lab, six hours independent study per week. Advanced ceramics stresses technical, expressive and aesthetic aspects of ceramics as an art form. Levels A, B, C, D. Cross listed with ART 450.

561. **Graduate Computer Art.** Six hours lab, six hours independent study per week. Advanced computer art stresses technical, expressive and aesthetic aspects of digital imaging as an art form. Levels A, B, C, D. Cross listed with ART 401.

562. **Digital Media: Interactive Arts.** Six hours studio, three hours assigned independent study per week. Advanced work in interactive media. Exploring we-based and other forms of interactive digital processes. Levels A-B. Cross-listed with ART 462. Prerequisite: Graduate Status. Fall.

563. **Digital Media: Motion Graphics.** Six hours studio, three hours assigned independent study per week. Advanced work in interactive media. Exploring web based and other forms of interactive digital processes. Levels A-B. Prerequisite: ART 261. Fall.

564. **Digital Media: Time Based Media.** Six hours studio, three hours assigned independent study per week. Advanced work in interactive media. Exploring time based digital media including non linear video and other media. Levels A-B. Prerequisite: ART 261. Fall.

570. **Graduate Advertising Design.** Six hours lab, six hours independent study per week. Techniques for advertising art. Graduate levels A, B, C. Prerequisites: Graduate standing and approval of instructor. Cross listed with ART 470.

571. **Graduate Typography.** Three semester hours, six hours lab, six hours independent study per week. Studio class for the study, practice and theory of designing with type in advertising and graphic design. Cross listed with ART 471.

572. **Graduate Illustration.** Three semester hours, six hours lab, six hours independent study per week. Studio course for the practice of illustration methods, media and techniques. Levels A, B, C. Cross listed with ART 472.

575. **Advanced Graduate Studies.** Three credit hours. Individual problems related to art history or studio art. May be repeated under different topics. Topics appropriate for Museum Studies, such as: "Policies and Advocacy in the Visual Arts," "Art and the Object: Science and Connoisseurship," "Art and Responsibility (Ethics, Law, and the Public Domain)"

576. **Advanced Graduate Studies.** Same as ART 575 but in a different topic. Topics appropriate for Museum Studies, such as Practicum in Curatorial Studies. Course participants research and prepare an art exhibition under the director of art history faculty. (Open to advanced undergraduate students with permission of instructor.)

579. **AD Design III. AAF Campaign.** Three semester hours, six hours lab, six hours independent study per week. Creative advertising campaign research, strategy and execution for the American Advertising Federation National Student Advertising Competition. Levels A,B,C. Permission of instructor.
Cross listed with ART 479.

580. **Modern Art.** An examination of modern art from post-impressionism to Pop Art. Cross listed with ART 480. Graduate students will be expected to complete more rigorous assignments than undergraduates enrolled in ART 480.

581. **Abstract Expressionism to Post Modern Art.** Investigation of developments in the visual arts and art theory from 1945 to present. Cross-listed with ART 481. Graduate students will be expected to complete more rigorous assignments than undergraduates enrolled in ART 481.

582. **Studies in the History of Photography, the Print and Related Media.** Investigation of specific topics in photography, the print and related media, including digital imagery, film, video and multimedia in the fine arts. Levels A, B, C. Cross-listed with ART 482. Graduate students will be expected to complete more rigorous assignments than undergraduates enrolled in ART 482.

583. **Greek and Roman Art.** Ancient Greek and Roman art from the Geometric period to Constantine. Graduate students will be expected to complete additional work and will be held to a higher standard than undergraduates. Cross listed with ART 483.

584. **Nineteenth Century European Art.** European Art from 1750 to 1900, Neoclassicism, romanticism, Realism, and Impressionism. Graduate students will be expected to write extra papers and more rigorous assignments. Cross listed with ART 484.

585. **Italian Renaissance Art.** Italian art from 1300 to 1600. Graduate students will be expected to complete more rigorous assignments than undergraduates enrolled in ART 485. Cross listed with ART 485.

586. **Baroque Art. European art from 1600 to 1750.** Graduate students will be expected to complete additional work and will be held to a higher standard than undergraduates. Cross listed with ART 486.

587. **American Art.** Art of the United States from the colonial period to the present. Emphasis on the 20th century. Graduate students will be expected to write extra papers and more rigorous assignments. Cross listed with ART 487.

588. **Mexican Art.** Development of art in Mexico and related Latin American countries. Graduate students will be expected to write extra papers and more rigorous assignments. Cross listed with ART 488.

591* **M.F.A. Exhibition.** Six semester hours. Organization, development, exhibition, and oral defense of a creative project. Prerequisite: 45 semester hours of graduate courses in art.

592. **Professional Practices.** Three credit hours. Museum Studies student will gain practical experience as an intern working within the University (normally the Cole Art Center or Stone Fort Museum). Two hundred (200) clock hours to be completed over the course of two summer semesters or one long semester.

594. **Problems In Teaching College Art.** Required for graduate assistants. Prerequisite: 24 hours of art.

597. **Graduate Selected Topics.** Six credit hours. Subject content not ordinarily included in the course inventory but of topical interest. Topic may include Internship in Museum Studies in which students will gain practical experience leading toward specific goals as a junior staff member of an external art museum

curatorial department. May be repeated in different topics, A, B, C. Cross listed with ART 497. When enrolled with Art 497 courses, graduates will be expected to complete greater numbers and more difficult assignments. For museum studies internship, four hundred (400) clock hours to be completed over the course of two summer semesters or one long semester – 40 hours of which are devoted to documentation. Proposal, implementation, and evaluation will be jointly supervised by SFA faculty and a senior museum professional. For museum studies, repeatable A,B for total internship.

599. **Foundations in Art Education.** Psychological and philosophical concepts of art education. Prerequisite: Teacher certificate in art or elementary education with an art minor.



School of Music

John N. Roberts, Director
Wright Music Building, Room 150
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Graduate programs in music lead to the Master of Music in Performance, the Master of Music in Conducting, the Master of Arts in Music Education, and the Master of Arts in Music degrees. They are intended to further the development of professional competency, critical thinking and intellectual maturity. Five concentrations are available in the Master of Music in Performance program: instrumental, keyboard, accompanying, vocal and opera. Three concentrations are available in the Master of Music in Conducting: band, orchestral and choral. Three concentrations are available in the Master of Arts in Music Education program: instrumental, choral and elementary/general music. The Master of Music in Performance and the Master of Music in Conducting are 36-hour programs. The Master of Arts in Music Education and the Master of Arts in Music provide students the options of completing either 31 semester hours and a master's thesis or completing 36 semester hours without a thesis.

To help students who cannot attend class on the SFA campus regularly, many of the required

courses are now available over the Internet. This includes all of the courses in the general music "core" and many courses in the music education sequence. One program, the elementary/general music concentration in the Master of Arts in Music Education program, can be completed entirely via the Internet. For more information about this concentration, please consult the following web site:
http://www.sfasu.edu/distance/music.

Admission Requirements

To be admitted to the graduate degree program students must satisfy general admission requirements shown elsewhere in this bulletin. The GRE is not required. Students also need to:

1. Schedule and complete the Graduate Entrance Examination in Music before degree work is begun. Students may take this exam online by contacting the area coordinator for music theory. The exams cover music history and music theory.
2. Students wishing to pursue degrees in performance and conducting must audition for acceptance into those programs. Schedule auditions by contacting the appropriate faculty member for the specific concentration within degree programs.
3. Complete an admission interview with the Assistant Director for Graduate Studies in the School of Music. Students are encouraged to interview in person if possible, though students who are doing most or all their work by distance learning may make contact by email. The Assistant Director for Graduate Studies in the School of Music will provide advice on a tentative degree plan, on courses to be taken during the first semester, and on the results of the Graduate Entrance Examination in Music (if completed).

Requirements for each degree program are given below. Additional information and check sheets for each are available at http://www.music.sfasu.edu/prospective_students/grad_degrees.html



Master's Degree Programs in Music

(1) Master of Music in Performance

The Master of Music in Performance is designed to provide intense training for students interested in attaining professional-level skills and background in performing. Students may pursue performance studies in one of five concentrations: keyboard, accompanying, vocal, opera or instrumental (strings, wind instruments or percussion). Students entering these programs should have substantial undergraduate training in their area of performance.

(2) Master of Music in Conducting

The Master of Music in Conducting is designed to provide intense training for students interested in attaining professional-level skills and background in the art of conducting. There are three concentrations in the conducting degree: choral, band and orchestral. Students entering these programs should have substantial undergraduate training in conducting.

(3) Master of Arts in Music Education

The Master of Arts in Music Education is designed to provide teachers with advanced skills and knowledge to succeed in the public schools or college teaching. Students may select one of three concentrations under the Master of Arts in Music Education degree program: instrumental, choral or elementary/general music. Students entering this degree should have an undergraduate degree in music education.

(4) Master of Arts in Music

The Master of Arts in Music degree program is designed for students who wish to further their education broadly in the discipline of music. It provides the most flexibility in degree requirements, allowing students to choose a specialization. It also allows for a 12-hour minor area, if desired. Students entering this degree should have an undergraduate degrees in music.

Master's Degree Available through the Internet

One-half of the graduate music courses required for the Master of the Arts degree in Music Education and the Master of Music degrees in Performance and Conducting are now available via the Internet. In addition, the Master of Arts in Music Education, elementary/general music concentration, is entirely web-based and may be completed entirely via the Internet, though some courses are avaiable in a face-to-face format for students who choose that option. This program is designed for individuals who wish to continue their study of elementary/general music methods and pedagogical theory. It is intended for practicing music specialists in the public-private schools and is offered as a 31-hour program with a thesis or a 36-hour program without a thesis. SFA offers one of the only complete master's degree programs in music education available through the internet in Texas. For more information, please go to: http://www.sfasu.edu/distance/music

Course Requirements

In addition to meeting general degree requirements shown elsewhere in this bulletin, a music major must complete the following school requirements:

Music Core - Required of all degree programs (11 hours)

Theory:

all students take:

MTC 561	Introduction to Graduate Music Theory (2)

and 2 hours from the following:

MTC 526	Stylistic Analysis (2)
MTC 562	Theory Pedagogy (2)
MTC 563	Scoring & Arranging (2) (if not taken as an undergraduate)

Music History/Literature:

all students take:

MHL 531	Music Bibliography (3)

and 4 hours from the following:

MHL 521	Music of the Baroque Era (2)
MHL 522	Music of the Classic Era (2)
MHL 523	Music of the Romantic Era (2)
MHL 524	Music of the Twentieth Century (2)
MHL 525	Music in America (2)

Additional Requirements for Each Individual Degree Program

Master of Music in Performance, concentration in voice, keyboard or instrument (36-hour program)

MUP 519/529	Applied study (11-12)
MUP 558	Repertoire (3)
MUP 564 (or 464)	Performance Pedagogy (3)
MUP 533, 534 or 535	Ensemble (2)
MUP 595	Two recitals (0 credit hours for each)
Music electives	(5-6)

Master of Music in Performance, concentration in Opera (36-hour program)

MUP 519	Applied study (2)
MUP 529	Applied study (9)
MUP 558	Repertoire (2)
MUP 564 (or 464)	Performance Pedagogy (3)
MUP 533	Ensemble (2)
MUP 595	Two recitals (0 credit hours for each)
MUP 532	Opera Workshop (4)
MUS 572	Opera East Texas internship (2)
Music electives	(2)

Master of Music in Performance, concentration in Accompanying (36-hour program)

MUP 519	Applied Piano (4)
MUP 519	Applied Accompanying (8)
MUP 539	Chamber Music (1)
MUP 509	Applied Harpsichord (1)

MUP 561	Vocal Literature (2)
MUP 562	Instrumental Literature (2)
MUS 572	Accompanying (2)
MUP 595	Two recitals (0) one for vocal, one for instrumental
Music electives	(5) from MUP 509 or 519, 539, MUP 456 or 457, or MUS 575

For language and diction requirements, contact the School of Music

Master of Music in Conducting, concentration in band, vocal or orchestral (36 hour program)

MUP 529	Applied Conducting (12)
MUS 572 or MUP 503	Literature (3)
MUP 578	Literature (3)
MUP 595	One recital (0)
Ensemble or applied	(2) from MUP 533, 534, 535, 509 or 519
Music electives	(5)

Master of Arts in Music Education, instrumental concentration (31 hours with thesis, 36 hours without thesis)

MUE 541	Psychology of Music (3)
MUE 540	Research (3)

Two courses from MUE 503, 504, and MUS 572 (Rehearsal Techniques) (6)

Ensemble or applied	(2) from MUP 534, 535, 509 or 519
and choose either	
Thesis	(6)
or	
Music electives	(11)

Master of Arts in Music Education, choral concentration (31 hours with thesis, 36 hours without thesis)

MUE 541	Psychology of Music (3)
MUE 540	Research (3)
MHL 474	Literature (3)
MUS 572	Rehearsal Techniques (3)
Ensemble or applied	(2) from MUP 533, 509 or 519
and choose either	
Thesis	(6)
or	
Music electives	(11)

Master of Arts in Music Education, elementary/general music concentration (31 hours with thesis, 36 hours without thesis)

MUE 541	Psychology of Music (3)
MUE 540	Research (3)
MUE 542	Foundations (3)
MUE 543	Trends (3)

Music History – one additional course from Music Core list above (2)

and choose either	
Thesis	(6)
or	
Music electives	(11) from MUE 544, 545, 546, 547 and Summer Workshops.

Master of Arts in Music (31 hours with thesis, 36 hours without thesis)

Ensemble or Applied	(2) from MUP 533, 534, 535, 509 or 519
Electives	(12) from selected courses in Music Education and Pedagogy, Conducting, Literature, Theory, or Performance
and choose either	
Thesis	(6)
or	
Music electives	(11)

Comprehensive Examination

For non-thesis students, a comprehensive examination must be taken at least one semester before the candidate intends to graduate. The comprehensive examination covers standard knowledge in music theory, history and the student's concnetration of study. Although this examination is written, deficiencies may be satisfactorily removed by whatever action the Graduate Committee and Assistant Director for Graduate Studies in the School of Music deem necessary (e.g., research project, oral examination). For students writing theses, the thesis defense will serve as the comprehensive exam.

Individual Study Courses

A maximum of six semester hours of individual study courses (MUS 575 or 576) may be applied toward the degree without special permission from the director and the Dean of the College of Fine Arts. Note: individual studies courses other than applied music and composition must be approved by the Graduate Committee and Assistant Director for Graduate Studies in the School of Music prior to registration. Petitions may be obtained in the school office.

Graduate Assistantships

Graduate assistantships are awarded each year in the school to qualified students. Applications should be received by March 1. For information and applications, contact the director of the School of Music or the web site of the SFA Graduate School: www.sfasu2.edu/graduate/.

Graduate Faculty

Professors

Ronald E. Anderson, Ph.D., University of Iowa, Voice, Bibliography
Richard A. Berry, D.M.A., Conservatory of Music, University of Missouri, Voice, Pedagogy
Charles Gavin, D.M.A., University of Iowa, Horn
John W. Goodall, D.M.A., University of North Texas, Oboe
Tim R. King, D.M.A., University of Illinois, Choir, Conducting, and Music Education
Andrew Parr, D.M.A., Yale University, Piano
John N. Roberts, D.M.A., Yale University, Piano

Associate Professors
Christopher Ayer, D.M.A., University of Cincinnati Conservatory, Clarinet
Jennifer Dalmas, D.M., Florida State University, Violin, Viola
Deborah A. Dalton, D.M.A., University of Texas, Voice, Opera
Scott Harris, D.M.A., University of Oklahoma, Percussion
Stephen Lias, D.M.A., Louisiana State University, Theory, Composition
Ronald Petti, D.M., Florida State University, Accompanying
Mark E. Turner, D.M.A., University of Houston, Music Education
Brian Utley, D.M.A., Louisiana State University, Saxophone
Gary T. Wurtz, D.M.A., University of North Texas, Trumpet

Assistant Professors
Mario Ajero, Ph.D., University of Oklahoma, Class Piano, Pedagogy
David Campo, D.M.A., University of Oklahoma, Band, Conducting
John Cotner, Ph.D., University of Wisconsin-Madison, Theory
Bruce Fowler, M.M., University of North Texas, Voice
Christina Guenther, D.M., Florida State University, Flute
David Howard, D.M.A., Michigan State University, Choir
Scott LaGraff, D.M.A., Louisiana State University, Voice
Kirsten Nelson, D.M.A., University of Georgia, Bassoon, Theory
Debra Scott, D.M.A., University of North Texas, Trombone
Jamie Weaver, Ph.D., University of Oregon, Musicology

Instructors
Debbie Berry, M.A., Stephen F. Austin State University, Voice
Nita Hudson, M.M., Stephen F. Austin State University, Voice, Opera
Gene Moon, M.A., New York University, Orchestra
J.D. Salas, M.M., University of Kentucky, Tuba, Euphonium

Director of Bands and Assistant Director for Graduate Studies in the School of Music
Fred J. Allen, M.M., Texas A&M-Commerce, Band, Conducting, and Music Education

Graduate Courses in Music

*Unless otherwise indicated, courses are three semester hours credit.

MHL (Music History and Literature)

474. **Studies in Music Literature.** One to three semester hours. Specialized studies of a particular musical period, genre or form. May be repeated as topics change.

521. **Music of the Baroque Era.** Two semester hours, two hours lecture per week. An analysis of the theoretical and historical aspects of the music and musicians from c. 1600 to 1750.

522. **Music of the Classic Era.** Two semester hours, two hours lecture per week. An analysis of the theoretical and historical aspects of the music and musicians from c. 1750 to 1810.

523. **Music of the Romantic Era.** Two semester hours, two hours lecture per week. An analysis of the theoretical and historical aspects of music and musicians from Beethoven's late works and the music of Schubert, Mahler, Bruckner and Richard Strauss.

524. **Music of the Twentieth Century.** Two semester hours, two hours lecture per week. An analysis of the theoretical and historical aspects of music and musicians from Debussy to the present.

525. **Music in America.** Two semester hours, two hours lecture per week. A survey of music and musicians in the United States from colonial times to the present.

531. **Music Bibliography.** Study of library collections of music; online searches; major historical and analytical writings.

MTC (Music Theory and Composition)

526. **Stylistic Analysis.** Two semester hours credit, two hours lecture per week. Exploration of musical style as it relates to time periods, geographic locations and specific composers. Special emphasis is placed on the synthesis of analysis and historical context leading to a more complete understanding of musical influence. A scholarly document is required. Prerequisite: MTC 561.

527. **Composition.** Three semester hours credit, one hour private instruction per week. Applied instruction in musical composition. May be repeated for credit. Prerequisite: Permission of instructor.

561. **Introduction to Graduate Music Theory.** Two semester hours credit, two hours lecture per week. Comprehensive review of tonal materials and application of established analytical methods using compositions from all style periods. Emphasizes graduate-level comprehension of functional principles and structures and ciritical thinking as well as the ability to effectively communicate concepts by means of analysis projects and/or papers.

562. **Theory Pedagogy.** Two semester hours credit, two hours lecture per week. Classroom strategies and techniques for teaching undergraduate music theory. Will include a survey of the available textbooks, discussion of the ordering of theory topics, pedagogical ideas for assisting students with specific difficulties and practical experience with tutoring and in-class teaching. Prerequisite: MTC 561.

563. **Scoring and Arranging.** 2 semester hours credit, 2 hours lecture per week. Development of orchestration and arranging skills for a variety of ensembles. Assignments cover vocal works, chamber ensembles, jazz notation, wind ensemble and orchestra.

MUE (Music Education)

503. **Band Literature.** Study and analysis of concert band literature for all levels of public school.

504. **Instrumental Techniques.** Study of the literature and pedagogical materials for string, wind and percussion instruments as related to school music teachers.

540. **Music Research Seminar.** Introduction to research in music education. Emphasis placed on analysis of empirical research modalities and procedures for testing and measuring musical behaviors. The thrust will be to understand statistical results and their implications for improving classroom instruction.

541 . **Psychology of Music.** Introduction to principles of music psychology. Emphasis placed on behavioral manifestations of music through the study of cognitive processing. Current trends and seminal research and thought in music psychology will be examined.

542. **Foundations of Music Education.** Introduction to the history of music education, musical aesthetics and philosophy of music education.

543. **Current Trends in Music Education.** A critical analysis of current pedagogical trends in music education. Emphasis will be placed on evaluation of various music education curricula.

544. **Reflective Practitioner.** Intended for individuals who are currently employed as music specialists. Emphasis is placed on application of current pedagogical theory and learning theory through critical thought and reflective practice. Prerequisite: MUE 543.

545. **Music in Early Childhood.** Review and application of research, methods and materials for teaching music to preschool children. Emphasis is placed on examining developmentally appropriate and child-centered practices applied to music.

546. **Technology in the Music Classroom.** Course provides students with skills to successfully implement and utilize current music technology in the classroom. Emphasis will be placed on hands-on experiences with technology to meet student's individual needs.

547. **Professional/Clinical Project.** Original, professional or clinical/classroom demonstration project resulting in a written paper suitable for presentation or publication at a professional meeting or in a professional journal. May be repeated for credit.

MUP (Music Performance)

456. **Choral Conducting Seminar.** Advanced choral conducting theories and techniques with emphasis on score study.

457. **Instrumental Conducting.** Advanced conducting theories and techniques for instrumental groups.

464. **Performance Theory and Materials I.** Practicum in the materials and principles of solo performance for each applied area.

465. **Performance Theory and Materials II.** Two semester hours, two hours lecture

per week. Practicum in the materials and principles of solo performance for each applied area.

509. **Applied Instruction.** One semester hour credit, half-hour instruction per week. For secondary or minor instrument. Placement audition required. Instruction in piano, organ, harpsichord, voice, flute, oboe, clarinet, saxophone, bassoon, trumpet, horn, euphonium, trombone, tuba, percussion, violin, viola, cello, contrabass. May be repeated for credit. May not be taken for audit.

519. **Applied Instruction.** Two semester hours credit, one hour lesson per week plus studio class weekly. Placement audition required. Instruction in piano, organ, harpsichord, voice, flute, oboe, clarinet, saxophone, bassoon, trumpet, horn, euphonium, trombone, tuba, percussion, violin, viola, cello, contrabass. May be repeated for credit. May not be taken for audit.

529. **Applied Instruction.** Three semester hours credit, one hour lesson per week plus studio class weekly. Placement audition required. Instruction in piano, organ, harpsichord, voice, flute, oboe, clarinet, saxophone, bassoon, trumpet, horn, euphonium, trombone, tuba, percussion, violin, viola, cello, contrabass. May be repeated for credit. May not be taken for audit.

532. **Opera Workshop.** One semester hour credit, three hours rehearsal per week. Open to the general student by audition. May be repeated for credit.

533. **A Cappella Choir.** One semester hour credit, four hours rehearsal per week. Membership open by audition. May be repeated for credit.

534. **Orchestra.** One semester hour credit, four hours rehearsal per week. Membership open by audition. May be repeated for credit.

535. **Wind Ensemble, Wind Symphony.** One semester hour credit, four hours rehearsal per week. Membership open by audition. May be repeated for credit.

537. **Jazz Band.** One semester hour credit, two and one-half hours rehearsal per week. Membership open by audition. May be repeated for credit.

539. **Chamber Music Practicum.** One semester hour credit. Practicum in small ensemble performance. String, brass, woodwind, percussion, keyboard, vocal and mixed ensembles including: Brass Choir, Madrigals, Trombone Choir, etc. May be repeated for credit.

557. **Instrumental Conducting.** Advanced techniques and skills for conducting band and orchestral literature with emphasis on score analysis. Prerequisite: MUP 457 or equivalent.

558. **Repertoire**. One semester hour credit, one hour lecture per week. Literature available for solo performance in all performing media. May be repeated for credit.

561. **Survey of Vocal Literature.** Two semester hours credit, two hours lecture per week. A comprehensive survey of works written for voice and piano in all genres. The course will culminate in a performance-oriented final project. Prerequisite: Permission of instructor.

562. **Survey of Instrumental Literature.** 2 semester hours credit, 2 hours lecture per week. A comprehensive survey of works written for keyboard and other instrument(s). The course will culminate in a performance-oriented final project. Prerequisite: Permission of instructor.

564. **Performance Pedagogy and Materials.** Practicum in the principles and methods of solo performance techniques for each performance field.

595. **Recital.** Zero semester hours credit. For graduate students whose degree requires one or more recitals. May be repeated.

MUS (Independent Studies Courses)

478. **Seminar.** One to three semester hours credit. May be repeated for credit as topics change.

572. **Professional Development.** One to three semester hours credit. Practicum or workshop experiences designed to develop competencies needed as a result of rapidly changing developments in music. May be repeated for credit.

575. **Advanced Graduate Studies.** One to three semester hours credit. Individual instruction in music not formally listed for instruction. May be repeated for credit. Prerequisite: Permission of instructor.

576. **Advanced Graduate Studies.** One to three semester hours credit. Same requirements and description as in 575, but in a different topic. Prerequisite: Permission of instructor.

578. **Seminar.** One to three semester hours credit. May be repeated for credit as topics change.

589* **Thesis Research.** Research for thesis. Prerequisite: Permission of adviser.

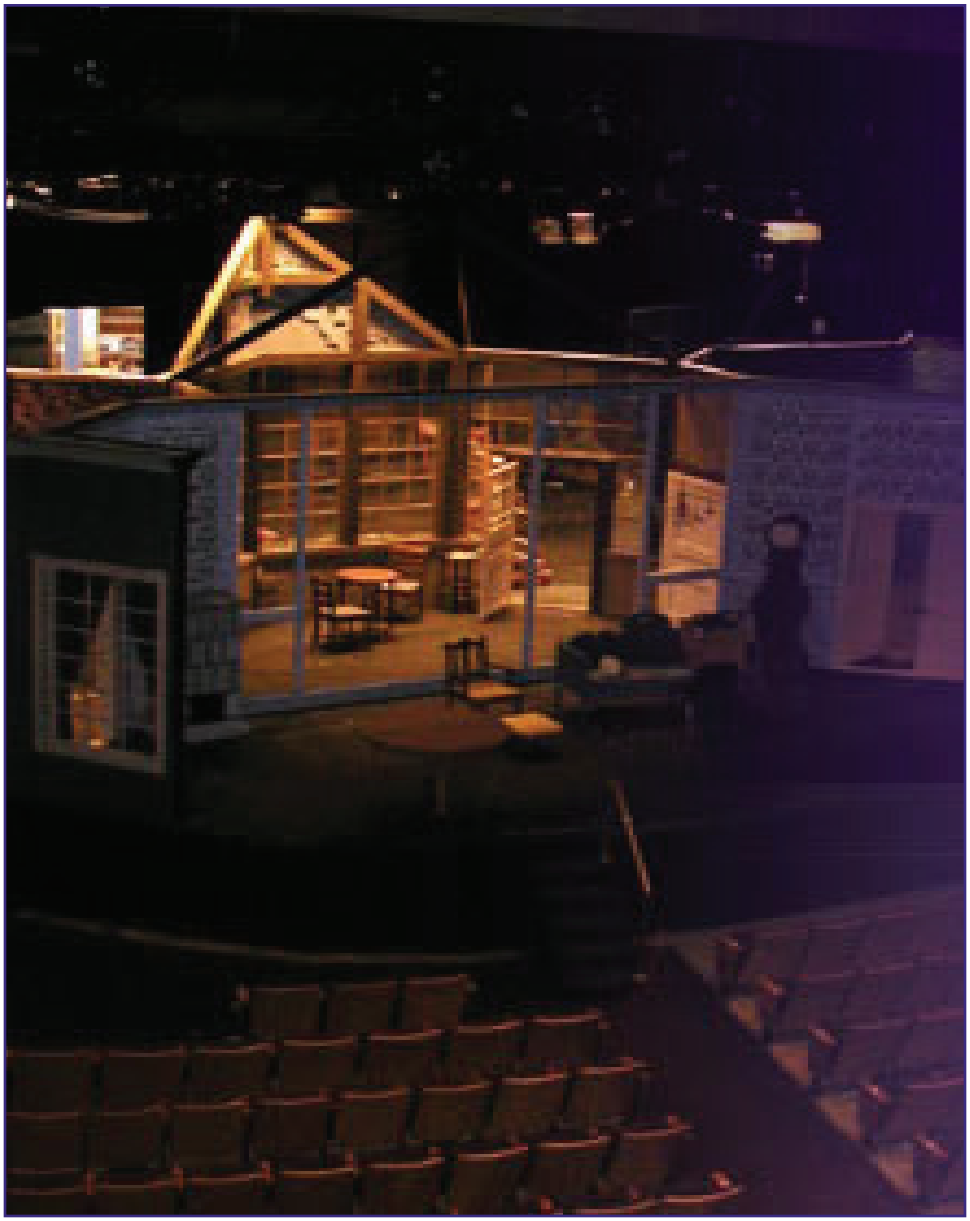
590* **Thesis Writing.** Three to nine semester hours credit. Writing of the thesis. Prerequisite: MHL 589 and permission of adviser.

*A student must register for 589 and/or 590 each semester or summer session until the thesis is completed; however, a student may not register the first time for 590 until the thesis proposal has been approved.



School of Theatre

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Objectives of the School

The School of Theatre attempts to help the student meet the following objectives: (1) to enhance the teaching of theatre at the high school level; (2) to meet specific professional needs in related occupations; and (3) to cultivate an appreciation for culture and civilization as expressed through the art of theatre.

Graduate Program

The school does not offer a graduate degree in theatre. A graduate minor consists of nine -15 hours, chosen in consultation with a school adviser.The minor program will be arranged to satisfy the student's individual needs and/or complement the major area of interest. A portion of the comprehensive examination will be devoted to the minor area as directed by the student's advisory committee.

Graduate students also may take theatre courses as part of a specialty option for the Master's of Interdisciplinary Studies (M.I.S.) degree or take courses as electives to support their degree plans.

Graduate Faculty

Professors

Alan Nielsen, Ph.D., City University of New York, Theory, History, Film Studies, and Directing
Allen H. Oster, M.F.A., University of Utah, Acting and Directing

Associate Professors

Angela Bacarisse, M.F.A., University of Memphis, Costume Design
Richard C. Jones, III, Ph.D., University of Kansas, History and Criticism
Scott Shattuck, M.F.A., University of Texas, Directing

Courses in Theatre (THR)

*Unless otherwise indicated, courses are three semester hours credit.

411. **Theatre for Children.** Three semester hours. Principles and methods of creating theatre with and for children. Prerequisite: Lower division theatre core or nine hours elementary education.

421. **Introduction to Directing.** One hour lecture, four hours lab per week. An introduction to the art and craft of directing with emphasis on the stage platform as an expressive medium.

424. **Dialects.** Two semester hours. The study and use of dialects for the stage.

460. **Theatre History I.** From primitive theatre to 1700 A.D. Prerequisite: nine hours of theatre and/or English literature.

461. **Theatre History II.** From 1700 A.D. to the present. Prerequisite: nine hours of theatre and/or English literature.

527. **Acting.** One hour lecture, four hours lab per week. A study of period acting styles for advanced acting students. Prerequisite: THR 321 or permission of instructor.

528. **Directing.** An intensive study of directing focusing on period plays and styles. Prerequisite: THR 421 or permission of instructor.

529. **Directing Theatre for Youth**. One hour lecture, four hours lab per week. A study of the special problems in directing young actors and a survey of the literature and materials applicable to this age group. Offered second summer session only. Prerequisite: THR 421 or permission of instructor.

550. **Directing Practicum.** One to three semester hours. Practical experience in directing, stage management, assistant directing, promotions, and costume, scenic or lighting design.

563. **Introduction to Playwriting.** An introductory course in writing for the stage. Consists of a series of practical, short writing exercises in characterization, dialogue, plot, etc., culminating in a one-act play. Prerequisites: THR 162, any creative writing course, or permission of instructor.

575. **Advanced Graduate Studies.** One to three semester hours. May be repeated under different topic.

576. **Advanced Graduate Studies.** One to three hours. Same as 575 but in a different topic. May be repeated under a different topic. No more than nine hours of graduate credit may be earned in 575 and 576.

580. **Design for the Theatre.** Three semester hours, one hour lecture and four hours lab per week. May be repeated. A study of advanced techniques in design of scenery, costumes, makeup and lighting. Prerequisite: lower division core or permission of instructor.

The Arthur Temple College of Forestry and Agriculture

Steven H. Bullard, Dean
Forestry 103
Phone (936) 468-3301
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atcof@sfasu.edu
www.sfasu.edu/forestry

Forestry
Agriculture
Environmental Science



Mission

The mission of the Arthur Temple College of Forestry and Agriculture (ATCOFA) is to maintain excellence in teaching, research and outreach; to enhance the health and vitality of the environment through sustainable management, conservation, and protection of our forests and natural resources; and to enhance the production and economic viability of agricultural commodities. The mission consists of the following objectives:

- The ATCOFA is dedicated to comprehensive undergraduate and graduate education, basic and applied research programs, and service.
- In the educational program, students receive classroom and field-based experiences to prepare them for their professional careers. Academic courses provide learning opportunities that encourage and inspire students to approach forest resource, environmental, agricultural, and social issues in a critical yet creative manner, to identify and analyze key elements, and to

articulate ethical solutions.

- The college has a strong commitment to a research program that encourages basic and applied studies in natural resource management, environmental topics, agricultural production, and social values. Research projects focus on issues that have local, regional, national and international implications.
- To complete the college's mission, a service program provides professional expertise, information and training. Practicing professionals, industrial forest landowners, family forest owners, timber investment organizations, not-for-profit environmental groups, industry, public agencies, farmers, ranchers, poultry producers, and society in general are beneficiaries of these services.

The campus is situated near the Stephen F. Austin Experimental Forest, five wilderness areas, several million acres of private commercial forests, and four national forests. The university also is situated in the heart of the nursery/landscape, beef cattle and poultry industries of East Texas. Forestry, environmental science and agriculture classes take advantage of these resources for hands-on education and research opportunities. Forestry, agriculture and environmental science programs benefit from cooperative efforts with industry and producers.

The forestry and agriculture complex contains classrooms, laboratories, student computer rooms, greenhouses, an arboretum, a native plants garden, state-of-the-art poultry houses, a center for livestock production, and geographic information systems (GIS) laboratories. The Piney Woods Conservation Center, an off-campus facility located on Sam Rayburn reservoir, provides an ideal setting for field-based studies. The Forest History Collection, housed in the university library and associated with the Forest History Foundation, has many manuscripts dealing with the history of the East Texas lumber industry. Laboratories of the U.S. Forest Service's Southern Research Station, the U.S. Fish and Wildlife Service, and the Texas Parks and Wildlife Department, located in the SFA Forestry Center, also are available for graduate instruction and research.

The ATCOFA supports several institutes and centers that provide excellent research opportunities for graduate students. The Institute for White-tailed Deer Management & Research was established in 1975 to conduct relevant research on deer management in a forested environment. The Institute has garnered an international reputation as a center of excellence; and, has been responsible for significant discoveries regarding deer behavior, biology, habitat and management. The Columbia Regional Geospatial Service Center was funded by Congress in 2005 to provide regional geospatial support in time of emergency. The Columbia Center provides the administrative lead for a system that now includes the University of Texas at El Paso, Texas Tech University, Lamar University, the Texas Natural Resources Information System and the Texas National Guard. The Columbia Center also support the Forest Resources Initiative (FRI). FRI's mission is to provide unbiased, scientific information concerning forest resource management issues. The Waters of East Texas (WET) Center consists of an interdisciplinary team of university scientists conducting research on water-related issues. Research faculty in the Center for Medicinal Plant Research are studying compounds derived from plant species as potential cures for a variety of diseases. Horticulture faculty perform research at the Piney Woods Native Plant Center and the SFA Mast Arboretum. Agriculture faculty conduct research on beef, poultry, equine and swine production at the Walter C. Todd Agricultural Research Center.

Information on specific programs in forestry, agriculture, and environmental science is contained under the department in which a student is enrolled or is attempting to enroll.





Forestry

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Graduate Programs in Forestry

The ATCOFA offers five graduate programs in forestry: the Master of Science (M.S.), the Master of Forestry (M.F.), the Master of Science with a major in Resource Interpretation (MSRI, fully online degree program) the Master of Science with a major in Spatial Science (MS-SPSC), and the Ph.D. in Forestry (Ph.D.).

Master of Science and Master of Forestry

The broad Master of Science program allows students to obtain a specialized advanced degree in any of the subject areas within the Arthur Temple College of Forestry and Agriculture (ATCOFA), including forest management, forest economics, recreation management, wildlife management, agro-forestry, wood science, urban forestry, forest entomology, hydrology, forest ecology, silviculture, and soil science.

The M.F. degree program is a non-thesis cooperative program between the ATCOFA and the Nelson Rusche College of Business and requires a minimum of 38 semester credit hours of graduate course work. This degree is intended for professional foresters with at least five years of experience who wish to further their education in the areas of business, forest management or forest economics. A final comprehensive exam (either written, oral or both) is required during the last semester of enrollment.

Depending on a student's background and the specific program in which he/she is enrolled, the student **may** be required to complete undergraduate coursework in 5 subject areas. The Master of Science with a major in Spatial Science and the Master of Science with a major in Resource Interpretation do not require the completion of background courses. All other MS degree programs and the Ph.D. degree program have a **major in forestry.** Thus they do require that the background subject areas be met; this may be done by taking undergraduate courses at SFA or perhaps some courses from the student's undergraduate program might satisfy parts or all of the requirements. The Graduate Committee, chaired by the Major Professor will recommend suitable background courses or provide justification as to how a particular subject area has already been met, subject to approval by the Associate Dean and Dean. Courses utilized as background courses cannot be utilized as part of the 30 hours required for the degree. It is thus very important that the degree plan be developed and approved during the first semester to insure that those students needing the forestry background take the required courses in a timely and orderly sequence.

The background subject areas (undergraduate courses listed by each category are suggested courses that may be utilized to satisfy that requirement) are:

Forest Biology (FOR 209, 219, 240, 313, 349, 454),

Forest Resources Inventory (FOR 205, 223, 224, 305, 317),
Social Forestry (FOR 251, 252, 351, 451, 457),
Forest Ecosystem Management (FOR 347, 390, 409, 411, 448, 450, 458), and
Forest Resources Administration (FOR 348, 435, 451).

The M.S. degree with a major in Resource Interpretation

(MSRI) is a cooperative program under a Memorandum of Understanding between the National Park Service and SFA to provide a graduate degree in resource interpretation by distance learning. The MSRI degree program is available in the following options: thesis, non-thesis and a 15 credit hour certificate. The student must indicate on their application form which option they wish to pursue. The actual selection of option, however, will occur when the student's degree plan is submitted. Changes in option following the submission of a degree plan will require an official petition to change the degree plan. The guidelines above are directly applicable to the MSRI degree programs.

MSRI Thesis Program

Requires a minimum of 24 semester hours (8 courses) of graduate course work and six semester hours of FOR 590 for a total of 30 semester hours. To complete the program, students will develop a thesis proposal, conduct thesis research, and write a masters thesis. Students may transfer a maximum of 6 semester hours (2 courses) of graduate-level credit from another institution. Acceptance of these transfer credits is determined by the student's advisory committee, subject to approval by the Associate Dean of the ATCOFA. In order to be transferred, the student must have been accepted into a graduate program and the course to be transferred was taken for graduate credit and can not have been used to satisfy any part of an undergraduate degree program. During the first semester of coursework, students will begin to formulate an advisory committee. This committee will consist of no fewer than three members of the SFA Graduate Faculty; two of whom must be in the College of Forestry. The Advisory Committee, chaired by the major professor, will then assist the student in developing a degree plan. The degree plan should be filed with the Associate Dean during the first semester of coursework. The Advisory Committee assists the student in preparing a formal research proposal and serves as the examining committee.

MSRI Non-Thesis Program

Requires students to complete a minimum of 36 semester hours of graduate level courses beyond the Bachelor's degree including 15 core credits (5 courses) which includes 3 credits (1 course) from a capstone course. The capstone course is to be taken during the last semester and requires the student to develop and complete a scope of work and then prepare a presentation/paper/poster suitable for presentation at a professional conference. An additional 21 hours (7 courses) are required as specified by the student's advisory committee and subject to approval by the Associate Dean of ATCOFA. Of those 21 hours (7 courses), at least 12 (4 courses) must be selected from MSRI courses and the 9 additional hours (3 courses) may be selected from MSRI courses or other fields of study. Students may transfer a maximum of 6 hours (2 courses) of graduate-level credit from another institution. Acceptance of these transfer credits is determined by the student's advisory committee, subject to approval by the Associate Dean of the ATCOFA. In order to be transferred, the student must have been accepted into a graduate program and the course to be transferred was taken for graduate credit and can not have been

used to satisfy any part of an undergraduate degree program. Students will be required to take an oral comprehensive exam during the final semester of enrollment. This exam must be given no later than the Friday before the start of final exams and must be conducted on the SFA campus in a face-to-face format. The student, in conjunction with their MSRI advisor, will select 3-4 members of the SFASU Graduate Faculty (including approved adjunct faculty) to serve as the student's advisory committee. One member of the student's advisory committee must be an ATCOFA faculty member who is not teaching an MSRI core course. The non-thesis option is appropriate for students in career paths that are best supported by additional academic course work rather than directed research on a single topic and for students who do not intend to pursue a higher degree (Ph.D.). This degree is especially useful to those seeking broad training in the field of resource interpretation, or who wish to combine course work in interpretation with an additional subject area.

Certificate of Resource Interpretation

Available to students who complete 15 hours (5 courses) of graduate-level courses in Resource Interpretation and achieve an overall minimum GPA of 3.0 for the 15 credit hours. All of the courses eligible for the certificate program are taught as online, distance education courses (a few are also taught face-to-face to students in residence on campus). Each student must work directly with an assigned MSRI advisor to select a series of courses that will fit the needs of each student. Students seeking the certificate have two options in terms of enrollment in the program:

A. Students who meet the admission requirements for the Master of Science with a major in Resource Interpretation (MSRI) and wish to work toward completion of the entire MSRI curriculum should apply for admission to Graduate Program by following the admission procedures outlined above. Upon successful completion of 15 graduate credit hours (5 courses), these students will automatically be awarded the Certificate of Resource Interpretation.

B. Students who do not wish to work toward completion of the MSRI degree program should apply to the Graduate Office for post-baccalaureate status only. Students that select this route must be aware that only 6 credit hours earned under post-baccalaureate status are eligible for transfer to a regular graduate degree program. Only courses in which the student makes a minimum grade of a B will be eligible for transfer to an ATCOFA degree program.

The M.S. degree with a major in Spatial Science

The MS in Spatial Science Thesis program is offered to provide a masters degree that will allow a student to become proficient in applying geographic information systems, remote sensing and spatial statistics to quantify, qualify, map, monitor and manage natural and cultural resources. The MS in Spatial Science requires a minimum of 24 semester hours of graduate course work and six semester hours of FOR 590 (Thesis) for a total of 30 semester hours. A minimum of 12 semester hours of graduate course work must be spatial science courses (GIS prefix).

Spatial Analyst Certificate

Available to students who complete 15 hours (5 courses) of graduate-level courses in GIS-prefixed courses and achieve an overall minimum GPA of 3.0 for the 15 credit hours. Each

student must work directly with an assigned Spatial Sciences advisor to select a series of courses that meet the requirements for the Spatial Analyst Certificate (GIS 551 Introduction to GIS and Geospatial Analysis (3 hours) and GIS 552 Digital Remote Sensing (3 hours) are required). Students eligible to obtain the certificates must be admitted for post-baccalaureate study or be admitted to a graduate program by the Graduate School. Upon successful completion of an approved program of 15 graduate credit hours, these students will be awarded the Spatial Analyst Certificate. Students who do not wish to work toward completion of a Masters program should apply to the Graduate Office for post-baccalaureate status only. Additionally, all courses in which the student makes a minimum grade of B will be eligible for transfer to an ATCOFA degree program, in the event the student later decides to pursue a graduate degree.

Admission Procedures for all Forestry Degree Programs

1. Obtain and carefully read the Graduate Bulletin; it is available online at www.sfasu.edu/graduate

It is the student's responsibility, not the major professor's responsibility, to make sure all required forms/documents are submitted by the published deadlines.

2. Prepare for the GRE; take it and the TOEFL (if applicable) during the semester prior to submitting the application for graduate study. There are study guides available that will assist in making better scores. All students must take Graduate Record Examination (GRE) before submitting the application for admission.

Foreign students whose native language is not English must submit evidence of competency in English. This is normally accomplished by taking the Test of English as a Foreign Language (TOEFL) and receiving a minimum score of 550 on the paper version or a minimum score of 213 on the computer-based TOEFL. Official results must be submitted to the Graduate Office.

3. Every student must have a major professor in order to be considered for admission. Peruse the ATCOFA faculty web pages and select potential major professors based on their fields of expertise and their current research interests. Every potential student should contact those professors whose research interests coincide with his/her interests to determine if any of the professors would consider serving as the major professor for the graduate student. Also inquire as to the availability of research funds to assist the research project. This initial contact may be done via normal mail, email, or phone.

4. Apply for Admission. The ATCOFA has adopted the followings deadlines for applications for admission:

1. Deadline for admission for a Fall term is August 1
2. Deadline for admission for a Spring term is December 1.
3. Deadline for admission for a Summer I term is April 1.
4. Deadline for admission for a Summer II term is June 1.

Submit to the Graduate Office (P.O. Box 13024, SFA Station, Nacogdoches, TX 75962) the

following:

1. Official application form,
2. Official transcripts from **ALL** colleges attended,
3. Official scores from GRE,
4. Official scores from TOEFL if applicable (see step 2 above), and
5. $25.00 application fee.

All items above must be received by the Graduate Office before your file will be evaluated and forwarded to the ATCOFA. Every potential graduate student **must** prepare and submit a packet to the Associate Dean, Arthur Temple College of Forestry & Agriculture, Stephen F. Austin State University, Nacogdoches, TX 75962-6109. This packet must include:

(a) a letter of application stating the desired research field and the name of faculty member who has agreed to serve as the major professor, and
(b) two letters of reference from individuals knowledgeable of the student's academic and research potential (or request that reference letters be sent directly to the Associate Dean, ATCOFA).

5. After the Graduate Office forwards the completed application packet to the ATCOFA and the letter of application and the two reference letters have been received, the application is submitted to the ATCOFA Graduate Council for review. The Council makes a recommendation on the admission status to the Associate Dean. This recommendation is forwarded to the Graduate Office. The Graduate Office will then mail an Admission Notice indicating whether admission has been denied or accepted; this notice will indicate whether clear, probationary, or provisional admission was granted and will list any special requirements or deficiencies. The Graduate Office will then clear the student for online registration. Consult with the major professor before actually enrolling in courses to insure the courses are appropriate for the planned program.

Admission requirements for all MS, including MSRI, and MF programs:

(A) Clear Admission:
(1) acceptance by a major professor
(2) a minimum grade point average (GPA) of 2.8 (4.0 scale)
(3) GRE scores received

(B) Provisional Admission: This is only available, if for some valid reason, GRE score cannot be submitted by the deadlines Otherwise, all above stated requirements must be met.

(C) Probationary Admission:
(a) acceptance by a major professor
(b) a minimum grade point average (GPA) of 2.5 (4.0 scale)
(c) GRE received

If admitted on probation, a student can become eligible for Clear Admission upon completion of 9 hours of graduate credit with a minimum GPA of 3.0.

Admission requirements for the Ph.D. degree program:

(A) Applicants must hold or qualify for a master's degree in an appropriate area of knowledge from an accredited graduate college or university.

(B) Clear Admission:

- (1) acceptance by a major professor
- (2) a minimum grade point average (GPA) of 3.5 (4.0 scale)
- (3) completed and submitted GRE score (composite of verbal and quantitative sections)

(C) Probationary Admission may be granted if students do not meet the clear admission standards above if

- (a) acceptance by a major professor is obtained.

Students admitted on probationary status can be admitted to clear status by earning a 3.5 GPA on a minimum of 12 hours of approved graduate course work.

(D) Provisional admission is not available.

Exceptions to the above admission requirements may be made on the recommendation of the Graduate Council in the ATCOFA to the Dean of the College of Forestry and Agriculture following a written appeal by the applicant to the ATCOFA Graduate Council.

Graduate assistantships

Two types of assistantships **may** be available for students with clear or provisional admission. A very limited number of Teaching Assistantships are available. These are normally awarded to new students only if they possess an undergraduate degree in forestry and thus, due to their background, are capable of teaching undergraduate lab classes in forestry classes. Research Assistantships may be awarded if the major professor has funds in his/her research budget allocated for a graduate student stipend. A single application form is utilized for both types of assistantships and it should be submitted with the application packet (has same deadlines as stated above for admission). The link to the required form is on the Graduate Office web pages. A student receiving an assistantship must be enrolled for a minimum of nine hours in a fall or spring term and 3 hours during each summer term and maintain a 3.0 GPA. If these requirements are not met, the student will not be eligible for an assistantship the following semester and must re-apply for later semesters.

If admitted with probationary status, the student is not eligible for a teaching or research assistantship. After completion of 9 hours of graduate work with a minimum GPA of 3.5, the student would become eligible for consideration for financial assistance.

It is important to understand that receipt of an assistantship obligates the student to 20 hours per week of work to be assigned by the major professor. For a Research Assistantship the work may or may not be related to the student's thesis project. Teaching assignments for Teaching Assistantships are made in the Dean's Office.

Guidelines for a successful graduate program

1. After admission, develop the class schedule for the first semester with direct assistance from the major professor. Register online using mySFA.

2. During the first semester, students admitted to any of the MS or MF programs must consult with the major professor to select at least two additional Graduate Faculty members (including approved Adjunct Faculty) to serve on the student's advisory committee. A minimum of two members of the committee must be faculty in the ATCOFA.

Students admitted to the Ph.D. program must select at least three additional Graduate Faculty members (including approved Adjunct Faculty) to serve on the graduate advisory committee. One of the additional three members must be someone who is not a Graduate Faculty member in forestry.

If changes to the student's graduate committee are made prior to official filing of the degree plan, then there are no formal petitions required by the graduate student. However, there still needs to be a consensus among the committee members. If changes to graduate committee are requested after official filing of the degree plan, then the graduate student needs to file an *official petition* to the degree plan, in which that student is required to document and justify the reasons for the request to remove a faculty member. The graduate student must inform the faculty member that a petition to remove them from the graduate committee will be filed. The graduate student must file the petition with the Associate Dean who is obligated to consult with both the potentially removed faculty member and the student about the petition. The Associate Dean will forward the petition to the Forestry Graduate Council for their review and then they will forward a recommendation to the Dean.

3. Develop a degree plan, get it approved by the committee and submit it to the Associate Dean and Dean of the ATCOFA for approval during the **first semester**. If changes have to be made later, then a petition to change the degree plan will need to be submitted. The degree plan form and the form for making changes are available on the ATCOFA web pages. Please use the form that is appropriate for the degree program.

The MS program with a major in forestry requires completion of 24 credit hours of graduate level courses plus six (6) credit hours of FOR 590 (Thesis). The Master of Forestry degree program requires a minimum of 38 semester credit hours of graduate course work; it is a non-thesis program.

The Degree requirements for the Ph.D. program:

Beyond the master's degree, a student must complete a minimum of 30 semester hours of graduate course work, 30 hours of dissertation (FOR 699) and a research tool of at least 6 hours.

Prior to admission to candidacy, the student must demonstrate competency in at least one research tool in collaboration with the advisory committee. Approved research tools include:

Statistics (6-9 hours)
Computer science (6-9 hours)
Foreign language (6-9 hours or by examination, or other research tools as recommended by the committee)

Although a student's native language is not acceptable as a foreign language; a student whose

native language is not English may use English as a foreign language. In such a case, the student will demonstrate proficiency by a score of 550 or greater on the paper-version of the Test of English as a Foreign Language (TOEFL) or a score of 213 or greater on the computer-based TOEFL.

Graduate courses required for achieving proficiency in a research tool may not be counted in the total hours required for the degree and each must be completed with a grade of B or higher. Guidelines regarding acceptance of transfer courses are stated in the Graduate School section earlier in this bulletin.

4. Submit Thesis/Dissertation Proposal: A thesis is required for students seeking a MS degree with a major all of the disciplines under forestry, except for the MSRI program, which has a non-thesis option available.
A dissertation is required for every Ph.D. student. The dissertation is a work of creditable literary workmanship, independent investigation in the candidate's major area of study and an original contribution to scholarship. Secure a copy of the thesis/dissertation guide and/or review the guidelines for writing the proposal and thesis/dissertation; the guide is available on the Graduate Office web pages. Follow these guidelines in the preparation of the thesis/dissertation proposal and in the writing of the final thesis/dissertation. It is also important to state in the proposal what journal style, with regard to literature citations, will be used in the proposal and in the final document.

Submission of the proposal must be done no later than the semester before the one in which the student plans to graduate (for purposes of meeting this requirement, the end of the semester is defined as the Friday before the first day of final exams):

(a) Spring graduates must therefore submit their proposal no later than the Friday before the start of final examinations for the fall semester;
(b) Fall graduates must submit the proposal no later than the Friday preceding final exams for Summer II sessions.
(c) Summer II graduates (August graduation) must submit it no later than the Friday preceding final exams for Summer I sessions.
(d) Summer I completers must submit the proposal no later than the Friday preceding final exams during the Spring semester; graduation does not occur until August officially.

The proposal is submitted to the Associate Dean of the ATCOFA only after it has been signed by all members of the student's advisory committee. The form for this submission is available on the ATCOFA web pages. After the proposal is approved, the Graduate Office will appoint a Graduate Faculty member from outside the ATCOFA to serve as the Graduate School representative for the thesis/dissertation writing and thesis/dissertation defense. The student and the major professor will be asked to submit a list of SFA Graduate Faculty to serve as the Graduate School representative.

As a minimum, a member of the committee should be given 2 weeks to review the first draft of the proposal. If substantial changes are needed, the required changes must be made and then re-submit the proposal to each committee member for his/her review; a minimum of 1-2 weeks should be allowed for this second review process. With this entire review process in mind, then in reality, the deadline for getting a proposal approved by the committee would be a minimum of 4 weeks prior to the first day of final exams for that semester.

5. Enrollment in FOR 590 (Thesis) for master's candidates or in FOR 699 (Dissertation) for Ph.D. students is required during the semester in which the thesis/dissertation is defended. If there is a delay in completing the thesis/dissertation, enrollment is required in FOR 590 or FOR 699 every semester up to the semester in which you finish. Both FOR 590 and FOR 699 are graded for every enrollment and awarded as Pass (P) or Fail (F). No student is permitted to register for FOR 699 before having been admitted to candidacy. Remember that you must complete a minimum of 30 semester hours of 699 courses.

6. Apply for degree, pay graduation fee, and arrange for cap and gown. The deadline for this step is usually the third week of October for Fall terms, the third week of March for Spring terms, and the second week of July for August graduation. Refer to a current Graduate Bulletin for exact dates.

7. Submit completed Thesis/Dissertation and the application for Thesis/Dissertation exam (on ATCOFA web pages) by the published deadline for the semester in which graduation will occur. This deadline is generally two Fridays before the start of final examinations. The application for the thesis exam can not be submitted until the entire graduate committee has reviewed and approved the thesis as a defensible draft. A committee member must be granted a minimum of two weeks to review the thesis draft and decide whether it is a defensible draft. Since there is a possibility that the draft may need further work to be defensible, then an additional 1-2 weeks should be allowed for the committee to review the recommended corrections. Therefore the entire process of review, edit, and second review by the committee may require 4-5 weeks prior to this published deadline. In reality then, the "deadline" to get an initial draft completed and approved by the major professor and then go through the review process and expect to graduate during a given semester is actually five (5) weeks prior to the published deadline.

Please check the current graduate bulletin for the deadline to submit the application for thesis/dissertation exam and to have the thesis/dissertation draft completed and approved by the Graduate Office (for style, margins, etc).

The published deadline for submitting the results of the thesis/dissertation defense to the Graduate Office is the Friday before the start of final examinations. This means that the defense cannot be scheduled during the week of final examinations and still meet graduation requirements during that semester. If the deadline cannot be met, then expect to register for FOR 590 (Thesis) or FOR 699 in the following semester and official graduation will occur then.

Contact the dean's office of the ATCOFA to reserve the appropriate facilities for the seminar presentation and the defense.

8. Pay for binding/microfilming (go to Technical Services Office of Steen Library).

9. Attend Commencement! If at all possible, please attend.

10. After the defense, it is very common for additional corrections to be required on the thesis/dissertation. The extended deadline for submitting the final version to the

Graduate Office is approximately 6 weeks after the end of the semester in which the thesis was defended (the official date is always posted in the official calendar for the next semester). If this deadline is not met, then the student will not have actually graduated. This would require enrollment in FOR 590 or FOR 699 again for the next semester and also file for graduation again. Graduation will then occur with the next graduation class.

11. Publish! It is very important for the student and the major professor to have the results of the thesis/dissertation project published in a refereed outlet. Additionally, seek out opportunities to present results, even if preliminary, at professional meetings or conferences.

Additional Guidelines/Requirements for the Ph.D. degree

1. Residency Requirement

The residency requirement is assurance that the student has opportunities to benefit from the advantages of a university environment. The minimal residency is one academic year of study on the main campus. One academic year is nine semester hours of graduate course work taken each term in any two of the following three sessions: fall semester, spring semester, and summer (comprised of both Summer I and Summer II sessions). Therefore a student must complete 18 hours of graduate course work during the stated residency period. Completion of only FOR 699 during a semester will not meet the residency requirement. Additionally, background courses, if needed are to be taken in residence.

2. Transfer of Credit on Ph.D. in Forestry Degree

Courses for which transfer credit is sought must have been completed with a grade of B or better and must be approved by the student's advisory committee and by the associate vice president for graduate studies and research as applicable toward the Ph.D. in Forestry degree. Credit for dissertation research or writing or the equivalent is not transferable; course work taken at foreign colleges and universities is not normally transferred; and courses may be transferred only for credit and not for grade points. No more than nine graduate transfer hours will be accepted toward a Ph.D. in forestry degree.

3. Time Limit

No terminal time limit is imposed for the doctoral degree. If the degree is not completed within three years after admission to candidacy, the candidate's work is subject each year thereafter to an annual review by the advisory committee. The committee may recommend new requirements adopted in the interim, additional course work or termination of candidacy. Recommendations of the advisory committee are forwarded through the Dean of the ATCOFA to the Dean of Graduate School.

4. Qualifying Examination

The qualifying exam is required of all Ph.D. students. It should be administered within approximately six (6) semester hours of the completion of all the formal course work on the official degree plan. The objective is to determine the student's mastery of the subject matter in all field of his/her program and is used to determine whether the student is to be admitted to candidacy in the Ph.D. program.

Before the exam, the major professor submits a schedule for the examination (form available on ATCOFA web site). The qualifying examination must be both written and oral. Upon approval by the Dean of Graduate School, a graduate faculty representative to the student's committee will be appointed. This graduate faculty member could be the same person as the outside the department faculty member that is required for the makeup of the student's committee. Formal announcement of the qualifying examination must be received in the office of the DEAN OF GRADUATE SCHOOL no less than one week prior to the date of the first scheduled written exam. Credit for the qualifying examination is not transferable and both written and oral parts must be completed within a length of time approved by the DEAN OF GRADUATE SCHOOL, usually not to exceed two weeks. The written part of the examination will cover each area of study included in the student's program. Each member of the student's advisory committee will be responsible for administering a written examination in a particular area of the student's program. If any written examination is reported as unsatisfactory, the entire advisory committee must agree (subject to approval by the DEAN OF GRADUATE SCHOOL and the Dean of the ATCOFA) to either:

(a) proceed to the oral portion of the examination or
(b) proceed to another course of action.

All written portions of the examination will be made available to all members of the examination committee before proceeding to the oral part of the examination.

After the oral examination, the major professor will report in writing (form available on ATCOFA web site) to the Dean of the ATCOFA and to the DEAN OF GRADUATE SCHOOL the results of the qualifying examination and the examination committee's recommendation on admission to candidacy. No student is admitted to candidacy without satisfactorily completing all parts of the qualifying examination. By permission of the advisory committee and of the DEAN OF GRADUATE SCHOOL, a student who has failed the qualifying examination may be given one re-examination after six months following his/her first attempt.

Upon successful completion of the qualifying examination, the student has three calendar years to complete all remaining degree requirements before being required to repeat the qualifying examination.

5. Apply for **Candidacy**; the form needed to apply for candidacy is also available from the ATCOFA web pages. To apply for candidacy, a student must have completed the following:

(a) formal coursework on the degree plan,
(b) filed a dissertation proposal approved by the advisory committee, the Associate Dean and Dean of the ATCOFA, and the DEAN OF GRADUATE SCHOOL
(c) passed the qualifying examination.

Candidacy must be applied for in the semester before the semester in which the student expects to graduate. The deadline for filing for candidacy is the first day of final exams for any given semester.

6. **Final Examination/dissertation defense:** By the date indicated in the current Graduate Bulletin, the Ph.D. candidate must submit to the DEAN OF GRADUATE SCHOOL the following:

(a) five copies of the dissertation in final form incorporating all suggestions and corrections by the candidate's advisory committee.

(b) a completed application for the Dissertation Defense (the form is available on the ATCOFA web pages). This form schedules the final examination (remember to make needed arrangements for using a particular room and any necessary electronic equipment). This form must be submitted at least two weeks before the proposed date of the examination.

The published deadline for submitting the results of the dissertation defense to the DEAN OF GRADUATE SCHOOL is the Friday before the start of final examinations. This means that you cannot schedule your defense during the week of final examinations and still expect to graduate that semester. If the deadline cannot be met, then you must register for FOR 699 (Dissertation Writing) in the following semester and official graduation will occur then. Any exceptions to this deadline must be approved by the Dean of the ATCOFA well in advance.

Therefore the deadline for submission of the application for the final examination is two weeks before the Friday before the start of final exams. Practically then, since every committee member must be given ample opportunity (minimum of two weeks) to review the dissertation before agreeing to schedule the dissertation defense, the actual deadline for preparation of a defensible draft is 4-5 weeks before the start of final exams.

The dissertation final examination is open to all members of the Graduate Faculty, but only members of the examination committee are allowed to vote on whether a pass or fail of the defense was attained. Passage of the defense requires a positive vote of at least ¾ of the voting examiners. After the final examination, the examination committee will complete the Report of the Dissertation Examination (form available on the ATCOFA web pages. This report, when signed by the committee is the committee's guarantee that the candidate has completed the required work assigned by the committee; passed all examinations required; completed a dissertation that reveals creditable literary workmanship, independent investigation in the candidate's major area of study, and is itself an original contribution to scholarship; and submitted for publication in Dissertation Abstracts an abstract approved by the committee.

Following passage of the Final Examination, five copies of the dissertation signed by the committee will be presented for approval by the DEAN OF GRADUATE SCHOOL. After the defense, it is very common that additional corrections will have to be made to the dissertation. The final required corrected version of the dissertation is due in the office of the DEAN OF GRADUATE SCHOOL (the official date is always posted in the official calendar for the next semester) approximately 6 weeks after the end of the semester in which the dissertation was defended. If this deadline is not met, then the student will not have graduated. This would require that the student would have to enroll in FOR 699 again for the next semester and also file for graduation again.

Graduate Faculty

Professors

Steven H. Bullard, Ph.D., Virginia Tech University, Forest Economics
Kenneth W. Farrish, Ph.D., University of Minnesota, Soils, Environmental Science
Michael S. Fountain, Ph.D., West Virginia University, Silviculture, Dendrology
James C. Kroll, Ph.D., Texas A&M University, Forest Wildlife Management
Gary D. Kronrad, Ph.D., University of Massachusetts, Forest Economics
David L. Kulhavy, Ph.D., University of Idaho, Forest Entomology
Darrel L. McDonald., Ph.D., Texas A&M University, GIS, Remote Sensing

Brian P. Oswald, Ph.D., University of Idaho, Fire Ecology and Management
Hans M. Williams, Ph.D., Auburn University, Eco-physiology, Wetlands Ecology
Jimmie L. Yeiser, Ph.D., Texas A&M University, Silviculture, Tree Improvement

Associate Professors

Dean W. Coble, Ph.D., University of Montana, Biometrics
Theresa G. Coble, Ph.D., University of Minnesota, Resource Interpretation
Warren C. Conway, Ph.D., Texas Tech University, Forest Wildlife Management
I-Kuai Hung, Ph.D., Stephen F. Austin State University, GIS, Spatial Science
Daniel R. Unger, PhD., University of Idaho, Remote Sensing, Spatial Science

Assistant Professors

Christopher E. Comer, Ph.D., University of Georgia, Forest Wildlife Management
Sheryll Jerez, Ph.D., University of Illinois-Urbana, Environmental Science
Matthew W. McBroom, Ph.D., Stephen F. Asutin State University, Hydrology
Daniel Scognamillo, Ph.D., Louisiana State University, Wildlife Management, GIS
Pat Stephens Williams, Ph.D., Southern Illinois University, Resource Interpretation
Yanli Zhang, Ph.D., University of Massachusetts, Water Resources, GIS

Research Professor

Shiyou Li, Ph.D., Stephen F. Austin State University, Medicinal Plants

Courses in Forestry (FOR)

*Unless otherwise indicated, courses are three semester hours credit. Lectures and laboratories are paired and must be taken concurrently. In a course with a lecture and laboratory, one grade is generated. A maximum of 6 credit hours of 400-level course (that are approved for graduate-level credit) may be included in a graduate degree plan. Check with the appropriate department before assuming a 400-level course is approved for graduate-level credit.

404. **Urban Forestry.** Two hours lecture and three hours lab per week. Planning, establishment, protection, and management of individual trees and forest systems within an urban environment. Required field trips. Prerequisites: FOR 209, 349. Fall only, odd years.

405. **Environmental Communication and Interpretation.** Two hours lecture and three hours lab per week. An overview of the field of natural resource communication and interpretation. Of particular interest to those whose careers require public interaction. Fall only.

409. **Forest Hydrology.** Two hours lecture and three hours lab per week. Study of the affects of forests and forest activities on water quantity and quality, soil erosion, and stream sedimentation. Required field trips. Prerequisite: FOR 349.

411. **Timber Management.** Three semester hours. Concepts of stand-level and forest-level timber harvesting schedules. Prerequisite: FOR 317. Spring only.

427. **Regional Silviculture.** Three semester hours. Multiple use management of the major

forest types of the United States. Prerequisite: FOR 347. Fall only.

428. **Intensive Silviculture.** Three semester hours, two hours lecture and three hours lab per week. Study of tree improvement in silviculture context. Fundamental concepts from tree breeding, vegetation management and forest fertilization. Prerequisite: FOR 310. Spring only.

435. **Forest Economics.** Three semester hours. Economic analysis for decision making in forestry. Prerequisites: ECO 232, FOR 310. Fall only.

438. **Fire Use in Land Management.** Two hours lecture and three hours lab per week. Study of fire in land management. Preparation of burning plans and field applications of prescribed burns. Required field trips. Prerequisite: FOR 337. Spring only.

448. **Range Management.** Three semester hours. Principles of range management. Characteristics of rangelands and range plants, management of grazing animals and vegetation. Emphasis on interactions with recreation, wildlife and forests.

451. **Management of Outdoor Recreation Areas.** Two hours lecture per week and three hours lab per week. Planning, development and maintenance of parks and recreation areas. Required field trips. Prerequisite: FOR 351. Fall only.

457. **Environmental Attitudes and Issues.** Three hours lecture per week. An overview of the global historical origins and current influences on attitudes toward the outdoor environment. Examination and discussion of environmental ethics and issues. Spring only.

458. **Forest Resource Management.** Four semester hours, three hours lecture and three hours lab per week. Formulation, calculation, writing, and implementation of multiple-use resource management plans and environmental impact statements and assessments. Prerequisites: Forestry Field Station and FOR 435.

460. **Forestry Internship.** Three semester hours. Studies of resource management in an operational setting under the supervision of an approved organization. Must be arranged in advance and approved by the forestry dean.

463. **Special Problems**. One, two or three semester hours. Individual study in an area of the student's choice. May be repeated for credit.

464. **Contemporary Problems in Forestry.** Three semester hours. Classes conducted on current topics in forestry.

465. **Range Development and Evaluation.** Three hours of lecture per week. Required field trips. Principles of the development, improvement and evaluation of rangeland resources. Spring only, odd years.

466. **Urban Wildlife Management.** Three hours lecture per week. Techniques of managing wildlife population in urban/suburban landscapes. Includes nuisance wildlife and

habitat restoration. Spring only, odd years.

501. **Forest Consulting**. Three semester hours, three hours lecture per week. An overview of the forest consulting business. Focus will be on consulting as a career and provide skills/applications essential for becoming a successful consultant.

502. **Field Ecology.** Two hours lecture and three hours lab per week. Principles of synecology and population ecology as they affect vegetative and animal communities. Ecological impacts of management, quantitative analysis of communities. Prerequisites: FOR 209 or BIO 313. Course fee required. Fall only.

504. **Southern Hardwood Silviculture.** Three hours lecture per week. Silvicultural, economic and utilization considerations of the major and minor hardwood and hardwood-conifer forest types. Required field trips. Fall only, odd years.

505. **Wetland Wildlife Management.** Three hours lecture per week. Principles of wetland management to maximize wildlife suitability, use, biological diversity, and ecological integrity. Wetland management techniques, practices and concepts with an emphasis on wetland management for migratory birds including waterfowl, shorebirds and other non-game birds. Permission of instructor. Spring only, odd years.

507. **GIS Applications in Wildlife Management**. Three semester hours, two hours lecture and three hours lab per week. Applications of GIS to wildlife ecology, conservation and management. Course fee required.

506. **Wildlife Population Ecology.** Three hours lecture per week. Quantitative and conceptual approach to understanding population ecology and dynamics of wildlife species. Population estimation and other analytical/modeling techniques with an emphasis on conservation and management of game and non-game wildlife populations. Permission of instructor. Fall only, odd years.

510. **Research Methods In Forestry.** Three hours lecture per week. Development and analysis of statistical designs for forestry research. Spring only.

511. **Conservation of Natural Resources.** Three semester hours. Examination of forest natural resources and their role in sustaining the southern forest. Investigations with forest industry and forest land managers. Field trips.

515. **Tree Physiology.** Three hours lecture per week. The physiological processes and conditions of woody plants. Spring only, odd years.

516. **Forestry Investment Analysis.** Three semester hours. Quantitative micro-economic and analysis techniques applicable to solving economic and business-related problems in multiple-use forest management. Prerequisites: ECO 232 and FOR 347.

517. **Biometrics.** Three hours lecture per week. Applications of statistical methods in

natural sciences. Emphasis on techniques for analyzing biological data. Fall only.

518. **Applied Regression Analysis in Natural Resources.** Three hours lecture per week. Applications of regression analysis in natural sciences. Emphasis on regression techniques for analyzing biological data.

521. **Landscape Ecology.** Two hours lecture and three hours lab per week. Examination of land use and land use changes in the context of land-use management objectives. Tools and methodologies in spatial analysis will be examined.

523. **Plant Water Relations.** Two hours lecture and three hours lab per week. Study of the biotic and abiotic factors that control the water balance. Spring only, even years.

524. **Economic Project Analysis.** Three hours lecture per week. Execution of rigorous economic analysis and comprehensive financial analysis. The theoretical nature of each type of analysis will be explored. Prerequisite: FOR 516.

527. **Intensive Silviculture.** Two hours lecture and three hours lab per week. Study of tree improvement in silviculture context. Fundamental concepts from tree breeding, vegetation management and forest fertilization. Prerequisite: FOR 310. Spring only.

535. **Forest Soils.** Two hours lecture and three hours lab per week. Soil types in relation to silvicultural types and practices. Required field trips. Spring only, even years.

540. **Forest Recreation Planning.** Three hours lecture per week. Techniques and principles of managing recreational resources.

541. **Ecology, Management and Harvesting of White-tailed Deer.** Three hours lecture per week. The study of basic biology of the white-tailed deer, the proper management procedures for producing white-tails on forested lands and the proper harvest of these game animals.

542. **Human Dimensions of Natural Resources.** Three hours lecture per week. Examines the role of resource managers in making wise decisions concerning natural resources, incorporating not only biological sciences but sound information concerning human thought and action regarding natural systems. Spring only, odd years.

543 **Weather and Climate**. Three semester hours; three hours of lecture per week. Introduction to the basic ideas of the atmosphere, weather, climate and weather forecasting, climate and climate change. Develop competencies to access weather information via geospatial software and the internet.

545. **Forest and Range Ecology Concepts.** Three hours lecture per week. The study of ecology through the investigation of some basic ecological concepts as they apply to forest and range management. Prerequisite: FOR 209 or permission of instructor. Fall only, odd years.

546. **Fire Ecology and Management.** Three hours lecture per week. An investigation of fire ecology in the United States. Emphasis is on how fire ecology is utilized in natural resource management. Prerequisites: FOR 337, 427, 438, or permission of instructor. A Saturday field trip may be scheduled. Fall only, even years.

550. **Forest Wildlife Habitat Management.** Two hours lecture and three hours lab per week. Theory and practice of evaluating and managing a forest habitat for wildlife. Required field trips. Prerequisite: FOR 305. Course fee required. Spring only.

557. **Ecological Field Methods.** Two hours lecture and three hours of lab per week. Field sampling techniques and methods of observation applicable to the characterization of terrestrial habitats and their biota. Spring only, even years.

558. **Resource Management Planning.** Three hours lecture per week. Formulation, calculation, writing and execution of multiple-use resource management plans given social and economic goals and constraints and landowner objectives. Environment Impact Statements and Assessments are included. Prerequisite: FOR 435 or permission of instructor.

564. **Advanced Forestry Topics.** Three semester hours. Classes conducted on current topics in forestry. May be repeated under different topic.

566. **Urban Wildlife Management.** Three hours lecture per week. Techniques of managing wildlife population in urban/suburban landscapes. Includes nuisance wildlife habitat restoration. Spring only, odd years.

567. **Oral Interpretive Programs.** Web course. Application of interpretive philosophy and techniques to oral interpretive programs. Includes the philosophy, techniques, curriculum, training and certification process of the NPS Interpretive Development Program (IDP). Fall only.

568 . **Interpretive Writing.** Web course. Provides an overview and experience in understanding, analyzing and producing interpretive written products. Introduces students to advanced writing techniques related to graduate and professional performance. Fall only.

569 . **Interpretive Research and Evaluation.** Web course. Overview of interpretive research and evaluation with a focus on theory development, methodological approaches and research design. Spring only.

570 . **Field-Based Interpretive Programs.** Web course. Overview of field-based interpretive programs and conducted activities including a review of essential elements and an examination of approaches. Spring only.

571 . **Curriculum-Based Interpretive Programs.** Web course. Explores the body of knowledge and skills necessary to understand, develop and present an effective curriculum-based program. Fall only.

572 . **Interpretive Planning.** Web course. Examines significant aspects of interpretive planning including leadership, plan development and participation on a planning team. Fall only.

573 . **Interpretive Leadership**. Web course. Overview of interpretive leadership skills, principles and techniques including program administration, public outreach, staff training, and coaching. Fall only.

574. **Advanced Interpretive Media/Graphics.** Web course. Course explores and provides a foundation in interpretative media and development, including planning, concept development, media selection, and design elements. Students are provided the opportunity to use authentic and service-learning assignments to develop professionalism in the field.

575. **Advanced Graduate Studies.** One to three semester hours. Individual study in an area of the student's choice.

576. **Advanced Graduate Studies.** One to three semester hours. Same as 575 in a different area.

577. **Data Analysis.** Web course. Analysis, interpretation, and evaluation of social survey data focusing on forest recreation and natural resource interpretation.

578. **Cultural and Heritage Interpretation**. Three semester hours. Web course. Exploration of issues relative to cultural and heritage interpretation, including but not limited to: historic interpretation, living history, demonstrations, and exhibits. Students will be exposed to policy, theories and applied techniques associated with the preservation, presentation, and interpretation of the sites and stories of culture and history.

579. **Principles and Policies in Resource Interpretation**. Three semester hours. Web course. An investigation of the historic foundation, theoretical basis and current practices in resource interpretation.

580. **Advance Professional Interpretation.** Web course. Capstone course that provides students the opportunity to develop higher level critical thinking and communication abilities through exploration of knowledge, philosophies, techniques, and tools relative to natural and cultural resources and their interpretation.

587. **Seminar.** Three semester hours. Presentation and discussion of current scientific work in forestry, research proposals, study plans and manuscripts. May be repeated.

588. **Problem Analysis in Resource Interpretation**. Three semester hours. Web course. Capstone course for final project for non-thesis students. Application of research and project concepts. Problem identification, analysis, and solution in natural and/or cultural resources management and interpretation. Includes on-

campus presentation and comprehensive oral examination.

590* **Thesis.** 1 to 9 semester hours. Research and Writing of the thesis. Grade will be P (Pass) or F (Fail).

677. **Doctoral Problems.** Investigation into areas not included in student's dissertation. May be repeated.

699* **Dissertation.** Research and Writing of the dissertation. Credit varies. Grade will be P (Pass) or F (Fail).

* After the approval of the thesis/dissertation proposal, a student must register for 590 (699 for doctoral students) each semester or summer session that the university resources are utilized.

Courses in Spatial Science (GIS)

500. **GIS Programming.** Introduction to GIS programming language fundamentals such as data types, control structures, and functions.

505. **Remote Sensing Applications.** Application of analog and digital remote sensing technologies for natural and cultural resource assessment.

510. **Landscape Modeling.** Application of geographic information systems to solving management of spatial applications for natural and cultural resources.

511. **Emergency Management GIS.** Instruction in incident response protocols, evaluation and transformation of critical infrastructure datasets and post event mitigation using geospatial techniques.

515. **Spatial Analysis.** Acquaint students with a range of common spatial analysis techniques used to identify and describe spatial patterns and processes operating in natural systems.

520. **Ecological Planning.** Formulation, writing and implementation of multiple use spatial management and planning.

551. **Introduction to GIS and Geospatial Analysis.** Two hours lecture and three hours lab per week. Expanded examination of GIS theory, concepts, technology, and applications.

552. **Digital Remote Sensing.** Two hours lecture and three hours lab per week. Introduction to the theoretical and practical applications of digital remote sensing for natural resource management. Specifics include: history and overview of remote sensing; electromagnetic spectrum, image acquisition, image classification and accuracy assessment.

553. **GIS and Geospatial Applications.** Two hours lecture and three hours lab per week. The applications of GIS technology to building and maintaining data bases and analyzing spatial and temporal problems. Reports and field trips are required.

555. **Aerial Photo Interpretation.** Two hours lecture and three hours of lab per week. Aerial Photo Interpretation of Natural Resources. An introduction to the quantitative and qualitative assessment of natural resources via the interpretation of aerial photography.

564. **Advanced Geospatial Science Topics.** Three semester hours. Classes conducted on current topics in Geospatial Science. May be repeated under a different topic for a maximum of nine credit hours.

575. **Advanced Graduate Studies.** One to three semester hours. Individual study in an area of the student's choice.

649. **Digital Image Processing.** Two hours lecture, three hours lab per week. Analysis of digital image processing techniques applied to satellite and other non-photographic data involved with mapping, monitoring and management of resources. Techniques involved with enhancement and analysis for both visual and digital applications will be explored. Prerequisite: GIS 552.

Department of Agriculture

R. Dale Perritt, Chair and Graduate Adviser
Agriculture 101
Phone: (936) 468-3705
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dperritt@sfasu.edu
http://ag.sfasu.edu

J. Leon Young, Graduate Adviser.
AG 122 C

The Master of Science Degree in Agriculture at SFA is a professional degree with a concentration in general agriculture. However, a full-time student may concentrate to a limited degree in an area of specialization by course selection. The student also may develop a degree plan leading to further graduate study. The degree is designed to serve:

1. *The Part-Time Student*
   Courses are offered in a sequence that enables a continuing student to register each semester without conflicts.
2. *The Full-Time Student*
   The full-time student may take the recurring sequence of 500-level courses in the Department of Agriculture. These may be supplemented by courses from the 400- and 500-levels from the minor or electives to assure a full load of course work.

Admission Classification

- Clear Admission 2.8 overall GPA
- Probationary Admission 2.5 to 2.8 overall GPA
- Other considerations: If overall GPA is ,2.5 consider GRE or work experience
- GRE not required, considered only as alternative admission criteria

Option I. The Master of Science Degree with a major in Agriculture without a thesis, 36 hour option.
Requirements:

3 hours from selected from FOR 517, STA 520, AGR 530
21 hours from Agriculture Courses
15 hours from Agriculture Core Courses (excluding AGR 530)
1 hour from AGR 500

Option II. The Master of Science Degree with a major in Agriculture with thesis, 30 hour option (Recommended for those students planning further graduate study) Requirements:

3 hours selected from FOR 517 and STA 520
6 hours for the Thesis, AGR 590
12 hours from Agriculture Core Courses
1 hour from AGR 500
Students must pass a written and oral comprehensive exam.

Agriculture Core Courses

AGN 508 Soil Plant Relationships (spring, even years)
AEC 542 Agricultural Policy (fall only, odd years)
ANS 501 Advanced Nutrition (spring only, even years)
ANS 502 Physiology of Growth and Stress in Livestock (spring, odd years)
AGR 530 Interdisciplinary Research (once per year)
AGR 531 Advanced Agricultural Waste Management (fall only, even years)
HRT 518 Public Garden Management (spring,odd years)
HRT 514 Advanced Horticulture Crop PRoduction (fall, odd years)
AGR 580 Special Topic in Animal Science (spring only, odd years)
AGR 500 Technical Seminar (1 credit hour, every spring)

Non-Agriculture B.S. Graduates

Students who concentrated on non-agricultural studies on the baccalaureate level may broaden employment opportunities by pursuing the master's degree in agriculture. There is an expanding demand for a combined academic background of related sciences and applied agriculture. A student is in an excellent position to enhance employability in the areas of production, product development, research and sales in the agribusiness complex.

Non-Ag Graduates	Deficiency Courses
Related Science Major with Agriculture Minor	0
Related Science Major	9
Other Non-Agriculture Majors	Individual evaluation

(Will usually consist of 18 to 21 hours of undergraduate agriculture and six to eight hours each of introductory chemistry and biology.)

Graduate Assistantships

A limited number of graduate assistantships are awarded each year in the department. For information and applications, contact the chair of the department.

Graduate Faculty

Professors

Tim Cherry, D.V.M., Texas A&M University, Veterinary Medicine
J.E. Gotti, Ph.D., University of Georgia, Animal Breeding
R.D. Perritt, Ed.D., Mississippi State University, Agricultural and Extension Education
J.L. Young, Ph.D., Iowa State University, Soil Fertility

Associate Professor

L.C. Thompson, Ph.D., University of Tennessee, Agricultural Economics

Assistant Professors

Jeff Adkins, Ph. D., North Carolina State University, Horticulture
Erin G. Brown, Ph.D., Texas A&M University, Animal Nutrition
Michael Maurer, Ph. D., University of Florida, Turf and Horticulture

Joey Bray, Ph.D., Texas A&M University, Poultry Science Emeritus
D.L. Creech, PhD., Texas A&M University, Horticulture

Graduate Courses in Agriculture (AGR)

*Unless otherwise indicated, courses are three semester hours credit.

500. **Technical Seminar.** A course involving students in technical presentations of original research and reviewed technical topics in agriculture. Required of all M.S. candidates in agriculture. May be repeated up to three semesters. (One hr).

530. **Interdisciplinary Research.** A course investigating the tools of research, problem formulation and analysis, common research design, common errors in research, and instrumentation and sampling techniques.

531. **Advanced Agricultural Waste Management.** Comprehensive management of animal, forest and processing by-products. From a research perspective, emphasis is placed on the chemical makeup of waste and the consequences of its physiological effect.

575. **Advanced Graduate Studies.** One to four semester hours. Advanced individual instruction. Prerequisite: Undergraduate minor in agriculture. May be repeated under different topics.

578. **Seminar.** May be repeated.

580. **Topics in Agriculture.** May be repeated.

590* **Research and Writing of Thesis.** One to 9 semester hours. Grade will be "P" (pass) or "F" (fail)

Graduate Courses in Agricultural Economics (AEC)

542. **Agricultural Policy.** This course provides the guidelines for thinking about agricultural policy issues that have dominated farm and food policy, and emphasizes policy analysis rather than policy prescription.

551. **Farm Management**. The application of business principles to farming, organization and management of farms, farm records, and farm accounts.

Graduate Courses in Agricultural Development (AGD)

581. **Methods of Teaching Agricultural Sciences in the Secondary School**. Instructional methods and techniques that emphasize practical applications of the teaching-learning process. Special emphasis will be placed on student evaluation, classroom

management and discipline, and essential curriculum/programmatic elements unique to agricultural science and technology.

Graduate Courses in Agricultural Machinery (AGM)

510. **Ag Machinery Operation and Performance**. Two hours lecture, two hours laboratory per week. To study the operation, performance and management of agricultural machinery. Travel fee $3. Lab fee $5.

525. **Mobile Hydraulics in Agriculture**. Two hours lecture, two hours laboratory per week. Basic principles of hydraulics, hydrodynamics and hydrostatics; diagnosis and testing; hydraulic valves; and the history of hydraulics. Prerequisite: Six hours of agriculture. Lab fee $5.

Graduate Courses in Agronomy (AGN)

508. **Soil-Plant Relationships**. Characteristics of soil, their influence on plant growth, soil reaction, cation exchange, nitrogen fixation, soil analysis, and fertilizer materials. Prerequisite: 12 semester hours of agriculture or related fields.

548. **Range Management. Principles of range management**. Characteristics of range lands and range plants, management of grazing animals, and vegetation.

569. **Plant Protection.** Biological, chemical, cultural, and physical control of insects, diseases, and weeds, including the concepts of integrated pest management.

Graduate Courses in Animal Science (ANS)

552. **Equine Law Studies.** The development of a basic understanding of the legal principles involved in common problems associated with horse ownership and horse production.

501. **Advanced Nutrition.** Analysis of nutritional theory for ruminants and monogastrics. Prerequisite: 12 hours of agriculture including agriculture 333 or related fields.

502. **Physiology of Growth and Stress in Livestock.** Concepts of Physiology in farm animals. Endocrinology, anatomy, physiology, and behavior and their interactions related to animal welfare and production.

528. **Animal Reproductive Physiology.** Two hours lecture, two hours laboratory per week. Concepts and applications of reproduction in farm animals. Endocrinology, anatomy and physiology, spermatogenesis, oogenesis, fertilization, gestation, parturition and behavior are studied with practical application toward increasing animal production. Prerequisites: AGR 131, plus nine hours of agriculture.

541. **Principles of Animal Breeding.** Selection and systems of breeding livestock. Traits of economic importance. Genetic and statistical principles as they apply to farm animal selections. Prerequisites: Bio 320 or 341 and 12 semester hours of animal science.

542. **Equine Production and Management.** Two hours lecture, two hours lab per week. Provides the student with the scientific application of biological and biotechnological principles of horse production and management. Emphasis on reproduction, nutrition, genetics, disease, health, and exercise physiology that is unique to the horse.

544. **Feedstuffs, Feeding and Formulation.** Two hours lecture, two hours laboratory per week. Feedstuffs, feed formulation, feed processing and livestock feeding. Prerequisite: ANS 333. Lab fee $5.

Graduate Courses in Horticulture (HRT)

514. **Advanced Horticulture Crop Production.** Current techniques of fruit, vegetable and ornamental production-plant density, soil, water, and pest management considerations.

516. **Plant Propagation.** Two hours lecture, two hours laboratory per week. Physiological relationships involved in plant propagation-environmental factors as they relate to plant growth structures and nursery conditions.

518. **Public Garden Management.** A course designed to empower students with the public garden management field. Topics covered include developing a mission statement, site analysis, personnel, collections and acquisition policy, educational programming, computer mapping and record keeping, signage and interpretation, funding, volunteers, garden design, and selection of the best plants to emphasize in a collection.

Graduate Courses in Poultry Science (PLS)

520. **Agriculture Waste Management.** The principles of agricultural waste management, addressing animal and human wastes as well as management and disposal of agricultural chemicals.

537. **Poultry Management.** Two hours lecture, two hours laboratory per week. Poultry breeding and modern management principles. Lab fee $5.

540. **Non-Ruminant Nutrition and Feeding.** Focuses on nutrition and feeding of non-ruminant animals. Address the interactions between nutrition and carcass product quality, immunology and environments in monogastric animals.

565. **Agriculture Products Processing.** A study of the technological processes involved in the preparation, processing and packaging of agricultural products, including: livestock, poultry, fish, fruits, nuts, vegetables, and dairy. Consumer trends, governmental regulations and research efforts affecting agricultural products processing also will be studied. Overnight field trip required.

*Students doing a thesis must register each semester that the University resources are being utilized. See Thesis Preparation and Enrollment.



Division of Environmental Science

Kenneth W. Farrish, Director
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Jeffrey L. Levin, M.D., Director of Division at UTSHCT campus
Phone: (903) 877-5636
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Objectives of the Division

The Division of Environmental Science is a collaborative unit of the Arthur Temple College of Forestry and Agriculture and the College of Sciences and Mathematics. The objectives of the Division of Environmental Science are:

I. To provide superior education programs in environmental science that produce graduates capable of understanding and addressing the complex environmental problems facing modern society.
II. To conduct research directed at developing an understanding of and finding solutions to environmental problems, particularly those of rural locations.
III. To provide outreach and service in environmental science.

Graduate Program in Environmental Science

The graduate program in environmental science is a collaborative program between the Division of Environmental Science at Stephen F. Austin State University and theDepartment of Occupational Health Sciences at the University of Texas Health Science Center at Tyler. These entities bring considerable research and teaching resources to the program. The result is a program with both the breadth and depth needed to address issues in the broad field of environmental science. Graduates of the program are employed in industry, environmental consulting companies, the health care field, government agencies, and educational institutions. Graduates are also well prepared for further graduate education in environmental science or related fields.

Master of Science in Environmental Science

The environmental science master's degree program consists of 36 course hours of graduate study. It contains a common core of 12 hours of courses. Students then select one of the two tracks of specialized study. The Occupational and Environmental Health track contains an additional 12 hours of required courses and a group of approved electives to fulfill the balance of the 36 hours. The Land and Water Resources track contains six hours of required courses and a group of approved electives to fulfill the balance of the 36 hours. Both tracks are available as thesis or non-thesis programs. Six hours of the elective hours are fulfilled by a combination of thesis research and thesis writing.

Admission Requirements

To be admitted to the graduate program in environmental science, a student must have completed a bachelor's degree, preferably in a science related area, with a minimum of six hours of biology (one laboratory course minimum), eight hours of chemistry, and college algebra or higher mathematics. Students without all of the prerequisites may be considered for admission on a provisional basis until the deficiencies are corrected. Students without an undergraduate degree in environmental science may be required to take one to three undergraduate background courses. In addition, students must meet the other general admission requirements of the Graduate School and provide scores from the GRE examination.

Graduate Assistantships

A limited number of graduate assistantships are awarded through the division. Assistantship applications should be made to the Division of Environmental Science, Stephen F. Austin State University, P.O. Box 13073 - SFA Station, Nacogdoches, Texas 75962-3073. Assistantships and scholarships also are available through the University of Texas Health Science Center at Tyler (UTHSCT). Students interested in these opportunities should contact UTHCT directly at Environmental Science Graduate Program, UTHSCT, 11937 U.S. Hwy 271, Tyler, Texas 75708-3154. Additional assistantships may be available through research funding provided by individual faculty members involved in the program.

Graduate Faculty

Interdisciplinary Graduate Faculty

Professors

Anthony Duben, Ph. D., Pennsylvania State University, Chemistry
Kenneth W. Farrish, Ph.D., University of Minnesota, Soils
Volker W. Gobel, Ph.D., Colorado School of Mines, Environmental Geology
David L. Kulhavey, Ph.D., University of Idaho, Forest Entomology
Jack D. McCullough, Ph. D., Texas A & M University, Aquatic Biology
Gary Kronrad, Ph.D., University of Massachusetts, Economics
Brian Oswald, Ph.D., University of Idaho, Fire Ecology and Management
Hans M. Williams, Ph.D., Auburn University, Forest Ecophysiology/Urban Forestry/ Wetlands Ecology
J. Leon Young, Ph.D., Iowa State University, Soil Fertility, Director, Soil, Plant and Water Analysis Laboratory

Associate Professors

Chris Barker, Ph.D., University of South Carolina, Structural Geology, Geomorphology, and Field Geology
Dean Coble, Ph.D., University of Montana, Biometrics
Florence Elliott-Howard, J.D., South Texas College of Law, Law
Alyx Frantzen, Ph.D., New Mexico State University, Chemistry
Daniel Robert Unger, Ph.D., University of Idaho, Remote Sensing and GIS
James Van Kley, Ph.D., Purdue University, Plant Taxonomy, Plant Ecology
Stephen C. Wagner, Ph.D., Clemson University, Microbiology

Assistant Professors
Michael Collyer, Ph. D., North Dakota State University, Icthiologly
Chris Comer, Ph.D., University of Georgia, Wildlife Management
I-Kuai Hung, Ph.D., Stephen F. Austin State University, GIS
Sheryl Jerez, Ph. D., University of Illinois, Air Quality
Matthew Kwiatkowski, Ph.D., Arizona State University, Herpetology
Matthew McBroom, Ph. D., Stephen F. Austin State University, Hydrology
Daniel Scognamillo, Ph.D., Lousiana State University
Yanli Shang, Ph.D., University of Massachusetts, Hydrology and GIS

University of Texas Health ScienceCenter at Tyler

Debra Cherry, M.D., Texas Tech University, Occupational and Environmental Medicine
Aman Dhillion, M.D., Guru Govind Singh Medical College , Occupational and Environmental Health
Jeffrey Lynn Levin, M.D., University of Texas Medical School at San Antonio, Occupational and Environmental Medicine
Larry K. Lowry, Ph.D., University of California, Davis, Occupational and Environmental Health, Occupational and Environmental Medicine
Helen Minor, Ph.D., University of Texas, Occupational and Environmental Health
Matthew Nonnenmann, Ph.D.., University of Iowa, Occupational and Environmental Health

Master of Science in Environmental Science Curriculum

*Common Core Courses (12 hrs.)

ENV 504. **Occupational and Environmental Health.** Introduction to occupational and environmental health and safety hazards. Evaluation methods and general principles of control measures are presented. Approaches to the application of regulatory requirements are discussed.

ENV 510. **Risk Assessment.** The principles and practices of preparing risk assessments and the process of risk analysis. Procedures for predicting and assessing risk presented by various external stressors on the physical, chemical, biological, cultural, and socioeconomic environments.

ENV 525. **Environmental Law.** Introduction to the laws that regulate and influence environmental quality. Includes a comparison of various federal statutes and their state companion legislation that promotes human and environmental health. The nature of evident prosecution under these laws, legislative initiative, scientific support for rule making and the obligations of business are considered.

And select one of the following:
FOR 517 **FOR 517 Biometrics**

FOR 577	**FOR 577 Data Analysis**
STA 520	**STA 520 Statistical Analysis**

*Common Core (12 hours)
**Required Courses (12 hours)

ENV 500. **Survey in Environmental Toxicology.** An intensive survey course covering the essentials of toxicology including the metabolic breakdown of xenobiotic materials, acute and chronic toxicity studies mandated by the EPA in TSCA and FIFRA, and the regulatory environment that these studies impact.

ENV 520. **Fundamentals of Industrial Hygiene.** General principles and practice of industrial hygiene and occupational health hazards. Common chemical, physical, and biological factors that may produce work-related disorders and diseases in the industrial environment. Evaluation and control measures are discussed.

ENV 540. **Advanced Occupational and Environmental Health.** This course focuses on disease by organ systems, toxicology, and physical hazards. Biologic hazards as well as environmental consideration of air, water, and land systems are considered. Prerequisite: ENV 504

ENV 542. **General Principles of Epidemiology.** An introduction to the study of the distribution and determinants of health-related states and events in defined populations and the application of this study to the control of health problems.

*Select 12 hours or six hours and the thesis option from the following:

ENV 522 . **Industrial Hygiene Sampling and Analysis.** Sampling and analysis techniques for industrial hygiene assessment and monitoring. Laboratory experiments are intended to simulate typical industrial hygiene measurement situations to allow the student an opportunity to select proper sampling approaches and critically analyze the results. Prerequisites: ENV 520 and instructor approval. Lab fee.

ENV 524. **Principles of Applied Toxicology.** General principles of toxicology including issues of route of exposure and absorption, pharmacokinetics and metabolism, basic mechanisms of cellular injury, dose-response, and factors influencing toxicity. General considerations of risk assessment are addressed, including the approach to determining "safe" levels of exposure for the purpose of preventing adverse health effects. Prerequisites: ENV 500, also instructor approval required.

ENV 526. **Industrial Hygiene Internship.** Rotations will be arranged for the student to spend time with professionals in various work and environmental settings who are responsible for addressing issues of both industrial

hygiene and safety. Prerequisites: ENV 520, also instructor approval required.

ENV 544. **Social and Behavioral Aspects of Community Health.** Intended for the student with minimal background in the behavioral sciences. Focus will be on current health issues having a major social or behavioral component. Topics include access to health care, substance abuse, accidental and intentional injuries, and organizational as well as behavioral barriers to health care utilization.

ENV 546. **Administration of Health Services Organizations.** An overview of the structure of various health care organizations. Principles of effective management and administration including strategic decision making and policy development are included.

ENV 571 **Topics in Environmental Science.** Spceial studies in environmental science. May be repeated in a different topic. Permission of instructor.

ENV 575. **Advanced Graduate Studies in Environmental Science.** Three semester credit hours. The student will select a special topic or problem for further focus and investigation in an environmental science area. A combination of one hour of direct faculty interaction and six hours of field/library or experimental work or two hours of direct faculty interaction and three hours of field/library or experimental work per week will be required. The student's activities will be expected to culminate in a written and/or oral presentation to faculty. Prerequisite: Enrollment in the Master of Environmental Science degree program and completion of at least 12 hours in the curriculum of environmental science, or by permission of the instructor.

ENV 589. **Thesis Research**

ENV 590. **Thesis Writing**

*Students in the thesis program must register each semester that the University resources are being utilized. See Thesis Preparation and Enrollment.
*Common Core (12 hours)
**Required Courses (6 hours)

GIS 551. **Introduction to GIS and Geospatial Analysis.**

ENV 502. **Environmental Waste Management.** Investigates the methods by which geological principals are used to satisfy federal and state regulations concerning the environment.

*Select 18 hours or 12 hours and the thesis option from the following:
AGR 508. **Soil-Plant Relationships.**

AGR 531. **Advanced Agricultural Waste Management.**

BIO 450. **Limnology.**

BIO 502. **Aquatic Vascular Plants.**

BIO 525. **Industrial Microbiology.**

BIO 560. **Aquatic Ecology.**

BIO 561. **Waste Water Analysis.**

CHE 521. **Advanced Analytical Chemistry.**

CHE 526. **Topics in Analytical Chemistry.**

CHE 572. **Advanced Environmental Chemistry.**

ENV 412. **Environmental Hydrology.** Three semester hours, two hours lecture and three hours lab per week. Study of the physical environment of agricultural and forested land, fundamental physics, biological significance, instruments, and monitoring techniques. Required field trips. Prerequisite:ENV 349. Course fee required. Fall only.

ENV 415. **Environmental Assessment and Management.** Environmental planning in the U.S. with reference to the principles and procedures for preparing assessments and impact statements.

ENV 500. **Survey in Environmental Toxicology.** An intensive survey course covering the essentials of toxicology including the metabolic breakdown of xenobiotic materials, acute and chronic toxicity studies mandated by the EPA in TSCA and FIFRA, and the regulatory environment that these studies impact.

ENV 503. **Remediation and Reclamation of Disturbed Land**. Remediation and reclamation of contaminated or disturbed lands. Required field trips. Lab Fee.

ENV 508. **Microbial Ecology.** Microbes in the ecosystem including their relationship to soil, water, sewage, air, and food. Prerequisite: 12 semester hours of biology, including BIO 309 or equivalent. Lab fee.

ENV 514. **Wetland Delineation and Functional Assessment.** The semester hours, two hours lecture and three hours lab per week. Introduciton to the history, regulations and current technical criteria for the identification and delineation of wetland boundaries and the functional assessment of wetlands. Prerequisite:ENV 349. Course fee

required. Spring only, odd years.

ENV 530. **Ecotoxicology.** The ecological and toxicological effects of natural and synthetic pollutants on populations, communities and ecosystems with the fate (transport, transformation and breakdown) of such pollutants in the environment.

ENV 550. **Fundamentals of Air Sampling.** Chemical analysis for particles and gases and air permitting. Instrumentation and techniques relebant to ambient air quality, monitoring, source emission testing, and occupied indoor environment.

ENV 570. **Research Seminar.** Prerequisite: Graduate standing or consent of instructor. A participatory seminar where graduate students condense, review and present research findings on focused topics. Subject matter varies by semester. May be repeated for credit.

ENV 571. **Special Topics in Environmental Science.** Special studies in environmental sciences. May be repeated in a different topic. Prerequisite: 12 hours of environmental science and permission of the instructor.

FOR 409. **Forest Hydrology**

FOR 518. **Applied Regression Ananlysis in Natural Resources**

FOR 521. **Advanced Landscape Ecology.**

FOR 523. **Plant Water Relations.**

FOR 535. **Forest Soils.**

FOR 545. **Forest and Range Ecology Concepts.**

FOR 557. **Ecological Field Methods.**

GIS 552. **Digital Remote Sensing.**

GIS 553. **GIS and Geospatial Analysis.**

GIS 555. **Aerial Photo Intrepretation.**

GIS 649. **Digital Image Processing.**

GOL 503. **Groundwater Modeling.**

GOL 504. **Groundwater Monitoring Design.**

GOL 508. **Depositional Systems.**

GOL 520. Geochemistry.

GOL 521. Environmental Techniques.

GOL 549. Applied Hydrogeology.

GOL 559. Contaminant Hydrology.

GOL 568. Environmental Techniques.

ENV 589. Thesis Research.

ENV 590. Thesis Writing.

*Students in the thesis program must register each semester that the University resources are being utilized. See Thesis Preparation and Enrollment.

The College of Liberal and Applied Arts

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http:/www2.sfasu.edu/laa/

Mission

The College of Liberal and Applied Arts is dedicated to the pursuit of excellence in teaching, scholarship, creative work, and service. The schools, divisions, departments, and programs of the College prepare students for their future endeavors in the global community and encourage lifelong intellectual and aesthetic enrichment.

Graduate programs

The College of Liberal and Applied Arts offers graduate degrees in the following eight areas: communication (MA), English (MA), history (MA), interdisciplinary studies (MIS), psychology (MA), public administration (MPA), and social work (MSW). Graduate minors are available in many of these same fields, as well as in criminal justice and sociology. Courses in anthropology, geography, French, Spanish, Latin American studies, and military science are offered as options in the master of interdisciplinary studies degree or as electives to support other graduate degree plans. Increasingly, more courses are taught online to accommodate busy schedules.

Admission

In addition to the application materials required by the graduate school, certain programs in the College of Liberal and Applied Arts may require additional application information. Check the admission requirements for the specific degree in which you have an interest to ensure that all essential materials are properly submitted.

Master of Interdisciplinary Studies

Mark Barringer, Program Director
College of Liberal and Applied Arts
Ferguson Building, Room 290
SFA Box 6153
(936) 468-2205

About the MIS

The Master of Interdisciplinary Studies (MIS) degree allows students to incorporate traditional academic disciplines into unique programs of study designed to achieve personal educational and career goals. Individual programs, created by students in consultation with faculty advisors, typically include three distinct disciplines represented with between six and fifteen semester credit hours. This program is founded upon the belief that there is a need for a practical interdisciplinarian—a specialist in the interrelationship of traditional disciplines.

Students in the MIS program may select one of two program options:
Thesis Option:
- Twenty-four hours of coursework
- Six hours of thesis research and writing
- Comprehensive examination and thesis defense

Non-thesis Option:
- Thirty-six hours of coursework
- Comprehensive examination

In each option, all MIS students will be supervised by a committee of faculty members representing each discipline in the degree. The format of comprehensive examinations, either written or oral, will be at the discretion of the committee members.

In the College of Business, the available areas are computer science, management and general business. The general business area consists of nine to twelve total hours from at least three different subject areas in the College of Business, and an MIS student may not choose both management and general business as separate areas.

Admission

To be considered for admission to the MIS program, applicants must have earned a 2.5 overall undergraduate GPA (2.8 in the last 60 hours of coursework) and provide acceptable scores on the Graduate Record Exam (GRE) taken no more than twenty-four months prior to the application date. There is no minimum GRE score that determines eligibility; applicants with higher undergraduate GPAs may be admitted with scores lower than those with GPAs at or near the minimum standards. Typically, successful applicants will post GRE scores within 10% of the national mean for graduate interdisciplinary programs nationwide (530 verbal, 600 analytical). Students who do not meet the minimum GPA requirement can apply for probationary admission by earning a minimum score of 1200 on the GRE.

All applicants who meet the above minimum GPA criteria for admission as determined by the Graduate Dean must submit a brief, written statement outlining the reasons that the MIS program fits their individual needs and how it will help them achieve their academic

and/or career goals. This statement is an integral part of the application and degree planning process, and helps successful candidates identify advisors in the disciplines that will be included in the MIS degree program.

Program Notes

1. All requirements for MIS degrees must be completed within six years of first graduate enrollment.
2. To remain in good standing, students must have a 3.0 GPA (B average) on all graduate work.
3. No D's and no more than two C's may be counted toward graduate degree requirements.
4. No more than two graduate classes may be repeated (only the higher grade counts for repeats). The GPA may not be improved by retaking a course at another university.
5. Students wishing to transfer graduate credit earned at another university must have written approval from the program director.

Division of Communication and Contemporary Culture

John Allen Hendricks, Director and Professor
Boynton 301B
Phone (936) 468-4001
Fax: (936) 468-1331
www.sfasu.edu/commstudies/commgrad

Linda Levitt, Graduate Program Coordinator
Telephone: (936) 468-6540

Objectives of the Department

The Division of Communication and Contemporary Culture offers graduate work and research opportunities for qualified students interested in extending their knowledge and understanding of the field. The main objective of the division is to promote an investigative and analytic atmosphere among students studying communication in order to expand their scholarly and professional skills.

The M.A. Program in Communication

The Master of Arts degree program emphasizes communication research, theory, and practice. The program offers opportunities for advanced study in interpersonal communication, organizational communication, public communication, journalism, and radio-television.

The degree program is designed to serve three broad categories of students: (1) those who plan to seek careers in professional fields requiring theoretical and applied communication expertise; (2) those who plan to teach communication at the college level; and (3) those who seek the doctorate in communication.

Prospective students must submit an essay (300-500 words) stating their reasons for pursuing the M.A. in communication. To be considered for clear admission, applicants with an undergraduate major in communication must present either evidence of an overall undergraduate GPA of at least 2.8 and a GPA of 3.0 in the major or a GRE score of at least 1000 (combined verbal and quantitative scores). Applicants with an undergraduate major in an area other than communication must present either an overall GPA of at least 2.8 and a GPA of 3.0 for the last 60 hours and any communication courses taken in undergraduate work or a GRE score of 1000 (combined verbal and quantitative scores) to be considered for clear admission. Applicants who demonstrate outstanding qualifications on other admission criteria may be admitted on a probationary basis with an overall GPA of 2.6 and a GPA of 2.8 for the last 60 hours of undergraduate work or a GRE score of 800 (combined verbal and quantitative scores).

Students may select either a 36-hour degree program without a thesis or a 30-hour degree program with a thesis. The non-thesis program, with greater emphasis upon course work and less on research projects, may be preferable for the student who plans to terminate studies at the master's level; the thesis program, emphasizing a major research project, may be advisable for the student planning doctoral work. No minor outside of communication is permitted

in the thesis program. In the non-thesis program, however, a student should ordinarily expect to take from nine to 15 hours outside the Division. Each student plans the program in consultation with the graduate program coordinator, who will be as flexible as possible in considering the student's particular interests and needs.

Communication Studies for Non-Majors

Students accepted into the graduate programs in other departments may, if the major program allows and if approved by the division director, select communication as a minor field of study. A minor in communication consists of nine or more semester hours of communication as approved by the graduate program coordinator. Also, communication may be selected and approved as an area of emphasis in the MIS program described elsewhere in this bulletin, and courses in communication may be chosen as electives by non-majors, if course prerequisites have been met.

Graduate Assistantships

A limited number of graduate assistantships are awarded each fall and spring in the division. For information and application, contact the graduate coordinator or division director.

Graduate Faculty

Professors
John Allen Hendricks, Ph.D., Southern Mississippi
Jerry K. Frye, Ph.D., University of Michigan
Larry J. King, Ph.D., University of Oklahoma
James E. Towns, Ph.D., Southern Illinois University

Associate Professors
Jean Y. Eldred, Ph.D., University of Oklahoma
Alan L. Greule, Ph.D., Texas A&M University
Gary H. Mayer, Ph.D., Baylor University

Assistant Professors
Linda Levitt, Ph.D., University of South Florida
Kelly Salsbery, Ph.D., Syracuse University
Anne Collins Smith, Ph.D., The University of Texas at Austin
Sudeshna Roy, Ph.D., Washington State University
Owen Smith, Ph.D., The University of Texas at Austin
Robert T. Spradley, M.A., Stephen F. Austin State University

Instructor
Dustin Lawhorn, M.L.A.

Courses in Communication (COM)

*Unless otherwise indicated, courses are three semester hours credit.

500. Introduction to Graduate Study. Introduction to the nature of philosophy, theory

and research in communication. Required of all communication majors and minors.

501. **Management Problems In Media.** Analysis of management problems with special attention to policies, procedures, and organizational principles in media-related fields. Prerequisite: 12 hours of communication or consent of instructor.

502. **Communication Ethics**. A study of ethical theory and praxis within the field of communication.

503. **Communication Theory.** An examination of major communication theories and selected contextual communication theories with regard to their development, implication and application.

504. **Topics in Communication.** In-depth study of selected topics in communication. May be repeated with change of topic.

507. **Management of Meetings.** This course is designed to provide advanced study of and practical experience in special event and conference planning and arrangement.

509. **Broadcast Sales**. Techniques and procedures used in commercial broadcast sales. Combines classroom instruction and professional examples. Cross-listed with COM 409.

510. **Persuasive Leadership**. An analysis of the communication processes involved in using persuasion to enhance leadership ability and style.

512. **Mass Media In Society.** Examination of the interrelationship between mass media and society, with special emphasis upon media effects.

514. **Rhetorical Theory and Criticism.** This course is designed to provide advanced study of the writings of principle rhetoricians from ancient to modern times, together with the application of principles drawn from these works in critical analysis.

515. **Political Communication.** General overview and introduction to the study of political communication. Focus is on the relationship between mass media and the political process, political campaigns, and political consultants. Cross-listed with COM 415.

517. **Interpersonal Crisis Communication.** A study of the application of interpersonal communication principles and theories in situations involving personal crisis. Cross-listed with COM 412.

535. **Intercultural Communication.** An application of communication theory to interactions between individuals of different cultures. Cross-listed with COM 435.

560. **Issues Management and Crisis Response.** An examination of current practice in corporate communication issues management and crisis response. Cross-listed with

COM 460.

570. **Advanced Interpersonal Communication.** Development of in-depth understanding and skills with regard to the complex features of interpersonal communication within personal and professional contexts. Cross-listed with COM 470.

573. **Advanced Topics in Organizational Communication.** Students will analyze a current trend in organizational communication studies.

575. **Advanced Graduate Studies In Communication.** Individual instruction in selected topics concerning contemporary issues in communication. May be repeated under different topics.

576. **Advanced Graduate Studies in Communication.** Same as Communication 575 but in a different topic area.

589* **Thesis Research.** Research necessary to initiate thesis project; includes preliminary drafts of thesis. Grade withheld until completion of thesis. Prerequisite: Consent of adviser.

590* **Thesis Writing.** Organization and revision of thesis for final submission to departmental committee and graduate dean. Prerequisites: Communication 589 and consent of adviser.

*Students completing a thesis must register each semester that the University resources are being utilized. See Thesis Preparation and Enrollment.

Department of English

Mark Sanders, Chair
Vera Dugas Liberal Arts North 203
Phone: (936) 468-2101
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www.sfasu.edu/english

Kevin West, Coordinator of English Graduate Studies



Objectives of the Department

The SFASU graduate program in English seeks to furnish its MA students with a body of learning in British, American, and world literature and to foster critical thinking and its clear and creative expression. Through close engagement with texts, professors, and fellow students, graduate students in English develop an understanding of the contexts, methods, and theories that inform literary study and production. The program prepares students for further study in literature or creative writing as well as careers in teaching, writing, and other fields demanding textual expertise.

Background Requirements

For clear admission to the graduate program, a student must have a GPA of 3.0 on a 4-point scale during the last 60 credit hours of undergraduate work, in advanced-level undergraduate English courses, and acceptable scores on the Graduate Record Exam (General Test). Provisional admission may be granted to a student who has not yet taken the GRE, with the understanding that the student will take the exam at the next test date.

For further information on provisional status, see the section of the Graduate Bulletin titled "Admission." Although students may be granted probationary admission with a GPA below 3.0, no students may be granted probationary admission with a GPA below 2.7.

Ordinarily, an English major with an undergraduate degree from an accredited college may pursue graduate study in English; however, any student with fewer than 24 semester hours of undergraduate credit in English may be asked to complete additional work to establish a background for graduate study. Students may be admitted to a graduate minor in English or to complete an elective concentration in English after evaluation of the student's academic background by the director of graduate studies.

Master's Degree in English

In pursuing the M.A., the graduate student should attempt to maintain a balanced program of courses in American, British, and World Literature. All students are required to take the Bibliography and Methods of Research course during their first year of graduate study and the Great Texts sequence (Eng. 524 and 525). Beyond these requirements, each student develops a plan of study in consultation with the Coordinator of English Graduate Studies, who will be as flexible as possible in matching departmental standards and strengths with the student's particular interests and abilities.

Two options are available to graduate students: (1) a 36-hour non-thesis option and (2) a 30-hour thesis option (of which six hours may be ENG 589 or ENG 590). Students will consult with the Coordinator of English Graduate Studies to determine which option best suits their needs and goals.

No minor or electives outside of English are permitted in the thesis program; in the non-thesis program, a student may, with the consent of the Coordinator of English Graduate Studies, take from three to six hours outside the Department of English, provided these courses develop a concentration in another related subject of study.
For additional information about the program and its requirements, please seethe links at:
http://www2.sfasu.edu/english

Additional Requirements for the Master's Degree in English

All graduate students working toward the Master of Arts degree in English must fulfill an additional requirement by presenting two years of undergraduate credit in a foreign language or by passing a reading examination in an ancient, classical, or modern foreign language.

To fulfill the university requirement of a final comprehensive examination for a master's degree, a student must either submit a score of 550 or higher on the Graduate Record Examination in Literature to be taken during or prior to his/her last semester of course work at SFA; pass a departmentally administered, six-hour comprehensive examination; or publicly defend a thesis.

Graduate Minor in English

A student pursuing the master's degree in an area outside the Department of English may take a first minor in English. The minor in English consists of nine or more semester hours of English as approved by the Coordinator of English Graduate Studies.

Graduate Assistantships

A limited number of graduate assistantships are awarded each year. Interested applicants should contact the department for additional information. Preferential consideration for

fall assistantships will be given to applications received by March 31. Graduate assistants assist faculty teaching Freshman Composition and receive pedagogical training in Freshman Composition during their first year in the program; a few work as assistants to the editor of RE:AL or the SFA University Press. Selected graduate assistants also may have the opportunity to tutor in the Academic Assistance and Resource Center or the Athletics Department for additional compensation. Experienced graduate assistants who have received training in Freshman Composition by working closely with a faculty member and who have completed 18 graduate hours of course work in English have the opportunity to teach sections of Freshman Composition. Graduate teaching assistants are required to take the graduate course in Teaching Composition (ENG 580), preferably during their first year of course work in the program.

Graduate Faculty

Professors

Mark Sanders, Ph.D., University of Nebraska-Lincoln, Modern Poetry, Creative Writing, 20th Century American and British Literature

Associate Professors

Michael Given, Ph.D., Southern Illinois University, Modernism, 20th-century British Lit., Modern Irish Lit.

Marc S. Guidry, Ph.D., Louisiana State University, Medieval British Literature

Kenneth L. Untiedt, Ph.D., Texas Tech University, Literature of the American West, 20th-century American Literature

Assistant Professors

Norjuan Austin, Ph.D., Illinois State University, Children's Lit., African-American Lit., Rhetoric and Composition

Daryl Farmer, Ph.D., University of Nebraska, Creative Writing, 20th-century American and British Literature

Ericka Hoagland, Ph.D., Purdue University, World Literature (non-western)

Steven Marsden, Ph.D., Texas A&M University, Colonial and 19th-century American Literature

Michael Martin, Ph.D., Illinois State University, Contemporary American Literature

Christine McDermott, Ph.D., Purdue University, TransAtlantic Literature, Creative Writing

John McDermott, Ph.D., University of Wisconsin-Milwaukee, Creative Writing

Denise Millstein, Ph.D., Lousiana State University, 19th Century British Literature

Jessica Sams, Ph.D., University of Colorado-Boulder, Linguistics

Elizabeth Tasker, Ph.D., Georgia State University, Restoration Drama and 18th-century Literature, Rhetoric

Ronald Tumelson, Ph.D., University of Alabama, Renaissance British Literature, Shakespeare

Kevin West, Ph.D., Indiana University, World Literature (European), Literature and Religion

Courses in English (ENG)

505. **World Literary Topics.** Intensive study of an aspect of world literature from antiquity to the present, such as form, genre, or period. May be repeated for credit

with different topic.

510. **British Literary Topics.** Intensive study of an aspect of British iterature from the Anglo-Saxon period to the present, such as form, genre, or period. May be repeated for credit with different topic.

520. **American Literary Topics**. Intensive study of American literature from the Colonial period to the present, focusing on a theme, literary movement, period, or other unifying emphasis. May be repeated for credit with different topic.

521. **Comparative Literature.** The study of literature (authors, genres, themes, style, movements, periods) beyond the confines of national and linguistic boundaries; relationships between literature and other areas of knowledge, such as the arts (film, painting, sculpture, architecture, music), philosophy, history, science, religion, politics, sociology, etc.

524. **Great Texts to 1650.** Survey of important literary works from antiquity to circa 1650. Required of all majors, preferably in their first semester.

525. **Great Texts after 1650.** Survey of important literary works from circa 1650 to the present. Required of all majors, preferably in their second semester.

530. **Major Authors.** Intensive study of the writings, life and cultural context of major writers.

540. **Linguistic Analysis.** An advanced introduction to theoretical and applied linguistics: theoretical areas surveyed include phonetics, phonology, morphology, syntax, pragmatics and semantics; applied areas include language variation, first and second language acquisition, written language and the neurology of language.

542. **Special Topics in Linguistics.** Advanced study of a particular topic or movement in contemporary or historical linguistics (e.g., psycholinguistics, sociolinguistics, dialectology, semantics, pragmatics, linguistic history, transformational grammar, functional grammar, ethnolinguistics, Chomskyian linguisitics). May be repeated for credit with different topic.

559. **Creative Writing: Poetry Workshop**. Classroom analysis and discussion of student writing.

561. **Creative Writing: Fiction Workshop.** Classroom analysis and discussion of student writing.

565. **Poetics and Prosody.** This graduate–level course focuses upon the techniques and craft of formal poetry. Students will study poetic and formalist strategies of poets spanning the range of the tradition in English. Students will learn about tropes, schemes, line, rhyme, meter , scansion, and poetic form through close analysis of published poetry. Though this course is not a creative writing course per se, students will be given the opportunity to explore the considerations of craft in

expermentations of their own.

570. **Rhetoric and Composition Theory.** Exploration of past and present rhetorical theory and its application to the teaching of composition.

580. **Teaching First-Year Composition**. Introduction to the field of composition and to first-year composition pedagogical practices. Instruction in preparing syllabi, grading student papers and addressing the daily concerns of administering a freshman writing course. Three credit hours. Required of all GTAs prior to teaching for the first time.

581. **Practicum in Teaching First-Year Composition**. Two-semester training and supervision for GTAs teaching first-year composition. Instruction and support in administering a freshman-writing course as established in the goals and guidelines for English 131 and 132. (One credit hour per semester). Pass/Fail. Required for GTAs concurrent with their teaching English 131 and 132 for the first time.

582. **Bibliography and Research Methods.** An introduction to the profession; an emphasis on developing skills in research and bibliographic methods, such as electronic databases and traditional texts; intensive practice and application of those skills in graduate-level scholarly writing; additional concentration in rhetoric and critical theory. Required of all majors and first-year students.

583. **Special Topics.** Focus on a theme, genre, or theory. May be repeated with different topic.

585. **Literary Criticism.** Surveys literary criticism from Plato to the present and introduces the variety of critical and theoretical thought in literary studies from New Criticism, structuralism and post-structuralism, psychoanalysis, reader-response criticism, gender studies, Marxist criticism, multicultural and postcolonial theory, etc.

589. **Thesis Research.** Research necessary to initiate and complete the M.A. thesis. Grade withheld until completion of thesis.

590. **Thesis Writing.** Writing and revision of thesis for final submission to departmental committee and graduate dean. Prerequisite: ENG 589. Three to nine credits.

595. **Independent Study.** Independent investigation of topics of specific interest to individual students. Students wishing to enroll in independent study must petition the director of graduate studies prior to the beginning of the semester.

*Students doing a thesis must register each semester that the University resources are being utilized. See Thesis Preparation and Enrollment.

Department of Government

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www.sfasu.edu/polisci

George R. Franks, Master of Public Administration Program Director
Karren Price, Criminal Justice Coordinator
Julie Harrelson-Stephens, Political Science Coordinator

Objectives of the Department

Degreeprograms in the Department of Government are intended to provide the knowledge, skills, and abilities necessary to be successful in a variety of private and public sector leadership positions, as well as in advanced graduate or professional study.

Master of Public Administration (MPA) Program

The Master of Public Administration (MPA) Program educates students for management and leadership positions both in the public sector and in nonprofit organizations. The MPA Program is designed to meet the needs of both pre-service and in-service students seeking professional credentials by providing evening classes, special research projects, internships, and graduate assistantships. The program combines academic expertise with "real-world" experiences to provide students with outstanding opportunities to connect knowledge with practice. The MPA requires 36 graduate credit hours: twenty seven hours of core coursesand the remaining nine hours pursuing research projects or internships.

Admission

Unconditional admission will be granted to any applicant whose undergraduate GPA is 3.25 and whose score on the Graduate Record Exam (GRE) is 900 or better, provided only that the quantitative score is at least 450. If the Quantitative score is below 450, the applicant's Analytical Writing score will be added to the quantitative and qualitative scores. If the resulting total is 1200 or better, the applicant will be admitted unconditionally. Conditional admission may be granted at the discretion of the department's Graduate Selection Committee to any applicant whose score, as calculated above, is below 1200 or whose undergraduate GPA is not less than 2.80. The committee will consider as a whole all of the required materials submitted by the applicant. Conditional acceptance will be determined on a case-by-case basis. Applicants admitted conditionally are required to enroll in six hours of graduate coursework during their first semester and will be granted full admission only upon achieving final grades of "B" or better in each course. Failure to obtain a "B" or better in each course will result in termination.

Whether admitted conditionally or unconditionally, applicants may be required, at the discretion of the director in consultation with the Selection Committee, to take specific preparatory undergraduate courses prior to being admitted either conditionally or

unconditionally.

Applicants participating in one of the five-year sequences must provide a GRE score commensurate with the requirements listed above and comply with the requirements and standards of the Overlap Program as established by the Graduate School. Applicants who complete their undergraduate degree and who maintain a GPA of 3.0 or better in their graduate level coursework during the overlap period will be awarded unconditional admission. Applicants who complete their undergraduate degree with a GPA between 2.8 and 3.0 will be granted conditional admission. Conditional admission may also be granted, at the discretion of the director in consultation with the Graduate Selection Committee, to any applicant in the five year sequence whose GPA is below 2.8 and who has completed an undergraduate degree. Conditional acceptance will be determined on a case-by-case basis, taking into consideration all of the required materials submitted by the applicant. Applicants admitted conditionally are required to enroll in six hours of graduate coursework during their first semester and will be granted full admission only upon achieving final grades of "B" or better in each course. Failure to obtain a "B" or better in each course will result in termination.

Requirements for Transfer Students

Unconditional admission will be granted to any applicant whose graduate GPA is 3.0 or better, with no course grade below a "B". Applicants not meeting this requirement may petition the program director for special consideration. To be considered for admission under such circumstances, all material required of other applicants must be submitted along with a statement delineating specifically the applicant's justification for seeking a waiver of the GPA requirement. At the Director's discretion, the applicant's petition may be submitted to the Graduate Selection Committee for consideration.

Requirements

The standard course of study requires thirty-six hours of coursework, with thirty hours fromPBA 500, PBA 505, PBA 510, PBA 515, PBA 520, PBA 525, PBA 535, PBA 540, PBA 545, and PBA 575. The final six hours can be taken as internship or PBA elective hours, as determined by the director and/or faculty advisor.

Before completing 12 graduate hours, students must file a degree plan and have it approved by the program director and department chair. The degree plan will specify all coursework to be completed to earn the MPA.

Before completing 18 graduate hours, each student must identify a faculty member to serve as chair of the capstone committee. The committee chair will direct and facilitate the preparation and completion of a capstone project and paper and will schedule oral comprehensive exams.

At the completion of 18 graduate hours, each student will be evaluated by program faculty. Students who fail to meet program standards will be provided with specific plans to correct any deficiencies.

Each MPA student is required to complete a comprehensive oral examination successfully. This examination must be completed within the final two semesters of study.

Students wishing to register for any graduate courses offered in the Department of Government should contact the department's administrative assistant. Self-registration is not available for graduate courses.

Minors

A graduate student admitted to another program at SFA can minor in public administration. The public administration minor consists of a minimum of nine hours of public administration (PBA) courses numbered 500 and above. PBA 500 is typically required for the minor.

A graduate student admitted to another program at SFA can minor in Criminal Justice. The Criminal Justice minor consists of a minimum of nine hours of Criminal Justice (CJS) courses numbered 500 and above. CJS 520 is typically required for the minor.

The department is actively involved in graduate programs leading to the Master of Interdisciplinary Studies degree. It offers an academic specialty option for graduate students who elect to pursue the MIS degree. It also offers support courses for graduate students who elect another option as their specialty. Persons interested in criminal justice, political science, or public administration disciplines for the MIS should consult the chair of the department, the criminal justice coordinator, or the MPA director.

Graduate Assistantships

The MPA Program offers a limited number of graduate assistantships. Graduate assistants are assigned research projects and administrative duties with faculty members in the Department of Government. Graduate assistants are considered half-time employees and are expected to work 20 hours per week. A student interested in a graduate assistantship should contact the MPA Program director well in advance of the semester in which he or she is interested in the assistantship.

Graduate Faculty

Professors

Charles F. Abel, J.D., Duquesne University, Ph.D., University of Maryland, Public Administration, Constitutional Law, Public Law

Richard J. Herzog, Ph.D., University of New Orleans, Public Administration, Public Policy

Michael P. Tkacik, Ph.D., University of Maryland, International Law and Relations

Associate Professors

John S. Boyd, Ph. D., Texas A & M University, Law Enforcement Stress

Kenneth E. Collier, Ph.D., The University of Texas at Austin, American Politics, Political Behavior, Public Opinion

Assistant Professors

Kwame Badu Antwi-Boasiako, Ph.D., Mississippi State University, Public Administration, Public Policy

George R. Franks, Jr., MPA, University of Arkansas-Little Rock, Ph.D., Texas A & M University, Organizational Theory, Management Leadership

Steve E. Galatas, Ph.D., University of Missouri, Comparative Politics

Julie Harrelson-Stephens, Ph.D., University of North Texas, International Politics, Political Economy and Human Rights

T. Lucas Hollar, Ph.D., Florida Atlantic University, Research Methodology, Public Administration

Cindy Pressley, J.D., University of Richmond, Ph.D., Florida Atlantic University, Administrative and Public Law

Karren S. Price, J.D. Mississippi College of Law School, Criminal Law, Criminal Procedure, Apellate Advocacy

Courses in Criminal Justice (CJS)

*Unless otherwise indicated, courses are three semester hours credit.

510. **Management of Criminal Justice Agencies.** Examination of the role, scope, and functions of supervisors within the criminal justice agency setting. Organizational theories are studied with an emphasis on criminal justice management. Sytems theory and related continual improvement models are applied to criminal justice organizations.

513. **Legal Research.** Legal research and terminology, including research methodology, law library familiarization and development of research skills through the use of law digests, encyclopedias, reporters, statutes and other library materials; writing case briefs and law memorandums.

514. **Appeals and Briefs.** Development of advanced legal writing skills through preparation of appellate briefs.

520. **Criminal Justice Planning.** Introduction to planning and evaluation techniques. Examines the design of experimental programs in the field of criminal justice.

531. **Penology.** The theories of punishment are examined. The economic impact of these punishment models is compared within the context of the operation and function of confinement institutions.

550. **Issues in Public Safety Administration.** Advanced analysis of specific issues posing major difficulties to those agencies involved in public safety. May be repeated once with change if issue examined.

560. **Internship In Criminal Justice.** Supervised work experience with an approved justice agency.

575. **Advanced Graduate Studies.** Directed independent study including in-depth research, reading and writing in the field of criminal justice.

Courses in Political Science (PSC)

575. **Advanced Graduate Studies.** Individual study. May be repeated under different topics.

576. **Advanced Graduate Studies.** Same as 575 for credit in a different topic.

Courses in Public Administration (PBA)

*Unless otherwise indicated, courses are three semester hours credit.

500. **Survey of Public Administration.** Overview of the field: defining and outlining public administration, and its development including political management, administrative responsibility, policy systems, personnel administration, financial resources management, organization theory, and challenges in public administration.

505. **Public Administration Methods.** Introduction to the logic and methods used in public administration research and practice including research designs, information collection, and analytical techniques. Basic computer literacy and knowledge of basic college algebra required.

510. **Public Personnel Administration.** Personnel structures, legal issues, recruiting, staffing, job analysis, job evaluation, classification,compensation, training, performance evaluations, discipline and dismissal, and issues and challenges in working with human resources.

515. **Public Budgeting and Financial Management.** Budgeting processes, types of budgets, the politics of budgeting, revenue systems, accounting, cash management, debt administration, purchasing, risk management, and auditing. Prerequisite: PBA 500.

520. **Policy Systems and Evaluation.** Policy discussions at the national, state, and local levels of government with an emphasis on evaluation. It is designed to help students determine the effectiveness of policies and programs.

525. **Public Organizations and Management.** Development of effective and practical managerial skills. Topics include: the evolution of management thought and managerial styles, organizational structures, decision making, communication, leadership, motivation, and understanding organization. Prerequisite: PBA 500.

530. **Topics in Public Affairs.** The study of a selected subject area related to contemporary public administration. These areas may include political institutions, legal aspects of government, local politics, administrative ethics, and spatial analysis. (This course may be repeated with a change in topic).

535. **Leadership in Public Administration.** Survey of leadership theories, styles, and strategies in the public and non-profit workplace.

575. **Advanced Graduate Studies.** Individual study. May be repeated under different topics.

576. **Advanced Graduate Studies.** Same as 575 for credit in a different topic.

589. **Thesis Research.** Prerequisite: Consent of adviser.

590. Thesis Writing. Prerequisites: PSC 589 and consent of adviser.

599. Public Administration Internship. Practical public administration experience under the direction of an experienced public administrator in an agency. Seminars, faculty supervision and a final administrative report are required.

*Students doing a thesis must register each semester that the University resources are being utilized. See Thesis Preparation and Enrollment.

Department of History

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www.sfasu.edu/history

Perky Beisel, Graduate Program Advisor – LAN 305

Objectives of the Department

The program for a graduate degree in history is designed to train the candidate as a productive scholar and as an effective teacher. It seeks to familiarize the student with the critical methods in historical research and writing, to introduce the literature of the field, and to acquaint the student with varying interpretations of historical developments. Above all, it attempts to provide the student with the essential tools for a career in the history profession or in related fields.

Graduate Program in History

Students applying to the graduate program should meet general university admission requirements and have at least 18 hours of undergraduate credit in history or closely related courses. The department recommends a minimum 3.0 GPA in all undergraduate coursework in history. Students who do not meet these criteria may be required to submit acceptable scores on the GR E(General Test). The department may permit "stem work" in basic courses to bring students up to departmental requirements.

The department offers a 30-hour program with thesis, and a 36-hour program without thesis. Graduate courses are divided into four broad fields: Europe and the World to 1815, Europe and the World since 1815, the United States to 1865, and the United States since 1865. These fields represent a foundation of knowledge that prepares the student for professional service and careers. All majors are required to take History 530 (Historiography). Non-public history emphasis thesis students must take History 531, three hours from each of the four broad fields, and six hours of elective history courses. No more than six hours of public history may be used to satisfy the requirements of the thesis track in history.

The thesis program includes six hours credit for thesis research and writing. The student must defend the completed thesis in an oral examination before graduate faculty. The student considering further graduate work in a doctoral program is encouraged to enter the thesis program. The non-thesis student will develop in-depth fields suitable for a teaching career. All non-thesis students are required to pass a comprehensive examination at the conclusion of their graduate work.

M.A. in History with an Emphasis in Public History

The department offers a 30-hour M.A. in history with an emphasis in public history. In lieu of a traditional thesis, a public history student may produce a thesis-level project such as a museum exhibit, an archival collection description, or a preservation report. This project will be subject to the same review and defense processes of a traditional thesis. An emphasis

in public history is designed for individuals who desire to work or are working in museums, archives, historical foundations, government and corporate historical offices, and other public history settings. In addition to a minimum 15 hours in public history coursework, public history emphasis students must also complete HIS 530 (Historiography) and six hours of foundational coursework in U.S. history before 1865 and U.S. history since 1865. The History Graduate Program Committee and graduate adviser may approve individual variations as needed.

History for Public School Teachers

The 36-hour non-thesis program offers broad flexibility to meet varying needs and interests. The non-thesis track requirements include History 530, 580, six hours from each of the four fields and six hours of elective history courses. No more than six hours of public history may be used to satisfy the requirements of the non-thesis track. The student who is a public school teacher or who is considering teaching in the public schools may structure, with the approval of the graduate program adviser and the department chair, a program that includes teacher workshops and classroom teaching apprenticeship experience.

Cooperative programs between the Department of History and the College of Education exist which lead to professional certificates in the College of Education or to the graduate degree in history or education. In addition, the College of Education offers a doctoral program in Education, with an emphasis on leadership.

Graduate Minor in History

A student pursuing a master's degree in an area outside the Department of History may take a first minor in history. The first minor in history consists of nine hours of history as approved by the graduate program adviser.

Research, Publication, and Professional Development

The Department of History offers outstanding opportunities for graduate education with training in areas of research, publication, professional presentations, and technology. The department provides students with strong foundations in the discipline of history and ways to apply the discipline to numerous career opportunities.

The university library houses the East Texas Research Center which includes numerous journals and diaries of regional and national interest, as well as being a major archive for the oil and lumber industries. The library also serves as a depository for county, state and federal government records. Graduate students may do research projects with the regional and state Center for East Texas Studies, with the department's outstanding East Texas Oral History Collection, and the department's Film Library, which utilizes both documentary and dramatic interpretations of historical topics and themes.

Opportunities to publish, to learn applications of history to modern technology, and to present original works at professional conferences are available to graduate students throughout their graduate training.

The department sponsors the East Texas Historical Association, which publishes the East Texas Historical Journal. The pages of the Journal are open to any article of scholarly merit on the history of East Texas and the surrounding region.

The Center for East Texas Studies promotes the study of all aspects of East Texas heritage. The Center provides services, programs and resources to scholars, public schools, organizations, businesses, government entities, and others interested in the region. CETS

seeks to become the focal point for innovative research, education and preservation of the heritage of the East Texas region. The center sponsors region-specific grants and contracts that propose to research, edit, collect, exhibit, and distribute historical and cultural information on East Texas. For more information, visit CETS online at www.cets.sfasu.edu.

Clio's Eye: An Audio-Visual Magazine for the Historian, produced by the graduate students of the Department of History, publishes essays by scholars, guest authors and students. The magazine reviews and recommends films, audio-visual materials and related books with historical themes. Visit the magazine online at http://clioseye.sfasu.edu

Graduate Assistantships

A limited number of graduate assistantships are awarded each year in the department. Applicants are required to furnish acceptable scores on the GRE (General Test.) For information and applications, contact the graduate program advisor..

Graduate Faculty

Regents Professor

Jere L. Jackson, Ph.D., University of North Carolina, Modern Europe, Germany

Professors

John W. Dahmus, Ph.D., Cornell University, Ancient and Medieval Europe, Renaissance and Reformation
E. Deanne Malpass, Ph.D., Texas Christian University, British History
Stephen Taaffe, Ph.D., Ohio University, Military, Diplomatic, Progressive Era

Associate Professors

Robert Allen, Ph.D., Columbia University, France
Mark Barringer, Ph.D., Texas Christian University, Texas and U.S. West, Environmental
Philip Catton, Ph.D., Ohio University, Modern Asia
Randi Cox, Ph.D., Indiana University, Russia
Troy D. Davis, Ph.D., Marquette University, Modern Ireland, Europe

Assistant Professors

Perky Beisel, D.A., Middle Tennessee State University, Public History
Jeff Bremer, Ph.D., University of Kansas, Early Republic and US West
Court Carney, Ph.D., Louisiana State University, African American, Contemporary U.S.
Dana Cooper, Ph.D., Texas Christian University, Women, Gender, Transatlantic, Diplomatic
Jason Dormady, Ph.D., University of California at Santa Barbara, Mexico/ Latin America
Andrew Lannen, Ph.D., Louisiana State University, Colonial and Revolutionary America
Scott Sosebee, Ph.D., Texas Tech University, Texas and Southern
Paul Sandul, Ph.D., California State at Sacramento/UC-Santa Barbara, Public History, Urban History
Jason Tebbe, Ph.D., University of Illinois—Chicago, Modern Europe, Germany

Courses in History (HIS)

*Unless otherwise indicated, courses carry three semester hours credit.

530. **Historiography.** (A) American (B) European. A survey of the literature of history; intensive studies of the style and philosophy of leading historians; the nature and extent of material for writing history. (Required for graduate degree).

531. **Historical Research, Writing and Editing.** Introduction to basic historical research and writing, and information literacy useful for history. Includes lectures, readings and work within ongoing projects. (May be repeated once with change of topic).

535. **Introduction to Public History.** An exploration of the ways in which traditional academic history and public history complement and enrich one another. An introduction to the theory and practice of interpreting history for the public in such areas as historical societies, editing projects, business, libraries, historic preservation projects, museums, and archives.

536. **Topics in Public History.** Topical studies in various aspects of Public History: historic preservation, cultural resource management, local and family history. (May be repeated with change of topic).

541. **The Western Heritage: Ancient and Medieval.** (A) Research andreadings on the ancient Near East, Greece, and Rome. (B) Research and readings in medieval history from the fall of Rome to the end of the era. (May be repeated once with change of topic).

542. **Early Modern Europe.** Research and readings on modern Europe from the Renaissance through post-Napoleonic Europe. (May be repeated once with change of topic).

543. **Recent European History.** (A) Research and readings on Europe in the 19th century. (B) Research and readings on Europe in the 20th century. (May be repeated once with change of topic).

544. **British Studies.** Research and readings on major topics and areas of British history. (May be repeated once with change of topic).

546. **Topics In European History.** Topical studies in European military, social, cultural, scientific or economic history. (May be repeated once with change of topic).

547. **Topics in American History.** Topical studies in American science, or American military, social, cultural, or economic history. (May be repeated with change of topic).

551. **Colonial and Revolutionary America.** Research and readings in selected topics in the colonial period and the Revolutionary era. (May be repeated once with change of topic).

552. **Nineteenth-Century America.** Research and readings in the period from the Revolutionary War through the Reconstruction Era. (May be repeated once with change of topic).

553. **Recent American History.** Research and readings in the period from the Gilded Age to the present. (May be repeated once with change of topic).

561. **History of the American Civil War.** 1850-1865 - Special topics in Federal and Confederate affairs, civilian and military, foreign and domestic. (May be repeated once with change of topic).

565. **Texas.** Research and Readings on the History of Texas. (May be repeated once with change of topic).

566. **World History.** Research and readings in the histories of Asia, Africa, Latin America, Australia, or the Middle East. (May be repeated once with change of topic).

567. **Topics in World History.** Topical studies in the military, social, cultural, scientific, or economic history of Asia, Africa, Australia, Latin America, or the Middle East. (May be repeated once with change of topic).

570. **Collections Management.** Introduction to the broad fields ofmuseum and archival work from the history of both areas to issues of theory and practice, to the development, care and use of collections.Staffing and management concerns, educational and exhibition development, and the social, economic and political trends that shape collections. Resources in the archival collections in the Steen Library and Stone Fort Museum on campus. (May be repeated with change of topic).

575. **Advanced Graduate Studies.** Individual instruction. Conference and research. Available subjects: American, European, world, Latin American, and public history. (May be repeated under different topics). Prerequisite: Consent of the advisor. (1-3 credit hours).

576. **Advanced Graduate Studies.** Same as 575 but in a different topic.

578. **Seminar.** May be repeated.

580. **The Teaching of History.** An intensive study of the methods and techniques in the teaching of history.

581. **Seminar in Public History.** Research and readings in various aspects of public history. Various topics including corporate histories, family histories, historical surveys, museums or anniversary exhibitions. (May be repeated once with change of topic).

582. **Internship In Public History.** Three to six semester hours, six - twelve hours per week in some aspect of public history, including museum, editorial, archival, or historical preservation work. Departmental approval.

583. **Practicum in Public History.** An opportunity to enhance professional growth through integration of theory with planned, supervised and practical work experience. (May be repeated once with change of topic).

590* **Thesis.** Research and writing of the thesis proposal and the thesis.Prerequisite: Consent of the advisor (1-6 credit hours.)

*Students doing a thesis must register each semester that the University resources are being utilized. See Thesis Preparation and Enrollment.

Department of Military Science

Todd M. Reichart, Chair
Military Science Building
936-468-4505
rjotc@sfasu.edu
www.sfasu.edu/rotc

The Military Science Program is a coeducational program designed to prepare students for positions of leadership in military service or civilian life. Seventy percent of all Army officers come from Army ROTC programs at universities throughout the country. The U.S. Army is earnestly seeking to attract mature young men and women with graduate degrees. Consequently, a special two-year military science program is available to graduate students.

By successfully completing this Military Science Program, a student is eligible to become an Army officer. Depending upon the individual's desires and the needs of the service, the graduate may serve on active duty for three years or serve in the National Guard or Army Reserve. Regardless of academic major, a student, through Military Science, should find direct application for the academic training received at the university or valuable training and experience in a related career field.

Admission Requirements

Graduate students whose anticipated tenure at SFA is two years may participate in the pre-commissioning two-year program. They should bear in mind, though, that the courses required in the Military Science Program are not creditable for graduate degrees. The student's graduate program should be planned accordingly.

An interview with the department chair and a physical examination are required. A veteran of any military service, students who participated in any service ROTC, and those who participated in JROTC in high school are eligible to receive credit for the basic course of Army ROTC (first two years). If this does not apply, the student may attend the Leaders Training Course at Fort Knox, Ky., for five weeks during the summer. The Department of the Army pays travel to and from Fort Knox, and the student receives pay and allowances during the period of attendance.

The student receives a tax-free stipend of $450-500 per month while participating in the Military Science Program. The student will attend the Leadership Development and Assessment Course during the summer between the two years of military science instruction.

All uniforms and equipment are issued by the Department of Military Science at no charge to the student. A number of government-funded postgraduate study programs are available to qualified students who complete the commissioning requirements.

Additional information concerning this program may be obtained in person at the Military Science Building, or by contacting the Department of Military Science at P.O. Box 13059, SFA Station, Nacogdoches, Texas 75962 or (936) 468-4505.

Faculty

Professor

Todd M. Reichert, Lieutenant Colonel, Military Intelligence

Assistant Professors
Kwang Fricke, Captain, Logistics
Corey Roberts, Captain, Military Intelligence

Instructors
James Wright, Master Sergeant, Field Artillery

Department of Modern Languages

Jeana Paul Ureña, Chair
Vera Dugas Liberal Arts North 235
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www.sfasu.edu/modlang



Objectives of the Department

The Department of Modern Languages recognizes three principal objectives: (1) to develop competence in understanding, speaking, reading, and writing a modern foreign language; (2) to cultivate an appreciation for the culture and civilization of the people whose language is being studied; and (3) to provide guidance in preparation for the various opportunities in language work.

Graduate Program

The university does not offer a graduate degree in modern language. Graduate students may take courses as part of a specialty option for the Master of Interdisciplinary Studies (MIS) degree or take courses as electives to support their graduate degree plans.

Graduate Faculty

Associate Professors

Joyce Johnston, Ph.D., Indiana University, French Literature
Jeana Paul-Ureña, Ph.D., Texas Tech University, Latin American Literature

Assistant Professors

Pedro Escamilla, Ph.D., University of Texas, Spanish Linguistics
Juan Carlos Ureña, Ph.D., Texas A&M University, Hispanic Poetry and Music
Gabriela Miranda-Recinos, Ph.D., University of California-Riverside, Twentieth-century Latin American Literature
Charles Patterson, Ph.D., University of Texas, Spanish Medieval and Golden Age Literature
José Neftalí Recinos, Ph.D., University of California—Riverside, Mexican and Central American Fiction

Courses in French (FRE)

*Unless otherwise indicated, courses are three semester hours credit.

575. **Advanced Graduate Studies In French Language or Literature.** Individual study. Prerequisite: Three years of college French. May be repeated under different topics.

Courses in Spanish (SPA)

*Unless otherwise indicated, courses are three semester hours credit.

575. **Graduate Studies in Spanish Language and Literature.** Independent investigation of topics of specific interest to individual students. Prerequisite: Consent of instructor. May be repeated for credit under different topics.

Courses in Latin American Studies (LAS)

550. **Advanced Graduate Studies.** Individual or group instruction in selected areas of LAS according to the needs of the student or students, including study abroad opportunities. May be repeated under different topics. Prerequisites: Consent of the coordinator of LAS.

Department of Psychology

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Jeremy D. Heider, Graduate Program Coordinator

Graduate Advisers
Rhiannon Fante, Jeremy Heider, Lora Jacobi, Mark Ludorf, Radhika Makecha, Kandy Stahl, Andrew Terranova, Lisa Topp, and Michael Walker.

Objectives of the Department

In its graduate program, the Department of Psychology seeks to prepare students for additional graduate work leading to the doctoral degree and/or for professional work at the M.A. level in various fields. The department welcomes graduate students who have no explicit career objectives in psychology.

Admission Requirements

Application deadlines: Fall semester-July 15; Spring semester-November 15. In addition to satisfying general admission requirements shown elsewhere in this bulletin, the applicant must satisfy the departmental requirements shown below:

1. The applicant must have had, or must take as background work, undergraduate courses in introductory psychology, statistics and experimental psychology or their equivalents. In addition, the applicant must have completed an additional nine hours in social and behavioral sciences.

2. The applicant must have attained a minimum 3.00 overall GPA and a minimum factor score* of 1,300 for clear admission to the program. Applicants who do not meet these minimum criteria will be considered on a case-by-case basis.

* Factor score = (GPA * 100) + GRE combined score (Verbal + Quantitative)

3. The applicant should submit letters of recommendation, statements detailing undergraduate research and publications, and accounts of relevant work experience.

Graduate Program

The graduate program is designed to augment the credentials of persons who were near the top of the waiting list for admission to doctoral programs in psychology, but ultimately did not receive an offer. This one-year curriculum will increase individuals' chances of being accepted upon reapplication to doctoral programs by enabling them to earn grades in graduate-level courses and to gain valuable research and teaching experience.

Our degree plan also will interest persons who would like to earn a master's degree in psychology as a means of achieving their professional goals, such as acquiring solid research skills. We envision our curriculum being of considerable value to individuals currently in the workforce, who have had some course work in psychology (although not necessarily a psychology major) and would now like to enhance their professional skills and advancement potential. The new program can meet the needs of both those already pursuing careers and those attempting to gain admission to a doctoral program in psychology.

This is a non-thesis master's program. However, students who are not successful in gaining admission to a doctoral program in their first year of master's work may wish to continue for a second year to complete a formal thesis. Doing so may provide the added value necessary to achieve success on the next application attempt. Any student may remain for the second year. However, it is not required for the degree.

Applications will be considered for spring admission. However, students entering at that time must recognize that due to course prerequisites the program cannot be completed in one year. Rather, completion of the curriculum will require an additional spring semester.

Degree Candidacy

Admission to degree candidacy is a requirement for graduation as well as a prerequisite to enrollment in PSY 589 – Thesis Research and PSY 590 – Thesis Writing.

To be admitted to departmental degree candidacy students must meet the following requirements:

1. Achieve a grade of B or better on the final examination in PSY 501 – Design & Analysis I and PSY 517 – Ethics and Research in Psychology. Students who do not achieve such a grade may retake the final examination one time only to be administered on one of the two days preceding the spring semester. If the final exam is not passed at that time the student will not be allowed to continue in the program.
2. Achieve a minimum overall GPA of 3.00.

Graduate Assistantships

The department awards a number of 20 hour/week graduate assistantships each year. Interested applicants should submit an assistantship application form and the departmental information sheet well before the deadline.

For additional information, such as the amount of the stipends, contact Chair, Department of Psychology, P.O. Box 13046, SFA Station, Nacogdoches, Texas 75962-3046; phone: (936) 468-4402; e-mail: kstahl@sfasu.edu.

Curriculum

1 Year Degree Plan
PSY 501 (4) – Psychological Statistics
PSY 507 (4) – Experimental Design
PSY 517 (4) – Ethics & Research In Psychology
PSY 523 (4) – Advanced General Psychology
PSY 550 (3) – Graduate Seminar (9-12 Hours)
PSY 585 (4) – Graduate Research Seminar (4-8 Hours)
Elective Courses

PSY 525 (4) – Teaching Seminar
Total Hours = 36-37

Optional 2nd Year
PSY 589 (3) – Thesis Research
PSY 590 (3) – Thesis Writing
Total Hours = 42-43

Given the preceding framework, the following annual course offerings have been implemented:

FALL	SPRING	SUMMER I	SUMMER II
501 (4)	507 (4)	550 (3)	550 (3)
517 (4)	523 (4)	550 (3)	
550 (3)	525 (4)		
585 (4)	585 (4)		

Facilities for Work

The department's facilities consist of more than 20,000 square feet including space for human research in sensory psychophysics and psychophysiology, behavioral, cognitive, social, developmental, personality, and industrial/organizational psychology.

The department has an instructional computing classroom consisting of 21 networked microcomputers and supporting hardware and software for computing across the psychology curriculum. The department also has a Cognitive Psychology Laboratory equipped with PC computers. The department's research suite, which is equipped with PC computers, provides ample space for conducting psychological research.

Most laboratory areas, classrooms and graduate assistant offices contain microcomputers many of which are networked and support research and instruction.

Graduate Faculty

Professors

Mark R. Ludorf, Ph.D., University of Kansas, Cognitive, Quantitative
Kandy J. Stahl, Ph.D., University of Nebraska, Clinical and Pediatric Psychology, Family Issues, and Teaching of Psychology

Associate Professors

Michael E. Walker, Ph.D., University of Mississippi, Clinical Psychology, Child and Family Issues

Assistant Professors

Rhiannon Fante, Ph.D. Western Michigan University, Industrial-Organizational Psychology, performance management, systems analysis, instructional design
Jeremy D. Heider, Ph.D., Northern Illinois University, Racial Attitudes, Sexuality Attitudes, Sterotypes, and Gender Differences
Lora Jacobi, Ph.D., Old Dominion University, Industrial-Organizational Psychology
Radhika Makecha, Ph.D., University of Southern Mississippi, Comparative Psychology

Andrew Terranova, Ph.D., University of New Orleans, Developmental/ Clinical Psychology
Lisa Topp, Ph.D., University of Texas—El Paso, Legal Psychology, eyewitness memory and composite construction

Courses in Psychology (PSY)

*Unless otherwise indicated, courses are three semester hours credit.

501. **Design and Analysis I.** Four semester hours, four hours lecture per week. Course covers statistical methods and research designs that are applicable to psychological research. Students are exposed to experimental designs. Particular attention is given to the analysis of variance and related techniques. Along with hand calculations, computer-based data analyses will also be performed. Prerequisite: admission to graduate training. Lab fee: $20.

507. **Design and Analysis II.** Four semester hours, four hours lecture per week. Course covers statistical methods and research designs applicable to psychological research. Students are exposed to experimental and non-experimental designs. Particular attention is given to correlation, simple regression, and multiple regression. Along with had calculations, computer-based data analyses will also be performed. Prerequisite: admission to graduate training. Lab fee: $20.

517. **Ethics and Research in Psychology.** Four semester hours, four hours lecture per week. Standards, legal issues, and ethical responsibilities pertinent to the psychologist in academic, private agency and laboratory settings. Prerequisite: Admission to graduate training or consent of instructor.

523. **Advanced General Psychology.** Four semester hours, four hours of lecture per week. Theory and research related to social psychology, developmental psychology, learning, and perception. Other content areas also examined. Prerequisites. Admission to graduate training or consent of instructor.

525. **Teaching Seminar.** Four semester hours, four hours of lecture per week. Issues include ethics, syllabus and exam construction, classroom management, and theories of collegiate teaching. Also includes discussion on skills involved in teaching with technology. Students present a lecture applying issues and using tools of information technology. Prerequisites: Clear admission to psychology M.A. degree program.

550. **Seminar in Psychology.** Current topics in psychology. Topics announced at each registration period, providing more in-depth coverage of a specific content area in psychology. May be repeated for a maximum of 12 hours credit when topics are different. Prerequisite: Admission to graduate training or consent of instructor.

575. **Advanced Graduate Studies.** One-four semester hours' credit. Individual study: library research or laboratory training with term report on assigned problem. Not to be used as substitute for thesis credit. May be repeated under different topics.

585. **Graduate Research Seminar.** Four semester hours. Students directed in development and conduct of a research project. Group discussion and feedback. Prerequisite: Admission to graduate training or consent of instructor.

589* **Thesis Research.** Three-nine semester hours credit. Research for thesis. Grade withheld until completion of thesis. Prerequisites: Admission to departmental degree candidacy and consent of thesis director.

590* **Thesis Writing.** Three-nine semester hours. Writing of thesis. Grade withheld until completion of thesis. Prerequisites: Psychology 589 and consent of thesis director.

*Students doing a thesis must register each semester that the University resources are being utilized. See Thesis Preparation and Enrollment.

School of Social Work

Freddie L. Avant, Director and Associate Dean
Social Work 120
420 E. Starr
936-468-5105
Favant@sfasu.edu
web site: http://www.sfasu.edu/aas/socwk

Sharon Templeman, MSW Program Director
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Mission

The mission of the School of Social Work at Stephen F. Austin State University is to prepare competent and effective professional social workers committed to generalist and advanced practice able to respond to the needs of rural communities and to the challenges faced by people with rural lifestyles. The school is committed to providing leadership for the region, particularly in identifying and addressing community needs and issues, including those related to the alleviation of poverty and oppression within the context of rurality, cultural diversity, and social economic justice. In support of its educational endeavors, the school is dedicated to excellence in teaching, research, scholarship, life-long learning and community service.

School Objectives

Social work is a service-oriented profession that helps people to solve problems in living. The School of Social Work offers professional degrees in social work at both the bachelor's and master's levels. The Master of Social Work Program at Stephen F. Austin State University offers the Advanced Rural Generalist concentration in Social Work. In this concentration, Generalist and Advanced Generalist methods are used, and rurality is the context for practice.

The Rural Generalist concentration develops the knowledge, skills and values necessary to perform social work with individuals, families, groups, organizations, and communities in rural environments and with rural populations. This includes preparation for service provisions for a wide range of problems and systems, such as rural poverty, community development, social and economic justice, family violence, health and mental health, and others.

Master of Social Work

The Master of Social Work (M.S.W.) degree is a 64-credit hour program with a concentration in Advanced Generalist Practice in a rural context. The M.S.W. includes preparation for services provision for a wide range of problems and systems, such as rural poverty, community development, social and economic justice, family violence, health and mental health, and other fields.

The M.S.W. is designed to prepare graduates for entry into the social work profession at the advanced level. The M.S.W. will provide the basis for the development of autonomous practice skills for leadership roles in rural communities.

The M.S.W. is designed to be completed in two years of full-time or three years of part-time academic study. The program does not require an undergraduate degree in social work for admission, but does require that students who are deficient in the liberal arts perspective complete additional course work in order to prepare them for the professional foundation. Part-time students must complete the program within four years from the date of enrollment at SFA.

Accreditation

The M.S.W. program is accredited by the Council on Social Work Education.

Admission

In order to be considered for admission to the M.S.W. program, applicants must submit: 1) an SFA graduate school application, 2) official transcripts, 3) three letters of reference, 4) a supplemental application for the M.S.W. Program, and 5) a written statement of interest in social work. Application forms may be obtained on line, from the School of Social Work, or the SFA Graduate Office. Applications should be returned to the School of Social Work.

To be considered for clear admission, applicants should present an overall GPA of at least 2.5 and a GPA of 3.0 for the last 60 hours. Applicants who demonstrate outstanding qualifications on other admission criteria may be admitted on a probationary basis with an overall GPA of 2.5 and 2.8 GPA for the last 60 hours.

The MSW Program admits both advanced standing and non-advanced standing students. Both types of students may choose from either a full-time option or part time option to complete program requirements. The part-time option must be approved by MSW Program director.

Advanced Standing

A limited number of students may be admitted to the advanced standing program. The advanced standing program consists of 39 credit hours that are completed in about 10 months of full-time study (one summer session and two semesters) or two years of part-time study. To be considered for advanced standing, applicants must have earned a bachelor's degree in Social Work from a program accredited by the Council on Social Work Education. Applicants admitted on probationary status are not eligible for advanced standing.

To receive advanced standing, an applicant must have made a minimum GPA of 3.0 in the last 60 credits of undergraduate course work and a 2.5 GPA overall. Advanced placement credit will be given for course equivalents in which the applicant has made a grade of either A or B.

Decisions on course equivalency credit will be made by the School of Social Work M.S.W. program director. Advanced placement credit may be awarded for SWK 501, SWK 502, SWK 504, SWK 505, SWK 507, SWK 512, SWK 515, SWK 519, and SWK 529. Advanced standing credit is not automatic, and students may be required to submit course equivalency information or successfully complete a competency examination before receiving credit for a course. All students who receive advanced standing must complete a minimum of 39 credit hours in order to receive the M.S.W.

Transfer Credit

Students may transfer graduate course credits under the policies of the university. Transfer of courses for social work equivalency will be determined by the M.S.W. program director. To be considered for social work equivalency, a course must be 1) graduate level, 2) earned from a program accredited by the Council on Social Work Education; 3) no more than six years old, and 4) have an earned grade of A or B. Field Instruction and practice credit cannot be transferred. Field Instruction credit will not be awarded for prior work experience. Graduate courses from other disciplines will not be considered for transfer credit as electives.

Advising

Faculty advising of students is considered essential in the School of Social Work. The personal relationship with a faculty adviser helps each student progress throughout the program, begin socialization to the profession, and earn the M.S.W. degree. The advisement of students is carried out by full-time faculty members, and students are strongly encouraged to take advantage of the availability of their advisers. All faculty maintain regularly scheduled, posted office hours and are often available at other times by appointment.

On admission, each student is advised by the M.S.W. program director or the director's designee. After the initial advising meeting, each student is assigned a faculty adviser. The primary duties of the faculty adviser are: (1) to assist the student to design and file an educational plan, select courses, register for courses, and gain admission to candidacy, (2) to review the student's academic progress and academic standing, (3) to advise the student on all matters relevant to his/her progress in the program, and (4) to discuss the student's career interests in social work and development as a professional social worker.

Field Instruction

During the semester prior to the student's entrance into field instruction, the student must first meet with the director of field or the director's designee. At this time the process for application and selection of field instruction sites and other pertinent field policies and

procedures will be discussed. Students also review a copy of the Graduate Field Instruction manual, which contains important field-related information and policies. Prior to this meeting, the student should direct questions regarding field instruction to the faculty adviser. The selection of an appropriate field instruction site is made by the school field director in consultation with the student. All prerequisites must be met before enrolling in field instruction.

M.S.W. students who have been terminated from a field instruction placement or who have made a grade of C or lower must repeat field instruction. Reinstatement in field instruction is not automatic. Students who must repeat field instruction must reapply for admission to field. In order to be reinstated in field, the student must state in writing how each of the problems/issues contributing to the original termination has been corrected. This includes the behaviors and/or skills-related issues that contributed to the original grade or decision to terminate the student. The field director, M.S.W. program director, school director and other faculty as appropriate will review and recommend whether or not the student will be readmitted to field instruction and may repeat the course. Students may repeat a field instruction course only once.

Termination from the Program for Behavioral Reasons

Appropriate and ethical conduct is critical for maintaining the integrity of the social work profession. Students in the M.S.W. program are considered members of the social work profession and eligible for membership in professional organizations. Social work students should conduct themselves as professionals and in accordance with the Code of Ethics of the National Association of Social Workers.

The grades that students earn in their courses are not the only indication of the students' ability to become professional social workers. Occasionally, students may behave in a manner that calls into question their ability to become social workers. School policy provides a mechanism for reviewing students' academic and professional performance. Students may be terminated from the social work program when there is clear evidence the student's professional performance is unacceptable. Examples that may require review include, but are not limited to, violation of the NASW Code of Ethics, impairment due to substance abuse or mental illness, and conviction of a felony.

Graduate Faculty

Professors
Freddie L. Avant, Ph.D., Jackson State University
Peter T. Simbi, Ph.D., University of Minnesota
Sharon B. Templeman, Ph.D., University of Maryland--Baltimore

Associate Professors
Kathleen Belanger, Ph.D., University of Houston
Sam Copeland, Ph.D., University of Houston
Emmerentie Oliphant, Ph.D., University of Johannesburg

Assistant Professors
Steve Cooper, Ph.D., The University of Texas at Austin
Wilma Cordova, M.S.W., Michigan State University

Michael Doughty, Ph.D., The University of Texas at Austin
Kim Rich-Rice, Ph.D., University of Texas at Arlington

Field Instruction Director
Linda Harris, M.S.W., University of Houston

Curriculum Design

The MSW program curriculum consists of foundation and advanced level content. The first full-time year of the program is generalist in perspective and emphasizes a problem-solving method in the helping relationship. The first year provides the social work professional foundation similar to that provided in a BSW program and serves as a base upon which the advanced level content builds knowledge and skills.

The MSW program offers one concentration, which is completed during the second full-time year of the program. The concentration offered is Advanced Generalist Practice in a Rural Context. Advanced Generalist skills are applied to practice within the rural context and with people having rural lifestyles.

Professional Foundation courses include content in the following areas: Human Behavior and the Social Environment, Social Work Policy and Services, Generalist Social Work Practice, Social Work Values and Ethics, Rurality, and agency-based Field Instruction.

Concentration (Advanced Generalist Practice in a Rural Context) courses include content in Advanced Generalist Practice Methods, Policy Analysis and Evaluation, Research, and 500 clock hours of agency- based Field Instruction.

Non-Advanced Standing Full-Time (2-year plan)

Fall Semester:		
SWK 501- Introduction to the Social Work Profession	3	F
SWK 502- Human Behavior & the Social Environment I	3	F
SWK 504- Introduction to Rurality	3	F
SWK 505- Generalist Practice I	3	F
SWK 519- Field Instruction I	4	F
Spring Semester:		
SWK 500 Applied Research Methods	3	F
SWK 507- Social Welfare Policy & Services	3	F
SWK 512- Rural Behavior and Environments II	3	F
SWK 515- Generalist Practice II	3	F
SWK 529- Field Instruction II	4	F
Fall Semester:		
SWK 517- Rural Social Policy Analysis	3	AC
SWK 520 Social Work Research Process	3	AC
SWK 525- Advanced Generalist Practice	3	AC
SWK 535- Seminar in Advanced Rural Practice	3	AC
SWK 558 -Advanced Practice with Groups	3	AC
Spring Semester:		
SWK 530- Research Practicum	3	AC
SWK 539- Field Instruction III	3	AC

SWK 540 Field Instruction IV	4	AC
SWK 541 Field Instruction V	4	AC
Elective	3	AC

Total Credits 64

Advanced Standing Full-Time (One summer session and two semesters)

Summer Session II:

SWK 504- Introduction to Rurality	3	F
SWK 514- Advanced Standing Seminar	4	T

Fall Semester:

SWK 517- Rural Social Policy Analysis	3	AC
SWK 520- Social Work Research Process	3	AC
SWK 525- Advanced Generalist Practice	3	AC
SWK 535- Seminar in Advanced Rural Practice	3	AC
SWK 558 -Advanced Social Work with Group	3	AC

Spring Semester:

SWK 530- Research Practicum	3	AC
SWK 539- Field Instruction III	3	AC
SWK 540 Field Instruction IV	4	AC
SWK 541 Field Instruction V	4	AC
Elective	3	AC

Total Credits 39

Advanced standing students must take SWK 504- Introduction to Rurality and SWK 514- Advanced Standing Seminar, 4 credits (T), in the summer preceding the fall semester.
A thesis option (SWK 589 and SWK 590) may be substituted for SWK 530.
AC = Advanced concentration.
F = Professional foundation.
T = Transition course.

Non-Advanced Standing Part-Time (3-year plan)

Fall Semester:

SWK 501- Introduction to the Social Work Profession	3	F
SWK 502- Human Behavior & the Social Environment I	3	F
SWK 504- Introduction to Rurality	3	F
SWK 505- Generalist Practice I	3	F
SWK 519- Field Instruction I	4	F

Spring Semester:

SWK 500 Applied Research Methods	3	F
SWK 507- Social Welfare Policy & Services	3	F
SWK 512- Rural Behavior & Environments	3	F
SWK 515- Generalist Practice II	3	F
SWK 529- Field Instruction II	4	F

Fall Semester:		
SWK 517- Rural Social Policy Analysis	3	AC
SWK 520- Social Work Research Process	3	AC
SWK 558 Advanced Practice with Groups	3	AC
Spring Semester:		
525- Advanced Generalist Practice	3	AC
SWK 530- Research Practicum	3	AC
Fall Semester:		
Elective	3	
SWK 535- Seminar in Advanced Rural Practice	3	AC
Spring Semester:		
SWK 539- Field Instruction III	3	AC
SWK 540 Field Instruction IV	4	AC
SWK 541 Field Instruction V	4	AC

Total Credits 64

Advanced Standing Part-Time (2-year plan)

Summer Session II:		
SWK 504- Introduction to Rurality	3	F
SWK 514- Advanced Standing Seminar	4	T
Fall Semester:		
SWK 517- Rural Social Policy Analysis	3	AC
SWK 520 Social Work Research Process	3	AC
SWK 525- Advanced Generalist Practice	3	AC
Spring Semester:		
SWK 530- Research Practicum	2	AC
SWK 535- Seminar in Advanced Rural Practice	3	AC
SWK 558 Advanced Practice with Groups	3	AC
Fall Semester:		
SWK 549- Advanced Field Instruction III	5	AC
Elective	3	AC
Spring Semester:		
SWK 559- Advanced Field Instruction II	6	AC

Total Credits 39

Advanced standing students must take SWK 504- Introduction to Rurality and SWK 514- Advanced Standing Seminar, 4 credits (T), in the summer preceding the fall semester.
A thesis option (SWK 589 and SWK 590) may be substituted for SWK 530.

AC = Advanced concentration.
F = Professional foundation.
T = Transition course.

Courses in Social Work (SWK)

*Unless otherwise indicated, courses are three semester hours credit.

500. **Applied Research Methods.** Appication of research methods in social work settings. Quasi-experimental research, evaluation research, single-subject design, and epistemology are presented. Prerequisite: graduate standing and demonstrated competence in social statistics.

501. **Introduction to the Social Work Profession.** Introduction to the social work profession. Topics include: philosophy and history of the profession, social work values and ethics, social work organizations and licensure, and contexts for social work content. Prerequisite–Graduate standing.*

502. **Human Behavior and the Social Environment I.** The person-in-environment model for Generalist social work. The course uses a strengths perspective and a problem-solving focus to understand human behavior in individual, family and naturally occurring groups. Prerequisite–Graduate standing. Demonstrated knowledge of human biology.*

504. **Introduction to Rurality.** This course introduces students to social work in the rural context. Issues related to social work practice, rural communities, rural behavior, and social welfare policy are presented. Prerequisite–Graduate standing.*

505. **Generalist Practice I.** Generalist model of social work practice with individuals, families and naturally occurring groups. Topics include engagement, data collection, assessment, planning, termination, and evaluation. Prerequisite - Graduate standing. Demonstrated knowledge of human biology and multicultural content.

507. **Social Welfare Policy and Services.** Foundation content related to the history, philosophy, structure, and function of social welfare policy and services is presented in this course. A survey of social welfare services and current issues related to these services also is presented. Concepts related to social and economic justice are emphasized throughout the course. Prerequisites–Graduate standing.*

512. **Human Behavior and Social Environment II.** The person-in-environment model for generalist practice. The course uses a strengths perspective and a problem-solving focus to explain tasks group, community and organizational behavior in a rural context. Prerequisite–Graduate standing. SWK 502, SWK 504, SWK 505, and SWK 507 or equivalents. *

514. **Advanced Standing Seminar.** Four credits. This seminar is required for advanced

standing students and is designed to strengthen and enhance the transition of B.S.W.s into the M.S.W. program. The course derives content from the professional foundation and the advanced rural generalist concentration. Prerequisite–Advanced standing.

515. **Generalist Practice II.** Generalist model of social work practice with task groups, organizations and communities. Prerequisite–Graduate standing. SWK 502, SWK 504, SWK 505, and SWK 507 or equivalents.*

517. **Rural Social Policy Analysis.** Advanced content on analysis of social policy in a rural context. Concepts related to the promotion of social and economic justice by social workers are emphasized. Prerequisite–Graduate standing., SWK 502, SWK 504, SWK 505, and SWK 507 or equivalents. * AC.

518. **Child Welfare Services.** An overview of theory, policy, services, and practice issues related to social work in the child and family field of practice. Prerequisite–Graduate standing.

519. **Field Instruction I.** Four credits. Educationally supervised practice in a social welfare agency setting under the direct supervision of a professional social worker. Two hundred forty (240) hours of agency experience and one (1) hour weekly integrative seminar are required for the semester. Prerequisite–Graduate standing. Completion of, or enrollment in, SWK 501, SWK 502, SWK 504, SWK 505, and SWK 507 or equivalents.

520. **Social Work Research Process.** Social work research content on an advanced level. Coverage includes research methodology, research proposal writing, the process of social work research, data collection and analysis, and presentation of results. The purpose of the course is the development of knowledge related to the different steps in the research process. Prerequisite: Graduate standing in the MSW program. *AC.

525. **Advanced Generalist Practice.** Advanced application of the generalist model in working with individuals and families. Prerequisites–SWK 500, SWK 512, SWK 515, SWK 517, and SWK 519. * AC.

528. **Social Work in Mental Health.** An overview of theory, policy, services, and practice issues related to social work in the mental health field. Prerequisite–Graduate standing.

529. **Field Instruction II.** Four credits. Continuation of supervised agency practice begun in SWK 519. Two hundred forty (240) hours of agency experience and one (1) hour weekly integrative seminar are required for the semester. Prerequisites – SWK 519 or equivalent and SWK 500, SWK 512, SWK 515, and SWK 517.

530. **Research Practicum.** Individual student research performed under the direction of Social Work faculty. Final report should contribute to social work knowledge.

Prerequisites–SWK 500, SWK 520, SWK 512, SWK 517, and SWK 519 or advanced standing. AC.

531. **International Social Work.** The study of international social work and how it is influenced by policies, developed and developing world contexts and different perceptions of social problems. The course will also provided an overview of the service delivery systems in other countries.

532. **Sustainable Development.** This course examines issues and perspectives on sustainable community development from the local, regional, national, and international perspective. The course prepares students to advocate for policies for a livable world while solving community problems at all levels and promoting positive community change. Prerequisite: Graduate standing.

533. **Diversity Appreciation.** This course examines various cultures throughout the globe and is designed to allow students the opportunity to understand cultural and social differences locally and globally. Prerequisite: Graduate standing.

535. **Seminar in Advanced Rural Practice.** This seminar focuses on rural case management, supervision, administration, and community practice in rural agencies and communities. It includes content on planning, services integration, evaluation, resources assessment and acquisition. Prerequisites–SWK 507, SWK 512, SWK 529 or advanced standing.

538. **Social Work with the Aged.** An overview of theory, policy, services, and practice issues related to social work practice with the aging population. Prerequisite: Graduate standing.

539. **Field Instruction III .** A seminar course meeting weekly and taken concurrently with SWK 540 and SWK 541. Students will integrate advanced knowledge acquired in the classroom with practical experiences in an agency setting. Prerequisites–completion of all foundation courses and SWK 517, 520, 525, 535, and 558.

540/541.Field Instruction VI, V. Placement in a social service agency designed to engage students in a diversified practice using advanced generalist methodologies within a rural context. 250 hours of field work.

548. **Religion, Spirituality and Helping.** Examination of religion and spirituality and their intersection with the helping professions, with a special emphasis on policy, practice (at all levels) and research in social work. Reviews beliefs and practices locally, nationally, and globally; the influences of ligion and spirituality on health and mental health outcomes; spiritual assessments; spiritual coping, and the development of an ethical spiritual framework for social work practice. Prerequisites: Graduate standing, or approval of instructor

549. Advanced Field Instruction I. Five credits. Advanced field instruction for part-time students. Sixteen (16) hour per week of agency instruction and a two (1)

hour weekly seminar are required.

558. **Advanced Practice with Groups.** Theories, models, culturally competent methods, skills, and techniques of effective advanced group work in rural environments. Prerequisites: *AC.

559. **Advanced Field Instruction II.** Six credits. Advanced field instruction for part-time students. Sixteen (16) hours per week of agency instruction a two (1) hour weekly seminar are required. Continuation of SWK 549.

568. **Chemical Dependency.** Examines the prevalence and etiology of chemical dependency and its impact on individuals, families, and society. Utilizes an advanced generalist practice modality for the development of professional social work knowledge, values and skills in the prevention and treatment of chemical dependency across multiple systems. Prerequisite: Graduate standing.

575. **Advanced Graduate Studies.** One to three credits. Directed independent study in social work: includes in-depth research, reading, and writing about Social work issues.

578. **Seminar in Social Work.** One to three credits. Various topics in social work. May be repeated for credit. Prerequisite–Graduate standing.

589. **Thesis Research.** Two credits. Research for preparation of thesis. Grade is withheld until completion of thesis. Prerequisites–SWK 500 and SWK 510.

590. **Thesis Writing.** Two credits. Research for preparation of thesis. Grade is withheld until completion of thesis. Prerequisites - SWK 520.

*Note: The above courses may be offered off-campus and on weekends as needed.
* Required of all M.S.W. students unless exempted via advanced standing or transfer. AC Advanced Concentration.
*Students doing a thesis must register each semester that the University resources are being utilized. See Thesis Preparation and Enrollment.

Department of Sociology

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Brushed-punctated utility ware vessel found on the grounds of the T. J. Rusk Middle School on the Washington Square Mound site.

Departmental Objectives

The Department of Sociology offers graduate courses in sociology, anthropology, and geography.

Graduate Program

The department does not offer a graduate degree in sociology, anthropology, or geography. A graduate minor in sociology consists of a minimum of nine semester hours of sociology. Fewer than nine semester hours are regarded as electives. The department participates in the MIS program.

Graduate Faculty

Regents Professor

Robert Szafran, Ph.D., University of Wisconsin, Methodology, Population, Work, Data Analysis

Thomas W. Segady, Ph.D., University of Denver, Theory, Social Psychology, Religion

Professors

Ray L. Darville, Ph.D., University of North Texas, Marriage and Family, Methodology, Data Analysis

James O. Standley, Ph.D., Texas A & M University, Criminology, Juvenile Delinquency, Social Problems

Jerry Williams, Ph.D., Kansas State University, Environment, Gerontology, Methodology, Social Class

Associate Professors

J.B. Watson Jr., Ph.D., University of North Texas, Gerontology, Medical, Death and Dying

Assistant Professors

Leslie Cecil, Ph.D., Southern Illinois Carbondale, Maya Archaeology, Pottery Analysis, Anthropology of Technology

Dianne Dentice, Ph.D., University of North Texas, Minority Relations, Family, Gender, and Social Psychology

Karol Chandler-Ezell, Ph.D., University of Missouri, Cultural Anthropology, Medical Anthropology, Magic and Religion

Williams Forbes, Ph.D., University of North Texas, Environmental Geography, Integrated Conservation and Development, and Historical Geography

Jeffery Roth, Ph.D., University of Oklahoma, Historical, Cultural, and Biogeography, Field Studies in Texas and New Mexico

Courses in Sociology (SOC)

*Unless otherwise indicated, courses are three semester hours credit.

551. **Sociological Inquiry.** Basic Principles of social research. Formulation of research problem design, sampling, measurement, and data collection.

575. **Advanced Graduate Studies.** Individual studies in selected areas of sociology. May be repeated under different topics.

Courses in Anthropology (ANT)

*Unless otherwise indicated, courses are three semester hours credit.

575. **Graduate independent study in Anthropology.** May be repeated with change of topic.

Courses in Geography (GEO)

*Unless otherwise indicated, courses are three semester hours credit.

501. **Seminar in Physical Geography.** Intensive study of a selected aspect of the physical environment. Prerequisite: 12 semester hours in geography.

502. **Seminar in Cultural Geography.** Intensive study of a selected aspect of the cultural environment. Prerequisite: 12 semester hours in geography.

503. **Seminar in Regional Geography.** Intensive study of a selected region or state of the world. Prerequisite: 12 semester hours in geography.

504. **Geographic Techniques.** Intensive study of a selected geographic technique such as geographic information systems, remote sensing and aerial photo interpretation, or cartography and visualization.

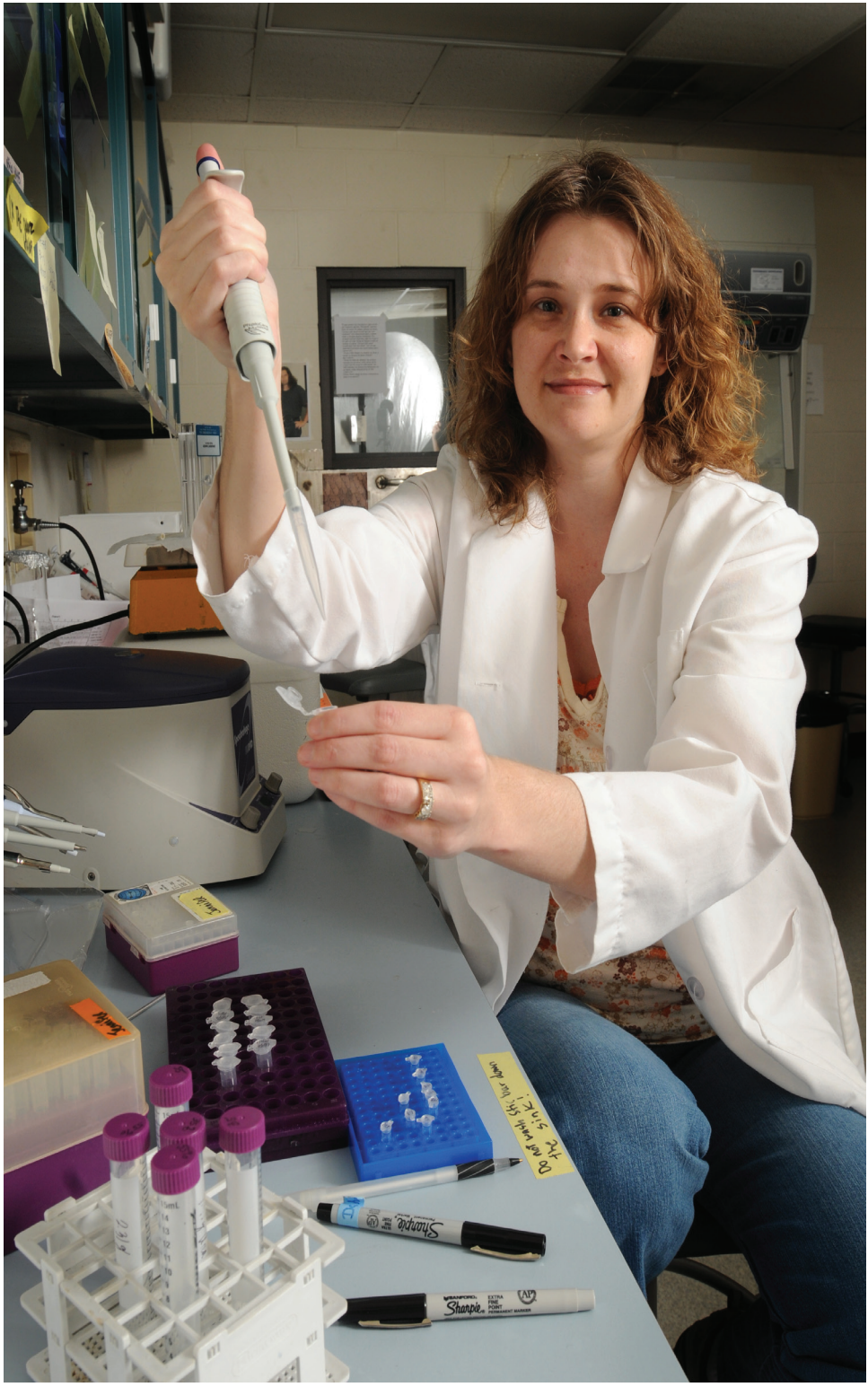
575. **Advanced Graduate Studies.** Three hours conference per week. Individual instruction in selected phase of geography according to the needs of the student. May be repeated under different topics.

576. **Advanced Graduate Studies.** Three hours conference per week. Same as 575. for credit in a different topic.

589* **Thesis Research. Research for thesis.** Grade withheld until completion of thesis. Prerequisite: Consent of adviser.

590* **Thesis Writing.** Writing of thesis. Grade withheld until completion of thesis. Prerequisite: GEO 589 and consent of adviser.

*Students doing a thesis must register each semester that the University resources are being utilized. See Thesis Preparation and Enrollment.


Sharpie
Sharpie

The College of Sciences and Mathematics

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Department of Biology
Division of Biotechnology
Department of Chemistry
Department of Geology
Department of Mathematics and Statistics
Department of Physics and Astronomy
Science and Mathematics Education

Master of Science in the Natural Sciences

The Master of Science in the Natural Sciences (M.S.N.S.) is an interdisciplinary degree in the sciences and mathematics. It belongs to the College of Sciences and Mathematics as a whole whereas other M.S. degrees are offered within the units of the college. The degree requires 36 graduate credit hours. It has both thesis and non-thesis options. Since it is interdisciplinary, it has the flexibility to meet the needs of students whose interests are not met by an M.S. in one of the disciplines.

Prospective students can include licensed teachers seeking an M.S. degree while pursuing additional certifications in the sciences or mathematics at the middle school and secondary level or working towards initial teaching certification in the sciences or mathematics and students seeking a non-thesis option in disciplines whose M.S. degree requires a thesis. The M.S.N.S. can be integrated with undergraduate students' degree plans using the Overlap Program. Students seeking secondary school science and mathematics certifications can earn a B.S., the M.S.N.S. degree, and teaching certifications in five or six years.

Department of Biology

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www.sfasu.edu/biology

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Departmental Objectives

(1). To provide advanced education and training in the biological sciences.
(2). To develop, within the student, the skill sets necessary to conduct independent research in the biological sciences.
(3). To enhance a student's potential for employment in the biological sciences or entrance to a Ph.D. or other professional program.

Admission Requirements for Domestic (US National) Students

In addition to satisfying the general admission requirements listed elsewhere in this bulletin, applicants to the Masters program in biology must meet the following criteria:

1. Undergraduate GPA and GRE requirements according to the following table:

Overall GPA	GRE Score
>3.0	not required
2.8-3.0	>800
2.6-2.8	>1000
2.3-2.6	>1200

2. Successful completion (with a C or better) of at least 15-18 hours of biology credit above the freshman level, including a course in genetics. Courses in heredity do not apply towards the genetics requirement.

3. A written letter of intent specifying if the applicant is seeking a thesis or non-thesis degree (thesis work is highly recommended); the applicant's intended course of study and academic interests; any relevant past academic, field, or research experience; and discussing the applicant's personal academic and career goals and how a Masters in Biology from SFA will help further those goals. The letter is used by the Graduate Advisor to better advise the applicant. Applications will be considered incomplete without a letter of intent, and will be held by the University Graduate Office until a letter is received,

Application Requirements for International Students

In addition to satisfying the general admission requirements listed elsewhere in this bulletin, graduate biology students must meet the following criteria:

1. Applicants from Universities following the US GPA format will be assessed following the table provided above under Domestic Students. Students from universities not following the standard US GPA format require a GRE score of 1100.

2. The curriculum criteria as outlined above for Domestic Students, including some indication of grade interpretation for Universities not following the standard US GPA and grading system.

3. A letter of intent as outlined under the Domestic Student section above.

4. In addition to the requirements listed above, students for whom English is a second language require:
   A. A minimum TOEFL score of 550 (paper) or 213 (computer)

B. A minimum of 450 on the English portion of the GRE examination
C. A 10-15 minute English language video of the applicant discussing some aspect of Biology. The video will be used to gauge the applicant's spoken proficiency of the English language, not to assess teaching ability or scientific content of the video.

The Graduate Programs in Biology

The biology major student may designate general biology as an emphasis, in which case graduate courses may be selected from both biological areas (zoology and botany); and if students desire a minor or minors, they may select courses from other departments. If a graduate emphasis is chosen in zoology or botany, rather than in general biology, a minor may be the remaining biological area.

Option I-Master of Science Degree with Thesis

The thesis program is available primarily for those who plan to continue their graduate work beyond the master's degree, or who plan to enter positions involving research or scientific writing. Thesis research is offered in the fields of interest indicated in the list of graduate faculty shown elsewhere in this bulletin. The thesis should involve at least six months of research. A qualifying exam will be given to each student at the end of their first or beginning of their second semester. The exam will be presented in an oral format and will probe the student's biological knowledge base to determine whether he or she has the background to conduct their proposed research. Failed exams can be repeated once. However, students must pass the exam no later than the end of their second full semester. On completion of the thesis and other requirements for the degree, the student will be given an oral examination primarily over the thesis by members of the committee and other members of the graduate faculty suggested by the Dean of the Graduate School. For further details concerning thesis requirements, refer to the section of this bulletin that describes the overall procedure for the preparation of the thesis. Except for those who complete their entire graduate program during the summer, each student must successfully present a seminar over his/her thesis research. Only three semester hours of Advanced Graduate Studies (Biology 575) may be taken without permission of the departmental chair.

Option II-The Master of Science Degree Without Thesis

The non-thesis program is available for those who plan no further work beyond the master's degree, or who do not plan careers in research or scientific writing. The qualifying exam is detailed in option 1 above. This exam's intent differs for the non-thesis student. Exam questions are designed to determine the student's current biological knowledge and to assist the committee in directing the student's further course work so he or she may succeed in his or her chosen career path. The oral examination for the non-thesis student usually deals with the student's course work interest, with at least five examiners present. The student must successfully present a seminar over an appropriate topic approved by his/her adviser. Three additional hours of Advanced Graduate Studies may be taken as Biology 576. Exceptions require permission of departmental chair.

Option III-Minor or Electives in Biology

Students may take courses in biology for which they have satisfied the prerequisites. A minor in biology consists of nine or more semester hours chosen from the 500-level courses

The minor student should consult with the departmental graduate adviser about course work.

Option IV-Postgraduate Work in Biology

A student with a bachelor's or master's degree and with the proper course prerequisite may take additional work in biology. The graduate adviser will assist the student in choosing courses that will increase working ability in biology. Postgraduate work is recommended for junior college as well as other teachers. It is recommended that the student spend a year on campus to gain a wider selection of courses and more closely supervised research experiences.

Facilities for Graduate Work

The department has a number of special facilities in which graduate students study and carry on their research. These facilities include a fully equipped electron microscope laboratory, a modern aquatic biology laboratory, a new greenhouse, a herbarium and an entomarium.

Reference collections of invertebrates, birds, mammals, reptiles, amphibians and fishes are maintained for studies in these respective areas.

Graduate Assistantships

A limited number of graduate assistantships are awarded each year in the department. For information and applications, contact the chair of the department.

Graduate Faculty

Professors

D. Brent Burt, Ph.D., University of Arizona, Ornithology, Animal Behavior and Evolution
William W. Gibson, Ph.D., Kansas State University, Entomology, Invertebrate Zoology
Josephine Taylor, Ph.D., University of Georgia, Plant Pathology, Mycology, Ultrastructure
James VanKley, Ph.D., Purdue University, Plant Taxonomy, Plant Ecology
Stephen C. Wagner, Ph.D., Clemson University, Microbial Ecology, Cell Biology, and Industrial Microbiology
Robert J. Wiggers, Ph.D., Texas A&M University, Molecular Genetics

Associate Professors

Dennis A. Gravatt, Ph.D., Louisiana State University, Plant Physiology and Ecophysiology
J. Kevin Langford, Ph.D., Medical College of Wisconsin in Milwaukee, Developmental Biology
Donald B. Pratt, Ph.D., Iowa State University, Botany, Plant Systematics and Evolution
Robert S. Stewart, Ph.D., University of California, Davis, Microbiology, Immunology, Virology

Assistant Professors

Sarah C. Canterberry, Ph.D., Texas A&M University, Cell Molecular
Michael Collyer, Ph. D., North Dakota State University, Ichthyology, Aquatic Ecology
Petra Collyer, Ph.D., University of Berne, Switzerland, Veterinary Medicine
Jason M. Fritzler, Ph.D., Texas A&M University, Microbiology, Immunology, Virology
Matthew A. Kwiatkowski, Ph.D., Arizona State University, Herpetology, Evolutionary Ecology

Courses in Biology (BIO)

*Unless otherwise indicated, courses are three semester hours credit. All graduate biology majors are required to attend and participate in biology seminar every semester whether or not they are enrolled for credit. Travel fees may be required for courses with field trips.

501. **Advanced Cellular Biology.** Three semester hours, three hours lecture per week. Structure and function of eukaryotic cells. Topics include architecture of the cell and function of cellular components, mechanisms of gene expression, the cytoskeleton, interactions between the cell and the extra-cellular matrix, regulation of cell growth, differentiation, and division, and mechanisms of cellular transport. Prerequisite: BIO 341 and six hours of general chemistry.

502. **Aquatic Vascular Plants**. Two hours lecture, three hours lab per week. Identification and ecology of aquatic and wetland plants. Emphasis will be placed on identification of native wetland plants, characteristics of wetland communities, adaptations of wetland plants to the wetland environment, and wetland management. **Lab fee required**.

503. **Plant Ecology.** Two hours lecture, three hours lab per week. The study of plant communities and the factors governing their composition and distribution. Field trips required. Prerequisite: 12 semester hours of biology. **Lab and travel fee required**.

504. **Animal Ecology.** Two hours lecture, Three hours lab per week. Studies concerned with the relationship of animals to their environment. Field trips required. Prerequisite: 12 semester hours of biology. **Lab fee required**.

507. **Behavioral Ecology.** Three semester hours, three hours lecture per week. The study of how behaviors influence survival and reproduction of individuals in different ecological settings. Prerequisite: Graduate standing or permission of instructor.

508. **Microbial Ecology.** Two hours lecture, three hours lab per week. Microbes in the ecosystem including their relationship to soil, water, sewage, air, and food. Prerequisite: 12 semester hours of biology, including Biology 309 or equivalent. **Lab and travel fee required**.

509. **Comparative Animal Physiology.** Three semester hours, three hours lecture per week. A comparative examination of basic physiological principles common to all animals. The course will include basic physical and chemical processes, detailed consideration of organ system, and an integrative approach to understand how animals meet the demands placed upon them. Physiology at the level of the organism, its evolution, and its interactions with the surrounding environment will be emphasized. Prerequisites: BIO 241(now 342) and graduate standing.

510. **Cytogenetics.** A study concerned with chromosome behavior, changes in chromosome numbers and structure and their genetic implications. Prerequisite:

Biology 341 or 320.

511. **Phylogenetics.** Three semester hours, three hours lecture per week. Examination of the logic, assumptions and methods used to reconstruct and evaluate the strength of evolutionary trees (phylogenies). Examination of the methods used to test evolutionary hypotheses using phylogenies. Prerequisite: Graduate standing in biology or permission of instructor.

512. **Field Biology.** Six semester hours, five-weeks summer field trip. Quantitative studies of ecological communities. Analysis of biodiversity and ecological relationships through participation in field research projects. Possible topics include population, community, ecosystem, evolutionary, and/or behavioral ecology. Student will learn to analyze data using proper statistical design and appropriate computer software. Transportation expenses will be required. Lab fee required. Prerequisites: 18 hours of biology.

513. **Organic Evolution.** A study of the philosophy, methodology and application of phylogenetics to studies of evolutionary relationships among taxa and analyses of evolutionary patterns and processes. Prerequisites: Graduate standing in biology and permission of instructor.

514 **Zoogeography.** The influence of ecology, climate and geography on the distribution of animals during geologic and present times; emphasis on the continental and worldwide distribution of major vertebrates and its relevance of phylogeny. Prerequisite: 12 semester hours of biology.

516. **Plant Anatomy.** Two hours lecture and three hours lab per week. Study of plant cells, tissues, tissue systems, and development of seed plant stems, roots and leaves. Prerequisites: Graduate standing in biology and permission of instructor. Lab fee required.

522. **Plant Geography**. Three hours lecture per week. Reproduction, dissemination, migration and the uneven distribution of plants in North America. Prerequisite: 12 semester hours of biology, forestry or agriculture

523. **Advanced Plant Physiology**. Four semester hours, three hours lecture, three hours per week. Advanced study of plant metabolic processes with emphasis on respiration, photosynthesis and plant-water relations. Prerequisites: Graduate standing in biology and permission of instructor. Co-requisite: BIO 523L. **Lab fee required**.

524. **Advanced Studies in Plant Pathology.** Three semester hours, three hours lecture, three hours lab per week. The principles of plant pathology. A survey of fungal, bacterial, nematode and viral diseases of plants with an emphasis on current research methods in plant pathology. Prerequisites: Three semesters of biology, forestry, or horticulture and permission of instructor. **Lab fee required**.

525. **Industrial Microbiology**. Two hours lecture, three hours lab per week. The study

of microbial organisms in industrial processes. Prerequisite: 12 semester hours of biology, including Biology 309 or equivalent. **Lab fee required**.

526. **Pathogenic Bacteriology.** Four semester hours, three hours lecture, four hours lab per week. Advanced survey of medically important bacteria. Includes pathogenic mechanisms, collection and transport of specimens and identification by classical, automated and molecular techniques. Prerequisite: BIO 309. Lab fee required.

527. **Advanced Immunology.** Four semester hours, three hours lecture, four hours lab per week. Advanced survey of the immune system with focus on the human and mouse models. Covers the origin and dirrerentiation of the hematopoietic system, antibody structure and function, basic serologic techniques such as ELISA, fluorescence microscopy, agglutination, precipitation and gel diffusion. Prerequisite: BIO 309 and BIO 341. Lab fee required.

528. **Advanced Virology.** Four semester hours, three hours lecture, four hours lab per week. Advanced study of viruses with laboratory. Covers viral structure, genome organization, replication strategies and medical implications of infections. Laboratory includes bacteriophages, animal and plant viral propagation, basic tissue culture, PCR for viral detection and fluorescent and electron microscopy for viral identification. Prerequisite: BIO 309 and BIO 341. Lab fee required.

530. **Advanced Techniques in Immunology.** Three semester hours, nine hours laboratory per week. A laboratory-only course covering state-of-the-art and emerging methods and techniques in immunology. Includes vaccine and monoclonal antibody production, assays for cytokines, cell immortalization, antibody engineering, genetic manipulation of cell lines, and flow cytometry. Prerequisites: BIO 341 and 410 (or equivalent). **Lab fee required.**

531. **Advanced Techniques in Virology.** 3 semester hours, 9 hours laboratory per week. A laboratory-only course covering more advanced and involved methods as well as some state-of-the-art and emerging techniques. Includes in vivo methods such as egg culture, PCR amplification of both DNA and RNA viral genomes, vector design and engineering, and genome sequencing. Prerequisites: BIO 341 and 420 (or equivalent). **Lab fee required.**

532. **Advanced Molecular Biology.** Three semester hours, three hours lecture per week. The structure, function, and organization of DNA. Mechanisms of DNA replication, transcription and translation. Processes involved in regulating gene expression and protein modification and routing. Prerequisites: BIO 341, two semesters of chemistry and permission of instructor. **Lab fee required.**

533. **Advanced Ornithology**. Four semester hours, three hours lecture, three hours lab per week. Classification, distribution, ecology and evolution of birds. Emphasis on identification of local species in lab. Field trips required. Requires outside readings and/or research projects. Prerequisites: Three semesters of biology and permission of instructor. Travel fee required. **Lab fee required**.

535. **Graduate Plant Systematics.** Three semester hours, two hours lecture, three hours lab per week. Introduction to the science of naming, classifying and identifying plants. Emphasis on collecting and identifying plants, plant family characteristics, current thought in classification and systematics, and species as indicators of natural habit types. Students will develop an independent field-based research project as part of the course. Prerequisites: 18 hours of biology and permission of instructor. **Lab fee required**.

536. **Advanced Mammalogy.** Four semester hours, three hours lecture, three hours lab per week. Classification, distribution, ecology and evolution of mammals. Emphasis on natural history and identification of regional species in lab. Field trips required. Requires outside readings, papers and/or research projects. Prerequisites: Four semesters of biology and permission of instructor. **Lab fee required**.

537. **Advanced Herpetology.** Four semester hours, three hours lecture, three hours lab per week. Classification, distribution, ecology and evolution of amphibians and reptiles. Emphasis on natural history and identification of regional species in lab. Field trips required. Requires outside readings, papers and/or research projects. Prerequisites: Three semesters of biology and permission of instructor. **Lab fee required**.

538. **Advanced Ichthyology**. Three semester hours, two hours lecture, three hours lab per week. Classification, distribution, ecology and evolution of fish. Emphasis on natural history and identification of regional species in lab. Field trips required. Requires outside readings, papers and/or research projects. Prerequisites: Three semesters of biology and permission of instructor. **Lab fee required**.

539. **Advanced Parasitology.** Four semester hours, three hours lecture, three hours lab per week. Advanced survey of parasites primarily from the human pathogen perspective. Includes identification and pathogenesis of protozoan, cestode, trematode and nematode parasites. Prerequisite: BIO 309. Lab fee required.

540. **Clinical Pathology Laboratory Operations**. A survey of the technical and managerial aspects of running a medical laboratory in clinical pathology. This includes quality control and improvement, CLIA 88 and other legislative concerns, workload accountability, accreditation, federal and state inspections, personnel management and ISO 9000 standards. Prerequisites: Two upper division biology courses with labs.

545. **Advanced Developmental Biology**. Three semester hours, three hours lecture per week. Fundamental mechanisms of embryonic development. The molecular, cellular and tissue interactions that direct development of vertebrate and invertebrate embryos. Prerequisite: BIO 241(now 342) and permission of instructor.

549. **Advanced Histology**. Four semester hours, two hours lecture, three hours lab per week. The microscopic structure of vertebrate tissues and organs, and correlation with their origin and function in the adult body. Offered in fall only. Prerequisites: BIO 241(now 342) and permission of instructor. **Lab fee required**.

550. **Advanced Limnology**. Three semester hours, two hours lecture, three hours lab per week. Study of the biological, chemical, and physical characteristics of freshwater environment. Field trips required. Prerequisites: Four semesters of biology and permission of instructor. **Lab fee required**.

552. **Experimental Design and Analysis**. Two hours lecture, three hours lab per week. Includes experimental design, sampling techniques, data presentation and analysis applicable to biological research. Emphasis will be placed on the application of statistical methods to biological problems and technical writing associated with experimentation. Prerequisite: Mathematics 220. **Lab fee required.**

555. **Biological Ultrastructure**. Four semester hours, two hours lecture, six hours lab per week. Theory and practical application of transmission electron microscopy. Emphasis on the ultrastructure of plant and animal cells. Prerequisite: Permission of instructor; for graduate biology majors only. **Lab fee required**.

556. **Scanning Electron Microscopy**. Four semester hours, two hours lecture, six hours lab per week. Theory and practical application of scanning electron microscopy. Emphasis on specimen preparation and operation of the microscope. Prerequisite: Permission of instructor; for graduate biology majors only. **Lab fee required**.

560. **Aquatic Ecology**. Two hours lecture, three hours lab per week. Current topics in basic and applied limnological research with emphasis on aquatic communities, analysis of aquatic productivity and water quality. Field trips required. Prerequisite: Permission of instructor; for graduate biology majors only. **Lab fee required**.

561. **Waste Water Analysis**. Two hours lecture, three hours lab per week. Analysis and biological treatment of domestic and industrial water and waste water. Prerequisite: Permission of instructor; for graduate biology majors only. **Lab fee required**.

571. **Special Topics In Biology**. Three hours lecture per week. Special studies in the biological sciences. May be repeated in a different topic. Prerequisite: 12 semester hours of biology.

572. **Special Topics in Biology**. Three semester hours, two hours lecture, three hours lab per week. Special studies in the biological sciences. May be repeated in a different topic. Prerequisite: Permission of instructor; for graduate biology majors only. **Lab fee required**.

575. **Advanced Graduate Studies**. One hour lecture, six hours lab per week. Individual conference, field or laboratory studies in advanced biological subjects. Prerequisite: 12 semester hours of biology and approval of the department chair. **Lab fee required**.

576. **Advanced Graduate Studies**. One hour lecture, six hours lab per week. A continuation of 575 in a different area of study. Open only to students in Option 2. Prerequisite: 12 semester hours of biology and approval of department chair. **Lab**

fee required.

581. **Problems In Teaching College Biology**: Internship. Nine hours lab per week. The supervised teaching of biology at the college level. Required of all graduate assistants in biology during their first semester. Weekly consultations concerning teaching, grading, advising, and related matters. Taken in addition to basic requirements for the M.S. in biology. Prerequisite: Approval of the department chair.

589* **Thesis Research**. Three to nine semester hours. Research should be planned and initiated at least two semesters before the thesis is to be completed. Prerequisite: 12 semester hours of biology and approval of the department chair. **Lab fee required.**

590* **Thesis Writing**. Three to nine semester hours. Student must be enrolled in this course the semester he/she graduates. Prerequisite: Biology 589 and approval of department chair.

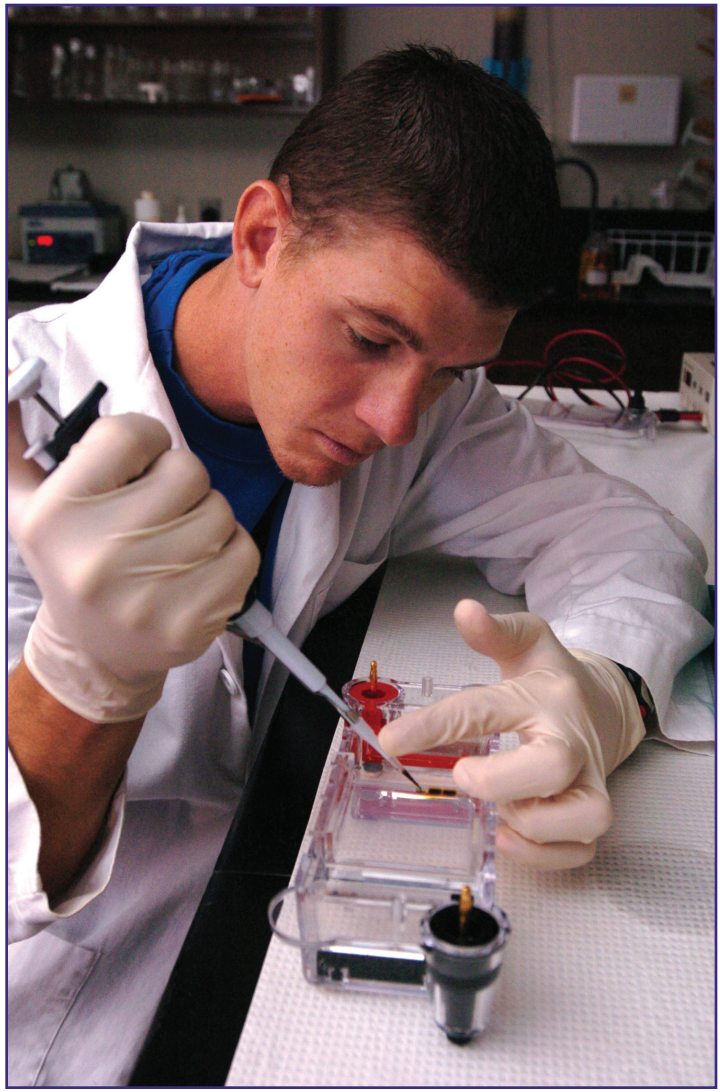
*Students completing a thesis must register each semester the University resources are utilized. See Thesis Preparation and Enrollment.



Division of Biotechnology

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Objectives of the Division

The purpose of the graduate program is to prepare students with marketable skills in new and growing high-tech molecular biology and biochemistry areas, and to provide the academic foundation necessary to pursue further science, medical and professional studies.

Academic Requirements

A student must meet the general requirements for admission to the Graduate School. Above those minimal requirements, the Division of Biotechnology also requires a minimum of 900 on the GRE and a demonstration of English proficiency. The student must have completed a bachelor's degree and have obtained a C or better in the following prerequisites: Microbiology (equivalent of BIO 309), Organic Chemistry with laboratory (equivalent of CHE 330/CHE 330L or CHE 331/CHE 331L), and Biochemistry (equivalent of CHE 452), preferably with lab (equivalent of CHE 452L).

The biotechnology program is a collaborative program between Stephen F. Austin State University and the University of Texas Health Science Center at Tyler. Thesis research can be conducted at either campus.

The biotechnology major with thesis consists of 36 course hours of study broken down as the following depending on whether the student chooses to do his/her research at the SFA campus or at the UTHCT campus: 16 hours of the following core courses - BTC 563, BTC 559/559L, BTC 555/555L, BTC 557/557L, BTC 558/558L; a minimum of three hours each of Thesis Research, BTC 589, and Thesis Writing, BTC 590; three hours each of BTC 575 and BTC 576 for students on the SFA campus or BTC 561 and BTC 562 for students on the UTHSCT campus; and eight hours of suggested electives usually in the areas of biotechnology, biology, chemistry or other suitable field.

A biotechnology major (non-thesis option,) is available for those who plan no further work beyond the master's degree, or who do not plan careers in research. The number of openings available for non-thesis students is very limited. The advisor for all non-thesis students is the Director of the program who will assemble a committee responsible for administering a qualifying exam based on the first year core courses and directing a capstone project. The biotechnology major (non-thesis route) consists of 36 course hours of study of which 19 hours are required: BTC 548/548L, BTC 555/555L, BTC 557/557L, BTC 558/558L, BTC 559/559L and BTC 563. Research oriented courses such as BTC 556, 575, 576, 589 and 590 can not be applied to the non-thesis degree, nor can a non-thesis student receive a research assistantship (although teaching assistantships may be available). The remainder of courses may be multidisciplinary and will be selected by the Director and student based on the student's individual needs and personal objectives.

The general biotechnology minor is available to any graduate student meeting course prerequisites. A total of nine hours are required for the minor with a minimum of six hours chosen from the core courses (both lecture and lab co-requisites) as listed in the major above plus three additional hours from either the core or from the electives below.

The biotechnology minor in bioinformatics provides a foundation for computer science majors or other majors with the background and interest to work in a bioinformatics environment in a biological setting or in computer science. Specifically, the minor consists of nine hours of study in bioinformatics theory and application with an introduction to biotechnology concepts and techniques. The nine hours required for the minor are BTC 548/548L, BTC 549/549L and BTC 575. The advanced graduate studies must be an applied research problem utilizing bioinformatics tools. Prerequisites for the minor: B.S. in computer science, life sciences or natural science.

Graduate Assistantships

A limited number of graduate assistantships are awarded on a competitive basis each year at both locations. For information and applications, contact the director of the location at which you plan to study. Preference for teaching assistantships within the Departments of Biology and Chemistry (with the approval of the respective chairs) will be given to students with a degree in either Biology or Chemistry (or very strong backgrounds in these fields to include two semesters of Organic Chemistry, two semesters of Biochemistry or Cellular and Molecular Biology, and a semester of Genetics, all with labs). Graduate faculty for the Division of Biotechnology are faculty members of the Stephen F. Austin State University Departments of Biotechnology, Chemistry, Forestry, Agriculture, and Biology, and faculty members from the University of Texas Health Science Center at Tyler.

Student Organizations

The Biotechnology Club is open to all interested undergraduate and graduate students. Each year, the club hosts the Texas Biotechnology Symposium. This event serves to provide invaluable networking between the students and CEOs of Texas Biotech companies and leading scientists from the life science community. For additional information, visit www.biotech.sfasu.edu.

Typical Biotechnology Degree Plan

Session	SFA Campus	UTHSCT Campus
Summer prior to formal start (recommended)	BTC 552 (summer 1) BTC 503 (summer 2)	
Fall (year 1)	BTC 559/559L BTC 563 BTC 513	BTC 559/559L BTC 563 BTC 513
Spring (year 1)	BTC 555/555L BTC 557/557L BTC 576 or elective	BTC 555/555L BTC 557/557L Elective
Summer (year 1)	BTC 558/558L Elective	BTC 558/558L Elective
Fall (year 2)	BTC 589 Elective	BTC 561 BTC 589
Spring (year 2)	BTC 590 Elective	BTC 562 BTC 590

Courses in Biotechnology (BTC)

Core Courses (all courses require approval of instructor)

555. **Proteins and Nucleic Acids.** Two semester hours. A thorough study, at the molecular level, of protein and DNA structure and function. Co-requisite BTC 555L.

555L. Proteins and Nucleic Acids Laboratory. One semester hour. The laboratory introduces the student to fundamental techniques used in the biotechnology industry to purify, characterize and study proteins and nucleic acids. Co-requisite BTC 555.

557. Advanced Metabolism. Two semester hours. An in-depth look at the metabolic processes that occur in animals, plants, and microbes with an emphasis on their regulation and enzyme kinetics and their utilization in the biotechnology industry. Co-requisite BTC 557L.

557L. Advanced Metabolism Laboratory. One semester hour. The laboratory will consist of experiments that study metabolic regulation, enzyme kinetics and production of primary and secondary metabolites. Students will be expected to carry out an independent project during the semester as well as structured laboratories. Co-requisite BTC 557.

558. Biophysical Chemistry. Two semester hours. Instrumental analysis of proteins, nucleic acids, carbohydrates and lipids. Methods may include ultracentrifugation; gradient separation of proteins and nucleic acids; UV/Visible spectroscopy; mass spectrometry; X-ray diffraction of proteins and nucleic acids; HPLC of proteins. Course may span two summer sessions. Co-requisite BTC 558L.

558L. Biophysical Chemistry Laboratory. Two semester hours. The laboratory provides hands-on experience with state-of-the-art equipment used in the biotech industry to separate, purify and characterize proteins and nucleic acids. Co-requisite BTC 558.

559. Advanced Biotechniques. Two semester hours. This course teaches the techniques that are fundamental to the biotechnology workplace. The techniques are taught within the scheme of prokaryotic gene manipulation and the expression of a protein product. Students become familiar with the theory, background and application of each technique. The topics covered in the course include an overview of the biotechnology industry, laboratory procedures and equipment, recombinant DNA and protein technology and biotechnology applications. Co-requisite BTC 559L.

559L. Advanced Biotechniques Laboratory. One semester hour. Hands-on training in fundamental laboratory procedures and instrumentation used in recombinant DNA and protein technology. Practical lab-bench experience, record keeping and data presentation is emphasized. Co-requisite BTC 559.

563. Molecular Biochemistry. Three semester hours. Application of molecular genetics, transcription control mechanisms, gene expression, molecular cloning, and applications to biotechnology.

575. Advanced Graduate Studies. One to three semester hours. Research hours spent under the supervision of a research advisor. The student begins an in-depth study of a particular scientific focus with a literature review of the area, a justification study of a project and mastery of fundamental laboratory techniques necessary for the research study. Students work with their research advisor to plan a thesis project and write a

thesis proposal. Each hour of course credit translates into a minimum of three hours of lab work per week.

576. **Continuation of BTC 575.** One to three semester hours. Continuation of research hours spent under the supervision of a research advisor.

589* **Thesis Research.** Three semester hours. May be repeated. Must be taken in three-hour blocks. Research hours spent under the supervision of a research advisor. Students focus on their thesis research project. Each hour of course credit translates into three hours of lab work per week.

590* **Thesis Writing.** Three semester hours. May be repeated in three-hour blocks. A grade is not assigned until student graduates. Only last three hours count toward degree. Research hours spent completing the thesis research project and writing the thesis manuscript. The culmination of the course will be the thesis presentation and final defense. The thesis is designed to lead to a Masters Degree in Biotechnology. Prerequisite: approved thesis proposal.

Required courses on UTHSCT campus (in place of BTC 575 and BTC 576) and electives for students on the SFA campus:

561. **Advanced Techniques in Molecular Biology**. Three semester hours (one hour credit for lecture, two hours credit for included labs). The topics covered in this course include mRNA isolation and Northern blotting, gene cloning, mutation of DNA, real-time quantitative PCR, bioinformatics, expression of recombinant proteins, large-scale production of proteins through fermentation and generation of transgenic animals.

562. **Advanced Techniques in Protein Chemistry**. Three semester hours (one hour credit for lecture, two hours credit for included labs). This course covers isolation and purification of proteins, physical and chemical characterization of proteins (structure and function), antibody production and applications, confocal microscopy, fluorescence-activated cell sorting (FACS), array technology, protein-protein interaction analysis and proteomics.

*A student must register for 589 and/or 590 each semester or summer session until the thesis is completed. However, a student may not register the first time for 590 until the thesis proposal has been approved. Moreover, a maximum of three semester hours each of 589 and 590 will be counted toward the M.S. in Biotechnology.

Suggested Electives for Major

503. **Introduction to Biotechnology.** Three semester hours. A graduate-level course designed especially for high school and college instructors of biology and chemistry. The course presents topics of biotechnology as well as textbooks, journals, lab kits and other resources available to teachers. The curriculum enables participants to either integrate the techniques and issues of biotechnology into a traditional science

course or to develop a new applied science program. Participants gain valuable hands-on experience with up-to-date techniques used in the biotechnology industry. This course is taught at the UTHSCT campus.

513. **Fundamentals of Biomedical Research.** Three semester hours (two hours lecture plus one three hour lab). Designed for students desiring research projects directed by UTHSCT faculty, to provide an orientation into the research laboratory workplace, to master fundamental laboratory techniques, to develop skills in planning a laboratory project and to present their work in both an oral and written context.

548. **Bioinformatics I.** Three semester hours. This course is offered to any student interested in combining computer applications with the life sciences. An introduction to database management, data base mining, DNA sequence analysis and alignment, PERL, and LINUX will be described. Lecture will be integrated with a laboratory. Co-requisite BTC 548L.

548L. **Bioinformatics I Laboratory.** This course is offered to any student interested in combining computer applications with the life sciences. An introduction to database management, data base mining, DNA sequence analysis and alignment, PERL, and LINUX will be described. Lecture will be integrated with a laboratory. Corequisite BTC 548.

549. **Bioinformatics II.** Three semester hours. This course is offered to any student interested in combining computer applications with the life sciences. An introduction to database management, data base mining, protein structure analysis and alignment, PERL, and LINUX will be described. Lecture will be integrated with a laboratory. Co-requisite BTC 549L. Prerequisite of BTC 548/548L or permission of instructor.

549L. **Bioinformatics II Laboratory.** This course is offered to any student interested in combining computer applications with the life sciences. An introduction to database management, data base mining, protein structure and alignment, PERL, and LINUX will be described. Lecture will be integrated with a laboratory. Co-requisite of BTC 549. Prerequisite of BTC 548/548L or permission of instructor.

550. **Scientific Discovery**. Three semester hours. An overview of the major discoveries of the last and current century in biotechnology-related fields of science. Students will study and present the accomplishments of Nobel Laureates in the biological, medical and chemical sciences.

551. **DNA Forensics.** Three semester hours. This class will present an overview of the history, techniques and applications of DNA typing in the area of forensics. Other investigative, non-forensic applications utilizing DNA technology will be presented. Forensics involvement in civil and criminal cases will be discussed. With permission of instructor only.

552. **Concepts in Laboratory Analysis.** Three semester hours. This course will provide practical experience with biochemical calculations and concepts used in the science lab. Fundamental mathematical, algebraic, analytical, and calculus concepts in a

laboratory format will Division of Biotechnology be presented.

553. **Critical Reading I.** One semester hour. This course exposes students to current research published in major scientific journals. Students will learn how to read and interpret methodologies and results published by other scientists. This course will provide the student with a thorough understanding of the strengths and limitations of scientific writing.

554. **Critical Reading II.** One semester hour. This course exposes students to current research published in major scientific journals. Students will learn how to read and interpret methodologies and results published by other scientists. This course will provide the student with a thorough understanding of the strengths and limitations of scientific writing. Prerequisite of a minimum of 12 biotechnology credit hours or permission of instructor.

556. **Biotech Research Seminar.** One semester hour. Students will present their thesis research progress to faculty and peers. Each student enrolled in BTC 575, BTC 576, BTC589 or BTC 590 must present his/her research each semester enrolled as scheduling permits. The student should have a committee meeting following the seminar. Seminars are formal PowerPoint presentations in preparation for thesis defense.



Department of Chemistry

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Objectives of the Department

The purpose of the graduate program is to prepare students for further graduate studies, teaching careers, and industrial research. Thesis research is offered in biochemistry and in organic, inorganic, analytical and physical chemistry.

Admission Requirements

To be admitted to graduate status as a major in the Department of Chemistry, a student must have completed a bachelor's degree in either chemistry or biochemistry which includes a minimum of 30 semester hours of chemistry and/or biochemistry courses including at least one course in calculus based physical chemistry.

To be admitted to graduate status in the Department of Chemistry as a minor, a student must have completed not less than 16 semester hours of undergraduate work in chemistry. The student must also have completed the specific prerequisites for each graduate course to be taken.

The Graduate Programs in Chemistry

The Department of Chemistry offers a thesis and non-thesis master's degree (thesis option highly recommended). Thesis master's degree requires a minimum 21 of the required 30 semester hours in chemistry (including CHE 589 and 590). The non-thesis master's degree requires a minimum 24 of the required 36 semester hours in chemistry. Both options require a minimum of three chemistry areas in which a comprehensive exam will be administered.

A graduate minor in chemistry must total a minimum of nine semester hours of chemistry.

Graduate Assistantships

A limited number of graduate assistantships are awarded each year in the department. For information and applications contact the chair of the department.

Graduate Faculty

Professors

Wayne C. Boring, Ph.D., University of Kansas, Analytical Chemistry
Anthony J. Duben, Ph.D., Pennsylvania State University, Physical Chemistry

Michelle R. Harris, Ph.D., University of Arkansas, Biochemistry
Michael A. Janusa, Ph.D., Louisiana State University, Inorganic/Analytical Chemistry
Richard H. Langley, Ph.D., University of Nebraska, Inorganic Chemistry
John T. Moore, Ed.D., Texas A&M University, Science Education

Associate Professors

Alyx S. Frantzen, Ph.D., New Mexico State University, Physical Chemistry/Math

Assistant Professors

Russell J. Franks, Ph.D., University of Oklahoma, Organic Chemistry
Arlen Jeffery, Ph.D., University of Iowa, Organic Chemistry
Odutayo O. Odunuga, Ph.D., Rhodes University, Biochemistry
Kefa K. Onchoke, Ph.D., Ohio State University, Analytical/Environmental Chemistry

Graduate Courses

505. **Advanced Chemical Concepts**. Particular emphasis on those concepts which are of value in the teaching of all levels of science and chemistry. Prerequisite: CHE 320 or equivalent.

506. **Topics in Chemical Concepts.** The course will examine one or more topics that are currently of interest in teaching chemical concepts. May be repeated under different topics. Prerequisite: CHE 505 or permission of the instructor.

511. **Advanced Organic Chemistry**. Mechanisms and structural considerations of organic reactions are presented. Prerequisite: CHE 338.

516. **Topics in Organic Chemistry.** Topics may include recent developments in organic synthesis, organometallics, heterocyclics, phase transfer catalysis, and physical organic chemistry. May be repeated under different topics.

521. **Advanced Analytical Chemistry.** An in-depth study of classical and instrumental methods of analysis commonly encountered in analytical chemistry.

526. **Topics in Analytical Chemistry.** A study of one or more topics currently of interest in analytical chemistry. May be repeated under different topics.

531. **Advanced Inorganic Chemistry**. An advanced survey of the major principles of inorganic chemistry.

536. **Topics in Inorganic Chemistry.** Topics of current interest in inorganic chemistry will be treated. May be repeated under different topics.

541. **Advanced Physical Chemistry.** A survey of selected principles of physical chemistry at an advanced level.

546. **Topics in Physical Chemistry.** Advanced topics in physical chemistry to fit needs/interests of students. May be repeated under different topics.

551. **Advanced Biochemistry**. In-depth study of the structure and function of DNA replication and repair; transcripyion; regulation of gene expression; genetic manipulation; ethical/medical/health issues relating to genetic manipulation. Prerequisite: CHE 453 a minimum grade of C.

555. **Proteins and Nucleic Acids.** Molecular basis for eukaryotic inheritance; structure and function; chromosomal organization; DNA replication and repair, transcription and translation; the genetic code, regulation of gene expression, genetic differentiation; genetic manipulation. Prerequisites: BIO 341 and CHE 453.

556. **Topics in Biochemistry**. Topics covered will relate to current developments and discoveries in the field of biochemistry. May be repeated under a different topic. Prerequisite: CHE 452 with a minimum grade of C.

571. **Advanced Special Topics.** Special studies in chemistry. May be repeated in a different topic.

572. **Advanced Environmental Chemistry I.** Chemical processes involved in the environment. Prerequisite: CHE 231 and 330 or 331.

575. **Advanced Graduate Studies.** 1-3 semester hours, 3 hours lab per week required for each semester hour of credit. Special problems in chemistry. Individual instruction. Prerequisite: Four semesters of chemistry or equivalent. Prerequisite: CHE 575. Lab fee required.

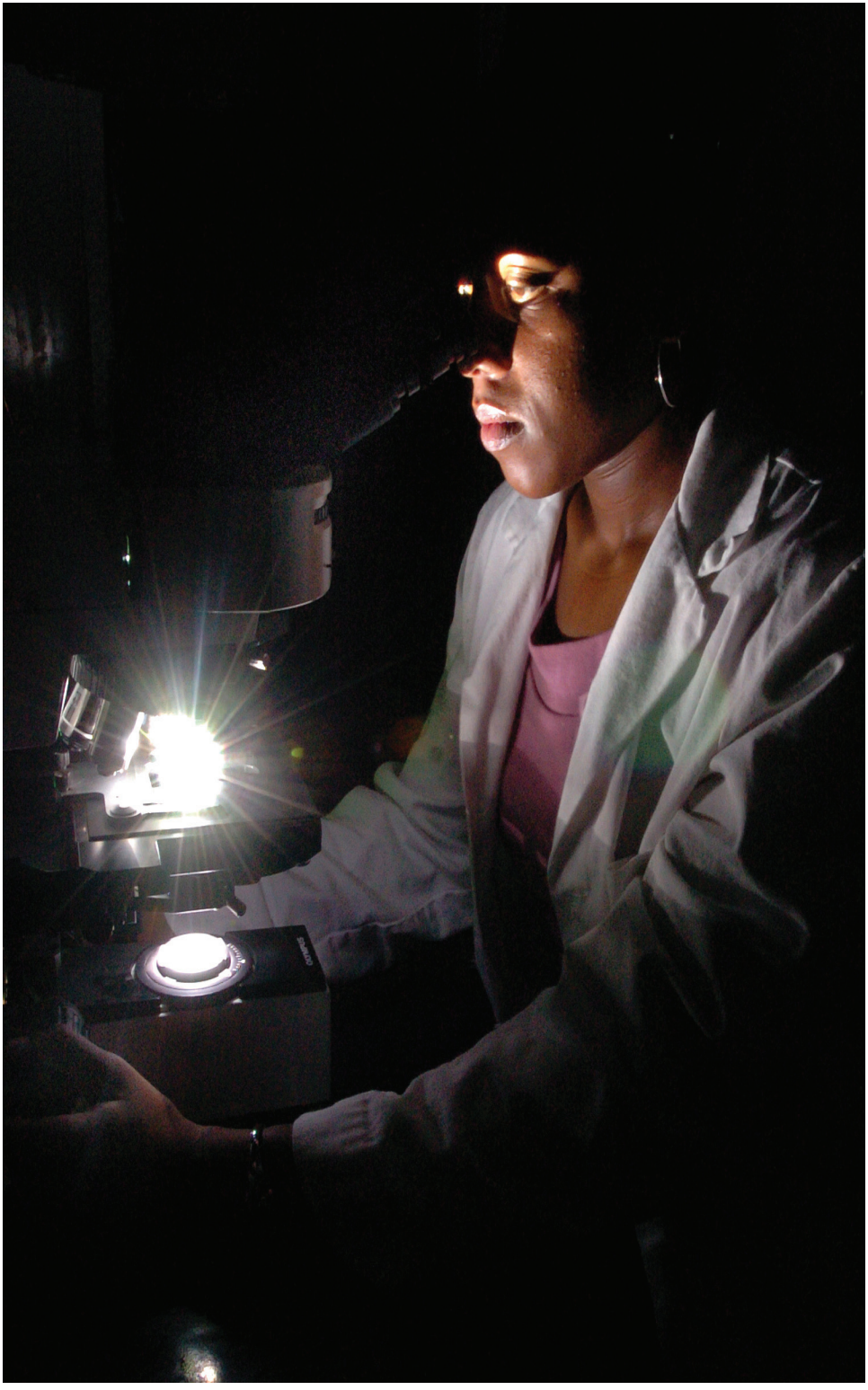
576. **Advanced Graduate Studies.** 1-3 semester hours. A continuation of CHE 575. Prerequisite: CHE 575. Lab fee required

581. **Supervised Instruction of Laboratory Courses.** Teaching experience in undergraduate chemistry laboratory including maintenance, laboratory preparation, grading, and assistant of students in laboratory under the direct supervision of faculty mentor. Required of all graduate assistants for one semester.

589.* **Thesis Research.** Research for the thesis. Individual research under the direction of graduate faculty member. Prerequisite: CHE 338.

590.* **Thesis Writing.** 3, 6 or 9 semester hours. Organization and writing of thesis based on graduate research. Prerequisite: CHE 589.

*A student must register for 589 and/or 590 each semester or summer session until the thesis is completed. However, a student may not register the first time for 590 until the thesis proposal has been approved.



Department of Geology

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Objectives of the Department

The graduate program in geology has been designed to provide advanced studies leading to the Master of Science degree:

(1) Master of Science in geology;
(2) Master of Science in Natural Science (M.S.N.S.) with a concentration in geology.

Admission Requirements

To be admitted to graduate status as a major in the Department of Geology, a student must have completed a bachelor's degree equivalent to the B.S. degree in geology at this university. Students without this background may be admitted on a provisional basis pending the completion of courses in which they are deficient. Graduate students who wish to minor in geology must have an undergraduate background of at least 18 semester hours in geology.

Graduate Programs

The M.S. in geology program requires completion of 30 semester hours of graduate geology (which could include some approved courses in other science disciplines), including 24 semester hours of course work and six hours of thesis research and writing (Geology 589 and 590). Graduate students pursuing an M.S. in geology are required to take at least one graduate course from each graduate faculty member. M.S.N.S. students wishing to develop a concentration in geology should have an undergraduate background in geology. The M.S.N.S. degree may consist of 36 semester hours of graduate courses without a thesis or 24 semester hours of graduate courses plus six hours of thesis research and writing (Geology 589 and 590).

A graduate minor in geology consists of a minimum of nine semester hours of graduate courses in geology.

Facilities and Research Opportunities

Graduate student research areas and advanced laboratories are available for faculty and student research. Major equipment includes an X-ray diffractometer, gamma ray spectrometer instrumentation, ground penetrating radar, cesium-vapor magnetometer, ground conductivity meter, Worden gravimeter, Geode 12 channel In-field polarization seismograph, OhmMapper (GeoMetrics), and student and research microscopes, one of which is dedicated to cathodoluminescence research. Departmental computing facilities include microcomputers, internet access, plotter, and application software packages for in use in the geological sciences. Ready access to the university's mainframe and the library catalog system also are available. A scanning electron microscope is available for use by the department.

Research interests of the faculty include stratigraphy; clastic and carbonate sedimentary petrology; igneous, metamorphic, and regional petrology; process mineralogy; geochemistry; structural geology; environmental geology; geophysics; hydrogeology; carbonate diagenesis; and karst hydrology. Individual graduate studies in the areas of research listed above are available to graduate students majoring in or minoring in geology.

Graduate Assistantships

A limited number of assistantships are available in the department to qualified students having clear admission to the Graduate School. Information regarding financial support may be obtained by contacting the chair of the department.

Graduate Faculty

Professors

Volker W. Gobel, Ph.D., Colorado School of Mines, Regional Geology and Petrology, Economic Geology, and Microscopy

R. LaRell Nielson, Ph.D., University of Utah, Stratigraphy, Field Geology, Sedimentary Petrology, and Geomorphology

Associate Professors

Chris A. Barker, Ph.D., University of South Carolina, Structural Geology, Geomorphology, Field Geology

Assistant Professors

Wesley A. Brown, Ph. D., University of Texas at El Paso, Earthquake Seismology, Environmental Geophysics, Petroleum Geology, and Seismotectonics.

Kevin W. Stafford, Ph.D., New Mexico Institute for Mining and Technology, Karst Hydrology, Carbonate Diagenesis, Geomorphology.

Instructor

Patricia S. Sharp, M.S., Stephen F. Austin State University, General Geology, Teacher Preparation

Courses in Geology (GOL)

*Unless otherwise indicated, courses are three semester hours credit.

502. **Environmental Waste Management.** Three hours lecture per week. Investigates the relationship between federal and state regulations and the geological methods by which subsurface characterization, detection monitoring and remediation strategy are predicted. Prerequisite: Admission to environmental science or geology graduate program.

503. **Groundwater Modeling.** Three hours lecture per week. Use of computer programs to predict the movement of groundwater and contaminant plumes through porous media. Prerequisite: Admission to environmental science or geology graduate program.

504. **Groundwater Monitoring Design.** Three hours lecture per week. Investigation of the factors affecting the movement of subsurface water and water supplies as mandated in various federal and state regulations. Prerequisite: Admission to environmental science or geology graduate program.

507. **Sedimentology.** Two hours lecture, three hours lab. Study of sediments and sedimentary processes. Prerequisites: Graduate standing and permission of instructor.

508. **Depositional Systems.** Three hours lecture per week. Use of recent professional literature to conduct detailed studies of clastic and carbonate depositional systems and the interpretation of classic sedimentary sequences of North America in the context of sequence stratigraphy. Prerequisites: Graduate standing and permission of instructor.

515. **Sedimentary Petrography.** Two hours lecture, three hours lab per week. Study of sedimentary rocks using the polarizing microscope and their relationship to depositional environments. Prerequisite: Geology 443.

518. **Advanced Structural Geology.** Three hours lecture, one hour laboratory per week. Integrated study of geologic structures and behavior of materials. Prerequisite: Geology 338.

520. **Geochemistry.** Application of fundamental chemical concepts to natural aqueous solutions. Quantitative techniques are employed to solve problems involving geological materials. Prerequisites: Graduate standing and permission of instructor.

521. **Environmental Techniques**. Three semester hours, three hours lecture per week. Modern techniques to deal with environmental problems at the Earth's surface and shallow subsurface. Prerequisite: Admission to environmental science or geology graduate program.

525. **X-Ray Crystallography.** Two hours lecture, three hours lab per week. Application of X-ray diffraction analysis to crystalline materials. Structures and modes of formation of clays and associated minerals. Prerequisites: 12 hours of geology and/or related science.

535. **Non-Seismic Geophysical Methods.** 2 hours lecture, 3 hours lab per week. Introduction to principles and applications of Non-Seismic geophysical methods used in addressing environmental, petroleum, mining, and engineering problems. Prerequisites: Graduate standing and permission of instructor.

536. **Seismic Geophysical Methods.** 2 hours lectures, 3 hours lab per week. Application of seismic methods to hydrocarbon exploration, investigations of the lithosphere and environmental investigations of the shallow subsurface. Prerequisites: Graduate standing and permission of instructor.

549. **Applied Hydrogeology.** Three semester hours, three hours lecture per week. Principles of water movement through the unsaturated and saturated zones with

emphasis placed on quantifying the rate and method of movement. Prerequisite: Geology 449.

550. **Cave and Karst Systems.** Three semester hours. This course will explore the underground world of caves as students are introduced to the complexities of karst systems, including the geologic and hydrologic controls on porosity evolution in soluble rocks. Students will learn characteristics and behavior of fluid flow through multi-permeability systems as it applies to karst aquifers and mineral deposits. Students will be introduced to the unique environmental and engineering concerns associated with karst terrains and groundwater resources.

551. **Hydrogeology Field Techniques.** 2 hours lecture, 3 hours lab per week. This course emphasizes the various techniques utilized in groundwater studies for characterization and monitoring of water resources. Students will learn how to evaluate aquifers, including practical field experience that emphasizes the various requirements and procedures involved in hydrogeologic sampling. Students will conduct field exercises that investigate groundwater, including well design, well installation and aquifer characterization.

559. **Contaminant Hydrology.** Three semester hours, three hours lecture per week. Investigation of the relationship between the movement of water through a porous medium and the movement of inorganic and organic compounds. Special emphasis is given to developing methods by which contaminant movement can be predicted. Prerequisite: Geology 449 or 549.

566. **Advanced Topics In Geology.** In-depth study of the following subjects: (a) sedimentary environments, (b) advanced field geology, (c) quantitative applications, and (d) advanced petrology. Students may receive credit for each of the above topics. Prerequisite: Geology major or minor.

568. **Special Studies In Geology.** One to four semester hours. Study of general and specific topics in geology. Content changes with each offering. May be repeated once. Prerequisite: Geology major or minor status.

575. **Advanced Graduate Studies.** One to four semester hours lecture, six hours lab per week. Individual studies; topics of study are especially designed to increase the student's knowledge of some aspects of geology as related to his/her field of interest. May be repeated under different topics.

576. **Advanced Graduate Studies.** Same as 575 for credit in different topic.

578. **Seminar In Geology.** Prerequisite: Geology major or minor status. May be repeated.

589* **Thesis Research.** Research for thesis. Should be planned and initiated at least two semesters before the thesis is to be completed. Prerequisite: 12 semester hours of geology.

590* **Thesis Writing.** Writing of thesis. The research project of this course must be initiated at least one semester before registration in order that the thesis research be carried out over a period of not less than two semesters. Prerequisites: 12 semester hours of geology and Geology 589.

*Students completing a thesis must register each semester the University resources are utilized. See Thesis Preparation and Enrollment.

Department of Mathematics and Statistics

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Objectives of the Department

The purposes of the graduate program in mathematics and statistics are:

(1) to offer preparation to those who are planning a doctoral program in mathematics and/or statistics;
(2) to train persons to hold teaching positions in colleges, universities or public schools;
(3) to train persons to serve as mathematicians or statisticians in business and industry.

Admission Requirements

To be admitted to graduate status as a major in the Department of Mathematics and Statistics, a student must meet all general admission requirements of the Graduate School; the GRE is not required. Students seeking a major in mathematics or statistics must have completed a bachelor's degree with the equivalent of an undergraduate mathematics major. Applications from students seeking a major in school mathematics teaching will be evaluated on an individual basis. All prerequisites for graduate courses must be completed. Students without all the prerequisites may be considered for provisional admission until the requirements are met.

Majors

The Department of Mathematics and Statistics offers the Master of Science degree with majors in mathematics, statistics and mathematics teaching; the mathematics and statistics majors have thesis and non-thesis options. The non-thesis major requires 36 semester hours of course work. The thesis major requires 30 semester hours of course work plus three semester hours of thesis research and three semester hours of thesis writing. All students with majors in mathematics or statistics will take 12 semester hours consisting of MTH 502, 503, 539, 540. Additional requirements are listed below for the respective majors with non-thesis and thesis options.

Mathematics (Non-Thesis). The student will take MTH 505, 508, 511, 512, 513, 514, 517, plus 3 graduate hours as advised.

Mathematics (Thesis). The student will take Thesis Research (MTH 589) and Thesis Writing (MTH 590), plus 18 hours from 505, 508, 511, 512, 513, 514, 517 as advised.

Statistics (Non-Thesis). The student will take STA 520, 521, 522, 523, 524, 525, 526, plus three graduate hours as advised.

Statistics (Thesis). Thesis Research (STA 589) and Thesis Writing (STA 590) plus 18 hours from STA 520, 521, 522, 523, 524, 525, 526 as advised.

School Mathematics Teaching (Non-Thesis).

Mathematics Teaching: Secondary Level. The student will take MTE 565, 566, 567, 570, 568, 572, 574, 578, 580, 584, 586, plus three graduate hours as advised. This degree is designed for the person who plans to teach secondary school mathematics. Those who are also seeking initial certification should consult the College of Education for additional requirements.

Mathematics Teaching: Middle Level. The student will take MTE 550, 552, 554, 556, 558, 560, 562, plus six hours of mathematics teaching and nine hours of pedagogy as advised. This degree is designed for the person who plans to teach mathematics in grades 4-8. Those who are also seeking initial certification should consult the College of Education for additional requirements.

Any deviation from the above requirements must be approved by the chair of the department and the graduate coordinator.

The student may be required to successfully complete any course that is a prerequisite for a course in the selected major.

Minors

The Department of Mathematics and Statistics offers minors leading to the Master of Arts, the Master of Education, the Master of Forestry and the Master of Science degrees. The minor also is offered as a research tool for the Doctor of Forestry degree. A minor in mathematics or statistics consists of at least nine semester hours of mathematics or statistics, respectively. These minors are flexible and can be adapted to meet the needs of students majoring in the pure sciences, the applied sciences, computer science or any other area in which a strong mathematics background is desired or required.

Facilities for Graduate Work

The Department of Mathematics and Statistics has access to the university computer through the campus computer network. The department has two computer laboratories that provide access to the Internet and to a wide variety of mathematical and statistical software including Mathematica, MAPLE and SAS. Each graduate assistant office has a computer with Internet access. The mathematics building is adjacent to Steen Library. The mathematics and statistics collection in the library is extensive and is constantly improved. Also, the department maintains a modest library within the mathematics building.

Colloquium Series

The Robert W. Yeagy Colloquium Series brings outstanding mathematicians and statisticians

from across the country and from within our own university to speak on topics of interest to the mathematics and statistics community. Graduate students are expected to attend these lectures.

Graduate Assistantships

A number of graduate assistantships are awarded each year by the department. For information and application forms, contact the chair of the department or the graduate coordinator.

Graduate Faculty

Professors

Kimberly M. Childs, Ph.D., Texas A&M University, Mathematics Education
William Dean Clark, Ph.D., University of Texas at Austin, Analysis and Mathematics Education
Joseph G. McWilliams, Ph.D., Southern Methodist University, Applied Mathematics
Gregory K. Miller, Ph.D., Southern Methodist University, Applied Probability
Deborah A. Pace, Ph.D., University of Texas at Arlington, Differential Equations and Mathematics Education

Associate Professors

Lesa Beverly, Ph.D., Virginia Tech, Applied Mathematics and Mathematics Education
James Kelly Cunningham, Ph.D., Southern Methodist University, Statistics
Robert F. Feistel, Ph.D., University of Texas at Dallas, Applied Mathematics
Roy Joe Harris, Ph.D., Texas A&M University, Complex Analysis
Thomas W. Judson, Ph.D., University of Oregon, Lie Algebras and Mathematics Education
Clint Richardson, Ph.D., Texas Tech University, Complex Analysis
Pamela D. Roberson, Ph.D., University of Houston, Topology
Sarah T. Stovall, Ph.D., Texas A&M University, Arithmetic Algebraic Geometry

Assistant Professors

Brian Beavers, Ph. D., Lousiana State University, Discrete Mathematics
Jeremy Becnel, Ph. D., Louisiana State University, Functional Analysis
Robert K. Henderson, Ph.D., Southern Methodist University, MBA, University of Delaware, Statistics
Keith E. Hubbard, Ph.D., University of Notre Dame, Algebra
Jane H. Long, Ph.D., University of Maryland, Algebraic Topology
Nicholas Long, Ph.D., University of Maryland, Dynamical Systems
Kent Riggs, Ph. D., Baylor University, Statistics

Courses in Mathematics (MTH Prefix)

*Unless otherwise indicated courses carry three semester hours credit.

502. **Mathematical Statistics I**. Random variables, discrete and continuous distributions, multiple random variables, distributions of functions of random variables, convergence concepts. Prerequisite: MTH 439 or equivalent.

503. **Mathematical Statistics II.** Sufficient and complete statistics, likelihood and moment estimation, properties of estimators, interval estimation and hypothesis

tests. Prerequisite: MTH 502.

505. **Numerical Methods In Differential Equations**. Numerical integration, numerical solutions of initial value problems, numerical solutions of boundary value problems. Prerequisites: MTH 305 and 337.

508. **General Topology.** Metric spaces, topological spaces and Cartesian product spaces are studied together with certain topological properties such as compactness, connectivity and separability. Prerequisite: MTH 439.

511. **Abstract Algebra I.** Groups, subgroups, homomorphisms, isomorphisms, cosets, factor groups, the Fundamental Theorem of Group Homomorphisms, the Fundamental Theorem of Finite Abelian Groups. Prerequisite: MTH 312.

512. **Abstract Algebra II.** Rings and ideals, vector spaces, fields, integral domains, introduction to Galois Theory. Prerequisite: MTH 511.

513. **Complex Analysis I**. Complex arithmetic, power series representations and their properties, behavior of elementary functions, and properties of analyticity. Prerequisite: MTH 439.

514. **Complex Analysis II.** Line and contour integrals: evaluation, properties and applications, singularities and residues. Prerequisite: MTH 513.

517. **Linear Algebra.** Finite dimensional vector spaces, linear transformations and matrices with emphasis on numerical aspects. Prerequisite: Undergraduate major in mathematics, including MTH 317.

538. **Structure of the Real Number System.** Brief review of infinite sets, Peano's postulates, relations, equivalence classes, and isomorphisms. Rigorous development of the integers as equivalence classes of ordered pairs. Development of the real number system using Dedekind cuts. Comparison with Cauchy sequence development, complex numbers and quaternions. Prerequisite: 12 semester hours of advanced mathematics.

539. **Real Variables I.** A brief review of set theory is followed by a detailed study of metric spaces, normed linear spaces, and inner product spaces. Topics such as open and closed sets along with compactness and completeness are studied within the context of these spaces. Prerequisite: MTH 440.

540. **Real Variables II.** Topics such as sigma-algebras, measure, and integration of measurable functions are developed and covered in detail. Also convergence theorems are discussed. Prerequisite: MTH 539.

545. **History of Mathematics.** A survey with emphasis on both practical and philosophical developments, and on anecdotal material. Prerequisites: 12 semester hours of mathematics, including MTH 233, 234.

564. **Advanced Topics In Mathematics.** Topics in advanced mathematics. May be repeated for credit on a different topic with departmental approval. Prerequisite: Graduate standing in mathematics and consent of instructor.

575* **Advanced Graduate Studies.** One to three conference hours per week. Individual studies in advanced mathematics. May be repeated for credit on a different topic with departmental approval. Prerequisites: Graduate standing in mathematics and approval by department chair.

576* **Advanced Graduate Studies.** One to three conference hours per week. Same as 575 for credit in a different topic.

589** **Thesis Research.** One to three semester hours. Research and preparation for writing the thesis. Prerequisite: Approval of graduate adviser.

590** **Thesis Writing.** Three to nine semester hours. Writing of thesis. Prerequisite: MTH 589.

Courses in Statistics (STA Prefix)

520. **Statistical Analysis I.** Probability, statistical inference, rank tests, chi-square tests, linear regression and correlation, analysis of variance, multiple regression. Prerequisite: MTH 220 or equivalent.

521. **Statistical Analysis II.** Analysis of variance, multiple comparisons, blocking designs, higher factorial experiments, unbalanced designs, fixed and random effects, nested designs, split-plot designs, analysis of covariance. Prerequisite: STA 520 or equivalent.

522. **Regression Analysis.** Linear regression, estimation of residuals, non-linear models, multiple regression. Prerequisite: STA 520 and MTH 317.

523. **Stochastic Processes.** Markov chains, Poisson and renewal Processes, continuous time Markov processes including birth and death processes, queueing theory. Prerequisite: MTH 502.

524. **Applied Multivariate Analysis.** Cluster analysis, factor-analysis, discriminant analysis, canonical correlation analysis, and multivariate analysis of variance and covariance. Prerequisite: STA 520 and MTH 317.

525. **Applied Nonparametric Statistics.** An introduction to nonparametric analysis of the following: dichotomous data problems, one and two sample location problems, dispersion problems, and the one and two way layout. Nonparametric measures of association and basic nonparametric methods in regression. Prerequisite: STA 520.

526. **Applied Time Series.** Time series of regression, autocorrelation and partial autocorrelation functions, autoregressive moving average models, model identification and specification techniques, stationarity and invertibility conditions, seasonal and nonseasonal modeling, forecasting. Prerequisites: STA 520 and MTH 317.

564. **Advanced Topics In Statistics**. Topics in statistics. May be repeated for credit on a different topic with departmental approval. Prerequisites: Graduate standing in mathematics and consent of instructor.

575* **Advanced Graduate Studies.** One to three conference hours per week. Individual studies in statistics. May be repeated for credit on a different topic with departmental approval. Prerequisite: Graduate standing in mathematics and approval by department chair.

576* **Advanced Graduate Studies.** One to three conference hours per week. Same as STA 575 for credit in a different topic.

589** **Thesis Research.** One to three semester hours. Research and preparation for writing the thesis. Prerequisite: Approval of graduate adviser.

590** **Thesis Writing.** Three to nine semester hours. Writing of thesis. Prerequisite: STA 589.

Courses in Mathematics Teaching. Secondary (MTE Prefix)

564. **Advanced Topics In Mathematics.** Topics in mathematics teaching. May be repeated for credit on a different topic with departmental approval. Prerequisite: Graduate standing in mathematics and consent of instructor.

565. **Precalculus Mathematics.** A combination of topics emphasizing concepts that are important in the study of calculus. Real and complex number systems; polynomial, rational, trigonometric, and transcendental functions; graphing in rectangular and polar coordinates using appropriate technology. Prerequisites: Nine semester hours of mathematics and graduate standing.

566. **Differential Calculus.** Limits, continuity, differential calculus of algebraic and trigonometric functions with applications; connections to the College Board AP calculus curriculum using appropriate technology. Prerequisites: MTE 565 or the equivalent and graduate standing.

567. **Integral Calculus.** Integral calculus with applications, techniques of integration, calculus of transcendental functions, indeterminate forms, improper integrals; connections to the College Board AP calculus curriculum using appropriate technology. Prerequisites: MTE 566 or the equivalent and graduate standing.

568. **Topics in Advanced Calculus**. Infinite series, sequences, power series, partial derivatives, multi-variable calculus using appropriate technology. Prerequisites: MTE 567 or the equivalent and graduate standing.

570. **Logic and Proof.** A study of formal logic, set theory, properties of relations and functions, and the basic structure of different forms of proof. Emphasis on mathematical reasoning and communication. Prerequisites: MTE 567 or the equivalent and graduate standing.

572. **Geometry Past and Present.** Result from Euclidean geometry analyzed in a historical context. Proofs of many famous theorems are presented from both a classical and modern perspective, including appropriate use of technology. Connections to calculus will be emphasized. Prerequisite: MTE 570.

574. **Survey of Mathematics I.** A survey of topics from algebra and analysis with special emphasis on connections to geometry and the secondary mathematics curriculum. Topics include the real number system, functions, and equations, as well as issues related to curriculum, assessment, leadership, and mentoring. Prerequisite: MTE 568.

575* **Advanced Graduate Studies.** One to three conference hours per week. Individual studies in mathematics teaching. May be repeated for credit on a different topic with departmental approval. Prerequisites: Graduate standing in mathematics and approval by department chair.

576* **Advanced Graduate Studies.** One to three conference hours per week. Same as MTE 575 for credit in a different topic.

578. **Probability Theory.** An introduction to elementary probability theory with topics to include probability, conditional probability, random variables, and elementary convergence concepts. Prerequisites: MTE 568 and MTE 570.

580. **Statistical Reasoning.** Concepts of random variables, probability distributions, functions of random variables, convergence concepts, and statistical inference. Prerequisite: MTE 578.

584. **Modern Algebra and Number Theory.** An introduction to the study of algebraic systems and number theory with topics to include groups, rings, fields, properties of natural numbers, and unique factorization. Prerequisite: MTE 570.

586. **Survey of Mathematics II.** A survey of geometry with special emphasis on connections to algebra, analysis and the secondary mathematics curriculum. Topics include congruence, distance and similarity, trigonometry, area and volume, as well as issues related to curriculum, assessment, leadership, and mentoring. Prerequisites: MTE 568 and MTE 572.

589** **Thesis Research.** Three semester hours. Research and preparation for writing the thesis. Prerequisite: Approval of graduate adviser.

590** **Thesis Writing.** Six semester hours. Writing of thesis. Prerequisite: MTE 589.

*Students doing a thesis must register each semester the University resources are utilized. See Thesis Preparation and Enrollment.

Courses in Mathematics Teaching. Middle (MTE Prefix)

550. **Seminar in Geometry.** Concepts of Euclidean and non-Euclidean geometry with emphasis on deductive and inductive reasoning, discovery and proof, congruence and similarity, and creative thinking about quantitative, spatial, and logical situations. Special attention will be given to the implementation of geometry and measurement into the elementary curriculum. Prerequisite: At least six hours of undergraduate mathematics.

552. **Patterns and Reasoning.** Applications of critical reasoning skills to topics that include formal logic, probability and statistics, relations and functions, patterns and recursion, transformations and modeling. Students will be required to have a graphics calculator. Prerequisites: At least six hours of undergraduate mathematics.

554. **Seminar in Algebra.** Real and complex numbers, field properties, patterns, relations, and functions, solutions to equations and inequalities, sequences and series, and mathematical induction. Students will be required to have a graphics calculator. Prerequisite: At least six hours of undergraduate mathematics.

556. **Logic and Foundations of Mathematics.** An introduction to fundamental mathematical structures and techniques of proof. Topics include logic, set theory, relations, and functions. Emphasis will be placed on communication about mathematics and construction of well-reasoned explanations. Prerequisites: MTE 552 and 554.

558. **Numerical Techniques in Mathematics.** Algorithmic and numerical approaches to problems in algebra, geometry, number theory, counting techniques, modeling and limiting processes. Students will use a variety of computer software and will be required to have a graphics calculator. Prerequisite: MTE 556.

560. **Historical Perspectives of Mathematical Concepts.** A study of the origins of basic mathematical concepts and the development of these concepts through present day mathematics taught in elementary school settings. Emphasis will be placed on the role of mathematics in the western culture and on the development of appropriate language and notation over time. Prerequisites: MTE 550, MTE 552 and 554.

562. **Probability and Statistical Reasoning.** Descriptive statistics, probability, random variables, binomial and normal distributions, statistical inference, and linear regression. Prerequisites: MTE 552 and MTE 554.

564. **Advanced Topics In Mathematics.** Topics in mathematics teaching. May be repeated for credit on a different topic with departmental approval. Prerequisite: Graduate standing in mathematics and consent of instructor.

575* **Advanced Graduate Studies.** One to three conference hours per week. Individual studies in mathematics teaching. May be repeated for credit on a different topic with departmental approval. Prerequisites: Graduate standing in mathematics and approval by department chair.

576* **Advanced Graduate Studies.** One to three conference hours per week. Same as MTE 575 for credit in a different topic.

*No more than six semester hours of Advanced Graduate Studies credit may be counted toward a degree without special permission from the Dean of the ollege.

**Students doing a thesis must register each semester the University resources are utilized. See Thesis Preparation and Enrollment.

Department of Physics and Astronomy

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The Department of Physics and Astronomy offers a program of study leading to the Master of Science degree with a major in physics. The department has a well-established graduate program designed for students who wish to pursue physics as a profession with industry or to continue study leading to the Ph.D. This curriculum provides a firm foundation in the principles of classical and quantum physics and their application in atomic, molecular, nuclear, and solid state physics. Research activity is strongly encouraged. Admission requirements are the same as the general admission requirements for the Graduate School.

Graduate Majors and Minors

A graduate major in physics must complete a thesis program that includes 18 to 36 graduate hours in physics. Physics 512, 531, 532, and 551 must be included in these hours. Programs are structured in accordance with the student's background and professional objectives.

A graduate minor in physics consists of a minimum of nine semester hours of physics.

Facilities and Research Opportunities

The Department of Physics and Astronomy is located in a well-designed science building with adequate laboratory space, a well-equipped machine shop, and other facilities that provide an excellent study environment. A full-time machinist is employed in the department. Major equipment items include a complete X-ray diffractometer, a cryogenics laboratory, a laser physics laboratory, atomic force microscope, scanning electron microscope, high vacuum equipment, and excellent supporting electronic instrumentation and apparatuses. Several microcomputers are available in the department.

The Department of Physics and Astronomy operates an astronomical observatory at a site 11 miles from the main campus with instructional viewing facilities with 16 6-inch reflectors, 12 8-inch Schmidt-Cassegrain reflectors, a 10-inch LX-200 telescope, an 18-inch Cassegrain telescope, and a 41-inch Cassegrain telescope. Also at the site are four 10-foot diameter radio telescopes.

Both experimental and theoretical research are being conducted in the areas of molecular spectroscopy, solid state physics, low temperature physics, laser physics and quantum optics,

and astronomy.

Graduate Assistantships

A limited number of graduate assistantships are awarded each year in the department. For information and applications, contact the chair of the department.

Graduate Faculty

Professors
W. Dan Bruton, Ph.D., Texas A&M University, Liquids and Amorphous Materials, Astronomy
Thomas O. Callaway, Ph.D., University of Arkansas, Liquids and Amorphous Materials
Harry D. Downing, Ph.D., Florida State University, Infrared Spectroscopy
Robert W. Gruebel, Ph.D., University of Arkansas, X-rays, Liquid State Physics
Norman L. Markworth, Ph.D., University of Florida, Astronomy

Associate Professors
W. Dan Bruton, Ph.D., Texas A&M University, Liquids and Amorphous Materials, Astronomy
Robert B. Friedfeld, Ph.D., Florida Institute of Technology, Thin Films, Solid State
Walter L. Trikosko, Ph.D., Clemson University, Low Temperature Physics, Superconductivity

Assistant Professor
Joseph A. Musser, Ph.D., Texas A&M University, Optically Based Environmental Sensing and Quantum Optics

Courses in Physics (PHY)

*Unless otherwise indicated, courses are three semester hours credit.

511. **Nuclear Physics.** Four semester hours. Prerequisite: PHY 431.

512. **Atomic Structure.** Prerequisite: PHY 431.

513. **Laboratory and Demonstration Experiments In Physical Science.** Two to four semester hours. Students are trained in the acquisition, assembly and use of apparatus required for physical science experiments. Prerequisite: 12 hours total from natural science and/or education. Lab fee required.

521. **Electronic Devices for Classroom Demonstration.** Two to four semester hours. A presentation designed primarily for in-service teachers. Students are trained in the operational principles of the devices and their use in classroom demonstrations and experiments. Prerequisite: 12 hours total from natural science and/or education. Lab fee required.

522. **Astronomy for In-Service Teachers.** Two to four semester hours. A descriptive study of the universe, galaxies and the solar system specifically designed for the in-service physical science teacher in both elementary and secondary education. Prerequisite: 12 hours total from natural science and/or education. Lab fee required.

523. **Laboratory and Demonstration Experiments In Atmospheric Science.** Two to four semester hours. Prerequisites: 12 hours total from natural science and/or education. Lab fee required.

530. **Thermodynamics.** Includes the kinetic theory of gases, Maxwell-Boltzmann statistics, Fermi-Dirac statistics, the Debye Approximation, magnetic cooling, and the theory of heat engines. Prerequisite: PHY 333.

531. **Classical Mechanics.** Four semester hours, four hours lecture per week. Lagrange's equations, Hamilton's principle, dynamics of particles and of rigid bodies, gyrodynamics, the Hamilton equations of motion, and canonical transformations. Prerequisite: Intermediate mechanics.

532. **Electromagnetic Waves.** Four semester hours, four hours lecture per week. Theory of electromagnetism, static, and time varying fields and propagation, reflection and refraction of electromagnetic waves. Prerequisite: PHY 440.

533. **A and B. Theoretical Physics.** Four semester hours, four hours lecture per week. Topics selected in accordance with the interests and areas of specialization of the graduate students. Course may be repeated with different subject matter one time for credit. Prerequisites: PHY 440 and 431.

534. **Solid State Physics.** Four semester hours, four hours lecture per week. An interplay of experiment and theory provides insight into both surface and interface physics, non-crystalline solids and alloys. Energy band structures and dispersion relationships expand student's command of electrodynamics, crystallography, thermodynamics, optics, and classical, quantum, and statistical mechanics. Prerequisite: PHY 431.

541. **Optics.** Four semester hours, three hours lecture per week, three hours lab per week. Fundamentals of physical and geometrical optics including polarization and diffraction. Prerequisite: PHY 440. Lab fee required.

550. **Introductory Quantum Mechanics.** DeBroglie wave, Schroedinger formulation, step and barrier potentials, perturbation theory, harmonic oscillator, annihilation and creation operations, commutation relations, representations. Prerequisite: PHY 333.

551. **Advanced Quantum Mechanics.** Four semester hours, four hours lecture per week. Wave packets and free particle motion, double minimum potential, piecewise constant potentials, scattering, spin, approximation methods, dynamics, matrix theory, Dirac Electron theory. Prerequisite: PHY 431.

570. **A and B. Individual Instruction In Technical Presentations**. One semester hour, one hour lecture per week. Individual instruction. Student participation in general and special topics in physics. Graduate major or minor status.

575. **Advanced Graduate Studies.** One to four semester hours. Individual instruction and special problems not a part of thesis. May be repeated under different topics.

576. **Advanced Graduate Studies.** One to four semester hours depending upon the topic. Same as PHY 575 but in a different topic.

581. **A and B. Problems In Teaching College Physics.** Three semester hours, nine hours lab per week. Supervised teaching internship through individualized instruction. Graduate teaching assistants are required to take the course each of their first two semesters. Does not count toward basic requirements for the degree. Pass-Fail. Prerequisite: 18 hours of physics.

589* **Thesis Research.** Grade withheld until completion of thesis.

590* **Thesis Writing.** Three to nine semester hours. Prerequisite: PHY 589.

*Students doing a thesis must register each semester in which University resources are used. See Thesis Preparation and Enrollment..

Science and Mathematics Education

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The College of Sciences and Mathematics offers graduate courses in science and mathematics education that provide professional development for elementary, middle, and secondary teachers. Courses specific to the needs of secondary science and mathematics inservice teachers may be used to support the Master of Science degree in Natural Science offered through the College. These courses provide instruction in graduate level science and mathematics education and are pivotal to the transition to graduate study within discipline. The Master of Science in Natural Sciences requires 36 credit hours of graduate study.

Students who are interested in courses in graduate mathematics education (MTE) should refer to the Mathematics and Statistics section of this Bulletin.

Students who are interested in initial certification should refer to the Educator certification section of this Bulletin.

Courses in Science Education (SCE)

501. **Foundations of Science**. 3 credit hours, The intellectual development of the foundations of contemporary physical and antural sciences emphasizing the historical connections between scientific thought and achievements and the philosophical, cultural, social, and technological contexts in which they occurred. Prerequisite: graduate standing

564. **Concepts in Life Science**. 4 credit hours, 3 hours lecture, 1 hour lab. A concepts-oriented course intended to strengthen the life science (biology) content background for teachers who have certifications in other science areas, while updating content for those with certifications in life science. Prerequisite: graduate standing.

565. **Topics in Chemistry Education**. 4 credit hours, 3 hours lecture, 1 hour lab. A concepts-oriented course intended to strengthen the chemistry content background for teachers who have certifications in other science areas, while updating content for those with certifications in chemistry. Prerequisite: graduate standing.

566. **Concepts in Physics**. 4 credit hours, 3 hours lecture, 1 hour lab. A concepts-oriented course intended to strengthen the physical science content background for teachers who have certifications in other science areas, while updating content for those with certifications in physics / physical science. Prerequisite: graduate standing.

567. **Concepts in Earth and Space Science**. 4 credit hours, 3 hours lecture, 1 hour lab. A concepts-oriented course intended to strengthen the earth (geology) and space science content background for teachers who have certifications in other science areas, while updating content for those with certifications in earth science. Prerequisite: graduate standing.

571. **Special Topics in Science Education**. 3 credit hours. An in-depth study of subject matter in science education that is not part of the established curriculum. Three hours lecture or equivalent per week. May be repeated on different topics. Prerequisite: graduate standing.

572. **Special Topics in Science Education**. 3 credit hours. An in-depth study of subject matter in science education that is not part of the established curriculum. Two hours lecture or equivalent and three hours laboratory or equivalent per week. May be repeated on different topics. Prerequisite: graduate standing.

575. **Advanced Graduate Studies in Science Education**. 1 to 3 credit hours. Individual study of subject matter in science education that is not part of the established curriculum. Individual conferences and / or field work. Prerequisite: graduate standing.

576. **Advanced Graduate Studies in Science Education**. 1 to 3 credit hours. Continuation of 575 in a different area of study. Individual study of subject matter in science education that is not part of the established curriculum. Individual conferences and / or field work. Prerequisite: graduate standing.