



TEXAS SOUTHERN UNIVERSITY

The Graduate School

GRADUATE CATALOG

2018-2020



TEXAS SOUTHERN UNIVERSITY

The Graduate School

211 Hannah Hall

3100 Cleburne St., Houston, Texas 77004

www.tsu.edu/graduateschool

ABOUT THIS BULLETIN

This graduate bulletin contains information on academic and non-academic policies, procedures, and requirements with which each student must become familiar. Students should consult the Table of Contents for guidance. Provisions in this bulletin will not be valid after August 2018.

The statements set forth in this bulletin are for informational purposes only and should not be construed as the basis of a contract between a student and Texas Southern University. Provisions set forth in publications of individual schools and colleges shall supersede those herein.

Although the provisions of this bulletin will ordinarily be applied as stated, Texas Southern University reserves the right to change any provision listed in this bulletin, including but not limited to academic requirements for graduation, without actual notice to individual students. However, every effort will be made to keep students advised of any such changes. Information concerning changes in policies, procedures, and requirements will be available in the Office of the University Registrar and the offices of the various academic advisors, the academic departments, and the major schools and colleges. It is especially important that each student note that it is his or her responsibility to be aware of current graduation requirements for a particular degree program.

The provisions of this catalog do not constitute a contract, expressed or implied, between any applicant, student, or faculty member and Texas Southern University. Texas Southern University reserves the right to withdraw courses at any time and to change fees, calendars, curricula, graduation procedures, or other requirements affecting students. Changes will become effective whenever the proper authorities at the University so determine and will apply to both prospective students and those currently enrolled. Provisions set forth in publications of individual schools and colleges shall supersede those herein.

Although every effort is made to assure that information is accurate, Texas Southern University does not assume responsibility for any misrepresentation that might arise through error in the preparation of this or any other of its catalogs or through failure to give notice of changes in its requirements, policies, tuition and fees, course offerings and other matters affecting students or applicants. To be assured of accuracy of information, students must regularly consult current publications and academic advisors.

Texas Southern University's mission dedicates the University "to providing quality instruction, scholarly research, and socially responsible public service." The Graduate School supports the University's mission by training the next generation of professional practitioners and research scholars. The University offers 25 master's programs, three Doctor of Education programs, and four Ph.D. programs. The Graduate Faculty focuses both on education and scholarly research. Students have the opportunity to work with world renowned scholars as they progress in their training.

Our programs are designed to focus on the needs of students. Many of our programs offer evening classes and flexible schedules which accommodate working professionals. Call our office for general information on applying and be sure to speak with advisors in the program of your interest for detailed information.

Texas Southern University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, and doctorate degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Texas Southern University.

GENERAL INFORMATION

The Graduate Office maintains the official record for each graduate student and serves as the administrative body and source of information for graduate education. This graduate bulletin contains information on academic and non-academic policies, procedures, and requirements with which each student must become familiar. Students should consult the Table of Contents for guidance.

For curriculum changes to this catalog and general announcements relative to the Graduate School, please visit the Texas Southern University website at <http://www.tsu.edu/graduateschool>

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SUMMARY OF GRADUATE DEGREES OFFERED

COLLEGE OR SCHOOL	PROGRAMS	GRADUATE DEGREES OFFERED
Jesse H. Jones School of Business	Master's Degree Programs	Executive Master of Business Administration
		Master of Business Administration
		Master of Science in Management Information Systems
School of Communication	Master's Degree Programs	Master of Arts in Communication
College of Education	Master's Degree Programs	Master of Education in Counseling
		Master of Education in Educational Administration
		Master of Education in Curriculum and Instruction
		Master of Science in Health & Kinesiology
		Master of Science in Sport Studies and Sport Leadership
	Doctor of Education (Ed. D.) Programs	Ed.D., Counselor Education
		Ed.D., Curriculum and Instruction
Ed.D., Educational Administration		
College of Liberal Arts and Behavioral Sciences	Master's Degree Programs	Master of Arts in English
		Master of Arts in History
		Master of Science in Human Services and Consumer Sciences
		Master of Arts in Psychology
		Master of Arts in Sociology
Barbara Jordan-Mickey Leland School of Public Affairs	Master's Degree Programs	Executive Master of Public Administration
		Master of Public Administration
		Master of Urban Planning and Environmental Policy
		Executive Master of Science in Administration of Justice
		Master of Science in Administration of Justice
	Doctor of Philosophy Degree Programs	Ph.D. in Urban Planning and Environmental Policy
		Ph.D. in Administration of Justice
College of Pharmacy and Health Sciences	Post baccalaureate Program	Pharm.D.
	Master's Degree Programs	Master of Science in Health Care Administration
		Master of Science in Pharmaceutical Science
	Doctor of Philosophy Degree Program	Ph.D. in Pharmaceutical Science
College of Science, Engineering, and Technology	Master's Degree Programs	Master of Science in Biology
		Master of Science in Chemistry
		Master of Science in Computer Science
		Master of Science in Environmental Toxicology
		Master of Science in Transportation Planning and Management
	Doctor of Philosophy Degree Program	Ph.D. in Environmental Toxicology

NOTE: Many of the degrees offered have multiple tracks leading toward their completion. Consult contents of this bulletin related to the various departments and the respective degrees offered for detailed information on these tracks. Texas Southern University does not offer an undergraduate degree in nursing; however, students interested in pursuing this degree elsewhere may earn lower level credits needed for this degree at the University. The Department of Biology administers a pre-nursing program, and students choosing to pursue this course of study should consult that department's section of this bulletin for more information.

SUMMARY OF GRADUATE DEGREES OFFERED ONLINE

COLLEGE OR SCHOOL	PROGRAMS	GRADUATE DEGREES OFFERED
Jesse H. Jones School of Business	Master's Degree Programs	Executive Master of Business Administration
College of Education	Master's Degree Programs	Master of Education in Counseling
		Master of Education in Educational Administration
College of Liberal Arts and Behavioral Sciences	Master's Degree Programs	Master of Arts in English
Barbara Jordan-Mickey Leland School of Public	Master's Degree Programs	Executive Master of Public Administration
		Executive Master of Science in Administration of Justice

NOTE: Consult contents of this bulletin related to the various departments and the respective degrees offered for detailed information. Additional information also available at <http://online.tsu.edu/>

Definitions

Academic Year

For the purpose of planning, the **definition of an academic year, as provided by the U.S. Department of Education, has been used.** This definition follows:

- An **academic year** is a period that begins on the first day of classes and ends on the last day of classes or examinations and that is a minimum of 30 weeks of instructional time during which for an undergraduate educational program a full-time student is expected to complete at least:
 - 24 semester or trimester hours or 36 quarter hours in an educational program whose length is measured in credit hours.
 - 900 clock hours in an educational program whose length is measured in clock hours.
- For purposes of the definition of an academic year, a week is a consecutive 7-day period.
- For an educational program using a semester, trimester, or quarter system or clock hours, the Secretary considers a week of instructional time to be any week in which at least one day of regularly scheduled instruction, examinations, or preparation for examination occurs.
- For an educational program using credit hours (but not using a semester, trimester, or quarter system), the Secretary considers a week of instruction to be 5 days.
- Instruction time does not include periods of orientation, counseling, vacation, or other activity not related to class preparation or examinations.

Academic Calendar

The academic calendar is available at <http://em.tsu.edu/registrar/acadcalsel.php?menu=3&submenu=cs>

The university reserves the right to adjust specific dates on the academic calendar without prior notice.

Credit Hour (Semester Credit Hour)

A unit of measuring educational credit based on the number of classroom hours (or equivalent course work) per week throughout a 15-week period in a semester. It is applied towards the total number of hours needed for completing the requirements of a degree, diploma, certificate or other formal award.

Contact Hour

A unit of measure that represents an hour of scheduled instruction given to students of which 50 minutes must be of direct instruction.

Degree

A title that the University confers on a student who has satisfactorily completed a required program of study.

- Degree requirements are established by the university, colleges, and departments, and are approved through the curriculum approval process.
- New degrees must be approved by the university administration, the TSU Board of Regents, and the Texas Higher Education Coordinating Board.

Major

A major represents the primary field of study for a degree-seeking student. It is a structured plan of study that is part of a degree plan and must have a minimum of 30 semester credit hours.

- A completed major is shown on the diploma and the transcript.
- A new major must go through the curriculum approval process. In addition, new majors must be approved by the university administration, the TSU Board of Regents, and the Texas Higher Education Coordinating Board.
- Changes to an existing major must be accomplished in accordance with TSU's curriculum update process.
- Every major will have a Classification of Instructional Programs (CIP) code attached to it.
- Only formally approved majors will appear in the University Catalog.

Minor

A minor represents an optional, secondary field of study for a degree-seeking student. It is a structured plan of study requiring a minimum of 18 semester hours and no more than 21 semester hours.

- Every minor will have a Classification of Instructional Programs (CIP) code attached to it.
- New minors as well as changes to existing minors must go through the curriculum approval process.
- Minors will be printed on the student transcript.
- Only approved minors will appear in the University Catalog.

Concentration

A concentration is an approved set of courses within a major that defines a specialty area or specific field of study. Unless specified by the unit offering the major, a concentration is not required.

- The term concentration will be used to describe what used to be called degree track, emphasis, specialty/specialized area, and option.
- Every concentration will have a Classification of Instructional Programs (CIP) code attached to it.
- Both new concentrations and changes to existing concentrations must go through the curriculum approval process.
- Only formally approved concentrations will appear in the University Catalog.
- Concentrations will be printed on the diploma and the transcript.

ABOUT THE UNIVERSITY

MISSION

Texas Southern University is a student-centered comprehensive doctoral university committed to ensuring equality, offering innovative programs that are responsive to its urban setting, and transforming diverse students into lifelong learners, engaged citizens, and creative leaders in their local, national, and global communities.

VISION

Texas Southern University will become one of the nation's pre-eminent comprehensive metropolitan universities. We will be recognized by the excellence of our programs, the quality of our instruction, our innovative research, and our desire to be a contributing partner to our community, state, nation, and world.

ORGANIZATION FOR INSTRUCTION

The University is organized for academic instruction as eleven colleges and schools. The names of these instructional units appear below:

The Jesse H. Jones School of Business
The College of Education
The Thurgood Marshall School of Law
The School of Communication
The College of Liberal Arts and Behavioral Sciences
The Barbara Jordan - Mickey Leland School of Public Affairs
The College of Pharmacy and Health Sciences
The College of Science, Engineering, and Technology
The Graduate School
The College of Continuing Education
The Thomas F. Freeman Honors College

CAMPUSES

Texas Southern University is located in Houston, TX, the fourth largest city in the US and one of the fastest-growing and forward-moving cities in the world. Nestled upon a sprawling 150-acre campus, Texas Southern University is located in the heart of the city in Houston's historic Third Ward, giving its students and faculty easy access to the Museum District, neighboring educational institutions, the Texas Medical Center, City Hall, downtown Houston, and all of the city's major freeways.

REGENTS AND ADMINISTRATION

BOARD OF REGENTS

Glenn O. Lewis, Chair	Fort Worth, Texas
Wesley G. Terrell, Vice Chair	Dallas, Texas
Marilyn A. Rose, Second Vice Chair	Houston, Texas
Eric D. Salwen, Secretary	College Station, Texas
Oliver J. Bell	Cleveland, Texas
Kenneth "Kenny" R. Koncaba	Friendswood, Texas
Hasan K. Mack	Austin, Texas
Derrick M. Mitchell, Immediate Past Chair	Houston, Texas
Sarah D. Monty-Arnoni	Houston, Texas
Kernard D. Jones, Student Regent	Houston, Texas

OFFICER OF BOARD RELATIONS

Faith Ruiz	Executive Director of Board Relations
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OFFICERS OF ADMINISTRATION

Austin A. Lane	President
Kendall T. Harris	Provost and Vice President for Academic Affairs
Wendell Williams	Special Assistant to the President / Acting Executive Director of Enrollment Services
Kenneth Huewitt	Chief Financial Officer / Vice President for Administration and Finance
Mario Berry	Chief Information Officer
Raphael Moffett	Vice President for Student Services
Melinda Spaulding	Vice President of University Advancement
Hao Le	General Counsel
Jafus Cavil	Faculty Senate President
Kevin Granger	Interim Athletic Director
Heidi Smith	Chief of Staff

OFFICERS OF ACADEMIC ADMINISTRATION

Rasoul Saneifard	Interim Associate Provost / Associate Vice President for Academic and Faculty Affairs
Gregory H. Maddox	Dean, Graduate School and Director of International Programs
Claudius Claiborne	Interim Dean, Jesse H. Jones School of Business
Rockell Brown	Interim Dean, School of Communication
Lillian Poats	Dean, College of Education
Gary Bledsoe	Acting Dean, Thurgood Marshall School of Law
Needha Boutte-Queen	Interim Dean, College of Liberal Arts & Behavioral Sciences
Theophilus Herrington	Interim Dean, Barbara Jordan–Mickey Leland School of Public Affairs
Shirlette Milton	Interim Dean, College of Pharmacy and Health Sciences
Azime Saydam	Interim Dean, College of Science, Engineering and Technology
Dianne Jemison-Pollard	Dean, Thomas F. Freeman Honors College

POLICIES AND ACCREDITATION

NOTICE OF NONDISCRIMINATORY POLICIES

Texas Southern University is in compliance with Title VI of the Civil Rights Act of 1964 and does not discriminate on the basis of race, creed, color, or national origin. It is also in compliance with the provisions of Title IX of the Educational Amendments of 1972, which prohibit discrimination on the basis of sex. Further, the University is in compliance with the Americans with Disabilities Act (ADA) of 1990 and with Section 504 of the Rehabilitation Act of 1973 as amended.

It is the policy of the University that sexual harassment as defined in the EEOC Guidelines will not be tolerated among members of the Texas Southern University community. Any complaint of sexual harassment should be reported immediately to the appropriate person as designated by the Provost/Senior Vice President for Academic Affairs and Research.

CAMPUS CARRY POLICY

On June 1, 2015, Gov. Greg Abbott signed S.B. 11, also known as the "campus carry" law. S.B. 11 provides that license holders may carry a concealed handgun throughout university campuses, starting Aug. 1, 2016.

Please visit the following web-link to access Texas Southern University's campus carry policy:
<http://police.tsu.edu/index.php/prevention-safety/campus-carry/>

Additional information can be found at TSU Department of Public Safety's web-site:
<http://police.tsu.edu/>

The TSU Department of Public Safety has created a video to inform and educate the campus community regarding the "Campus Carry" Law. Please watch the entire video to stay informed regarding this new law. The video can be accessed at the following YouTube web-links:

<https://youtu.be/f7fg4Ts9mVA>
<https://www.youtube.com/watch?v=f7fg4Ts9mVA&feature=youtu.be>

UNIVERSITY COMMITMENT AND STUDENT RESPONSIBILITIES

University Commitment

On June 17, 1973, the Texas Legislature designated Texas Southern University a "special purpose institution of higher education for urban programming." Subsequent to this mandate, the designation and the University motto of "Excellence in Achievement" were welded in order to formulate the institutional mission. Accordingly, the University is committed to the management of a comprehensive educational curriculum that will render the motto creditable.

Student Responsibilities

Texas Southern University provides a student-centered learning environment in which students are afforded opportunities to practice self-discipline, to assume responsibilities as maturing adults, and to enjoy certain freedoms. When students elect to enroll at the University, they also accept and agree to abide by the rules, regulations, and policies by which the University is governed. Inasmuch as enrollment is voluntary, acceptance is voluntary. On this basis, students cannot, without great personal liability to their continued association with the University, obstruct, hamper, disrupt, or otherwise interfere with the institution's attainment of its lawful mission. The institution, therefore, has both the right and the obligation to promulgate rules and regulations designed to promote attainment of its purpose.

ACCREDITED PROGRAMS

Texas Southern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, masters, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions concerning the accreditation of Texas Southern University.

In the College of Liberal Arts and Behavioral Sciences, the Social Work Program is accredited by the Council of Social Work Education, and the Dietetics Program is accredited by the American Dietetic Association.

The College of Education holds NCATE accreditation through the Council for Accreditation of Educator Preparation programs. It is also accredited by the Texas Education Agency, the Texas Workforce Commission, and the Texas Association of Colleges. It also holds membership in the Council for the Accreditation of Educator Preparation Programs and the Association of Colleges for Teacher Education.

The Jesse H. Jones School of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB International).

The College of Pharmacy and Health Sciences is accredited by the American Council of Pharmaceutical Education and is a member of the American Association of Colleges of Pharmacy.

In the Barbara Jordan-Mickey Leland School of Public Affairs, the Master of Public Administration program is accredited by the Network of Schools of Public Policy, Affairs and Administration (NASPAA) and holds membership in NASPAA; The Masters of Urban Planning and Environmental Policy program is accredited by the Planning Accreditation Board (PAB) and holds membership in the Association of Collegiate Schools of Planning (ACSP).

Four of the programs in the College of Science, Engineering and Technology hold special certification and/or accreditation: the chemistry program is certified by the American Chemical Society; the electronics engineering technology program is accredited by the Engineering Technology Commission of the Accreditation Board for Engineering and Technology (ETC of ABET); and the industrial technology and airway science management programs are accredited by the Association of Technology, Management, and Applied Engineering (ATMAE).

The Thurgood Marshall School of Law is accredited by the American Bar Association, and is a member of The Association of American Law Schools, and the American Association of Law Libraries.

THE ROBERT JAMES TERRY LIBRARY

The Robert James Terry Library supports the academic and research mission and vision of the University through the development of relevant educational resources and services. These resources and services enhance and facilitate learning and research, enrich information literacy skills, and support life-long learning. Skilled Librarians and other staff provide reference and research assistance, consultation, and instruction.

The Terry Library's principal learning/information resources include extensive collections that support and are consistent with the degrees offered. These resources are available in a variety of formats and are accessible to enrolled students, faculty and staff. The library provides web-based access to over 260 electronic databases providing access to more than 79,557 full text e-journals. More than 100,000 e-books are available and many are remotely accessible to eligible library users.

To augment study, a number of closed study rooms, individual study carrels, and collaborative study areas are available throughout the library. With the exception of Special Collections, the library maintains open stacks. Materials are classified using the Library of Congress Classification System.

The five-story, 135,000 sf Terry Library provides six major public access service areas: Reference, Circulation/Reserve, and Special Collections on the first floor; the Serials Department on the second floor; the Learning Resources Center on the third floor; the Business and Economics Library on the fifth floor.

The Library has four Circulating Collections. Access to library resources is available on the Web. The Library Catalog is linked to the Texas Southern University website. Online public access terminals are located on the first floor in the Catalog Alcove, on the second floor in the Serials Department, and on the fifth floor in the Business and Economics Library.

The Library provides a variety of services, such as information literacy instruction, electronic reference service, reference/information assistance, borrowing, faculty reserves, assistance with My Account, and interlibrary loan and document delivery. Library services to Distance Learning students are available. The University participates in the TexShare program. The library's participation in this program increases access to an array of resources for currently enrolled students, faculty and staff. Additional information regarding this service may be obtained from the Terry Library Circulation/Reserve Desk (713-313-7148). Other services offered include Wi-Fi connectivity throughout the building; photocopying; and free scanning. More services are described at the Robert J. Terry Library website http://www.tsu.edu/Academic/Robert_J_Terry_Terry_Library/.

Finally, one of the unique features of the Library is its Department of Special Collections, housing the "treasures" of the University. These unique holdings provide a varied repository of collections with global significance. The collections include: **The Barbara Jordan Archives, The Traditional African Art Gallery, The Heartman Collection on African American Life and Culture, and The University Archives.**

THE OFFICE OF INFORMATION TECHNOLOGY (OIT)

Who We Are

Welcome to the Office of Information Technology @ **Texas Southern University**. Many significant strides have been made over the last several years to integrate systems throughout campus so that they function interactively as an aggregate unit. Central to this effort has been the consolidation of divergent technology areas into a single Office of Information Technology (OIT) with a clearly defined mission.

This mission has been accomplished by taking a leadership role in university-wide strategic planning for information systems, creating user involvement, and recommending innovative uses of technology to meet the needs of the university. OIT works to expand and enhance the quality and quantity of information technology services. These services include: Academic Technology, Banner ERP, Business Applications, Computing Services, Customer Experience, Disaster Recovery, Network Infrastructure, Helpdesk Services, IT Governance, IT Security, Project Management, and Web Management.

OIT responsibilities related to these services fall within the following domains: “**Enterprise Architecture, Enterprise Infrastructure, Enterprise Services, and Enterprise Applications**”

Our Vision

The Office of Information Technology will become a more aware advocate for student and university technology needs. We will be committed in supporting university core values; proactive in analyzing trends and data to govern initiatives; become more service-oriented; and become a trusted strategic business partner of the university by concentrating on ROI and business value to support student success.

Our vision is aligned with the **Top 5 Priorities of the University: Student Success and Completion, Academic Program Quality and Research, Culture, Partnerships, and Finances**

Our Mission

The mission of the Office of Information Technology is to provide strategic vision, leadership, and quality IT solutions for all things technology with a service-centric mindset for Texas Southern University staff and students.

Enterprise Applications

Enterprise Applications directs all activities concerning the Banner Enterprise Resource Planning (ERP) System that assist Banner Staff in recording and maintaining data for all students, employees, alumni, and donors.

The department also manages and supports Banner Staff with core responsibilities in daily operation of the Banner ERP system and Third Party Products that integrate with it.

- Degree Works
- Luminis
- Banner Security
- Banner Third Party Products
- Banner Document Management
- Banner System Administration

Enterprise Architecture

Enterprise Architecture defines and manages the alignment between business strategy and technology structure. Enterprise Architecture guides IT through the business, information, process and technology changes required to execute strategies and roadmaps.

The department also leads the Project Management office that provides project portfolio management, supports IT governance, IT communications, and reporting.

- Strategic Planning

- IT Project Portfolio Management
- Project Management Consulting
- IT Communications & Reporting
- Governance Standards & Compliance
- Business Process Management

Enterprise Infrastructure

Enterprise Infrastructure provides direction and support of the TSU Network Operations and Management.

The department also manages the data center and MDF/IDF closets, server and storage systems, email, wireless infrastructure, telecommunications, and provides backup/restore, database administration services, authentication systems, and essential IT security services for the enterprise.

- Telecommunications
- Disaster Recovery
- Security and Data Protection
- Systems & Data Management Services
- Wireless Infrastructure
- Data Center Management
- Email Management
- Enterprise Servers & Storage

Enterprise Services

Enterprise Services provides the front-end IT support to maintain and improve service quality and reliability of IT computing services. The department manages the Executive Support Group, Desktop Services, Web Services, Academic Technology, Computer Labs, Service Center and Mobile.

- Enterprise Computing Support
- Computer Labs
- Mobile Applications
- Web Management
- Executive Support
- Academic Technology
- IT Service Center
- Audio Visual Support

TSU ONLINE

TSU Online seeks to firmly embed online education and other instructional technologies as key elements of the teaching and learning culture of Texas Southern University (TSU). TSU Online has a broader aim to enhance the University's reputation for teaching excellence and to provide a richly interactive and stimulating learning environment for students, faculty and staff alike. This section highlights TSU Online services, direct and indirect, reflecting their relationship to and impact on the student and faculty experience with instructional technologies as follows:

- **Direct Services:** these touch both students and faculty utilizing various instructional technologies and services such as the Learning Management System (Blackboard Learn), online faculty development, digital content development, and course instructional design.
- **Indirect Services:** comprise the enabling services for the effective delivery of direct services including classroom technology support, student academic technology support, distance learning equipment maintenance and support, academic software development, and College/School website development and maintenance.

TECHNOLOGY AND COURSEWORK COMPLETION

I) Blackboard and your Course

All Courses at Texas Southern, whether classroom based or wholly online, may utilize Blackboard for coursework delivery to varying extents depending on the instructor. Online courses are heavily dependent of blackboard for content delivery, student engagement and interaction, grade reporting, and synchronous/asynchronous lecture delivery. Familiarity with blackboard is critical to your success as a student. Here are a few things to know about blackboard for coursework delivery at Texas Southern:

- The Log In URL: <http://texsu.blackboard.com>
- **Student Resources** link on the blackboard log in page contains various resources to help you get started, including tutorial videos.

II) Coursework participation

Both face-to-face and online courses may utilize blackboard for coursework delivery. This includes ongoing assessments, assignments, tests, and paper submission. It is the responsibility of the student to be mindful of the following:

- **Confirm technical requirements and Workspace:** Online classes can benefit students with busy schedules, but only if they can access the materials. Make sure you will have access to a good working computer with appropriate productivity software suites, reliable internet connection, and an ideal location to take tests and participate in online web conferences as needed.
- **Connect with instructors early:** Send your instructor a note, an email, introducing yourself and what you hope to get out of the class. Share your thoughts and course needs as the semester progresses. Instructors love to hear from students, however, keep the communication chatter free.
- **Create a schedule:** Familiarize yourself with the full semester schedule and contact your instructor early to see if accommodations can be made if you sense a conflict might occur during the semester. Otherwise, stay on schedule.
- **Stay organized:** Students enrolled in traditional courses usually have a consistent schedule to follow each week, with in-class instruction followed by out-of-class assignments. Find ways to stay on top of your coursework by utilizing tools such as electronic calendars, digital reminders, and other mobile electronic resources that can alert you to pending deadlines.
- **Know your rights:** Students taking online classes have very similar rights as on campus students. Consult your student handbook for more information.

WHAT TO EXPECT WHEN TAKING ONLINE COURSES AT TSU

Online courses at TSU are offered primarily as asynchronous (any time), Web-based instruction. While anytime, anywhere learning increases the accessibility of TSU courses, students should reflect carefully on whether online courses match their learning style and expectations for study. In particular, students should self-assess their level of readiness to learn in an online environment. Online courses are geared for the mature, self-motivated learner. They are not easier or less time-consuming than

face-to-face (F2F) courses; many students feel that online courses initially require additional effort to adapt to new modes of course delivery and new ways of interacting with the instructor and fellow students.

Online courses are designed as active and collaborative (including peer-to-peer) learning environments. The instructor will provide his or her expertise through lectures, readings, activities, and discussions with students, serving as a facilitator, and encouraging students to explore and interact with fellow learners to reach new levels of understanding and knowledge. Some instructors may even schedule optional synchronous (a.k.a., real time) meetings to aid students.

Successful peer interactive learning requires regular attendance and participation; students enrolled in online courses are expected to log into the course website frequently (at least four or five times per week). Although asynchronous courses allow for flexibility in how students schedule their class work, activities and assignments often follow a rigorous schedule with firm deadlines. Typically, students will log into their course at the beginning of each week to receive instructions about what learning activities to complete; these activities are often bundled as a "learning module." Over the course of each week, they will be required to complete various activities (e.g., quizzes, exercises, short papers) and participate in online discussions by the dates the instructor has established in the syllabus and weekly learning modules. Students may also work on term projects over the course of the term in addition to weekly assignments.

Throughout the semester, online classroom participation through Web tools such as discussion boards, weblogs, and wikis is expected on a regular basis and often represents a significant portion of the final grade for the course (30 percent or higher in many cases). Students should examine the syllabus closely to determine requirements for the course and weighting of each assignment.

GETTING HELP AND CONTACTING TSU ONLINE

For assistance with blackboard and other instructional technologies for coursework related activities you may contact TSU Online through any of the following options:

Email: tsuonline@tsu.edu

Phone: (713) 313-7242

In Person: Mack H. Hannah Hall 320

General Office Hours: Monday – Friday (8am – 5pm)

THE GRADUATE SCHOOL

GOALS AND OBJECTIVES

The Graduate School's major goal is to provide an environment that supports the enhancement of research, teaching, and other scholarly pursuits for students seeking advanced degrees in specialized academic disciplines. Through graduate study, high-level scholarship, diligence, and excellence are encouraged and emphasized by the involvement of students in courses, seminars, independent study and research. Graduate degree programs are structured to enable students to obtain education and training in specialized academic subjects. Through these experiences graduates are prepared and can provide leadership and expertise to meet the needs and demands of an ever-evolving, diverse society.

Within the context of these goals, the graduate program of the University seeks to provide an environment wherein the pursuit and appreciation of learning is nourished and enhanced to the maximum extent.

The major objectives of the Graduate School are:

- Provide advanced programs of study in specialized academic disciplines.
- Provide students with knowledge of the concepts and techniques for scholarly research.
- Teach students to anticipate consequences and evaluate the validity of assumptions.
- Prepare students to synthesize the essence of knowledge drawn from several related courses in an academic discipline.
- Train students in the techniques of problem solving through the use of systematic analysis.
- Prepare students to become creative contributors to the advancement of knowledge and to the wellbeing of society.

The objectives of the Graduate School are undergirded by a commitment to intellectual honesty, thoroughness, and accuracy. These virtues are emphasized by the University and apply to faculty and student involvement in courses, seminars, independent study, and research. Graduate degree programs are structured to enable students to obtain specialized as well as interdisciplinary training in the various academic disciplines.

Through legislative mandate, the University and the Graduate School are committed to the development of programs and services that enable students and faculty to study the complex urban milieu and to render service to the urban community. Therefore, an overall goal of the Graduate School is to develop highly trained graduates for service in the public and private sectors with a knowledge of and interest in providing leadership and expertise in the solution of urban problems.

The policies governing admissions and the requirements for qualifying for professional certificates and degrees have been formulated to attract students who have the potential for achieving maximum benefits through an involvement in a graduate program. The ultimate aim is to develop an intellectually oriented individual who appreciates his/her culture and is capable of achieving social, political and economic security as the result of being involved in a graduate program offered by Texas Southern University.

ORGANIZATION

The Graduate School is organized as an integral unit of the University under the Office of Academic Affairs. The faculty members of the Graduate School are drawn from other component academic units at the University and are responsible for instruction, research, and student academic advising. All graduate programs are administered by the Dean of the Graduate School on the basis of policies and regulations established by the Graduate Council.

The Graduate Council is a standing committee of the University and includes faculty, students and administrative representatives from academic units of the University that have graduate programs. Each unit, including the library and Registrar's Office, has one representative on the Council. Two students are included in the Council membership. Department heads and deans are ex-officio. The Dean of the Graduate School is the Chair of the Council.

Each academic department has faculty members who serve as academic advisers to graduate students. In some departments a graduate coordinator has been named. All graduate advisers function under the policies and regulations approved by the Graduate

Council. Department chairpersons recommend faculty for graduate status and students for assistantships and scholarships. Each department reviews applications for admission to its degree programs and recommends students for admission to the Graduate School. The Dean of the Graduate School takes final action on applications for admission.

FACULTY

The faculty of the Graduate School consists of persons who have been approved for graduate faculty status and includes three categories: regular, associate, and special faculty. Regular faculty members are approved for five-year periods, whereas associate faculty members are approved every three years, and, special faculty must be approved each year. Most graduate faculty members have had more than five years of college level teaching experience and have published scholarly books and papers in leading journals. Some are engaged in research projects supported by federal, state, or private grants.

STUDENTS

The student population is ethnically diverse and includes persons from most states across the country. A relatively large corps of international students also matriculates in the Graduate School.

RESEARCH

The graduate faculty is involved in myriad research projects funded by federal, state, and private grants. Significant research centers on urban and instructional issues. These research activities have resulted in publications in various scholarly journals and books. Effective Fall 2016 Dissertations and Theses are submitted to ProQuest electronically and are available online.

DEGREES

The Graduate School offers degrees at the master's and doctoral levels. Master's degree offerings are as follows: Master of Arts, Master of Business Administration, Master of Urban Planning and Environmental Policy, Master of Education, Master of Public Administration, and Master of Science. Doctoral degrees offered through the Graduate School consist of the Doctor of Education with concentrations in Curriculum and Instruction, Counselor Education, and Educational Administration, and the Doctor of Philosophy degree in Administration of Justice, Environmental Toxicology, Pharmaceutical Sciences, and Urban Planning and Environmental Policy.

PROGRAMS OF STUDY

Graduate students can select degree programs housed in the University's Colleges and Schools.

In the College of Liberal Arts and Behavioral Sciences, master's degrees are offered in English, history, human services and consumer sciences, psychology, and sociology.

In the School of Communications, a master's degree is offered in speech communication, journalism, and radio television film (RTF).

In the College of Education, master's degrees are offered in educational administration, curriculum and instruction, counseling, and in Health, Kinesiology & Sport Studies as well as doctoral degrees in curriculum and instruction, counselor education, and educational administration.

In the Jesse H. Jones School of Business, master's degrees are offered in management information systems and business administration.

In the College of Science, Engineering and Technology, master's degrees are offered in biology, chemistry, computer science, environmental toxicology, and transportation, and the Ph.D. is offered in environmental toxicology.

In the College of Pharmacy and Health Sciences, master's degrees are offered in health care administration, pharmaceutical sciences and the Ph.D. is offered in pharmaceutical sciences.

In the Barbara Jordan/Mickey Leland School of Public Affairs, master's degrees are offered in public administration,

administration of justice, and urban planning and environmental policy and the Ph.D. is offered in administration of justice and in urban planning and environmental policy.

The master's degree may be earned by either one or two plans: Plan A, with the thesis, or Plan B, without the thesis. In some departments the preparation of an approved thesis is mandatory. The student should consult the department of his or her major, and the student should indicate which plan he or she will follow at the time of matriculation. (See respective department programs for the details of Plan A and Plan B.)

The completion of an approved dissertation is required for the Doctor of Education degree and the Doctor of Philosophy degree.

Each student should complete a degree plan during the first semester of enrollment through consultation with the chairperson of the department.

GENERAL REGULATIONS

Each graduate student should understand and adhere to the regulations of the Graduate School, the calendar of events, and the requirements for degrees. It is the responsibility of the graduate student to comply with the regulations and requirements of the Graduate School as stated in the graduate bulletin and in other official documents.

ADMISSION REQUIREMENTS

Admissions Program Administration

Applications for admission to all graduate degree programs of the University are processed through the Graduate School. The Graduate Admissions Committee within the department reviews all applications, and the decisions of the Committee are referred to the Dean of the Graduate School.

Persons interested in applying for admission to the Graduate School can apply online at:

<https://app.applyyourself.com/?id=tsu>

Application materials not submitted online need to be forwarded to:

The Graduate School, Texas Southern University, TSU Box #1254, 3100 Cleburne Avenue, Houston, Texas 77004

Please visit the following link to access Graduate Admission FAQs (Frequently Asked Questions):

<http://www.tsu.edu/faqs/graduate-admission.php>

Procedures and Regulations

All applicants must request the registrars of institutions previously attended to forward two official transcripts to the Graduate School of Texas Southern University. These transcripts must be received from each institution in which the applicant has previously enrolled before action will be taken on the application.

For foreign students, student a TOEFL score of at least 550 on the paper based test or 213 on the computer based test or 79 on the Internet based test is required. An official IELTS score can be submitted in lieu of TOEFL in which case a minimum overall band score of 6.0 is required. Alternately, an equivalent score from an approved English as a Second Language (ESL) program can be submitted for consideration.

The applicant's official credentials, including completed application form and transcripts of previous work, must be on file in the Office of the Graduate School at least four weeks before the date of registration.

Types of Admission: An applicant who is **unconditionally admitted** to the Graduate School is immediately eligible to pursue a program of study leading to the master's degree, the doctorate, or the professional certificate. Each applicant should choose a field of specialization and work out a degree plan in consultation with his/her adviser.

Applicants may also be **admitted on a conditional basis**; these conditions will be outlined in the applicant's respective admissions letter. It is the responsibility of the applicant to notify the Graduate School when he or she has fulfilled the conditions stated in the admissions letter.

Graduate School Policy regarding GRE (Graduate Record Exam) Requirements

Please note that the Graduate School policy regarding GRE requirements is a general policy across all degree programs under the jurisdiction of the Graduate School at Texas Southern University. Individual Programs and/or Departments and/or Colleges/Schools may have requirements that exceed the minimal requirements detailed by this policy, and, if so, the policy as mandated by the Program, Department and/or College/School will be applicable.

Doctoral Programs:

For all Doctoral Programs (Ph.D. and EDD) applicants **MUST** submit a valid and acceptable GRE score. Applications for Doctoral Programs will **NOT** be processed without an official GRE score on file with the Graduate School at Texas Southern University. Doctoral program applicants are **NOT** eligible for conditional admission appertaining to later submission of a valid and acceptable GRE score.

Masters Programs: For Masters Programs the Program, Department and/or the College/School will specify the GRE requirement,

or in the case of the School of Business, the GMAT requirement. If a Masters Program requires the GRE, applicants MUST submit a valid and acceptable GRE score. Applications for Masters Programs requiring the GRE will NOT be processed without an official GRE score on file with the Graduate School at Texas Southern University. The same applies to any Business Graduate programs requiring the GMAT. Masters program applicants for programs requiring the GRE are NOT eligible for conditional admission appertaining to later submission of a valid and acceptable GRE score. The same applies to any Business Graduate programs requiring the GMAT.

Seniors in Graduate Courses

A senior at Texas Southern University who demonstrates superior scholastic ability and needs fewer than 12 semester hours to complete the bachelor's degree may be permitted to take graduate courses. The head of the major department, the Dean of the undergraduate college, and the Dean of the Graduate School must approve requests from seniors for permission to take graduate courses. Permission to take graduate courses during the senior year does not constitute admission to the Graduate School. Moreover, such credits may not be applied toward fulfillment of the residence requirement for the master's degree. No more than six (6) semester hours of graduate course work may be taken by seniors.

Readmission

A student who discontinues matriculation in the Graduate School for one academic year must apply for readmission. The evaluation of applications for readmission will be based on University and specific program admission requirements in existence at the time of the re-admission application.

ADMISSION AND ENROLLMENT

Unconditional Admission

For unconditional admission to the Graduate School as a Degree Applicant, the applicant must meet all of the following conditions:

1. Graduation with the bachelor's degree, or its equivalent, from an accredited college or university. An example of the "equivalent," as indicated above may be an international student who has graduated from a college or university that issues a diploma or certificate instead of a degree.
2. A satisfactory undergraduate sequence of courses for the proposed degree.
3. A grade point average (GPA) in all undergraduate work of 2.50 or better or a grade point average (GPA) of 3.0 on the last 60 semester hours of undergraduate course work (GPA on a 4 point scale).
4. Subject to program requirement - a score on the aptitude section of the Graduate Record Examination (GRE), or GMAT, which will be used in conjunction with other admission factors.
5. If the applicant is an international student a TOEFL score of at least 550 on the paper based test or 213 on the computer based test or 79 on the Internet based test is required. An official IELTS score can be submitted in lieu of TOEFL in which case a minimum overall band score of 6.0 is required.
6. Evidence of meeting English Proficiency requirement as required by the Graduate School and/or detailed by program of study.

Conditional Admission

Conditional admission to graduate degree programs may be permitted for those applicants who do not satisfy all of the requirements for unconditional admission. Please note that for programs requiring a GRE or GMAT score there is no consideration for conditional admission unless a valid official copy of the score has been received. Final disposition of cases involving students who have been admitted on condition rests with the appropriate department and the Dean of the Graduate School.

Non-Degree Admission

Individuals with baccalaureate degrees who wish either to improve their credentials before application to a graduate degree program or to enhance their career prospects through additional training may apply for admission to the Graduate School as non-degree seeking students. Students must apply to a particular program as a non-degree seeking student. Not all programs have the capacity to accept non-degree students, and some courses will not be available to non-degree students. To apply as a non-degree student, an applicant must

- Submit an application with the required fee.
- Have a copy of the official transcripts for all previous undergraduate and graduate work sent directly to the Graduate School office (Students with degrees from non-U.S. institutions must submit an evaluation of a verified copy of their transcript showing all courses taken and their equivalents)
- Be approved for admission as a non-degree student by the program to which they apply.

In order to gain admission to a degree program, non-degree students must reapply for regular admission. No more than 12 hours of graduate credit earned as a non-degree student may be applied towards a graduate degree.

Responsibility for Admission

The appropriate department will make the recommendation for admission. Recommendations for admissions are submitted to the Dean of the Graduate School for final action.

All graduate students engaged in independent study or in research related to the preparation of a thesis or dissertation must be enrolled at Texas Southern University for a minimum of three (3) semester hours during each semester or summer session in which the study or research occurs.

With the exception of students who must remove incomplete grades, all graduate students must be enrolled at Texas Southern University during the semester wherein degree program requirements are expected to be completed. The requirements include but are not limited to the English Proficiency Requirement, the Comprehensive Examination in the major and/or minor areas, the Foreign Language Examination, the Thesis or Dissertation Examination, and the Final Doctoral Examination.

Advising

Academic advising is an integral and necessary part of the higher education process. Faculty advisors in the academic departments have the responsibility of advising those students who have met all admission requirements and are enrolled in the department's degree programs based on:

- (1) the most current information available to them about departmental, college, and university requirements and
- (2) students' interests, needs, and abilities.

All graduate students are assigned advisors by their department.

Specific responsibilities of advisors include

- Helping students to define and develop realistic goals.
- Matching students to available resources.
- Assisting students in planning programs of study consistent with their abilities.
- Helping students monitor their progress toward graduation.

Although academic advisors will assist students in every way possible, students are expected to accept full responsibility for their academic programs of study, including the satisfactory completion of all requirements.

Registration Policies and Procedures

All students must register by the beginning of each semester or term. Each student is assigned a faculty advisor, who assists in planning a program of study. Complete registration instructions are contained in the schedule of classes each semester or term. Students are registered for and entitled to attend classes only when they have completed the prescribed procedures, including the

payment of fees, which is a part of registration. **A student is not registered with the University and therefore not entitled to University privileges until fees are paid. All unpaid course selections will be purged from the database of student records after the twentieth (20th) class day during a regular semester and after the fourth (4th) class day during a summer term.**

Students planning to return to the campus after an absence of one year or after earning credits at another institution are required to apply for re-admission and have transcripts mailed from the schools attended.

Registration and Payment of Fees

Official registration days for each semester and each term of the summer session are indicated in the University Calendar. Students are required to provide their transcripts for use by counselors in preparing their schedules each semester.

Registration is not complete until tuition and fees are paid. Students with unpaid fees are not entitled to University privileges. Students are required to have sufficient funds to cover all required tuition, fees, and deposits.

Auditing

With the consent of both the chair of the administering department and the course instructor, a student may audit a course. Auditors shall be registered, shall receive no credit for audited courses, and shall pay the same fees as a student enrolled for credit.

Credit by Examination

Credit by examination is not allowed for graduate programs.

Concurrent Enrollment

A student concurrently enrolled at Texas Southern University and another college or university may receive total credit for no more than the maximum allowable Texas Southern University load for any given semester or term. In each semester of concurrent enrollment, the student must verify with his or her advisor that the other institution's courses qualify for transfer, notify the Office of Financial Aid at both Texas Southern University and the other institution, and submit the signed agreement form to the Registrar's Office.

Official Enrollment in Class

A student may not attend a class after the first week of classes unless he or she is properly registered for that course and section. Failure to follow proper registration procedures may jeopardize that student's good standing at the University and result in loss of funds and credit. Instructors' class rolls are prepared from the official enrollment records of the Registrar. A student whose name does not appear on the class rolls should contact the Registrar's Office to verify his or her proper registration.

Discontinued Classes

The University reserves the right, when necessary, to discontinue classes or to alter otherwise the schedule. If a class is discontinued, students will be notified at the first scheduled class meeting, whenever possible, so that they may register for alternate courses. Students who are enrolled in a discontinued class must officially drop the course; students who wish to enroll in another section or another course must immediately and officially carry out the drop and add process.

ACADEMIC REGULATIONS

Student Course Load

To be considered full-time, a student must register for at least nine (9) semester hours of graduate work per semester; the maximum load is fifteen (15) semester hours of graduate. Any deviation from this regulation requires the approval of the Dean of the Graduate School. The maximum student course load during a six-week summer term is six (6) semester hours. Those students who hold graduate assistantships, are employed either full or part-time, or have extended responsibilities in the home or community may be restricted to a course load of no more than nine semester hours per semester.

Full-Time Student Status When Working On Thesis/Dissertation

In general, Graduate students enrolled in nine or more credit hours per semester are considered full time; **however, the following exceptions apply:**

Masters Degree Program:

After completing all required course work and qualifying exams, a master's student may be considered full-time while enrolled in a 3 credit hour thesis course. This full time status can be maintained for two semesters of uninterrupted enrollment without skipping a regular semester (Fall or Spring).

Doctoral Degree Program:

After entering candidacy status, a doctoral student may be considered full-time while enrolled in a 3 credit hour dissertation course. Doctoral candidates may maintain full-time status via this enrollment option provided that (i) enrollment is uninterrupted without skipping regular semesters (Fall or Spring); and (ii) until completion of the total number of dissertation credit hours designated by their program and included on their degree plan.

International Graduate Students:

In addition to the above requirements, International students must have completed all course work (masters or doctoral) and must have a signed and dated letter of approval/support from their academic advisor for each semester of such enrollment. A copy of the letter must be forwarded to the International Programs Office and the Graduate School.

Please note that this enrollment option cannot be used to extend the time to degree completion as stipulated for the graduate degree program.

Repeated Courses

When a course is repeated, the semester hours attempted and the grade and quality points earned in the course when last taken shall be counted toward satisfying graduation and/or certification requirements unless the course is designated in the bulletin as one that may be taken more than once for credit. When a course is repeated, the semester hours attempted and the grade and quality points earned in the course when it was taken prior to the last time shall be disregarded for graduation or certification requirements.

Substitution of Courses

Reasonable and logical substitutions (within a department and within an area) may be made when authorized by the advisor and the head of the major department and approved by the Dean of the Graduate School. The Dean shall transmit approved substitutions to the Registrar. All petitions for substitutions must be submitted through appropriate officials not later than two weeks before the candidate's date of intended graduation.

Waiving of Courses

No graduate course requirements will be waived.

Class Attendance Regulations

All students are required to be present for all class meetings of any course in which they are enrolled. Students are responsible for learning about, becoming knowledgeable of, and complying with the attendance policy stated in the catalog and/or faculty syllabus. Faculty members will provide details on the rules for attendance in their classes in their course syllabi. Faculty members will keep students' attendance records.

Record keeping

A record of excused and unexcused absences will be maintained by faculty members. When requested by the student, teachers must inform the student who has been absent whether or not make-up work is allowed and whether or not absences jeopardize the student's standing in a class.

Nonattendance

Students who register for courses for a particular semester must attend their classes starting on the first day of class. Students who have not attended classes up to the 12th day of classes will be reported to the Registrar's office for nonattendance. A student who is reported for nonattendance will be dropped from those classes which he or she has not attended. Students who have supporting documentation offering explanation for their absence(s) must present their documentation to the instructor who reported them for nonattendance. The instructor may evaluate their supporting documentation and hear their case. If the request for consideration is denied, the student will have to reregister for the course as early as the next semester the class is available. If the instructor approves the student for reinstatement, the instructor shall submit a written request for the student's reinstatement to the Dean of the Graduate School. If the Dean approves the request for reinstatement, he or she will submit a written request to the Registrar's Office for the student's reinstatement.

Change of Program

A student in a graduate department of the University who can satisfy admission requirements of another graduate department may transfer to it with the approval of the department chairs concerned.

Changes in Class Schedule (Adds, Drops, and Withdrawals)

A student may make changes in class schedules with the approval of his faculty advisor and of the department in which the course is offered. **A service fee is charged for each change in program.**

Course changes must be made in person under the following conditions:

Adding courses. In adding courses, the student must obtain the approval of his or her faculty advisor and the department in which the course is offered.

Dropping courses. A student may, for good cause, drop a course with the approval of his or her faculty advisor and the department in which the course is offered under the following provisions:

During the first twelve days of any semester or the first four days of a summer term, a student may drop a course without having a grade recorded for the course.

After the twelfth or fourth class day, a student may drop a course without penalty prior to the published deadline. A grade of W will be recorded. State legislation enforces a limit of **six (6) recorded drops**, excluding withdrawals, over the college career of a student who enrolls in a Texas public institution of higher education as a first-time freshman beginning fall 2007 or later. Documentation of good cause must accompany any request for exception.

After the published deadline, a student will be permitted to drop a course only upon approval of the student's Dean and only for urgent and substantiated nonacademic reasons acceptable to the Dean.

Withdrawal

To insure his or her possible future standing with the University, a student has the right to withdraw officially. A student wishing to withdraw from the University for the remainder of a session should apply to the Dean of his or her school or college for permission. Having secured the Dean's permission, the student may receive honorable dismissal through the Registrar's Office after he or she has returned all library books, surrendered his or her activity books, and cleared himself or herself with all offices at the University. A student failing to do these things will not be eligible for restitution of any fees.

Reinstatement

Students who are administratively withdrawn from their classes because of non-payment of tuition and fees may petition for reinstatement if and only if extraordinary circumstances prevail. Students may obtain the prescribed form in the Registrar's Office and must return the petition with evidence of suitable payment options. The Registrar's Office reviews all such petitions on a case-by-case basis. All approved petitions are subject to a late payment fee and a reinstatement fee.

ACADEMIC STANDARDS FOR ALL GRADUATE STUDENTS

Scholastic Dishonesty

Students must maintain a high standard of honesty in their academic work. They should avoid all forms of academic dishonesty, especially the following:

Plagiarism. The appropriation of passages, either word for word (or in substance) from the writing of another and the incorporation of these as one's own written work offered for credit.

Collusion. Working with another person in the preparation of notes, themes, reports, or other written work offered for credit unless such collaboration is specially approved in advance by the instructor.

Cheating on an examination or quiz. Giving or receiving, offering or soliciting information, or using prepared material in an examination or testing situation. On examinations and quizzes, students are expected (a) to remain in the examination room until the examination is finished, (b) to refrain from talking, and (c) to refrain from bringing notes, books, devices, etc. into the examination room unless otherwise instructed.

Impersonation. Allowing another person to attend classes, take examinations or to do graded assignments for an enrolled student under his or her name is strictly forbidden.

A violator of any of the above offenses will incur severe disciplinary action ranging from suspension to expulsion from the University. Specific guidelines will be administered by each Dean.

Standard of Work

No more than six (6) semester hours of "C" work will be accepted toward the completion of the minimum semester hours of required courses in the master's or doctoral curriculum wherein a student's program of study has been approved. A grade of "C-" or lower is not acceptable toward the fulfillment of degree requirements in the Graduate School.

Regardless of the admission status, each student enrolled in Graduate School is expected to maintain at least a 3.00 (B) grade point average in all graduate work. If at the end of any semester or summer session the student's cumulative grade point average for all graduate work taken in residence, with the exception of grades earned in the thesis/dissertation writing course, is less than 3.00 (B), the student will be placed on probation.

The student on probation who achieves a grade point average of 3.0 or better during the next semester or summer session of enrollment but fails to achieve an overall grade point average of 3.00 (B) will remain on probation.

If a student on probation fails to raise his/her overall grade point average to 3.00 (B) or better, exclusive of incomplete grades for two consecutive semesters or summer sessions of enrollment in courses other than a thesis/dissertation writing course, he/ she will be placed on academic suspension through the next semester (in this case, excluding summer terms). A student who fails to achieve a 3.00 overall GPA in the next semester of enrollment following academic suspension will be disqualified as a degree-seeking student and will be dropped from the Graduate School. A student may appeal for a one semester extension after suspension or dismissal. The student's program coordinator will decide whether or not to support the extension and forward it to the Graduate School. The decision of the Graduate School will be final. Some programs have additional requirements and procedures for ensuring satisfactory progress. Please consult your academic advisor and the relevant section of the catalog.

Subsequent to dismissal from the Graduate School, the student may be readmitted for further graduate study in either the same or a different department as a special student if a petition is approved by the department wherein the student proposes to undertake further study and, by the Dean of the Graduate School. A student who has been dismissed because of unsatisfactory scholarship may not be readmitted for further graduate study in the academic period.

Course Numbers

Courses numbered 500 and above are graduate courses and, with rare exceptions, restricted to graduate students. Undergraduate courses, marked at the right of the course number by an asterisk, may be taken for graduate credit. At least 75% of the course work for the degree must be 500 level or above. No credit below the 500 level is acceptable for doctoral degrees.

In order to receive graduate credit for courses open to both undergraduate and graduate students, the graduate student must perform work of graduate quality and may be required to perform work in addition to that required for the undergraduate student.

The semester-hour requirement for specific degrees and for the professional certificate, where offered, is given in the departmental section of this bulletin.

Grading

The following grades and quality points apply:

Grade	Meaning	Grade Points Per Credit Hour
A	Excellent	4.00
A-	Intermediate Grade	3.67
B+	Intermediate Grade	3.33
B	Good	3.00
B-	Intermediate Grade	2.67
C+	Intermediate Grade	2.33
C	Satisfactory	2.00
C-	Intermediate Grade	1.67
D+	Intermediate Grade	1.33
D	Marginal	1.00
D-	Intermediate Grade	0.67
F	Failure	0
I	Incomplete	0
P	Passing	0
R	In Progress	0
S	Satisfactory	0
U	Unsatisfactory	0
W	Withdrawal	0

The grade “R”, meaning “In Progress”, is given only when the work in a course extends beyond the semester term. It implies satisfactory performance. The grade “R” will not alter the quality point average of the student inasmuch as hours attempted, hours earned, and quality points earned will not be entered in cumulative totals.

Dissertation or Thesis research courses receive grades of satisfactory or unsatisfactory only (S or U). Grades are assigned only after the defense of the dissertation or thesis. A successful defense and submission of the dissertation or thesis requires the supervising member of faculty to assign a satisfactory grade for the appropriate research courses.

An S grade will not factor into GPA computation.

The grade “W” is given for a course officially dropped by the student after the twelfth class day of a regular semester or the fourth day of a summer term and before mid-semester or midterm.

Incompletes

The grade of “I” is given only when a student’s work is satisfactory in quality, but because of reasons beyond his or her control, the work has not been completed. The missing work may be a major quiz, a final examination, a term paper, or other work. It is not given in lieu of an “F.” The instructor will stipulate, in writing, at the time the grade is given the conditions under which the “I” may be removed. This temporary grade of “I” is non-punitive, and semester hours for the course are not considered in the computation of the quality-point average. Removal must be within one calendar year after the “I” is assigned, or the “I” grade shall become an “F.” The grade “I” is not assigned if the student must retake the course. In the event a student who earns a grade of “I” decides to retake the course, the student is required to pay for that course a second time.

ACADEMIC GRIEVANCES

Purpose

The following procedures are designed to provide a means for graduate students to petition for review of final course grades alleged to be incorrect. Before filing a formal appeal, students are urged to resolve grievances informally with the instructor of the course. Students filing a written appeal shall be expected to abide by the final decision of the committee to which it is submitted, as provided for in these procedures. This decision precludes any further review under any other procedure within the University.

Conditions

A student may seek a review of a final grade if he or she feels that one of the following conditions applies: A grade was assigned on some basis other than performance in the course, or the standards applied to a grade were not the same as those applied to the standards of other students in the course, or the assigned grade represents a substantial and unannounced departure from the instructor's previously stated standards.

Procedures

A student who feels that his or her grade is incorrect should follow one or all of the following:

Confer promptly with the instructor of the course.

If the instructor is unavailable and cannot be reached by the student after a reasonable effort, then the student shall consult with the chair of the department offering the course.

If the student and instructor or department chair are unable to arrive at a mutually agreeable solution, the student may file an appeal within twenty (20) days after the first day of class of the next semester (not including summers) with a standing committee of three (3) tenured faculty members of the department offering the course.

If the instructor of the course is a member of the committee, he or she shall be replaced by a tenured faculty member selected by the chair of the department.

File an appeal by submitting to the departmental committee a detailed statement regarding the alleged improper grade as well as any relevant evidence. The appeal shall be dismissed if the student has submitted the same or substantially the same complaint to any other grade review procedure, the appeal is not timely, or the student has not conferred with the instructor or department chair before filing the appeal.

Allow the departmental committee to take action. If the appeal is not dismissed, the committee shall submit a copy of the student's written appeal to the instructor with a request for a prompt written reply.

Work toward a mutually agreeable solution in concert with the committee and the instructor. If a mutually agreeable solution is not achieved, the committee shall advise both the student and the instructor that the matter has been sent to the Dean of the academic unit offering the course. The Dean of the academic unit shall convene a committee of three (3) tenured faculty members from departments outside of the department offering the course. This committee shall hold an informal, non-adversarial fact-finding meeting concerning the dispute. Both the student and the instructor shall be entitled to be present throughout this meeting and to present any evidence deemed relevant, except the student shall not be present during the discussion of any other student. Neither the student nor the instructor shall be accompanied by counsel, an advocate, or a representative. The meeting shall be closed to the public. After the fact-finding meeting, if the majority of the committee finds that the evidence supports the student's complaint, the committee shall take any action thought to rectify the situation, including, but not limited to:

- directing the instructor to re-grade the student's work,
- directing the instructor to administer a new final examination or paper in the course,
- directing the cancellation of the student's registration in the course, or
- if no reasonable alternative is available, directing the instructor to award a grade of "pass" in the course.

The committee is not authorized to award a letter grade, or to reprimand, or otherwise take disciplinary action against the instructor. The decision of the committee is final and shall be promptly reported in writing to the parties involved. The Dean of the academic unit has the responsibility for implementing the decision of the committee.

In the event that the Department does not and/or is not able to convene a committee to review the grade appeal the student may appeal directly to the Dean of the Graduate School. If necessary, the Dean of the Graduate School will appoint a committee of three graduate faculty members to review the grade appeal. Once appointed the committee will review the grade appeal as outlined above and the decision of the committee is final and shall be promptly reported in writing to the parties involved. The Dean of the academic unit has the responsibility for implementing the decision of the committee.

For other grievances concerning procedures and processes directly concerning graduate students, the procedure is the same with the exception that if the departmental committee fails to achieve a mutually satisfactory solution, the committee or the student may appeal directly to the Dean of the Graduate School. The Dean of the Graduate School will attempt to resolve the issue through consultation. If the consultation fails to produce a mutually satisfactory outcome, the Dean will appoint a committee made up of regular graduate faculty from outside the department in question to conduct an inquiry. The committee will hear from all parties concerned. Its decision will be final.

GRADUATION REQUIREMENTS

REQUIREMENTS FOR GRADUATION

Students must complete all requirements for the respective degree as outlined by the academic department and the Graduate School before graduation. An application for graduation must be submitted before the University deadline. Students should consult the University calendar for the deadline dates for each semester.

Advisors and Degree Plan

At the time of matriculation, the student will be assigned to a program advisor, who will have general supervision of the student's graduate work. The advisor will assist the student in filling out the Degree Plan, an approved copy of which must be filed in the Graduate Office by the end of the student's first semester of matriculation at Texas Southern University. When a student enrolls for courses, his or her program must have the written approval of the advisor. The chairman of the department serves as the general advisor for students in the department and should be consulted prior to the submission of the degree plan to the Graduate School.

Students who take courses without the approval of their advisors do so at their own risk and may not be permitted to include them in their degree or professional certificate plans.

Residency Requirement

A residence of at least one academic year or its equivalent is required.

Admission to Degree Candidacy

Admission to study in the Graduate School does not imply acceptance as a candidate for a degree. To become a candidate for the graduate degree or for a professional certificate, the student must have satisfactorily completed all admission requirements and have an approved degree plan. He or she must also have satisfied the English Proficiency requirement; demonstrated proficiency in a foreign language, if required; passed the qualifying examination, if required; competed at least twelve (12) semester hours of graduate work, and be recommended to candidacy by the advisor and head of the department.

Transfer of Credit

A student wishing to secure credit toward a master's degree or professional certificate at Texas Southern University for courses taken at another institution must make application to the Dean of the Graduate School. Approved courses are entered on the student's record in the Registrar's Office. Credits transferred from approved extension schools and/or from another institution may not exceed six semester hours and must be graduate credits and have a grade of "B" (3.00) or better. Approved courses must not exceed the six-(6) year time limit when the student applies for graduation.

Transfer work from other institutions will not be used in computing the quality point average for graduation or certification.

No course counted toward another degree may be counted toward a master's degree, either directly or by substitution.

Work done for the master's degree may be included in the work for the doctoral degree, provided it is acceptable to the Department, the supervising committee, and the Graduate School and providing it has not already been used towards another doctoral degree. Up to 24 hours of work towards a master's degree can be used to satisfy requirements towards a doctoral degree. Programs will submit a degree plan for each doctoral student indicating which specific courses on the student's transcript will replace which specific courses in the program's curriculum. Generally, master's thesis courses, internship courses, and practicum courses may not be counted as fulfilling doctoral requirements.

Workshop Credit

No more than six semester hours of approved graduate workshop credit may count toward the semester hours required for a degree or professional certificate.

EXAMINATIONS FOR MASTER'S DEGREE STUDENTS

The English Proficiency Examination

Each student who is admitted to a graduate degree or certificate program must satisfy the English proficiency requirement of the Graduate School as determined by the student's department.

The Comprehensive Examination

For degree or certificate programs requiring comprehensive examinations each degree or certificate applicant is required to pass the requisite comprehensive examination, either oral or written (or both). Programs may specifically limit the number of attempts that a student can make to pass the comprehensive examination. If the program does not specify a limit graduate students will be allowed a maximum of three attempts to pass any requisite comprehensive exam.

The Foreign Language Examination

The passing of a reading examination in one foreign language is required of degree applicants in those departments requiring a language. English is considered as a foreign language for foreign students who have received their precollege and college education in a non-English language.

TIME LIMIT FOR THE MASTER'S DEGREE

Credits earned more than six years prior to the date of completion of master's degree requirements at Texas Southern University cannot be accepted toward the satisfaction of master's degree requirements. All courses which are submitted to satisfy the semester-hour requirement for the master's degree or the professional certificate in a program requiring thirty (30) to thirty-six (36) credit hours.

Thirty-six (36) semester hours must have been taken within a six-year period from the date of initial admission to the Graduate School. All programs in excess of 36 semester hours must have been taken within a seven-year period from the date of initial admission to the Graduate School. This requirement applies to residence, extension, and transfer work, including work in the major and minor areas. Courses that fall beyond the time limit must be repeated.

ONLINE SUBMISSION OF ELECTRONIC COPY OF THESIS/DISSERTATION

Graduate students submitting a thesis or dissertation in fulfillment of their degree requirements must submit electronic copies of their thesis/dissertation via the Texas Southern University Graduate School electronic submission portal. Electronic submission of thesis or dissertation via the designated ETD (Electronic Thesis Dissertation) portal is a mandatory requirement for graduation. Students will not be cleared for graduation pending submission of acceptable electronic copies of their thesis or dissertation draft(s) and final copy as required by the Graduate School.

EXAMINATIONS FOR DOCTORAL DEGREE STUDENTS

Comprehensive Examination

Toward the end of the course work for the program, the candidate takes a comprehensive examination. The test must be judged a “pass” by the examination committee in order that the candidate may be recommended to candidacy for the degree.

Each part of the examination will be graded by at least two readers. Both readers must agree on at least a “pass” rating for a “pass” evaluation. For an “honors” rating, both readers must agree on an “honors” score. If one reader gives a “fail” rating and the other gives a “pass” rating, then a third reader will be appointed. The student must take all sections of the examination when taken for the first time. During each subsequent examination, if needed, a student must take a test in all sections of the examination he/she failed to pass in the preceding attempt.

A doctoral student who fails the comprehensive examination the second time may petition for a third examination, and the petition must show a plan of action wherein the petitioner will endeavor to improve his/her chances for satisfactorily completing the examination failed. The chairperson of the student’s doctoral committee, the department head, the Dean of the relevant college or school, and the Dean of the Graduate School must approve the petition. A student who fails to pass the doctoral comprehensive examination or any part of it after the third attempt will be automatically discontinued as a student in the relevant doctoral program.

Dissertation Examination

The Dean of the Graduate School will appoint the student’s dissertation committee upon the recommendation of the department and will include an external graduate representative. There will be at least three members on the final oral examination committee. Certification of successful completion of the final oral examination of the dissertation requires the signature of all members of the dissertation committee. The examination is conducted by the department, and if it is failed, the candidate must petition the Dean of the Graduate School through his/her department for permission to take the examination a second time. A second examination will not be permitted within a period of one semester after a failure on the first attempt is recorded. All changes in the dissertation suggested by the committee after the oral examination must be made before the dissertation can receive the final approval of the Graduate School. This paper must accompany the dissertation when it is presented to the members of the committee. In addition, an abstract not exceeding 350 words must be prepared for submission to the relevant cataloging organization.

TRANSFER OF CREDIT

The following regulation governs acceptance of transfer credits:

To transfer doctoral credits from another university to Texas Southern University, an official transcript must be submitted to the Texas Southern University Graduate School office by the graduate dean, registrar or department head at the institution from which the credits are being transferred together with a statement, indicating that the credits were earned in a doctoral program of study at that institution. No more than 15 semester hours of “B” (3.0) grade or better may be transferred.

TIME LIMIT FOR THE DOCTOR OF EDUCATION DEGREE

After being admitted to a program leading to the Doctor of Education degree, a student will be allowed seven calendar years wherein to complete all of the requirements for the degree, including transferred credit and prior credit at Texas Southern University.

Continuation in the doctoral degree program beyond the seven-year limit must be approved by the student’s doctoral degree advisory committee and the Dean of the Graduate School. The maximum time allowed to complete the doctoral program, including an approved extension, is **eight calendar years**. This time limit does not include work performed as part of the requirements for a master’s degree. Credits earned more than seven years prior to the date of completion of doctoral degree requirements at Texas Southern University cannot count toward the satisfaction of doctoral degree requirements.

TIME LIMIT FOR THE DOCTOR OF PHILOSOPHY DEGREE

After being admitted to a program leading to the Doctor of Philosophy degree, a student will be allowed seven calendar years to complete all of the requirements for the degree, this time limit includes transferred credit and prior credit earned at Texas Southern University.

A student's doctoral degree advisory committee and the Dean of the Graduate School must approve continuation in the doctoral degree program beyond the seven-year limit. The maximum time allowed to complete the doctoral program including an approved extension is **nine calendar years**. This time limit does not include work performed as part of the requirements for a master's degree.

ONLINE SUBMISSION OF ELECTRONIC COPY OF THESIS/DISSERTATION

Graduate students submitting a thesis or dissertation in fulfillment of their degree requirements must submit electronic copies of their thesis/dissertation via the Texas Southern University Graduate School electronic submission portal. Electronic submission of thesis or dissertation via the designated ETD (Electronic Thesis Dissertation) portal is a mandatory requirement for graduation. Students will not be cleared for graduation pending submission of acceptable electronic copies of their thesis or dissertation draft(s) and final copy as required by the Graduate School.

APPLICATION FOR GRADUATION

Each candidate for graduation must file in the Graduate Office an Application for Graduation Form by the date specified in the academic calendar. Any student who fails to graduate after applying for graduation at a specified time must file a new application to graduate at a subsequent time.

Graduation under a Specific Bulletin

The student may elect to graduate under the bulletin in force at the time of his or her initial matriculation in the Graduate School, provided that the bulletin was not issued more than six (6) years (seven (7) years for doctoral programs) prior to the date of the student's graduation. The student is required to indicate in his/her application for graduation the bulletin under which the student proposes to graduate and must meet the requirements in that bulletin.

Commencement Convocation

All graduating students shall participate in the commencement exercises. Only students who have completed all requirements for the degree can participate in the commencement exercises.

Financial Clearance

Students who are indebted to the University will not be allowed to participate in commencement exercises. Such obligations include traffic and parking fines, library fines, housing fees, and any miscellaneous fees. Students who are uncertain concerning the status of their indebtedness should check with the Bursar's Office prior to final examinations.

If there is a dispute concerning payment of a bill, receipts should be presented to verify payment.

Graduation Fees

The graduation fee for graduate students is \$50.00

Additional processing fees including processing fees for thesis or dissertation may apply.

Graduation fees are subject to change.

Fees are due and payable at the time of one's application for graduation.

Commencement

Commencement exercises are held each year in May and in December for students who qualify for graduation from Texas Southern University. All such students are expected to participate in one of these two exercises as appropriate. Juris Doctoral and other graduate students who are within six hours of completing their degree requirements and/or completion of required examination as well as Doctor of Pharmacy students who are within two advanced pharmacy practice experiences (APPEs) and/or completion of required examinations are eligible to participate in May commencement.

Commencement is a solemn and special occasion in the lives of students, and they are expected to behave in a manner commensurate with the magnitude of the occasion. While attending commencement exercises, students and their guests are expected to maintain decorum that is reasonable and befitting of a public event of special significance. Because commencement exercises are formal events, graduates are expected to abide by the University's policy on appropriate attire that is announced in advance of the ceremonies.

GENERATION OF STUDENT TRANSCRIPTS

Students may submit a written request to the Registrar's Office for official transcripts of coursework indicating each course attempted, each grade earned, and credit hours associated with each course. Each request requires a processing fee.

Student records (transcripts) will not be released under the following circumstances:

- All student records are not on file in the University Registrar's Office.
- The requesting student has not cleared all bills (academic or financial).
- The requesting student has a record hold imposed by the Office of Financial Aid or the Office of General Counsel.
- The requesting student has any other University hold.
- The requesting student has not paid the transcript fee.

In the event that a student experiences a legal change of name, he or she should submit a completed Name Change Request Form and official documentation of the change. The Registrar's Office will record a copy of the required documentation, which may include, but is not limited to marriage license, divorce decree, court document, passport, and naturalization certificate.

RIGHT TO PRIVACY

Notification of Rights under Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day Texas Southern University receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the wishes to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the University to amend a record should write the University official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the University discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials legitimate educational interest, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A University official is a person employed by the Texas Southern University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A University official also may include a volunteer or contractor outside of Texas Southern University who performs an institutional service or function for which the University would otherwise use its own employees and who is under the direct control of the University with respect to the use and maintenance of personal identifiable information (PII) from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another University official in performing his or her tasks. A University official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities at Texas Southern University. Upon request, the University also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Texas Southern University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S W
Washington, DC 20202-4605

At its discretion, Texas Southern University may provide "directory information" to the general public without the student's written consent of the student. "Directory Information" is defined by the Family Educational Rights and Privacy Act (FERPA) and the University as follows: (1) name, (2) address, (3) telephone number, (4) date and place of birth, (5) weight and height of members of the athletic teams, (6) participation in officially recognized activities and sports, (7) dates of attendance, (8) educational institution most recently attended, and (9) other information (such as major field of study, degrees earned, and awards received).

If a student does not want "directory information," regarding him or her to be released, the student must notify the Office of the Registrar, E.O. Bell Hall, 3100 Cleburne Avenue, Houston, TX 77004, in writing or by completing the Request to Withhold Public Information form, during the first twelve (12) days of class during a regular semester (fall or spring) or the first four (4) days of class during a summer term, to ensure that information is not released by the university or published in the Student Directory. Students are responsible for requesting the release of their information once a request for withholding "directory information" has been placed on record.

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial

orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student:

- To other University officials, including teachers, within Texas Southern University whom the University has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the University, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the University has designated as "directory information" under §99.37. (§99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39.
- The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the University determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

FEES AND EXPENSES

Resident Status

Students enrolled at the University can be classified as resident, nonresident, or foreign. All students attending Texas Southern University who are nonresidents of Texas will be charged additional tuition in accordance with state law. The burden of registering under proper resident status is the responsibility of the student. Nonresidents are persons who are residing in the State of Texas fewer than twelve (12) months immediately preceding their initial registration.

A request for a change of resident status for tuition purposes should be made as soon as the student has met the requirements for residency change, but no later than the fourth (4th) class day for a summer session or the twelfth (12th) class day for a fall or spring semester. Changes made after the 4th/12th class days will apply only for future semesters. All required documents must accompany the Residency Application form, which is available in the Office of the Registrar on the second floor of Bell Hall.

The determination of resident classification for tuition purposes is governed by statutes enacted by the Texas Legislature and by rules and regulations promulgated by the Texas Higher Education Coordinating Board. These regulations may be reviewed in the Robert J. Terry University Library in the Reserved area.

Required Residency Documentation

The Texas Higher Education Coordinating Board requires that Texas Southern University document each student's residency. In order to apply for Texas residency status for tuition purposes, one must be either a U.S. citizen or permanent resident. The following documents indicating that the student has resided in the State of Texas for twelve (12) continuous months prior to registration may be **REQUIRED**:

Documentation to Support Domicile and Residency

The following documentation may be requested by the institution in order to resolve issues raised by responses to the Core Residency Questions. The listed documents may be used to establish that the person is domiciled in Texas and has maintained a residence in Texas continuously for twelve (12) months prior to the census date.

PART A: Documentation That Can Support the Establishment of a Domicile and Demonstrate the Maintenance of a Residence in Texas for 12 Months

An employer's statement of dates of employment (beginning and current or ending dates) that encompass at least 12 months. Other documents that show the person has been engaged in activities intended to provide an income to a person or allow a person to avoid the expense of paying another person to perform the tasks (as in child care or the maintenance of a home) may also be used, as well as documents that show the person is self-employed or employed as a homemaker or is living off his/her earnings or through public assistance. Student employment such as work-study and the receipt of stipends, fellowships or research or teaching assistantships does not qualify as a basis for establishing a domicile.

For a homeless person, written statements from the office of one or more social service agencies located in Texas that attest to the provision of services to the homeless person for the twelve (12) months prior to the census date of the term in which the person enrolls.

PART B: Documentation Which (if accomplished and maintained for the 12 months prior to the census date of the term in which the person enrolls and if accompanied by at least ONE type of document listed in Part C) Can Support the Establishment of a Domicile and Demonstrate the Maintenance of a Residence in Texas for 12 Months:

- Title to real property in Texas
- Marriage certificate with documentation to support that spouse is a domiciliary of Texas
- Ownership of business in Texas with documents that evidence the organization or the business as a partnership or corporation and reflect the ownership interest of the person or dependent's parent
- State or local licenses to conduct a business or practice a profession in this state.

PART C: Documents That May Be Used to Demonstrate Maintenance of a Residence for 12 Months

These documents do not show the establishment of a domicile. They only support a person's claim to have resided in the state for at least 12 months. Activities in Part A and B of this Chart may be used to establish a domicile.

- Utility bills for the 12 months preceding the census date
- A Texas high school transcript for a full senior year of attendance preceding the census date
- A transcript from a Texas institution showing presence in the state for the 12 months preceding the census date
- A Texas driver's license or Texas ID card with an expiration date of not more than four years
- Cancelled checks that reflect a Texas residence for the 12 months preceding the census date
- A current credit report that documents the length and place of residence of the person or the dependent's parent
- Texas voter registration card that has not expired
- Pay stubs for the 12 months preceding the census date
- Bank statements reflecting a Texas address for the 12 months preceding the census date
- Ownership of real property with copies of utility bills for the 12 months preceding the census date
- Registration or verification from licenser, showing Texas address for licensee
- Written statements from the office of one or more social service agencies, attesting to the provision of services for at least the 12 months preceding the census date
- Lease or rental of real property, other than campus housing, in the name of the person or the dependent's parent for the 12 months preceding the census date

Photocopies of the above items are required with the completed application. Students who do not provide required documentation will be charged nonresident tuition.

If there is a question of a student's legal resident status under state law and University rules, it is the duty of the student to obtain an opinion from the Student Resident Status Advisor prior to registration. **Any attempt on the part of the nonresident to evade the nonresident fee will be taken seriously and may lead to expulsion.** Nonresident students are given official notice of their nonresident classification at the time of admission. A student who is classified as a nonresident but who pays the resident fee at any subsequent registration after he or she has been officially advised in writing of nonresident status will receive a penalty of loss of credit.

TUITION AND FEES

The University reserves the right to adjust fees without prior notice. A list of tuition and regular fees to be paid by all students enrolled for any semester hours is available through the Office of Student Accounting. In addition to these fees, one should add estimates of special laboratory fees and the cost of books and supplies to arrive at an approximate total amount needed at the time of registration.

All payments to the University can be made online, by credit card, cashier's check, money order, or personal check made payable to Texas Southern University. Personal checks will not be accepted for any amount in excess of the total amount due. Postdated checks will not be accepted. There will be a \$25.00 charge for each check returned for any reason. Temporary checks are unacceptable.

Tuition. In all colleges and schools of the University except the Thurgood Marshall School of Law and the College of Pharmacy and Health Science, each student who is a resident of the State of Texas is required to pay statutory tuition at a rate of \$100.00 per credit hour. A nonresident or foreign student is required to pay statutory tuition at a rate set by the Texas Higher Education Coordinating Board. Information on specific rates may be secured from the Office of Student Accounting.

Designated Tuition. The Building Use Fee, of a prorated amount per semester hour, is charged to all students. This fee is used to construct, equip, repair, and renovate buildings and facilities.

Student Service Fee. The Student Service Fee is used to support certain extracurricular activities, such as student publications, special cultural programs, the marching band, and the athletic programs. This fee also provides for general health counseling, minor medication, and treatment in the Student Health Center. **It does not include special medicines, dental care, treatment by specialists, or hospitalization.** The amount of the fee depends on the number of credit hours for which the student is enrolled, and it is charged to all students enrolled at the University during a regular semester. Students enrolled for 12 or more credit hours in each of both semesters of a school year are entitled to receive one copy of the University annual. Students enrolled full-time for only one semester may also receive the annual by paying an additional fee.

Student Center Fee. The Student Center Fee is used for operating, maintaining, improving, and equipping the Student Center and acquiring or constructing additions to the Student Center.

Library Service Fee. The Library Service Fee is used for operating, maintaining, improving, and equipping the Robert J. Terry Library and for providing library services to students.

International Education Fee. The International Education Fee is used to assist students participating in international student exchange or study programs in accordance with guidelines jointly developed by the student governing body and University administration.

Recreational Facility Fee. The Recreational Facility Fee is used for constructing, operating, maintaining and equipping the recreational facilities and programs.

Intercollegiate Athletics Fee. The Intercollegiate Athletics Fee is imposed by the Board of Regents of Texas Southern University on each student enrolled at Texas Southern University. This fee is used to develop and maintain an intercollegiate athletics program at the University.

Medical Service Fee. The Medical Service Fee is used for operating, maintaining, improving, and equipping the medical service facility; acquiring and constructing additions to the medical service facility and providing medical services to students.

Computer Service Fee. The Computer Service Fee is assessed per semester to all students enrolled at the University to help support the provision of computer services to students. .

The School Fee is assessed by each college or school to all students enrolled in its component major programs in order to support administrative costs.

Late Registration Fee. Texas Southern University reserves the right to conduct registration according to students' last name, area of study, or any other delimiting factor. Students are required to register at the time indicated by the class schedule. Failure to complete registration on the date specified, but before the absolute deadline, may result in a late fee assessment.

Drop/Add Fee. A student making a course change or changes after payment of initial tuition and fees may be charged for each change.

Installment Handling Fees. Tuition and fees may be paid by one of two options:

1. Full payment of tuition and fees by the twentieth day of class or
2. Enrollment in the university installment plan by the 20th class day for the Fall and Spring semesters, or by the 15th class day for Summer semesters..

Students electing to pay their tuition and fees on the installment plan will be assessed a handling fee for the installment plan. Students are also assessed a fee for each delinquent payment. These fees are nonrefundable.

A student who fails to make full payment or a first installment payment of tuition and fees, including any incidental fees, by the due date may be barred from classes until full payment is made. A student who fails to make full payment prior to the end of the semester may not receive credit for the work done that semester. University records may be adjusted to reflect the student's failure to enroll properly for that semester.

Late Payment Fee. A student who fails to pay tuition and fees by the posted deadline will be assessed a late payment fee.

Laboratory Fee. Fees are assessed for studio and laboratory courses in the following academic disciplines: art, biology, chemistry, education, geology, human services and consumer sciences, music, pharmacy, human performance, physics, and technology.

SEVIS International Fee. International students are required to pay an administration fee for University compliance with the federal student exchange system.

Orientation Fee. First-time students are required to pay a fee for the orientation program and related activities.

Health Insurance. Students enrolled for six (6) or more credit hours (three (3) hours for Summer sessions) are eligible to enroll in the University-sponsored health insurance plan. International students will automatically be enrolled and billed for the University-sponsored health insurance plan. Students can apply for waivers by providing proof of comparable health insurance by the 20th class day (15th class day for Summer sessions)

Room and Board. Residence hall occupants will be required to sign a Housing-Food Service Contract for the entire academic year before being admitted to the facilities. **The Housing-Food Services Contract is personal and may not be transferred or assigned to another person.** Any violator will be subject to immediate disciplinary action. **Room and Board charges are assessed on an annual basis.**

Parking Fee. Students who need to park vehicles in designated student lots on the campus must pay for parking decals to attach to their vehicles. These decals will indicate the parking lot. This fee is assessed on a semester or term basis. **Refunds for parking fees must be applied for separately through the Department of Public Safety.**

Other Fee(s). Other fees, not specified in this section, may be charged by colleges, schools, departments, or other offices at the University. Students will be apprised of these fees and their designated purposes at the time that they are incurred.

TUITION AND ASSOCIATED FEES

Students should refer to the University website for updated information regarding tuition and fees. The Graduate School provides tuition fellowships for a limited number of students nominated by their programs to work as teaching or research assistants. For more information students should consult their academic departments.

Graduation Fees: The graduation fee for graduate students is \$50.00. Graduation fees are subject to change. Fees are due and payable at the time of one's application for graduation.

Student Records (transcripts) may not be released if:

1. All records are not on file in the University Registrar's Office.
2. The requesting student has not cleared all bills (academic or financial).
3. The requesting student has a record hold imposed by the Office of Financial Aid or the Office of General Counsel.
4. Transcript fee has not been paid.

REGULATIONS GOVERNING REFUNDS

Dropped Courses

Any student who drops courses within the first twelve (12) days of a fall or spring semester or within the first four (4) days of a summer term and remains enrolled in the University will receive refunds applicable to tuition paid for those courses.

On or before the twelfth class day (fourth class day for Summer)	100%
After the twelfth class day (fourth class day for Summer)	0%

Withdrawal

Students who officially withdraw from the University will receive a refund calculated according to the following percentage schedule.

Prior to the first day	100%
During the first week of class	80%
During the second week of class	70%
During the third week of class	50%
During the fourth week of class	25%
After the fourth week of class	0%

Students who drop/withdraw from courses and are not indebted to the University should expect to receive checks by mail after the fourth week of class during a regular semester and after the third week of class during a summer term. Students who pay fees through financial aid/assistance (including federal student loans) will receive refunds only if the Office of Student Financial Assistance determines that refunds are due.

Students who register for courses that are either paid for directly or paid through the use of financial aid/assistance are considered enrolled at the University until they officially withdraw through the Office of the University Registrar. **Ceasing to attend classes or**

stopping payment of checks for fees owed without officially withdrawing from the University will result in semester grades of “F”. Thus, any remaining balance owed to the University by a student who ceases to attend classes, but who does not officially withdraw through the Office of the University Registrar, is still due and NOT subject to reduction. Refund of

Room and Board Fees

Dormitory residents are required to sign a Housing/Food Service Contract for the entire academic year. The University’s policy concerning refunds associated with room and board fees is stated in the contract. Where refunds are applicable, application for such refunds must be made within one year after official withdrawal.

Refund of Graduation Fees

Graduation fees cannot be transferred to another graduation period. Applications for refunds of the May diploma fee must be made in writing at the Bursar’s Office prior to March 1. No other refunds shall be granted. **Summer graduates have no refund grace period inasmuch as orders are placed immediately upon receipt of their applications for graduation.**

Financial Obligations

Students who are indebted to the University for any amount may not be permitted to graduate, receive transcripts, re-enroll at the University, or receive any refunds.

TYPES OF FINANCIAL AID AND ASSISTANCE

Loans

Federal Direct Loans are low-interest loans for students and parents to help pay for the cost of a student's education after high school. The lender is the U.S. Department of Education, though the entity dealt with, your loan servicer,. With Direct Loans, the student borrows directly from the federal government and has a single. Your federal loans will be assigned to a servicer. Generally, every effort is made to keep the student with the same servicer however, students may be assigned multiple servicers. Students may track the identity of the servicer and total loan debt through the use of the National Student Loan Database at www.nslds.ed.gov. Federal Direct Unsubsidized and PLUS loans are available to students that may not qualify for more restrictive aid programs based solely on need. Federal Direct Plus Loans are available for graduate borrowers who do not have an adverse credit history. Federal Direct Loans require additional steps including the completion of Entrance Loan Counseling and signing of Master Promissory Note prior to the aid disbursing to the student's account.

As other programs become available at the University, students should contact the Office of Student Financial Assistance directly for pertinent information.

FINANCIAL AID AND ASSISTANCE ELIGIBILITY

The Office of Student Financial Assistance makes every effort to ensure that all awards and materials submitted remain confidential in accordance with the Buckley Family Right to Privacy Act of 1975. **Eligible applicants for financial aid must be a U.S. citizens or permanent residents and officially admitted into Texas Southern University through the Graduate Admissions Office. Interest students should do the following:**

1. Secure admission to Texas Southern University through the Graduate Office of Admissions via the process described in the next chapter of this document.
2. Register for the FAFSA PIN Number at www.pin.ed.gov
3. Complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov. The student will receive an electronic response from the U.S. Department of Education within three to five days by means of an e-mail notification. The email will contain a link that should be immediately accessed and the content reviewed for corrections. Students who are officially admitted into a graduate program are considered independent and are not required to submit parental information on the FAFSA.
4. Submit any supporting documentation that may be required to the Office of Student Financial Assistance, Texas Southern University, West Garage or by fax 713-313-1859. You may identify the necessary documents by logging into your TSU MyWeb account through the web portal. The forms necessary to complete the application are available on the TSU website, www.tsu.edu/financialaid under the forms link. Students selected for verification will upload their documents to the Inceptia Verification Gateway at <https://www.verificationgateway.org/tsufa2019>.
5. **Verification and Special Circumstances Verification**
During the processing of the Free Application for Federal Student Aid (FAFSA), the U.S. Department of Education will select some of the applications for a process known as "verification." Certain inconsistencies found when processing the FAFSA may increase the likelihood that the application will be selected for verification. Some of the FAFSAs submitted are also randomly selected for verification. The student and Texas Southern University will be notified by the U.S. Department of Education when a FAFSA is selected for verification. By federal guidelines, TSU also has the right to select any application where it may detect inconsistencies and must resolve any inconsistent information prior to the disbursement of aid. During the verification process, students are generally required to verify data elements included on the FAFSA. Examples of the data that may be verified include, but are not limited to the adjusted gross income, federal taxes paid, SNAP benefits, social security income, or completion of high school. Dependent students will be required to submit parental as well as their own during the verification process. Married students will be required to submit spousal information during the process. Federal guidelines concerning marital status and dependency statuses will be followed in both cases when

completing the verification process. For additional information you may refer to the Free Application for Federal Student Aid at www.fafsa.ed.gov. Students may determine the documents necessary to complete the file through the use of their TSU MyWeb account, which is accessible 24 hours a day. Texas Southern University has established a partnership with Inceptia to expedite the federal verification process. If your FAFSA application was selected for verification by the U.S. Department of Education, you will receive an email from Inceptia introducing you to the Verification Gateway. Your introductory email will be sent to the address listed on your FAFSA. If you did not include an email address on your FAFSA, a postcard will be mailed to the address listed on the FAFSA. The Office of Student Financial Assistance will also forward email notifications with outstanding requirements to the TSU email address.

Once your file has been received by Inceptia, you will receive an email from Inceptia inviting you to log into the Verification Gateway at <https://www.verificationgateway.org/tsufa2019>. Prior to logging into the Verification Gateway you will authenticate your identity and create a user name and password. Inceptia will also assist with questions concerning your verification process. If you need assistance or have any questions about the verification process, please contact Inceptia, Monday from 8:00 am – 8:30 pm Central and Tuesday through Friday from 8:00 am – 7:00 pm Central at 888-374-8427 or by email at VGCS@inceptia.org. Do not send the documents to the U.S. Department of Education.

A forms bank for processes outside of verification containing TSU Documents is located on the TSU Financial Aid website for your convenience. The university call center is also available to assist with information on all aspects of the financial aid process. The documents required to complete the process should be faxed or hand delivered directly to the TSU Office of Student Financial Assistance. TSU will be required to compare the information submitted by the student with the information supplied on the FAFSA. It is very important that you log in and review the Verification Gateway during the verification process. On occasion, additional documentation may be requested after receiving the initial documentation from the student. Students will be notified by letter of any additional requirements. If inaccuracies are found during the review process, corrections will be forwarded to the U.S. Department of Education prior to the disbursement of any financial assistance. In some cases, files are selected for verification after the disbursement of financial assistance. Once the university receives such notification, additional disbursements will not be processed until the verification process is completed.

Special Circumstances

Certain applicant's financial status may require special consideration due to an inability to secure the parent's financial information. Certain life events such as, a significant reduction or loss of income, or exorbitant medical expenses may warrant an additional consideration. The U.S. Department of Education has made certain allowances to assist students in completing the application process. Complete the special circumstances application located in the forms bank on the TSU financial aid web page. Attach the supporting documentation outlined on the special circumstances application and submit the packet to the Office of Student Financial Assistance for review. Once the documents are received by the Office of Student Financial Assistance a determination will be made within 14 working days. Students are notified of the decision by letter within 14 working days of receiving the information. Beginning the process at the earliest possible point to allow for ample processing time is critical. If you would like to set up an appointment with a FA Counselor to discuss your case, please go to the financial aid web page to select the time and date for your consultation.

Deadline Dates

Although applications are accepted throughout the year, students are required to submit the Free Application within 2 weeks of the closing date to allow ample time for processing.

Fall Semester	November 18
Spring Semester	April 10
Summer Sessions	May 15

Cost of Attendance - Enrollment monitoring

The cost of attendance will be adjusted for students whose total enrollment falls below the minimum full-time equivalent based on their classification and enrollment. The adjustment will be based upon the student's actual enrollment for the term. The cost of attendance will reflect the actual cost of tuition and fees and a percentage of books and supplies (three-quarter time and half-time enrollment). Generally, the adjustments will be performed based on the dates listed below;

Official census dates:

- 12th class day for the fall and spring terms
- 4th class day for summer terms

Students that did not have a completed FAFSA/TASFA filed before the census date will have their cost of attendance based on their enrolled hours at time of packaging. No further adjustments will be made for students who remain actively enrolled for the remainder of the term when subsequent enrollment updates occur. Concurrent Enrollment Agreements, Consortiums and Study Abroad will be reviewed and adjusted based on enrollment; per the minimum enrollment roster and consortia documentation. Students who withdraw may experience changes are required by the Title IV regulations.

Enrollment Statuses

Once all documents referenced have been received by the Office of Student Financial Assistance (or other designated office), the applicant will be considered for a possible financial aid award, financial assistance, or scholarship. A student who applies for financial aid or assistance and is not awarded at the time of registration must be prepared to pay for tuition, fees, books, and housing from personal funds as part of the registration process.

FALL and SPRING TERMS				
	Full-time	3Quarter	Half- Time	Less than Half time
GR	9	7	5	<5
eMPA	9	7	5	<5
eMAJ	9	7	5	<5
eMBA	6	4	3	<3
P4	18	12	9	<9
UG	12	9	6	<6
Research	3	2	1	
SUMMER TERMS				
	Full-time	3Quarter	Half- Time	Less than Half time
GR	6	4	3	<3
eMPA	6	4	3	<3
eMAJ	6	4	3	<3
eMBA	6	4	3	<3
P4	12	9	6	<6
UG	6	4	3	<3
Research	3	2	1	

Financial Aid Eligibility Requirements

In order to maintain eligibility for consideration for financial aid, students must meet the standards set forth in Texas Southern University's policy on Satisfactory Academic Progress (SAP). **There are three facets of the individual student record that determine financial aid eligibility: credit hours, grades, and time frame.** The requirements in each facet vary in accordance with academic status (undergraduate, graduate, or professional student), the college or school of enrollment, and enrollment status (full-time, half-time, or less than half-time). Time frame is always included regardless of the level, enrollment status or degree objective for the student when considering the financial aid satisfactory academic progress standards.

Credit Hours and GPA

Students receiving financial aid must satisfy the qualitative component, credit hours attempted and earned (ratio) and qualitative component, the cumulative grade point average (GPA) needed based upon their individual academic classifications to maintain eligibility. Students receiving aid have their overall enrollments at the University reviewed at the end of the spring semester. If they meet or exceed the minimum SAP standards, the student's next scheduled review will occur annually at the end of the subsequent spring term. If they fail to meet the minimum SAP standards, the student is placed on financial aid suspension and must appeal for reinstatement of eligibility to receive aid. If the student successfully appeals and is approved to regain eligibility to

receive aid, the student's SAP is measured at the end of each subsequent term. If the student meets the minimum financial aid satisfactory academic progress requirements, the student regains eligibility to receive Title IV aid. If the student fails to meet the minimum requirements or the requirements outlined in the academic plan, the student is placed on financial aid suspension and may not automatically regain eligibility until the student has met the minimum financial aid satisfactory academic progress requirements for their category. Undergraduate students may appeal for reinstatement after earning a 2.0 in at least 6 hours at an accredited two-year or four-year University, junior or community college prior and meets other federal acceptable terms for reentry into the financial aid programs. Graduate students will be considered based on attainment of the minimum satisfactory requirements in one term without the benefit of financial aid.

Time Frame

With regard to the **time frame needed** to maintain eligibility, students will be considered for financial aid for a limited time only. Their enrollment in all postsecondary institutions, regardless of financial aid support, is considered when determining the total number of credit hours that they are allowed to enroll in with the benefit of financial aid. **The Office of Student Financial Assistance should be contacted directly regarding the specifics of time frame limitations.** Students are notified when they are approaching enrollment in the maximum number of credit hours permitted. If students exceed this number before finishing their individual programs of study, then they will no longer be eligible to receive federal student assistance.

Students are placed on financial aid suspension with regard to the receipt of financial aid for their next semester of attendance. Students placed on financial aid suspension are required to submit an appeal containing a SAP appeal form, letter of explanation, plan of action for improving their academic performance and academic plan to regain eligibility to receive aid. Submission of an appeal does not automatically reestablish eligibility to receive aid. If they are successful in appealing the financial aid suspension the student is placed on financial aid probation. If the student has an established academic plan and meets the standards outlined in the academic plan, the student is continued on financial aid probation. To be removed from this probation, students must complete the requisite number of semester credit hours with the corresponding GPA to regain unconditional eligibility under the Satisfactory Academic Progress (or SAP) policy. Students who meet the conditions of outlined in the approved appeal and an academic plan, but continue to fall below the minimum requirements may continue to receive aid. If these conditions are not met the student will be placed on financial aid suspension and may not regain eligibility until the student has met the minimum financial aid satisfactory academic progress requirements for their category or meets other federal acceptable terms for reentry into the financial aid programs.

Financial Aid Suspension

Students who fail to earn the required semester credit hours and achieve the required GPA while on financial aid probation will be placed on financial aid suspension. Thus, they will no longer be eligible to receive federal student assistance. In order to return to financial aid probationary status, students must meet the minimum financial aid satisfactory academic requirements. Undergraduate students failing to meet the minimum requirements must earn a 2.0 in at least 6 hours at an accredited two-year or four-year university prior to appealing for reinstatement of the financial aid eligibility. The student must submit a financial aid appeal for consideration of reinstatement of aid. Submission of an appeal after achieving a 2.0 does not automatically reestablish eligibility to receive aid; appeals will be considered on a case by case basis for reinstatement of aid. Graduate students will be considered based on attainment of the minimum satisfactory requirements in one term without the benefit of financial aid.

Exclusions

The following types of registration or grades cannot be used to fulfill conditions for the removal of financial aid probation or suspension: advanced placement credits, credits earned through the credit by examination process, independent study courses, and grades of withdrawal (W), incomplete (I), in progress (R), unsatisfactory (U), and fail (F).

Additional Academic Requirements

If a student applies for financial aid, their eligibility will be based on past performance as measured by the Satisfactory Academic Progress (SAP) standards for financial aid. If a student is a transfer student, he or she will be evaluated within the financial aid SAP maximum time frame based upon the number of semester credit hours accepted by Texas Southern University and subsequently enrolled in at Texas Southern University.

Other factors that students need to be cognizant of with regard to the assessment of financial aid status are as follows:

1. Semester credit hours earned from foreign institutions are included in the financial aid SAP evaluation if these credits are accepted by the University and the college/school in which a major is declared.
2. If a course is repeated, the semester credits earned will count toward the determination of enrollment status and maximum time frame. If a course is repeated due to a failing grade, financial aid may be applied until the student receives a passing

grade in the course. If the student receives a passing grade, financial aid may only be applied for the first instance the course is repeated.

3. Courses in which grades of "I" (incomplete) are received do not earn credits to meet the academic year minimum, nor do they influence GPA's in the semester in which they are taken; however, the credits are counted in the maximum time frame.
4. Courses in which grades of "W" (withdrawal) are received do not earn credits to meet the academic year minimum, nor do they influence GPA's in the semester in which they are taken; however, the credits are counted in the maximum time frame. Students may retake courses from which they withdraw, and retaken credits will count toward the determination of enrollment status and minimum credits earned.
5. Credits earned from undergraduate developmental/remedial courses that students are required to take count toward the determination of enrollment status, minimum semester credits earned, and maximum time frame.
6. Credits earned from undergraduate courses taken while students are enrolled as graduate students do not count toward the academic year minimum, nor do they influence GPA's, nor do they count toward the determination of enrollment status or minimum credits earned, unless these credits are specifically required as prerequisites.
7. All undergraduate and prerequisite courses are included in the financial aid time frame for financial aid SAP.
8. Summer terms are considered special semesters and are not automatically monitored to determine financial aid SAP. Students who attend summer terms and who want credits earned during these terms counted with fall and/or spring semester credit totals must make a request for such at the end of the summer terms of attendance.

Right to Appeal

Students placed on financial aid suspension may appeal this status by completing a Satisfactory Academic Progress Appeal Form in the Office of Student Financial Assistance within 30 days of receipt of notification.

Students who believe that they have been identified as not having met financial aid SAP requirements because of the late posting of grades should contact the Office of Student Financial Assistance once grades have been posted. A counselor will then review the information and determine whether or not the SAP requirements have been appropriately met.

Students who are placed on financial aid suspension should submit a Satisfactory Academic Progress Appeal Form, Letter of Explanation, Plan of Action and Academic Plan. The Academic Plan must be obtained from an academic advisor, or designated representative for the department. Students who fail to achieve financial aid SAP standards because of mitigating circumstances (such as illness, injury, family crisis, or credits earned from incomplete courses) should attach supporting documentation with the appeal. The Satisfactory Academic Progress committee will render a decision after reviewing the documentation presented. Students who attend either one or both summer terms during a year when they have been placed on either financial aid probation or suspension and succeed in increasing their GPA's and/or semester credit hours completed in order to meet the minimum financial aid SAP standards for the year should appeal their status in writing with supporting documentation to the following:

Satisfactory Academic Progress Appeals Committee
Office of Student Financial Assistance
Texas Southern University
3100 Cleburne Street
Houston, Texas 77004-9987

Decisions on these appeals will be made within 20 business days after their receipt. Students will be notified in writing of the decision.

Financial Aid Tuition Deferment

Deferment of tuition payment is made available by the Office of Student Financial Assistance to students who meet the following requirements:

1. Are admitted into an eligible academic program
2. Are registered for a minimum of 6 credit hours
3. Submit all supporting documentation including, but not limited to the verification worksheet, parent and/or student federal income tax returns, and other items required by the U.S. Department of Education prior to disbursement of Title IV aid
4. Are in good standing and not in default on any federal loan
5. Meet the minimum satisfactory academic requirements
6. Have an official response to their Free Application for Federal Student Aid (FAFSA)

Transactions made after the processing of a deferment may result in additional charges. Students dropping and adding courses or receiving University Bookstore credit based on expected financial aid should carefully monitor their student accounts. Students may

view their account balance on-line or request an account summary from the Student Accounting Office Services Department in the E. O. Bell Hall basement. Payment deadlines are posted on the TSU web site.

Students obtaining a tuition deferment may not have enough financial assistance to pay their outstanding account balance. Any student whose total charges exceed anticipated aid should seek counseling from the Office of Student Financial Assistance or be prepared to pay the additional charges out of pocket by the published due dates.

Refund Disbursement

All financial aid funds are disbursed by the Bursar's Office, not the Office of Student Financial Assistance; however, students who are awarded financial aid through the Office of Student Financial Assistance should stay in contact with that office regarding disbursement of funds. Funds will not be disbursed to students indebted to the University. The University refunds students' surplus monies to their designated bank account or to debit E-cards for students who opted out of direct deposit to their bank accounts.

RESIDENTIAL LIFE AND HOUSING PROCEDURES

The demand for student housing is quite large. Facilities may not be available for all students who apply. To process applications expeditiously, students must request and submit the appropriate application for the type of accommodation designated by classification.

The University's On-Campus residential offerings are Lanier West, Urban Academic Villages, University Courtyard Apartments, Tierwester Oaks Apartments and the University Towers.

The Texas Southern University website housing portal provides a step-by-step application process.

In order to successfully complete the application and room/apartment selection process, students are encouraged to read and follow directions on each screen in the portal. Please keep in mind that the portal will only show you floor plans and housing options which you are eligible for (i.e. based on your student classification.)

If you have questions navigating through the portal or you believe there is an error, please contact us by email to tsuhousing@tsu.edu or call 713-313-7206.

To begin the housing process log-on to the housing application portal, complete application and pay the required \$200 administrative fee payment (**This fee is NON-REFUNDABLE**). Once we receive your application and \$200 payment, a lease will be prepared. After signing the binding Lease contract, the payments due are governed by that contract. The administrative fee **will not be** credited toward the amount of room and board to be paid at registration.

Urban Academic Village (UAV) is an apartment style facility that has nine (9) floor plans with private and shared options. This facility is privately managed. It is recommended that you contact the leasing office as the reservation procedure requirements are different. The Urban Academic Village is located at 3600 Rosewood, Houston, Texas 77004. The leasing office hours of operation are 9am to 6pm, Monday thru Friday and maybe contacted during business hours at (713) 526-2232.

Housing Reservations

Reservations are made on a priority basis. Assignments depend on housing availability.

All domestic and international students should make applications with applicable fees as early as possible prior to the semester or term in which they wish to attend. **Applicants must be accepted to the University before applying for housing accommodations.**

Every effort will be made to honor specific room requests; however, room/hall assignments are made on a space-available basis.

Housing Cancellations and/or Termination

All requests for cancellation of housing reservations must be in writing and submitted to the housing office. Termination of lease may result from disciplinary/judicial sanction. Please be advise that the monetary fine for cancellation and/or termination of the lease is \$1000 and proration of dates accrued as a resident.

All requests for termination of housing contracts must be submitted in writing to the housing office located at 3443 Blodgett St, Houston, Texas 77004.

Resident's Responsibilities

Students are cautioned to read carefully all terms and conditions stated on the application form, information bulletins, and housing lease contract. Students will be held accountable for adherence to the contents of all contractual information. Once a student is assigned to a room, he/she is responsible for its maintenance (i.e., keeping the room in good condition) and shall be held responsible to the University for damages to equipment and furnishings. Charges will be assessed for damages or defacements beyond normal wear and tear.

Texas Southern University strongly urges students to provide personal property insurance via a rider on the family's homeowners insurance or by purchase of a personal property insurance policy provided by a third party insurance provider.

All residents are expected to familiarize themselves with and abide by the Housing Rules and Regulations and the Student Code of

Conduct. Violation of University Rules and Regulations could result in disciplinary actions taken by the Housing Management, and/or the Office of Judicial Affairs.

The Residential Life and Housing Office is located at 3443 Blodgett, suite 200 in the General Services Building and the telephone number is (713)-313-7206.

STUDENT SERVICES AND CAMPUS LIFE

ERNEST S. STERLING STUDENT LIFE CENTER

The Sterling Student Life Center (SSLC) is the epicenter of campus life. Students from all over the university converge on this part of campus to engage in the unique social, cultural (And yes, even educational!) activities at one of Texas's premiere HBCUs. Located on the famous Tiger Walk, the Student Center is home to the Student Government Association (SGA), University Program Council (UPC), Herald Newspaper, Tiger Yearbook, Office of Campus Organizations, TSU Cheerleaders, Tiger Card Office, Office of Student Activities and the Office of the Assistant Dean of Student Services.

Student Life Center staff and students know that the events/programs sponsored under the auspices of Student Activities give students the opportunity to implement their ideas in a creative, practical, learning environment.

On any given day, students can be found socializing with classmates, fraternity brothers/sorority sisters, or just plain old friends in the lobby, game room, or in front of the SSLC building. Student organizations sponsor events in the Student Center that range from educational seminars to autograph signings of up and coming Hip Hop and R&B artists.

Also located in the SSLC are the Sodexo Food Services, Barnes and Noble Bookstore, the Copy Center as well as Barber and Beauty Services. In addition to student and university functions, the Student Center entities.

STUDENT LIFE

The Office of Student Life is committed to facilitating the holistic development of our students while cultivating a diverse and inclusive campus community. Student Life staff are educators and mentors who work collaboratively with faculty and staff of the University to provide learning experiences both in and outside the classroom.

Our programs and services foster student learning and development, inspire TSU pride, promote health and wellness, and prepare students for their chosen professions in the global society.

UNIVERSITY PROGRAM COUNCIL

The University Program Council is composed of students, staff, faculty, and administrators who work in collaboration with the Office of Student Services in implementing programs for the University community. The Council's charge includes sponsoring a comprehensive list of social, cultural, intellectual, and recreational programs which enhance the total development of students.

STUDENT GOVERNMENT ASSOCIATION

The Student Government Association is the supreme governing body of Texas Southern University students. Comprised of three branches, Executive, Legislative and Judicial, the Student Government Association serves as a means whereby students' opinions, views, and aspirations may be properly discussed and acted upon.

Participation in the co-curricular laboratory environment provided by the Student Government Association maximizes opportunities for leadership development and ensures student participation on University committees. Weekly meetings of the Student Government Association are held in the Student Center and are open to all students.

STUDENT SERVICES AND CAMPUS LIFE

COUNSELING SERVICES

The mission of the University Counseling Center (UCC) is to help students enhance their academic and personal well-being. The UCC seeks to provide counseling and support, crisis intervention, grief counseling, outreach, and referral services to TSU students. We also offer consultation, education, training, and prevention strategies to faculty, staff, and the university community. We seek to promote an environment of inclusion, personal development and student success.

Confidential counseling services are made available for all currently enrolled TSU students at no charge. Our primary responsibilities are to alleviate distress and promote healthy functioning by providing confidential short-term or ongoing counseling services. These services include, but are not limited to individuals, couples, family and/or group consultation, referrals, and public presentations for campus organizations and/or academic classes.

The UCC staff consists of licensed mental health professionals from diverse clinical backgrounds. The UCC will refer students to psychologists, psychiatrists, and physicians when necessary. This practice allows the staff to provide quality counseling, integrated care, appropriate referrals, consultation, and training. The UCC clinical staff are trained and experienced in responding to a variety of issues encountered by university students.

The UCC is located in the Student Health Center. Office hours are 8:00 a.m. to 5:00 p.m. Monday through Friday.

Come by the office or call the UCC at 713-313-7804 to make an appointment or for additional information.

STUDENT HEALTH SERVICES

Student Health Services is an acute care clinic where students receive high quality health care services when they are sick or injured. To receive services at the clinic, you must be enrolled for the current semester and present your Tiger One Card. Student Health Services is located in the Student Health Center, on Tierwester, behind Lanier East. Our hours of operation are Monday through Friday from 8:00 a.m. to 5:00 p.m. When we are closed and if you are experiencing an emergency, contact the Texas Southern University Police Department at (713) 313-7000, for assistance.

Student Health Services manages the bacterial meningitis requirement for the university. We also provide health awareness events throughout the fall and spring semesters for the university and the surrounding community, including health fairs, health awareness campaigns, blood drives and free HIV testing.

BACTERIAL MENINGITIS REQUIREMENT:

If you are attending Texas Southern University for the first time, or you had a break in enrollment of one fall/spring semester and you will not be 22 years old by the first day of classes, the State of Texas requires you to submit proof of vaccination against bacterial meningitis. **Submit your immunization record to the “My Tiger Health” Patient Portal at:**

<https://tsu.medicatconnect.com>

Your shot record must be legible and no older than 5 years old. All shots must be taken at least 10 days before attending classes and International records must be translated into English. It can take up to 5 business days to process your record.

If you have any questions about our services or need additional assistance, Student Health Services is available to assist you at 713-313-7173.

TRIO STUDENT SUPPORT SERVICES PROGRAM

Funded by the United States Department of Education, Texas Southern University's TRIO Student Support Services Program is designed to provide academic assistance and counseling to "TRIO" eligible students who are pursuing a baccalaureate degree. All services are provided free of cost so as to empower participants to realize their academic and career goals. Specific programmatic services include the following.

Tutoring

All participants are eligible to receive tutoring. Each participant will be assessed by a staff member to identify critical academic support needs. "Learning Enhancement" tutor/mentors will provide academic support assistance in numerous disciplines.

Counseling

The director and project advisor/counselor will interview and assess each eligible applicant. Together, they will identify the student's academic and self-development needs. Additionally, students will have access to career, personal and academic related counseling services.

Workshops

Workshops offered by the program include, but are not limited to, the following: financial aid assistance, test-taking skills, career planning, time management, note-taking skills, GRE, and graduate/professional school information. Each workshop is carefully designed with the student's best interest in mind.

Financial Aid Advisement

The program provides assistance in completing the Free Application for Federal Student Aid (FAFSA) and facilitate workshops relative to accessing financial aid resources, and other Financial Literacy Awareness trainings.

Cultural Enrichment

Participants are offered an opportunity to attend activities that foster cultural enrichment (e.g., Broadway plays and University theatrical productions, and other diversity, or cultural exposure activities).

Computer/Copier/Internet Access

So as to advance academic research, participants are afforded access to educational support resources such as copiers, computers, laptops, printers, and the internet.

TRIO Student Support Services Program Eligibility Criteria

To qualify for program participation, students must be U.S. citizens or permanent residents and have a need for academic support. Additionally, students must satisfy one of the following criteria:

- Be a first-generation college student (neither parent/nor guardian has a four year college degree);
- Have an economic need as established by the Department of Education income guidelines; and/or
- Manifest a documented learning or physical disability.

TRIO SSS Location and Hours of Operation

The TRIO Student Support Services main office and tutorial laboratory are located in the Bell Building, Suite 128.

Hours of Operation: 9 a.m. – 6 p.m., Monday thru Friday.

For additional information, please call Student Support Services' administrative office at (713) 313-7483/7486.

OFFICE OF CAREER SERVICES

The Office of Career Services has the major objective of assisting students and alumni with their employment related needs. The Career Center's staff seeks to assist undergraduate and graduate students with choosing competitive academic programs, identifying career interests, and gaining relevant work experience as well as providing guidance to alumni in their full-time, professional job search. The Career Center encompasses three (3) interlocking components for students: Career Exploration and Assessment, Cooperative Education (Co-Op)/ Internships, and Career Planning and Guidance.

The Office of Career Services also focuses on developing strong relationships with employers by assisting them with their recruiting needs. Services such as Career Fairs, On-Campus Recruitment, Employer Seminars and Forums and Résumé Referrals help to support each organization's need.

The Office of Career Services is dedicated to providing students, alumni and employers with the most up-to-date and relevant career resources to ensure the best probability of career success!

The Career Center is located in the Owens Bell Hall (Bell Building) 1st Floor, Rear Entrance.

For further information, contact us at 713-313-7541 or visit us at <http://www.tsu.edu/life-at-tsu/career-center/>.

To register with the Career Center go to www.myinterfase.com/tsu/student or www.myinterfase.com/tsu/employer.

Like us on Facebook@TSUCareerServices, link up with us at LinkedIn@TSUCareerServices, follow us on Instagram@TSUCareerServices, and send us a tweet on Twitter@TSUCareerServices!

STATEMENT OF ETHICAL PRINCIPLES

TITLE IX GRIEVANCE PROCEDURES

I. PURPOSE AND SCOPE

It is the policy of Texas Southern University not to discriminate on the basis of sex in its educational programs and activities as required by Title IX of the Education Amendments of 1972. Title IX provides that “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. Sex discrimination includes sexual harassment and sexual assault. This policy shall apply to all students, staff, faculty, contractors, vendors, and/or visitors to Texas Southern University.

As a student of the University you are protected from sex discrimination in areas including, but not limited to:

- Admission to schools/colleges
- Access to enrollment in courses
- Access to and use of school facilities
- Counseling and guidance materials, tests and practices
- Vocational education
- Physical education
- Competitive athletics
- Graduation requirements
- Student rules, regulations and benefits
- Treatment as a married and/or pregnant student
- Housing
- Financial assistance
- Health services
- School-sponsored extracurricular activities

As an employee of the University you are protected from sex discrimination in areas including, but not limited to:

- Employment, evaluation, wages, advancement, assigned duties and shifts
- Career advancement
- Other terms and conditions of employment

II. DEFINITIONS

A. Sex Discrimination. Sex discrimination can occur when conduct is directed at a specific individual or a group of identifiable individuals that adversely affects the education or employment of the individual or group because of sex. Behaviors that may be sex discrimination include, but are not limited to:

- Exclusion from educational resources or activities because of one’s gender
- Subjection to jokes or derogatory comments about one’s gender; or
- Being held to different standards or requirements on the basis of one’s gender

B. Sexual Harassment. Sexual harassment is a form of sex discrimination that can occur when there are:

- Unwelcome sexual advances;
- Request for sexual favors, whether or not accompanied by promises or threats relating to the employment or academic relationship, or that in any way influence any academic or personnel decision regarding a person’s academic standing, employment, evaluation, wages, advancement, assigned duties, shifts or any other condition of employment, career or academic development;
- Any verbal or physical conduct of a sexual nature that threatens or implies, either explicitly or implicitly, that an employee’s or student’s submission to or rejection of sexual advances will in any way influence any personnel or academic decision regarding his or her academic standing, employment, evaluation, wages, advancement, assigned duties, shifts or any other condition of employment, career or academic development;
- Any verbal or physical conduct that has the purpose or effect of substantially interfering with an employee’s ability to do his or her job or a student’s academic standing, performance or development;

- Any verbal or physical conduct that has the purpose or effect of creating an intimidating, hostile or offensive working or educational environment; and
- Certain conduct in the workplace or educational environment, whether physical or verbal, committed by supervisors, non-supervisory personnel, or faculty, including but not limited to references to an individual's body; use of sexually degrading words to describe an individual; offensive comments; off-color language or jokes; innuendoes; and sexually suggestive objects or behavior, books, magazines, photographs, cartoons or pictures.

C. Sexual Assault. Sexual assault is a non-consensual act involving psychological manipulation, physical force, or coercion. As defined by the Texas Penal Code, a stranger or acquaintance commits sexual assault through forcible sodomy, forcible sexual penetration, however slight, of another person's mouth, anal or genital opening with any object. These acts must be committed without the victim's consent either by force, threat of force or violence, intimidation or through the use of the victim's mental or physical helplessness of which the accused was aware or should have been aware.

III. REPORTING OF COMPLAINTS

Texas Southern University (TSU) encourages any student, employee or visitor who thinks that she or he has been subjected to sex discrimination, sexual harassment or sexual assault by another student, member of the faculty or staff, campus visitor or contractor, to report that action immediately to the University's Title IX Coordinator or a Deputy Coordinator.

Any complaint of sex discrimination, sexual harassment or sexual assault made under this procedure must be submitted in writing within 180 days after the occurrence (or the last of a series of occurrences) of the alleged discrimination.

All TSU employees are responsible for promptly reporting incidents of sex discrimination, sex harassment and sexual assault that come to their attention to the University's Title IX Coordinator or a Deputy Coordinator (unless the employee is statutorily barred from sharing such information). All other individuals (e.g. students, visitors) are urged to report to their supervisors or the University's Title IX Coordinator/Deputy Coordinators conduct that they believe violate the University policies prohibiting sex discrimination.

IV. NOTICE OF TITLE IX COORDINATOR/DEPUTY COORDINATORS

While compliance with the law is everyone's responsibility at the University, listed below are the University's Title IX Coordinator, Deputy Coordinator and Intake Investigators who have primary responsibility for Title IX compliance.

Interim Title IX Coordinator:

Mr. Wendell Williams
Office of the President
Hannah Hall, Room 220
Texas Southern University
Houston, TX 77004 (713) 313-7033

Interim Deputy Title IX Coordinator:

Mrs. Toni Gray
Office of Human Resources
Hannah Hall, Room 126
Texas Southern University
Houston, TX 77004 (713) 313-7521

Duties and responsibilities of the Title IX Coordinator include monitoring and oversight of overall implementation of Title IX compliance at the University, including, but not limited to coordination of training, education, communications, and administration of grievance procedures for faculty, staff, students and other members of the University community.

Title IX Intake Investigators:

For student complaints, please contact:

Delynn Walker
Office of the Dean of Students
Recreation Center, Room 200
Texas Southern University
Houston, TX 77004
Delynn.Walker@tsu.edu

For faculty, staff and visitor complaints, please contact:

Toni Gray

Office of Human Resources
Hannah Hall, Room 126
Texas Southern University
Houston, TX 77004 (713) 313-7307
Toni.Gray@tsu.edu

Dominique Guinn

Health & Kinesiology Department
Health & Physical Education Building, Room 159
Texas Southern University Houston, Texas 77004 (713) 313- 7584
Dominique.Guinn@tsu.edu

Marcia Johnson

Thurgood Marshall School of Law
TMSL Building, Room 236B
Texas Southern University Houston, Texas 77004 (713) 313- 1027
Marcia.Johnson@tmslaw.tsu.edu

For complaints in Athletics, please contact:

Dr. Dwalah Fisher

Senior Woman Administrator - Athletics
Health & Physical Education Building, Room 114
Texas Southern University Houston, Texas 77004 (713) 313- 7272
Dwalah.Fisher@tsu.edu

Gender Equity in Athletics

If you have a complaint about gender equity in TSU athletic programs, you should contact the Senior Woman Administrator - Athletics, who is responsible for Title IX compliance in matters relating to gender equity in TSU athletic programs.

For Sexual Assault:

To file a complaint of sexual assault, you may contact one of the offices listed above, and you may also contact:

TSU Department of Public Safety

Texas Southern University
3443 Blodgett Street
(713) 313-7000 (Emergency) (713) 313-7001 (Non-emergency)

U. S. Department of Education, Office for Civil Rights

You may also file a complaint of illegal discrimination with the Dallas regional office of the U. S. Department of Education's Office for Civil Rights (OCR).

Contact information for OCR is:

1999 Bryan Street, Suite 1620
Dallas, Texas 75201
(214) 661-9600
OCR.Dallas@ed.gov

Confidentiality

Discrimination and harassment complaints will be handled in a confidential manner to the extent possible and consistent with principles of due process. Information will only be shared on a need-to-know basis and as provided for by University policy and applicable federal and state laws.

V. INFORMAL RESOLUTION PROCEDURES

Though not required, employees and students are encouraged to attempt initially to resolve complaints at the lowest level through the administrative structure of the employment unit or academic department.

If you would like to proceed informally, you should ask your supervisor, the other person's supervisor, the Title IX Coordinator or a Deputy Title IX Coordinator to intervene. Do not rely upon other co-workers or individuals who are not familiar with University policy to intervene on your behalf when discussing your concerns with the person whose behavior is unwelcome and/or offensive. In cases involving allegations of sexual assault, mediation is not appropriate, even on a voluntary basis.

You have the right to end the informal resolution process at any time and begin the formal resolution process.

Supervisors or administrators, including faculty, always should contact the Title IX Coordinator or a Deputy Coordinator before attempting to resolve any complaints.

VI. FORMAL RESOLUTION PROCEDURES

You may initiate formal complaint procedures by filing a complaint with the University's Title IX Coordinator or a Deputy Coordinator ("Coordinator") whether or not you have attempted resolution through informal procedures. The individual who files the complaint is referred to as the "Complainant". The individual against whom the complaint is filed is referred to as the "Respondent". Collectively these individuals are referred to as the "parties". The University will work to investigate all complaints as quickly and professionally as possible. When investigations confirm the discrimination and/or harassment allegations, appropriate corrective action will be taken to prevent the recurrence of any discrimination or harassment.

1. Filing of a Complaint.

The complaint must be submitted in writing, must be filed within one hundred eighty (180) days of the incident (or last of a series of incidents) that is the basis of the complaint, and must contain the following information:

- Complainant's name and contact information, including address, telephone number and e-mail address;
- Name of Complainant's Department Head/Dean/Vice President (if Complainant is an employee);
- Name of person(s) responsible for alleged violation(s);
- Date(s) and place(s) of alleged violation(s);
- Nature of alleged violation(s) as defined in this policy;
- Detailed description of the specific conduct that is the basis of alleged violation(s);
- Names of any witnesses to alleged violation(s);
- Action requested to resolve the situation;
- Complainant's signature and date of filing; and
- Any other relevant information/documents

The following communications do not constitute a complaint and will not be investigated or resolved pursuant to this complaint resolution process:

- Oral allegations
- E-mail correspondence
- Anonymous communications
- Courtesy copies of correspondence or a complaint filed with others/other entities
- Inquires that seek advice or information only
- Pre-complaint consultations and informal resolution activity

Notwithstanding the foregoing, the University will, pursuant to its obligations under Title IX, respond to all incidents of possible sex discrimination, harassment and sexual assault, of which it knows or reasonably should know.

2. Receipt of a Complaint.

Upon receipt of the written complaint, the Coordinator will meet with the Complainant within five (5) working days to review the complaint procedures, discuss the Complainant's allegations, and determine, if appropriate, whether the Complainant is amenable to resolving the complaint through informal procedures. If the Complainant is willing to first proceed informally, the Coordinator will

temporarily postpone the complaint investigation and contact the Respondent to determine whether he or she is willing to participate in an informal resolution.

If the Complainant wishes to proceed directly with the formal complaint procedures, or the Respondent declines to participate in an informal resolution, or attempts to resolve the complaint through informal procedures are unsuccessful, the Coordinator will assess the Complainant's written complaint to determine whether the allegations state a potential violation of federal or state laws and/or University policies.

3. Acceptance of a Complaint.

Within five (5) working days of: 1) the Coordinator's receipt of the complaint; 2) the Coordinator's initial meeting with the Complainant; or 3) the Coordinator's determination that an informal resolution of the Complainant's complaint is no longer feasible – whichever is later, the Coordinator shall decide whether the written complaint states a potential violation of University policies or federal or state laws and shall notify the Complainant in writing of her/his determination.

If the Coordinator determines that the allegations of the complaint state a potential violation, the Coordinator will notify the Complainant that the complaint has been accepted and within ten (10) days thereafter provide written notice to the Respondent of the complaint allegations. In addition to notice of the complaint being provided to the Respondent, the Coordinator shall provide notice to the Respondent's immediate supervisor and divisional vice president.

If the Coordinator determines that the allegations of the complaint do not state a violation of University policy or federal or state laws, the Coordinator will provide written notice of this decision to the Complainant. The notice shall explain why the complaint does not state a violation.

4. Complaint Investigation.

The allegations in all complaints will be investigated thoroughly to assure a resolution that is consistent with the facts. The investigation may include, but is not limited to:

- Interviewing the Complainant
- Interviewing the Respondent
- Interviewing witnesses and reviewing evidence presented by the parties
- Interviewing other material witnesses
- Reviewing relevant files and records;
- Comparing the treatment of the Complainant to that of others similarly situated in the department or unit; and/or
- Reviewing applicable policies and procedures

All interviews will be audio recorded. Parties and witnesses will be informed that their statements will remain confidential only to the extent allowed by laws.

Evidence will be reviewed using a preponderance of the evidence standard (e.g. is it more likely than not that a violation of University policy occurred).

5. Abandonment of Complaint.

The following acts may constitute abandonment of a complaint:

- Failing to respond or take an action required by the policy or procedure within the specified time limit;
- Failing to appear for a scheduled meeting/hearing without adequate cause; or
- Otherwise failing to advance the complaint in a timely manner.

No further action or appeal will be allowed following a Coordinator's determination that the Complainant has abandoned their complaint. The Coordinator will provide written notice to the Complainant of this determination.

Notwithstanding the foregoing, the University will, pursuant to its obligations under Title IX, respond to all incidents of possible sex discrimination, harassment and sexual assault, of which it knows or reasonably should know.

6. Report of Findings and Recommendation – Complaints Against Nonstudents.

The investigation shall normally be concluded within sixty (60) working days of the filing of the written complaint, at which time the Coordinator shall issue a written report to the Respondent's supervisor/department head. If a complaint is directed against a supervisor/department head who would otherwise act on a complaint, the function assigned to that supervisor/department head will be delegated to the next level supervisor in the Respondent's line of supervision. The report shall include a summary of the Complainant's allegations, the Respondent's response to the allegations, findings of fact and conclusions, as well as appropriate recommendations.

If the report determines a finding of a violation of University policy and/or federal or state law, within five (5) working days following receipt of the report of findings and recommendation, the supervisor/department head shall determine a disciplinary action that is appropriate for the severity of the conduct. Disciplinary action which may include sexual harassment, non-retaliation and/or managerial training, a letter of reprimand, a formal letter of apology to the Complainant, a reduction in administrative duties (e.g. removal as chair of department), unpaid suspension and/or termination of employment, will be taken in accordance with applicable University policies and procedures. Disciplinary action must be approved by the Office of Human Resources prior to the action being taken.

The supervisor/department head shall communicate the discipline decision in writing to the Coordinator and the Coordinator shall provide written notice to the parties of the outcome of the investigation.

7. Report of Findings and Recommendation – Complaints Against Students.

The investigation shall normally be concluded within sixty working (60) days of the filing of the written complaint, at which time the Coordinator shall issue a written report. The report shall include a summary of the Complainant's allegations, the Respondent's response to the allegations, findings of fact and conclusions, as well as appropriate recommendations.

Any disciplinary proceedings involving a student will be conducted pursuant to the provisions of the University's Student Conduct Code. Disciplinary sanctions under the Code may include sexual harassment and non-retaliation counseling, disciplinary reprimand, disciplinary probation, suspension and expulsion.

The University will take necessary steps to prevent the recurrence of any discrimination found to exist.

The Coordinator shall provide written notice to the parties of the outcome of the investigation.

In all Student Conduct Code disciplinary proceedings initiated pursuant to this Policy the Complainant will be provided with the same procedural protections provided to the Respondent, including but not limited to the right to:

- Receive notice of the hearing;
- Select and be accompanied and assisted by an advisor;
- Attend a pre-hearing disciplinary conference;
- Present witnesses and evidence in support of her/his position;
- Appeal the determination of the hearing panel;
- Notice of the outcome of the complaint and any appeal

Further, the Complainant and Respondent will not be allowed to personally question or cross-examine each other during disciplinary hearings/proceedings. Finally, all evidence will be reviewed using a preponderance of the evidence standard (e.g. is it more likely than not that a violation of the Student Conduct Code occurred).

As required by Federal law, any disclosure of the findings and decision in regards to student disciplinary proceedings will be governed by the provisions of the Family Educational Rights and Privacy Act.

8. Protective Measures.

At times the Title IX Coordinator/Deputy Coordinator may deem it necessary to recommend steps before or during an investigation to protect the rights and interests of the Complainant and/or the Respondent. Those measures may be designed to reduce or eliminate contact between the Complainant and Respondent so that both parties feel safe in their work or educational environment. Protective measures may also guard against further actual or perceived discrimination or retaliation.

Protective measures may include but are not limited to temporary changes in working conditions (such as changes in supervisor, shift,

job site, or office location), changes in class schedule, changes in living arrangements, directives to the Complainant and Respondent to avoid personal contact or refrain from such contact without a third party neutral person present, and in severe cases interim suspension.

9. Effect of Criminal Proceedings.

Because sexual assault may constitute both a violation of University policy and criminal activity, the University encourages students to report alleged sexual assaults promptly to University and/or local law enforcement agencies. Criminal investigations may be useful in the gathering of relevant evidence, particularly forensic evidence. Because the standards for finding a violation of criminal law are different from the standards for finding a violation of this Policy, criminal investigations or reports are not determinative of whether sexual assault, for purposes of this Policy, has occurred. In other words, conduct may constitute sexual assault under this Policy even if law enforcement agencies lack sufficient evidence of a crime and therefore decline to prosecute.

The filing of a complaint of sexual assault under this Policy is independent of any criminal investigation or proceeding, and (except that the University's investigation may be delayed temporarily while the criminal investigators are gathering evidence) the University will not wait for the conclusion of any criminal investigation or proceedings to commence its own investigation and take interim measures to protect the Complainant and the University Community, if necessary.

10. Retaliation Prohibited.

It is contrary to Title IX, and other federal and state civil rights laws, and to University policy, to retaliate against any person for asserting his/her civil rights, including filing a claim of discrimination or participating as a witness in an investigation. Retaliation or reprisals against any participant in an investigation will not be tolerated by the University. Retaliation against a person who files a claim of discrimination (including sexual harassment or sexual assault) is grounds for a subsequent claim by that person under the University's Retaliation policy (MAPP 02.05.14). If a person believes that he or she has been retaliated against as a result of filing a grievance or participating in the investigation of a grievance, he or she may pursue a separate complaint charging retaliation.

11. Filing of False Complaints.

Any employee or student who knowingly and intentionally files a false complaint under this procedure is subject to disciplinary action up to and including dismissal from the University/termination of employment.

12. Time Frames.

Time frames referenced in these procedures may be extended by the Coordinator for good cause, such as holidays or when classes are not in session, or when it is necessary to complete an investigation due to difficulties reaching witnesses or parties to the complaint.

VII. TITLE IX GRIEVANCE PROCEDURES.

This procedure shall constitute the grievance procedures for complaints alleging unlawful sex discrimination required under Title IX of the Education Amendments of 1972. As used herein, "complaint" is synonymous with "grievance".

VIII. OTHER DISCRIMINATION GRIEVANCES/COMPLAINTS

Complaints and grievances by faculty, staff and students alleging other forms of unlawful discrimination and harassment by faculty or staff, including but not limited to unlawful discrimination/harassment based on race, color, religion, national origin, age, disability, sexual orientation or veteran status, are subject to the procedures set forth in the University's "Complaint and Grievance Policy" – MAPP 02.05.01.

AMERICANS WITH DISABILITIES ACT (ADA)/SECTION 504 POLICY

A. Purpose

The purpose of this operating policy/procedure is to ensure understanding of the University's responsibilities regarding the Americans with Disabilities Act (ADA), the ADA Amendments Act of 2008 (ADAAA) and Section 504 of the Rehabilitation Act of 1973 as amended (Section 504). It is the policy of Texas Southern University (TSU) to provide reasonable accommodations upon request for qualified individuals with a disability who are students, employees, or applicants for employment. TSU will adhere to all applicable state and federal laws, regulations and guidelines with respect to providing reasonable accommodations as required in an effort to offer equal opportunities to qualified disabled individuals. The Vice President for Student Services will review this policy on an annual basis and forward any recommendations for revisions to the Human Resources Department.

B. Introduction

The Americans with Disabilities Act (ADA) of 1990 mandates equal opportunities for persons with disabilities in all public facilities, programs, activities, services and benefits derived from them. Section 504 of the Rehabilitation Act of 1973, as amended, mandates equal opportunity for qualified persons with disabilities in all programs, activities and services of recipients of federal financial assistance. The ADA, ADAAA and Section 504 are civil rights statutes which prohibit discrimination on the basis of disability, obligate colleges and universities to make certain adjustments and accommodations, and offer to persons with disabilities the opportunity to participate fully in all institutional programs and activities.

For federally assisted programs or activities operated by post-secondary education recipients, the specific obligations with regard to disabled students, faculty or staff, include but are not limited to the following:

- All programs and activities must be offered in the most integrated setting appropriate.
- Academic requirements must be modified, on a case-by-case basis, to afford qualified disabled individuals an equal educational and/or work opportunity;
- A recipient may not impose upon disabled individuals' rules that have the effect of limiting their participation in the recipients' education program or activity; for example, prohibiting tape recorders in classrooms or guide dogs in campus buildings.
- Students with impaired sensory, manual or speaking skills must be provided auxiliary aids such as taped texts, interpreters, readers and classroom equipment adapted for persons with manual impairments.

Texas Southern University provides all educational and other university-sponsored programs and activities to persons with disabilities in the most integrated setting appropriate. Students, employees, applicants and other individuals with disabilities served by TSU are not segregated, separated or treated differently. TSU does not require persons with disabilities to take advantage of all adjustments, accommodations or special services.

C. Scope

This policy applies to students, staff, faculty, job applicants, visitors, vendors and other beneficiaries of the programs, services, and activities of TSU.

D. Definitions

- **ADA/Section 504 Coordinator.** The University's Associate Vice President for Human Resources acts as the ADA/Section 504 Coordinator for faculty, staff and students and ensures the University's compliance with relevant federal and state laws regarding the ADA.
- **Disability.** A disability is defined as a physical or mental impairment that substantially limits one or more major life activities, a record of such impairment, or being regarded as having an impairment.
- **Disability Resource Committee ("DRC").** A university advisory group that offers informal advise and support to the administration in responding to persons with disabilities, their supervisors, visitors and the university community at large.
- **Essential Function.** A task or responsibility that is central (not marginal) to the purpose of the job, the class, or the activity.
- **Major life activity.** Major life activities include, but are not limited to caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working and major bodily functions, which include functions of the

immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions. An individual's ability to perform a major life activity is compared to most people in the general population.

- **Qualified individual with a disability.** An individual who has a physical or mental impairment as defined above, has a record of such impairment, or is regarded as having such impairment, who possesses the requisite skills, education, experience and training for a position, and who can, with or without a reasonable accommodation, perform the essential functions of the position the individual desires or holds.
- **Reasonable Accommodation.** A modification or adjustment to the job application process or the work or academic environment that enables a qualified person with a disability to be considered for a position, perform the essential functions of a position, or enjoy the same benefits and privileges of employment and academics as are enjoyed by similarly situated employees or students without disabilities. Reasonable accommodations include, but are not limited to modifying written examinations, making facilities accessible, adjusting work schedules, restructuring jobs, providing assistive devices or equipment, providing readers or interpreters, and modifying work sites.
- **Substantial limitation.** An impairment that prevents the performance of a major life activity that the average person in the general population can perform, or a significant restriction as to the condition, manner or duration under which an individual can perform a particular major life activity as compared to the average person in the general population.
- **Undue hardship.** An action that is unduly costly extensive, substantial, disruptive, or an act that would fundamentally alter the nature or operation of the business. An "undue hardship" is determined in accordance with the Americans with Disabilities Act (ADA), the Texas Commission on Human Rights Act, and relevant case law. Factors to consider in determining whether or not an accommodation would impose an undue hardships include, but are not limited to, the nature and cost of the accommodation, financial considerations, the impact of the accommodation upon the nature and operation of the department and how the request affects the health and safety of other employees or students.

E. Information

Any communications from the University concerning ADA and Section 504 related information shall be made accessible to all students and employees. This term includes student and employee policies, procedures, emergency evacuation plans, and other related information that shall be published in the student course selection booklet, student catalogs and handbooks, employee handbooks, and the University's Staff Operating Manual.

F. Disability Resource Committee

The Disability Resource Committee ("DRC") shall be charged by the President with assisting in the University's compliance with ADA laws. The DRC acts as an advisory group providing informal advice and support to the administration in responding to issues regarding individuals with disabilities. The members of the committee shall be appointed by the President. Representation will include an individual from the following areas: Office of the General Counsel, Student Services, Human Resources, Thurgood Marshall School of Law (TMSL), College of Pharmacy and Health Sciences (COPHS), Facilities and Maintenance Services, Buildings and Grounds, Special Events, Faculty Senate, Staff Council, Risk Management, and one (1) member from the Student Government Association totaling eleven (11) members for the Disability Resources Committee.

G. ADA/Section 504 Coordinator

The University's ADA/Section 504 Coordinator, in conjunction with the Disability Resource Committee and ADA Hearing Committee, is responsible for assisting the University in compliance with all applicable state and federal laws regarding the ADA.

H. ADA Hearing Committee

The ADA Hearing Committee is responsible for hearing all ADA complaints submitted by students, visitors or employees. The Committee is composed of one (1) faculty member, one (1) administrator or staff member, and one (1) representative from the Student Health Center. The Committee shall be appointed by the President. Either the faculty member or the administrator or staff member shall serve as Chair of the Committee.

I. ADA Building Representative

A designated representative in each building serves as the point-of-contact for all ADA and Section 504 accessibility issues. That individual is responsible for assisting building occupants with being properly notified regarding ADA and Section 504 requirements, updates and emergency evacuation plans. The representative will report any ADA concerns to the Disability Resource Committee.

PROCEDURES FOR REQUESTING ACCOMMODATIONS

A. Introduction

All offices and individuals responsible for reviewing and analyzing the request shall maintain the confidentiality of all medical and ADA information. Records and information obtained about employees as part of a request for accommodations shall be maintained in a secure location in the ADA/Section 504 Coordinator's office. Student records and information obtained on students as part of an accommodations request shall be kept in a secure location in the Office of Disabled Student Services (ODS). All information shall be kept confidential, to the extent allowed by law, and shall be shared on a limited need-to-know basis to implement the accommodation request.

The University may, at the University's expense, request an independent medical opinion concerning the impairment for which an employee or student seeks an accommodation. This decision is based on a number of factors, and each case is assessed individually. Failure of an employee or student to cooperate in obtaining such an opinion will result in the cancellation of the request for accommodation.

B. Student Requests

Students requesting eligibility for accommodations and services may initiate this request for accommodation(s) by contacting the Office for Disability Services (ODS) in the Student Health Center. Students will be required to provide a recent medical statement that contains a diagnosis, prognosis, and a description of the specific impairment(s) and the major life functions and activities affected by the impairment. Records and information obtained about our students as part of an accommodations request shall be kept in a secure location in the Office of Disability Services (ODS). Students may be asked to submit additional medical information if the information previously provided is incomplete, outdated, unclear, or inconsistent according to the guidelines set forth by the ODS.

All documentation and information submitted with a request for accommodations shall be reviewed and considered by the University. The University may consult with an outside expert, who will assess the request and make recommendations for modifications. If a student is dissatisfied with the determination on accommodations, he or she may initiate a request for reconsideration with the ODS and may be required to submit additional information. The ODS and/or its consultant will review the determination and consider any additional information. The ODS will then issue a written notice regarding the outcome of reconsideration of the student's request. If a student remains dissatisfied with the determination, he or she may file an ADA complaint under the procedures outlined in the University's ADA policy.

ODS is located in the Student Health Center. Office hours are 8:00 a.m. to 5:00 p.m. Monday through Friday. Call ODS at (713) 313-4210, either to make an appointment or to obtain additional information.

More detailed information regarding the process may be found in the ADA/504 Policy (MAPP 02.05.15).

C. Staff/Faculty Employee Requests

Staff/faculty employees of TSU may request an accommodation by notifying the ADA/Section 504 Coordinator in writing stating the nature of their disability and the accommodation requested. Employees may be required to provide a recent medical statement by an appropriately licensed professional that contains a diagnosis, prognosis, and a description of the specific impairment(s) and the major life functions and activities affected by the impairment. Employees may be asked to submit additional medical information if the information previously provided is incomplete, unclear, outdated or inconsistent. If the employee does not provide the required documentation and information within fifteen (15) days, the request for accommodations may be cancelled for lack of necessary information.

In the event that a supervisor receives a request for accommodation, the supervisor shall immediately notify the ADA/Section 504 Coordinator so that the request may be processed in a timely manner. Any supervisor who, in the course of job performance counseling, is informed by an employee that a physical or mental condition may be affecting the employee's work performance shall refer the employee to the ADA/Section 504 Coordinator.

The ADA/Section 504 Coordinator will analyze the request and confer with the employee and the supervisor to ascertain the employee's requirements and input on a reasonable accommodation and make a determination regarding which accommodations are necessary. If the employee is unable to demonstrate a disability or does not request a reasonable accommodation under the guidelines set forth in this policy, the request may be denied.

More detailed information regarding the process may be found in the ADA/504 Policy (MAPP 02.05.15).

D. Job Applicants

Applicants for employment may request accommodations by contacting the Office of Human Resources in Hannah Hall 126, the department in which they will be interviewing, or the chair of the search committee, when applicable. Upon receipt of a request, the chair of the department or search committee shall immediately notify the Office of Human Resources or the ADA/Section 504 Coordinator regarding the request. If the Office of Human Resources receives a request, the request should be forwarded to the ADA/Section 504 Coordinator, who will work with the appropriate individuals to determine what reasonable accommodations may be offered to a potential job applicant.

Applicants may be required to provide a recent medical statement by an appropriately licensed professional that contains a diagnosis, prognosis, and a description of the specific impairment(s) and the major life functions and activities affected by the impairment. Applicants may be asked to submit additional medical information if the information previously provided is incomplete, unclear, outdated or inconsistent. If the applicant does not provide the required documentation and information within fifteen (15) days, the request for accommodations may be cancelled for lack of necessary information.

E. Beneficiaries of Programs, Services and Activities

Beneficiaries of programs, services and activities may request accommodations by contacting the department or organization hosting the event, program, or activity. A designee of the event, service, or activity shall immediately notify the ADA/Section 504 Coordinator regarding the request. The ADA/Section 504 Coordinator shall determine, on a case-by-case basis, what reasonable accommodations may be offered.

Individuals may be required to provide a recent medical statement by an appropriately licensed professional that contains a diagnosis, prognosis, and a description of the specific impairment(s) and the major life functions and activities affected by the impairment. Individuals may be asked to submit additional medical information if the information previously provided is incomplete, unclear, outdated or inconsistent. If the individual does not provide the required documentation and information within a reasonable time prior to the event, service, or activity, the request for accommodations may be cancelled for lack of necessary information.

COMPLAINT AND HEARING PROCEDURE

A. Purpose

The purpose of this procedure is to provide the primary process for addressing student and employee complaints based on disabilities under the ADA and Section 504 of the Rehabilitation Act of 1973. Texas Southern University has adopted an internal complaint procedure providing prompt and equitable resolution of complaints alleging any action prohibited by Title II of the ADA and/or Section 504 of the Rehabilitation Act. Any individual who believes he or she was denied a reasonable accommodation or received insufficient accommodations in violation of this policy or disability laws may file an ADA complaint with the appropriate University official.

B. Complaints

All student ADA complaints should be addressed to the Dean of Students:

Dean of Students
TSU Office of Student Services
Student Recreation Center, Room 212
Texas Southern University
(713) 313-6874
3100 Cleburne
Houston, Texas 77004

All other ADA complaints should be addressed to the ADA/section 504 Coordinator:

Interim ADA/Section 504 Coordinator
Mr. Wendell Williams
Office of the President
Hannah Hall, Room 220
Texas Southern University
Houston, TX 77004 (713) 313-7033

C. Complaint and Hearing Procedure

A complaint should be filed in writing, contain the name, address and telephone number of the Complainant, and briefly describe the alleged violation of the regulations. The complaint should be filed within thirty (30) days after the Complainant becomes aware of the alleged violation.

After receiving an ADA complaint, the University's ADA/Section 504 Coordinator shall schedule a hearing before the ADA Hearing Committee and submit a copy of the complaint and any other relevant documents to the committee. The hearing shall be scheduled within twenty-one (21) days from the date the ADA/Section 504 Coordinator receives the complaint.

The hearing shall consist of opening statements, if desired, by the Complainant, the institution or their representatives, and testimony by any witnesses called by the Complainant or the institution. During the hearing, both parties and the members of the ADA Hearing Committee shall have the right to question witnesses and introduce any relevant exhibits to the committee. The Complainant shall have the responsibility of presenting relevant facts and circumstances to establish the validity of the complaint. Formal rules of evidence will not apply during the hearing. The proceeding shall be non-adversarial in nature.

The chairperson shall control the hearing and take appropriate action to ensure an equitable, orderly, and expeditious hearing. As presiding officer, the chairperson may remove anyone not complying with the rules and/or disrupting the hearing. Witnesses will be heard one at a time and may be excused from the hearing by the chairperson after testifying.

At least ten (10) working days prior to the hearing, either party may request in writing that the proceedings be tape-recorded. At the conclusion of the testimony, both parties will be permitted to make a closing statement. Following the hearing, the Hearing Committee will retire to deliberate and will submit a written report of its recommendations to the ADA/Section 504 Coordinator within seven (7) days after hearing the complaint.

The complainant may request an appeal of the case in instances where he or she is dissatisfied with the resolution. The request for an appeal should be made within five (5) business days of receiving the decision of the Hearing Committee to:

Interim ADA/Section 504 Coordinator
Mr. Wendell Williams
Office of the President
Hannah Hall, Room 220
Texas Southern University
Houston, TX 77004 (713) 313-7033

D. Appeals

Final determination of a reasonable accommodation rests with the University. Any request for an appeal that is submitted to the ADA/504 Coordinator shall be reviewed by the Associate Vice President/Chief Human Resources Officer for final review and resolution.

SUBSTANCE ABUSE PREVENTION, EDUCATION AND INTERVENTION PROGRAM (SAPEI)

The total health and welfare of the students at Texas Southern University (TSU) is of paramount concern to all staff, faculty, and administrators, who realize that students are striving to achieve a quality education and prepare to enter the work force. They also recognize that alcohol and other drugs often become a part of the social interaction of young people. TSU, as well as all other federally funded institutions of higher learning, is mandated by the United States Department of Education to have a program on campus that will address the use of alcoholic beverages and illicit drugs by students. The unit charged with this responsibility is the Substance Abuse Prevention, Education and Intervention Program (SAPEI) of the University Counseling Center. SAPEI is an outcome of the Higher Education Amendments of 1986. TSU's Board of Regents has approved policies to regulate the use of alcohol, drugs, and other controlled substances on campus.

The SAPEI program utilizes a variety of approaches with which to educate our students; among these are classroom presentations, dissemination of educational materials (pamphlets, brochures), and campus-wide observances (e.g., National Collegiate Alcohol Awareness Week, health fairs, etc.). It also cosponsors programs with various student organizations on campus. SAPEI also provides individual, family, and group counseling at no charge to all currently enrolled students.

SAPEI is located in the Student Health Center. Office hours are 8:00 a.m. to 5:00 p.m. Monday through Friday. Call SAPEI at 713-313-7800, either to make an appointment or for additional information.

SCHOOL OF COMMUNICATION

Since Fall 2015, The **School of Communication (SOC)** has offered the Master of Arts in Communication with concentrations in academic and professional areas. The SOC seeks to achieve the following objectives:

- Prepare students for further study toward the Ph.D. degree;
- Provide students with a theoretical, practical and research foundation in mass communication media so that they may acquire enhanced understandings of their professional specialties in these media;
- Provide students with health communication and organizational communication skills to confidently enter the job market or the research fields.

SOC GRADUATE ADMISSION CRITERIA AND PROCESS

Students may be admitted to the Master of Arts in Communication program in the Fall semester and in the Spring semester. The deadline for the submission of all application and admission materials is July 15 for the Fall semester and November 15 for the Spring semester of each year (early submission is encouraged).

The School of Communication Graduate Program requires, at a minimum, that applicants have a B.A. in communication or a closely related field with a 3.2 grade point average for the upper division courses (usually the last 30 semester hours). In addition to meeting the Graduate School's requirements for admission, retention, examinations, candidacy and graduation as listed elsewhere, applicants should submit the following:

1. An official transcript of all undergraduate course work. (Must show evidence of a baccalaureate degree from an accredited institution.)
2. A 500-750 word personal essay/statement that details the academic and professional preparation for, and interest in, the graduate program. The essay should address the reasons the applicant selected his or her specific program and concentration; details of the collegiate academic background and professional experiences of the applicant; and the post-MA-program goals of the applicant.
3. Two confidential letters of recommendation from faculty who have taught the applicant. The letters should address applicant's strengths, areas of improvement, and commitment to excellence. Applicants with related professional experience may submit an additional letter of recommendation from their supervisors.
4. A current resume.
5. Official TOEFL (Test of English as a Foreign Language) score if the applicant's native language is not English, unless the applicant has received an undergraduate degree from a U.S. college or university. A TOEFL score of at least 550 on the paper-based test, 213 on the computer based test, or 79 on the Internet based test, is required.

Only completed applications (containing all required application materials listed above) will be reviewed for admission. Graduate application materials are received by the Graduate School and forwarded to The School of Communication for review. The recommendation of the School of Communication is returned to the Graduate School. The final admission decision is made by the Graduate School, and the applicant is notified of the decision accordingly. Prospective students wishing to inquire about their application status should direct questions to the Graduate School, until they receive official admissions notification.

Applicants must be fully admitted to the program before enrolling in coursework. Admission is competitive and based on an applicant's entire academic record. The requirements stated are the minimum standards for consideration of an application and do not guarantee admission. Admission to the program is contingent upon admission to the Graduate School. *Please note that admission is only applicable for the semester admitted.*

ADMISSION REQUIREMENTS

Applicants must meet **all** of the following requirements:

Unconditional Admission:

1. Graduate with a four-year baccalaureate degree from an accredited college or university (degrees from institutions outside the U.S. are evaluated for equivalency to U.S. degrees).
2. Possess a grade point average of at least 3.0 in undergraduate studies.
3. Complete satisfactory preparation in the specific discipline or field of study.
4. Attain a score of at least 213 on the TOEFL, if an international student.

Conditional Admission:

Students who fail to satisfy the unconditional admission criteria may be admitted on a conditional basis. Under conditional admission, the student must have at least a 2.8 undergraduate grade point average or the undergraduate grade point average within the last thirty-hours (30) of course work must be at least 3.2. Students admitted in this category will be required to meet the unconditional admission criteria by maintaining at least a grade of "B" or better in **each** course in the first twelve hours of graduate work within the first year of enrollment. Failure to satisfy unconditional admission criteria within the stipulated time will result in the student being dropped from the program. Conditional admits are not eligible for financial aid.

Post- Baccalaureate and Non-Degree Seeking Applicant Policy

1. Applicants are not eligible for financial aid.
2. If admitted as a post- baccalaureate student, the student is required to earn a minimum of 3.5 in those hours they take while in the graduate program in order to be admitted into the program.
3. If admitted with non-degree-seeking status, a student is allowed to take up to six (6) hours only.

DEGREE REQUIREMENTS AND SOC GRADUATE PROGRAM POLICIES

Master of Arts in Communication Overview

Fulfillment of the general requirements for graduation as outlined in the General Information section of the Graduate School Bulletin and specific requirements for the Master of Arts in Communication as summarized below:

Minimum General Requirements for the Master of Arts in Communication Degree

1. A degree plan must be filed with the Graduate School within the first semester of course work.
2. A minimum grade point average of **3.0** is required for all graduate work attempted.
3. Courses transferred may not exceed 6 semester hours, and must have earned a grade of "B" or higher.
4. No more than 6 semester credit hours of "C" and/or "C+" work are accepted toward satisfying graduation and degree requirements.
5. The program must be completed within 6 calendar years.

Warning Status and Grade Point Average

In order to continue in the Graduate School, the student must maintain a grade point average of at least 3.00.

A graduate student whose graduate grade point average falls below 3.00 at the end of any semester or summer session will be warned by the Graduate School that his or her continuance in the Graduate School is in jeopardy. **The student must attain a graduate grade point average of at least 3.00 during the next semester in which he or she is enrolled, or will be subject to dismissal.**

Written Qualifying Examination Requirement

All graduate students must take a written qualifying exam before the conclusion of their second semester of coursework. The qualifying exam assesses the student's academic preparedness to continue in the program. The Graduate Advisor will notify students of the date and length of the exam and will provide the exam results.

The written qualifying exam will cover the content discussed in the following courses listed below, as well as assess the student's writing skills.

- For the Professional Communication and Digital Media concentration: CM 501, JOUR 505, and RTF 510 (the course list may change should the curriculum be revised).
- For Health Communication, Organizational Communication, and Media Studies/Research and Theory concentrations: CM 526, CM 533, and CM 534 (the course list may change should the curriculum be revised).
- Assessment of writing skills

Eligibility

Graduate students must meet each of the following requirements to be eligible to take the written qualifying exam:

- a. A Degree Plan must be on file;
- b. The student must be enrolled in the second semester of coursework; and
- c. The student must apply to take the qualifying exam.

Grading

Graduate faculty examiners will grade qualifying exams in the following categories: A score of 70 or above is considered a Pass. A score below 70 is considered a Fail.

If a student receives a failing score, the student may retake the exam one more time. Failure to earn a passing score on the second attempt will result in the dismissal of the student from the program.

Disclaimer: Academic policies and procedures outlined in the Graduate School Catalog by the Graduate School at Texas Southern University supersedes those of the School of Communication.

DESCRIPTION OF THE PROGRAM AND CONCENTRATIONS

The School of Communication (SOC) has made major revisions to its graduate program, creating new concentrations to prepare students for current and emerging careers in communication studies and media technology. They are:

- **Professional:**
 - **Professional Communication and Digital Media**

- **Academic:**
 - **Health Communication**
 - **Organizational Communication**
 - **Media Studies (Research and Theory)**

The Professional Concentration

Many media professionals and media studies teachers with undergraduate degrees in communication studies, journalism or media production are looking for master's programs to sharpen their professional skills. The School of Communication has designed a concentration to support the needs of this type of student. In the **Professional Communication and Digital Media** concentration, after taking foundational and required classes in professional skills, the master's candidates will complete a two-semester project in long-form journalism, documentary film, web-based journalism, or digital instructional material for classroom use.

The Academic Concentrations

The School of Communication (SOC) also offers academic concentrations in **Health Communication, Organizational Communication, and Media Studies/Research and Theory**. This emphasis will help master's level graduate students advance into doctoral programs, and secure health, corporate and other organizational positions.

The **Health Communication** concentration allows public health professionals, nonprofit leaders, and researchers to gain advanced knowledge of communication models, processes, strategic communication, and health campaigns. Students gain advanced knowledge of theories, research, and practice to examine current problems in health care. This degree program allows professionals and nonprofessionals an opportunity to study how information is generated and shared among health professionals, communities,

CM 535 Media Entrepreneurship (3)
Fund-raising, promotional and business planning for media projects, including the use of websites and social media.
Prerequisite: None.

CM 699 Master's project (4)
Each student will be responsible for designing, developing and producing a master's project using selected media forms under the supervision of the project advisor. Students are encouraged to plan their projects during the course of their study and produce the project during the last semester before the completion of their degree. Prerequisite: approval of the academic advisor.

3. Elective courses (9 CHRS) Choose from any graduate level courses.

HEALTH COMMUNICATION (Total 33 Credit Hours)

1. Foundation Courses (12 CHRS)

CM 526 Introduction to Graduate Studies in Communication (3)
Fundamentals of scholarly research and writing at the graduate level. Required during the first semester of M.A. study.
Prerequisite: None.

CM 533 Theory and Process of Communication (3)
Concepts in communication theory; examination of theories and principles relating to the communication process.
Required for the Master of Arts degree in Communication.

CM 534 Introduction to Graduate Research (3)
Introduction to historical, experimental, descriptive and creative methodologies in communication; design and implementation of research topics. Required for the Master of Arts degree in Communication.

CM 554 Intercultural Communication. (3)
Considers rules, meaning, uncertainty reduction, development communication, and comparative approaches to intercultural communication. Examines methodological issues.

2. Required Courses (15 SCH)

CM 562 Health Communication (3)
Focus on the social, economic, and political factors influencing beliefs and attitudes related to health and illness. Examines the primary relationships in healthcare settings and the role of mass media in health.

CM 563 Health Communication Campaigns (3)
This course exposes students to principles of health communication and campaigns. The emphasis will be on both seminal and recent research trends. As part of the exploration of contextual topics, types of health campaigns will be examined, and students will have an opportunity to design a campaign.

CM 565 Health and Mass Media (3)
This course examines the prevalence and nature of mass media messages concerning health, including various ways in which health issues are portrayed through entertainment, news media, and advertising. Students will learn about the frequency and nature of health messages in different media formats and the effects these messages have on viewers.

CM 634 Advanced Communication Research Methods (3)
Students will learn the methodology of research design, measurement, and analysis utilized in communication studies. Students will be introduced to the broad range of standard data analysis techniques by using computer software programs for quantitative and qualitative, and mixed research methods. Prerequisites: CM 534 and consent of instructor.

CM 698 Research Project (Thesis) (3)
Directed individual study on specific communication thesis topic. Prerequisite: CM 534, CM 634 and consent of instructor (May be repeated twice).

3. Elective (6 CHRS) Choose from any graduate level courses.

ORGANIZATIONAL COMMUNICATION (Total 33 Credit Hours)

1. Foundation Courses (12 SCH)

CM 526 Introduction to Graduate Studies in Communication (3)
Fundamentals of scholarly research and writing at the graduate level. Required during the first semester of M.A. study.

CM 533 Theory and Process of Communication (3)
Concepts in communication theory; examination of theories and principles relating to the communication process. Required for the Master of Arts degree in Communication.

CM 534 Introduction to Graduate Research (3)
Introduction to historical, experimental, descriptive and creative methodologies in communication; design and implementation of research topics. Required for the Master of Arts degree in Communication.

CM 554 Intercultural Communication. (3)
Considers rules, meaning, uncertainty reduction, development communication, and comparative approaches to intercultural communication. Examines methodological issues.

2. Required Courses (15 SCH)

CM 552 Organizational Communication Theories (3)
Introduction to organizational communication. Specific objectives include development of historical progress, examination of major research issues such as information flow, network analysis, communication overload and underload, exploration of theoretical foundations in organizational decision making, dimensions and levels of communication behavior in complex organizations.

CM 569 Communication and Organizational Crisis (3)
As communication technology and the proliferation of news outlets instantly informs the public about organizational missteps, organizations need to be aware of their reputation before, during, and after crises. This course will discuss what constitutes and causes organizational crises, how to avoid crises, what to do when a crisis hits, and how to learn from past crises and prevent future problems.

CM 560 Gender and Communication (3)
Students will be introduced to the complex ways in which communication and gender intersect. Attention will be given to the socially endorsed views of masculinity and femininity as taught to individuals through a variety of cultural means.

CM 634 Advanced Communication Research Methods (3)
Students will learn the methodology of research design, measurement, and analysis utilized in communication studies. Students will be introduced to the broad range of standard data analysis techniques by using computer software programs for quantitative and qualitative, and mixed research methods. (Prerequisites: CM 534 and consent of instructor).

CM 698 Research Project (Thesis) (3)
Directed individual study on specific communication thesis topic. Prerequisite: CM 634 and consent of instructor. (May be repeated twice)

3. Elective (6 SCH)

Choose from any graduate level courses.

MEDIA STUDIES/RESEARCH AND THEORY (ACADEMIC TRACK) (TOTAL 33 Credit Hours)

1. Foundation Courses (12 CHRS)

CM 526 Introduction to Graduate Studies in Comm. (3)
Fundamentals of scholarly research and writing at the graduate level. Required during the first semester of M.A. study.

CM 533 Theory and Process of Communication (3)
Concepts in communication theory; examination of theories and principles relating to the communication process. Required for the Master of Arts degree in Communication.

CM 534 Introduction to Graduate Research (3)
Introduction to historical, experimental, descriptive and creative methodologies in communication; design and implementation of research topics. Required for the Master of Arts degree in Communication.

CM 554 Intercultural Communication (3)
Considers rules, meaning, uncertainty reduction, development communication, and comparative approaches to intercultural communication. Examines methodological issues.

2. Required Courses (15 SCH)

CM 527 Mass Communication Effects (3)
The significance and impact of mass communication in contemporary society; critical review of the models and paradigms of media influence and influence processes.

CM 530 Media Law & Ethics (3)
Governmental, legal, regulatory and administrative policies, rules and procedures as they pertain to mass communication and public policy-making.

CM 576 Race, Gender, Class & the Media (3)
This seminar will involve a survey of relevant literature concerning the interplay between race and mass media. During the course of the semester students will gain an understanding of the relationship between persons of color and the mass media. The course will focus on the mass media's representation of these groups, including whether and/or how their representation has changed over time, what forces have affected their representation, and the current state of their representation.

CM 577 Race and News (3)
Survey of relevant literature concerning the interplay between race and mass media, with special emphasis placed on news. During the course of the semester students will gain an understanding of the relationship between persons of color and the news and public affairs arena of mass media.

CM 634 Advanced Communication Research Methods (3)
Students will learn the methodology of research design, measurement, and analysis utilized in communication studies. Students will be introduced to the broad range of standard data analysis techniques by using computer software programs for quantitative and qualitative, and mixed research methods. Prerequisites: CM 534 and consent of instructor.

CM 698 Research Project (Thesis) (3)
Directed individual study on specific communication thesis topic. Prerequisite: CM 534, CM 634 and consent of instructor (May be repeated twice).

3. Elective (6 SCH)

Choose from any graduate level courses.

**Curriculum Summary for the
Master of Arts in Communications
Professional Communication and Digital Media Concentration
Professional
Total Semester Credit Hours (SCH) Required: 36**

Foundation Courses (10 CHRS)	Required Courses (17 CHRS)	Electives (9 CHRS)
CM 501 (3)	RTF 515 (3)	Any graduate level courses
JOUR 505 (3)	RTF 520 (4)	
RTF 510 (4)	CM 530 (3)	
	CM 535 (3)	
	CM 699 (4)	

**Curriculum Summary for the
Master of Arts in Communications
Health Communication Concentration
Academic
Total Semester Credit Hours (SCH) Required: 33**

Foundation Courses (12 SCH)	Required Courses (15 SCH)	Electives (6 SCH)
CM 526 (3)	CM 562 (3)	Any graduate level courses
CM 533 (3)	CM 563 (3)	
CM 534 (3)	CM 565 (3)	
CM 554 (3)	CM 634 (3)	
	CM 698 (3)	

**Curriculum Summary for the
Master of Arts in Communications
Organizational Communication Concentration
Academic
Total Semester Credit Hours (SCH) Required: 33**

Foundation Courses (12 SCH)	Required Courses (15 SCH)	Electives (6 SCH)
CM 526 (3)	CM 552 (3)	Any graduate level courses
CM 533 (3)	CM 560 (3)	
CM 534 (3)	CM 569 (3)	
CM 554 (3)	CM 634 (3)	
	CM 698 (3)	

**Curriculum Summary for the
Master of Arts in Communications
Media Studies/Research and Theory Concentration
Academic
Total Semester Credit Hours (SCH) Required: 33**

Foundation Courses (12 SCH)	Required Courses (15 SCH)	Electives (6 SCH)
CM 526 (3)	CM 527 (3)	Any graduate level courses
CM 533 (3)	CM 530 (3)	
CM 534 (3)	CM 576 or CM 577 (3)	
CM 554 (3)	CM 634 (3)	
	CM 698 (3)	

**LIST OF ELECTIVE COURSES FOR ALL CONCENTRATIONS
(ALL COURSES MAY NOT BE OFFERED ON A REGULAR BASIS)**

CM 525 African-American Issues in Communication

(3)

Study of historical and contemporary issues, relating to communicational aspects of African American culture and communication. The continuities between African and African-American culture and communication are examined.

CM 535 Media Entrepreneurship

(3)

Fund-raising, promotional and business planning for media projects, including the use of websites and social media.

CM 549 Seminar in Interpersonal Communication

(3)

This seminar explores advanced models, theories, and practice of communication within specific relational contexts. Individuals in this seminar also survey various approaches to conflict resolution.

CM 550 Qualitative Methods in Communication Research

(3)

An introduction to qualitative research methods in communication studies. Provides students with an overview of several techniques for, and issues in gathering, analyzing, writing-up, and using qualitative data.

CM 551 Social Media, Culture and Communication

(3)

The history, practices, tools, legal and ethical issues related to social media. Emphasis on students' exploration of theories - public relations, communication and business - to help better understand and develop social media.

CM 552 Organizational Communication (3)

Introduction to organizational communication. Specific objectives include development of historical progress, examination of major research issues such as information flow, network analysis, communication overload and underload, exploration of theoretical foundations in organizational decision making, dimensions and levels of communication behavior in complex organizations.

CM 554 Intercultural Communication

(3)

Considers rules, meaning, uncertainty reduction, development communication, and comparative approaches to intercultural communication. Examines methodological issues.

CM 555 Family Communication

(3)

This course is designed to acquaint students with some of the more common theoretical and methodological issues that face those who conduct research on family communication. The developmental life course of traditional U.S. families, the various types of families that comprise today's society. Specific topics include social support, communication and attraction, marriage, divorce, sibling relationships, step-families, the effect of spouses' occupations on the family, the influence of culture on family interaction, and communication in abusive families.

CM 559 Special Topics in Communication

(3)

This is a course designed to address selected topics in communication. Topics and research preferences will vary.

CM 560 Gender and Communication

(3)

Complex ways in which communication and gender intersect. Attention will be given to the socially endorsed views of masculinity and femininity as taught to individuals through a variety of cultural means.

CM 561 Internet and Society

(3)

Places new communication technology into historical, cultural, and theoretical perspective. Study of the "people" side of electronic communication in general and the Internet in particular.

CM 562 Health Communication

(3)

Focus on the social, economic, and political factors influencing beliefs and attitudes related to health and illness. Examines the primary relationships in healthcare settings and the role of mass media in health.

CM 563 Health Communication Campaigns

(3)

Principles of health communication and campaigns. Emphasis on both seminal and recent research trends. Types of health campaigns will be examined, and students will have an opportunity to design a campaign.

CM 564 E-Health Communication**(3)**

This course examines the ways in which new media technology is used to discuss and improve one's health. Students will learn the dominant theories and models used to explain how and why users access health information online, how new media is used to facilitate communication among patients and doctors, the value of virtual support networks, and the way in which new media platforms contribute to increased health literacy.

CM 565 Health and Mass Media**(3)**

Prevalence and nature of mass media messages concerning health. This course examines the various ways in which health issues are portrayed through entertainment, news media, and advertising. Students will learn about the frequency and nature of health messages in different media formats and the effects these messages have on viewers.

CM 567 Strategic Communication Management**(3)**

Introduces public relations and other public communication theories that aid in managing communication and responding to organizational management and marketing challenges. Explores the relationships among public relations, advertising, marketing communications and management of organizations.

CM 568 Organizational Training & Development**(3)**

Methods and practice in communication training and development for organizations, including pre-assessment, writing objectives, training techniques, post-training evaluation, feedback, implementation. The emphasis is on communication processes and outcomes for the trainer and trainee plus communication skill development within training modules.

CM 569 Communication and Organizational Crisis**(3)**

This course provides students insights regarding key concepts, theoretical perspectives, essential skills and abilities, and critical thinking and problem solving skills necessary for effective crisis management within organizations. Topics will include issues management, risk management, relationship management, crisis planning and preparation, case studies, and developing crisis communication management plans.

CM 570 Communicating in the Global Workplace**(3)**

This introductory course explores communication issues that arise in the global workplace. The course develops an appreciation of the relationship among culture, communication, and ways of organizing and doing business.

CM 574 Communication Leadership in Multicultural Contexts**(3)**

This course distinguishes leadership as an influential message-centered process. Based on this perspective, the course examines the variables of message exchange (communicator role, message content and meaning, media, context, and culture) as they impact organizational goal achievement. Eight major communication approaches are used to explain leadership. Special attention is given to understanding communication theory and extending social science research. This course examines communication leadership scholarship within a context of diversity that includes culture, gender, race, ethnic, as well as additional diversity indices.

CM 576 Race, Gender, Class and the Media**(3)**

This seminar will involve a survey of relevant literature concerning the interplay between race and mass media. During the course of the semester students will gain an understanding of the relationship between persons of color and the mass media. The course will focus on the mass media's representation of these groups, including whether and/or how their representation has changed over time, what forces have affected their representation, and the current state of their representation.

CM 698 Research Project (Thesis)**(3)**

Directed individual study on specific communication thesis topic. Prerequisite: CM 634 and consent of instructor. (May be repeated twice)

CM 699 Master's Project**(4)**

Each student will be responsible for designing, developing and producing a master's project using selected media forms under the supervision of the project advisor. Students are encouraged to plan their projects during the course of their study and produce the project during the last semester before the completion of their degree. Prerequisite: approval of the academic advisor.

Note that Research Project and Master's Project courses receive grades of Satisfactory or Unsatisfactory only. Grades are assigned after the defense of the thesis or project. A successful defense and submission of the thesis or project requires that the supervising member of the faculty assign a grade of Satisfactory for the appropriate Research Project and Master's Project course.

- JOUR 542 Broadcast Journalism Writing and Producing (3)**
Intensive training in creation of broadcast packages including long-form stories. Prerequisite: CM 501, JOUR 505 and RTF 510.
- JOUR 544 Effective Website Design and Strategy (3)**
Techniques for creating and promoting multimedia websites Prerequisite: CM 501, JOUR 505 and RTF 510.
- JOUR 571 Literature of Journalism (3)**
Readings in literary journalism with practical instruction in the creation of long-form narratives.
- RTF 510 Visual Storytelling (3)**
A developmental course in basic skills in media aesthetics, videography and editing using a variety of multimedia production tools. Prerequisite: none.
- RTF 515 Writing for Film and Electronic Media (3)**
Covers the process of writing for visual media. Includes proposals, treatments, scripts, budgeting and scheduling. Prerequisites: CM 501 and JOUR 505.
- RTF 520 Advanced Media Production in the Digital Age (4)** Advanced production techniques in videography, editing and multimedia production. Prerequisite: CM 501, JOUR 505, RTF 510 and RTF 515.
- RTF 540 Instructional Media Techniques (4)**
The use of digital technology to create instructional material for the classroom. Prerequisite: CM 501, JOUR 505, RTF 510, and RTF 515.
- RTF 546 Digital Animation (4)**
Introduction to computer-generated animation using current digital animation software. Prerequisite: CM 501, JOUR 505 and RTF 510.
- RTF 560 Digital Film Production I (4)**
A hands-on, introductory course to digital filmmaking using new digital video equipment. Includes scriptwriting, producing, directing and editing a number of shorts, using digital video cameras and editing applications such as Avid and Final Cut Pro. Students are responsible for materials used in the course. The School will provide equipment only. Prerequisite: CM 501, JOUR 505, RTF 510, RTF 515 and RTF 520.
- RTF 562 Television Production (4)** Introduction to production of programs for television and broadcast news using multi-camera studio production techniques. Four hours of lecture per week with studio and field hours to be arranged. Prerequisite: CM 501, JOUR 505 and RTF 510.
- RTF 564 Documentary Production (4)**
The course will cover proposal writing, research, shooting, editing and packaging of short documentaries. This hands-on course requires outside classroom activities. Four hours of lecture per week with studio and field hours to be. Prerequisite: CM 501, JOUR 505, RTF 510, RTF 515, and RTF 520.
- SOC 554 Advanced Sociological Statistics (3)**
Advanced statistical methods with emphasis on multiple regression techniques.

COLLEGE OF LIBERAL ARTS AND BEHAVIORAL SCIENCES

The mission of the College of Liberal Arts and Behavioral Sciences is to educate every student to live knowledgeably, responsibly and humanely.

The College of Liberal Arts and Behavioral Sciences offers graduate programs designed to provide high quality instruction in various disciplines on an advanced level. As one of the largest and most diverse academic units at Texas Southern University, the College offers master's degrees in five departments:

- Master of Arts in English
- Master of Arts in History
- Master of Science in Human Services and Consumer Sciences
- Master of Arts in Psychology
- Master of Arts in Sociology

The goal of the graduate programs is to prepare students to contribute effective solutions to urban, national and global problems by engaging them in literary, historical, and social research. The aim of each graduate-level program is to build upon knowledge and skills learned on the undergraduate level, focusing on the areas of research, writing, and practice skills with emphasis on critical thought and analysis. Graduates are well-prepared to continue their educational pursuits in doctoral and professional schools. Our distinguished faculty members are scholars with national recognition and distinction for outstanding instruction, creativity and research. Each department has specific requirements for admission and graduation. Therefore, students who are interested in pursuing the graduate degrees listed above should contact the chairperson of the department in which the desired degree is offered.

DEPARTMENT OF ENGLISH

Master of Arts in English

The Department of English at Texas Southern University prides itself in preparing students to excel in their knowledge and understanding of the areas of British, American, and African American Literature, and Literary Analysis and Theory. Students engage in intensive study and research towards a command of the broad and diverse range of literatures written and/or translated into English. Our graduates make meaningful personal discoveries throughout their studies: how ideas in literature influence their life-long pursuits and thinking.

Master of Arts (M.A.) students will immerse themselves in both rhetorical and contemporary theoretical approaches to literary texts. Through expert instruction, workshops, and graduate experiential opportunities, the Master of Arts in English prepares successful graduates for exemplary higher education entry teaching opportunities; communication (oral and written); leadership opportunities in arts, business, education, government, and legal pursuits; and entrance into prestigious Ph.D. programs in literature and rhetoric and composition.

Master of Arts in English -- Degree Plans

The English Department offers three options leading to the Master of Arts degree:

1. Track A – Masters of Arts degree (thesis option – 27 semester credit hours + 3 research hours for thesis) – in literature study with an emphasis in American, African-American, or British literature.
2. Track B – Masters of Arts degree (non-thesis option - 30 semester credit hours for non-thesis) – with a generalist concentration in literary studies. With the approval of the Department Chair and the instructor, the student will devote three credits to a “Directed Reading and Research” course resulting in two or more longer papers.
3. Online Masters of Arts degree in English. Students electing this online option will follow the same Track A or Track B program noted above. Contact the Chair for more specific information.

Application Deadlines

Fall Admission: July 15
Spring Admission: November 15

Minimum Requirements for Admission

- Bachelor of Arts in English or Bachelor of Arts and/or Bachelor of Science in another discipline
- Minimum of 2.75 overall G.P.A. in undergraduate studies and 3.0 G.P.A. in the discipline

Qualifications for Graduate Assistantships

- Highly competitive
- Limited – three per year (2 semesters); may be renewed for two additional consecutive semesters
- Maintenance of G.P.A. of 3.5 or above while enrolled in the program
- Students who achieve 3.4 or above after two semesters of residence are eligible to apply for graduate assistantship consideration

Application Materials*

Students should submit the following materials to the Texas Southern University Graduate School:

- The online application
- Academic transcripts from all (attended) institutions of higher learning
- Application fees

*All materials are required for admittance consideration.

The following materials should be submitted to the Director of Graduate Studies, Department of English:

- Three letters of recommendation
- The student’s statement of intent (1-2 pages)
- A ten to fifteen (10-15) page critical writing sample with bibliography

Requirements of the Degree

- Thirty (30) hours of coursework

Distribution of Coursework

Curriculum Summary

- Three (3) hours of Methods of Research (ENG 533)
- Three (3) hours of Survey of Literary Theory (ENG 638)
- Three (3) hours of Cornerstone Seminar (Literary Introductory Course) (ENG 502)
- Fifteen (15) hours of literary and cultural theory courses
- Three (3) hours of Directed Reading and Research (up to six hours with permission)
- Three (3) hours of Thesis

Courses

ENG 501 GRADUATE PROFESSIONAL WRITING (3) A course for students who have not achieved writing proficiencies appropriate for graduate work, including the master's thesis and doctoral dissertation. (Prerequisite: graduate standing)

ENG 502 CORNERSTONE SEMINAR (3) An intense and comprehensive period-based survey of literature from the ancient through the modern and the post-modern. (Prerequisite: graduate standing)

ENG 529 STUDIES IN LITERARY BIOGRAPHY AND NON-FICTION (3) A study of the relationship of author and text in the works of notable British and American writers. (Prerequisite: graduate standing)

ENG 530 AFRICAN AMERICAN FICTION (3) An examination of the literary presentation of the passage from slavery to free personhood in selected texts of African American fiction, with a special concentration on rhetorical structure. (Prerequisite: graduate standing)

ENG 532 AFRICAN AND AFRICAN DIASPORA LITERATURE (3) A study of selected poetry, fiction, and drama of Africa and the African Diaspora. (Prerequisite: graduate standing)

ENG 533 METHODS OF RESEARCH (3) An introduction to techniques of independent graduate study, with emphasis on bibliographical studies and textual criticism. (Prerequisite: graduate standing)

ENG 536 Seminar in Professional Writing (3) Course equips students with how to write effective proposals, technical documents, abstracts, and other documents.

ENG 629 SEMINAR IN AMERICAN LITERATURE (3) A special topics course focusing on American poetry, drama, and fiction. (Prerequisite: graduate standing)

ENG 638 SURVEY OF LITERARY THEORY (3) An historical survey of theories of literary criticism from Aristotle to the present. (Prerequisite: graduate standing)

ENG 640 SEMINAR IN CHAUCER, SHAKESPEARE AND MILTON (3) An intense study of all the major works of Chaucer, Shakespeare, and Milton as the lynchpins of British Literature. (Prerequisite: graduate standing)

ENG 641 SEMINAR IN CREATIVE NON-FICTION (3) An examination of the primary methods to bringing creative approaches to writing non-fiction. Study includes memories, biography, autobiography, journaling, and inventive historical accounts. (Prerequisite: graduate standing)

ENG 732 THE AMERICAN NOVEL (3) A study of selected American novelists in conjunction with modern critical theories. (Prerequisite: completion of all required core courses)

ENG 734 SEMINAR IN MODERN POETRY (3) An examination of the primary trends in modern poetry, devoting attention to the masterpieces in the canon and engaging students in a systematic study of the techniques and philosophical tendencies in these works. (Prerequisite: completion of all required core courses)

ENG 735 THE BRITISH NOVEL (3) An intensive survey of the British novel from Defoe through the authors of contemporary British fiction. (Prerequisite: completion of all required core courses)

ENG 736 STUDIES IN BRITISH LITERATURE TO 1900 (3) A study of British poetry, drama, and prose from Shakespeare to the era of modernism. (Prerequisite: completion of all required core courses)

ENG 835 DIRECTED READING AND RESEARCH (3) An individualized course for students wishing to work with a specific professor in a well-defined area of scholarship. (Prerequisites: completion of all required core courses and the consent of both the Department Chair and the instructor)

ENG 837 THESIS IN PROGRESS (6) The writing of the thesis under the supervision of a thesis advisor from the graduate faculty of the Department of English. (Prerequisite: All preceding requirements for Master of Arts)

Conditional Admittance

- There is no conditional admittance to the Master of Arts in English Program at Texas Southern University.
- All requirements must be met before admittance to the Master of Arts Program (completed tests, fees paid, letters of recommendation submitted, et. al.)

Master of Arts in English -- Degree Plans

The English Department offers three options leading to the Master of Arts degree:

- M.A. with Thesis
- M.A. with Portfolio (non-thesis)
- M.A. Online with Thesis or Portfolio

The three degree paths for the M.A. degree are designed to prepare students for entry to the professional world or further graduate study.

Master of Arts Degree, Track A (thesis option)

In order to earn a Master's degree in English under Track A, a candidate must complete the following departmental requirements:

1. Thirty (30) hours of graduate work in English inclusive of English 837 (Thesis in Progress), with an emphasis in African American, American, or British literature
 - a. *Required Core Courses:* English 502, 533, and 638
2. A written comprehensive examination
3. End of program assessment that includes a comprehensive test, research completion, and evaluation
4. An acceptable thesis based on an investigation of a subject approved by the Department and the University Graduate School
5. An oral defense of the thesis before the committee of graduate faculty advisors
6. A completed thesis approved by the University Graduate School

Master of Arts Degree, Track B (non-thesis option)

In order to earn a Master's degree in English under Track B, a candidate must complete the following departmental requirements:

1. Thirty (30) hours of graduate work in English for a general concentration in literature inclusive of English 835 (Directed Reading and Research)
Required Core Courses: English 502, 533, and 638
2. A written comprehensive examination
3. End of program assessment that includes the comprehensive examination, portfolio, and research completion

4. An acceptable portfolio of at least six seminar-length analyses covering each of the areas of required studies (American, African-American, British, and Criticism) with the portfolio to be evaluated by members of the graduate faculty
5. An acceptable research project based on an investigation of a topic approved by the Department and the University Graduate School
6. An oral review of the portfolio or research project before the committee of graduate faculty advisors

Master of Arts Degree in English, Online Track

In order to earn a Master’s degree online in English, a candidate selects either the Thesis or Portfolio (non-thesis) option. The candidate must complete the following departmental requirements:

1. Thirty (30) hours of graduate work in English inclusive of English 837 (Thesis in Progress), with an emphasis in African American, American, or British literature)
Required Core Courses: English 502, 533, and 638
2. A written comprehensive examination
3. End of program assessment that includes a comprehensive test, research completion, and evaluation
4. An acceptable thesis or portfolio based on an investigation of a subject approved by the Department and the University Graduate School
5. An oral defense of the thesis or portfolio before the committee of graduate faculty advisors

Master of Arts Degree in English

Total Required Credits: 30

First Year	First Semester		Second Semester	
	ENG 502 Cornerstone Seminar (3)	3	ENG 530 African American Fiction	3
	ENG 533 Methods of Research (3)	3	ENG 735 The British Novel	3
	ENG 638 Survey of Literary Theory (3)	3	ENG 732 The American Novel	3
		9 hrs		9 hrs

Second Year	Third Semester		Fourth Semester	
	ENG XXX English Elective	3		
	ENG XXX English Elective	3	ENG 837 Thesis	3
	ENG 835 Directed Reading	3		
		9 hrs		3 hrs

DEPARTMENT OF HISTORY

The Department offers a master's program in history for students seeking to expand their knowledge of history and to develop the research, analytical, and critical skills that will prepare them for careers in academia, education, law, non-profit organizations, government, or public history. Students in this program will enhance their research and reading and writing skills.

ADMISSION CRITERIA

In addition to the general requirements for admission to the Graduate School (*see the General Information section of this catalog*), applicants for admission to the M.A. program in history are expected to have completed an undergraduate major or minor in history, or a related discipline. Those who do not have the equivalent of a history major or minor may be required to enroll in and successfully complete undergraduate history courses before they are fully admitted to the program. All application materials should be submitted to the **Texas Southern University Graduate School**. The department chair or the graduate student advisor will review all applications and make recommendations on admission to the Dean of the Graduate School.

DEGREE REQUIREMENTS

Thesis option: Complete thirty (30) semester hours of graduate work (nine (9) semester credit hours of required courses; fifteen (15) semester credit hours of electives); and six (6) semester hours of thesis with a grade point average of at least 3.0; demonstrate competency in functional English; pass a comprehensive examination over course work in history; write and defend a satisfactory history thesis. Eligible students are allowed a maximum of three attempts to pass the comprehensive examination over course work in history.

**Curriculum Summary for
Master of Arts in History
Total Credits Required Thesis: 30**

Core Courses (9 SCH)	Electives (15 SCH)	Thesis (6 SCH)
HIST 631 (3)	HIST XXX (3)	HIST 790* (6)
HIST 632 (3)	HIST XXX (3)	
HIST 750 (3)	HIST XXX (3)	
	HIST XXX (3)	
	HIST XXX (3)	

*Must be enrolled in HIST 790 (3) for two consecutive semesters.

Non-thesis Option: Complete thirty (30) semester credit hours of graduate work (fifteen (12) semester credit hours of required courses, including a research seminar, and eighteen (18) semester credit hours of electives) with a grade point average of at least 3.0; complete a research project and seminar paper in HIST 734 or HIST 736; pass a comprehensive examination over course work in history. Eligible students are allowed a maximum of three attempts to pass the comprehensive examination over course work in history.

Total Credits Required Non Thesis: 30

Core Courses (12 SCH)	Electives (18 SCH)
HIST 631 (3)	HIST XXX (3)
HIST 632 (3)	HIST XXX (3)
HIST 734 or 736 (3)	HIST XXX (3)
HIST 750 (3)	HIST XXX (3)
	HIST XXX (3)
	HIST XXX (3)

COURSE DESCRIPTIONS

Advanced Undergraduate/Graduate

(These courses can be taken for graduate credit only with the permission of the graduate advisor)

HIST 421 Topics in African Diaspora (3)

A directed readings course that may be repeated for up to six hours credit. Topics examine the history of the peoples of the African Diaspora. Three hours of lecture per week.

HIST 430 TOPICS IN U. S. HISTORY (3)

A directed readings course that may be repeated for up to six (6) hours of credit. Topics examine themes in the history of the United States.

HIST 431 TOPICS IN EUROPEAN HISTORY (3)

A directed readings course that may be repeated for up to six (6) semester credit hours. Topics examine themes in European civilization.

HIST 432 TOPICS IN WORLD HISTORY (3)

A directed readings course that may be repeated for up to six (6) semester credit hours. Topics examine themes in the history of societies and cultures throughout the world.

HIST 434 TOPICS IN LATIN AMERICAN HISTORY (3)

A directed readings course that may be repeated for up to six (6) semester credit hours. General study of the peoples, cultures, and politics of Latin America from a historical perspective. Special emphasis on the problems of colonialism, imperialism, and hemispheric solidarity.

HIST 438 HISTORY OF THE SOUTH (3)

An examination of the South including Houston during and after slavery with particular emphasis on race relations, as well as cultural and economic development.

HIST 439 THE UNITED STATES SINCE 1945 (3)

An examination of the rapid social and political changes experienced by the United States since World War II, with particular attention given to Americans' involvement in foreign affairs.

HIST 447 MODERN AFRICAN AMERICAN HISTORY (3)

An examination of the background and events of the struggle for legal, political, and economic equality by African Americans up to the present day.

HIST 471 THE AMERICAN REVOLUTION (3)

An examination of the explosive political, social, and cultural developments between 1763 and 1789, which culminated in a war for independence and the adoption of the U.S. Constitution.

HIST 478 SLAVERY (3)

An examination of the political, social, economic, and cultural impact of slavery on the Western world.

HIST 479 URBAN HISTORY (3)

An examination of the process of urbanization in American history with special emphasis on the role of ethnic minorities, blacks, and browns in an urban nation.

HIST 481 TOPICS IN AFRICAN HISTORY (3)

A directed readings course that may be repeated for up to six (6) semester credit hours. A series of specialized courses in African history. Topics include ancient African kingdoms, the history of South Africa, and the Atlantic slave trade.

Graduate Courses**HIST 531 READINGS IN U. S. HISTORY (3)**

Directed readings in selected areas of U.S. history to introduce the student to the themes and concepts of U.S. history. (This course may be taken more than once, but no more than three [3] times, as topics vary, with the permission of the instructor.)

HIST 532 READINGS IN AFRICAN AMERICAN HISTORY (3)

Directed readings in selected areas of African American history to introduce the student to the themes and concepts of African American history. (This course may be taken more than once, but no more than three [3] times, as topics vary, with the permission of the instructor.)

HIST 533 READINGS IN EUROPEAN/WORLD HISTORY (3)

Directed readings on specified topics in European or world history. (This course may be taken more than once, but no more than three [3] times, as topics vary, with the permission of the instructor.)

HIST 581 READINGS IN AFRICAN HISTORY (3)

Directed readings in selected areas of African history to introduce the student to the themes and concepts of African history. (This course may be taken more than once, but no more than three [3] times, as topics vary, with the permission of the instructor.)

HIST 582 SPECIAL PROBLEMS IN AFRICAN HISTORY (3)

Intensive study with reading and discussion of special problems in African history. (This course may be taken more than once, but no more than three [3] times, as topics vary, with the permission of the instructor.)

HIST 630 PROBLEMS IN U. S. HISTORY (3)

Directed readings on specified topics in U. S. history. (This course may be taken more than once, but no more than three [3] times, as topics vary, with the permission of the instructor.)

HIST 631 HISTORIOGRAPHY I (3)

A survey of Western historical methods and thought from the Greeks through the 19th Century.

HIST 632 HISTORIOGRAPHY II (3)

A survey of twentieth century and non-Western historical methods and thought.

HIST 633 PROBLEMS IN AFRICAN DIASPORA HISTORY (3)

Directed readings on specified topics in the history of the peoples of the African Diaspora. (This course may be taken more than once, but no more than three [3] times, as topics vary, with the permission of the instructor.)

HIST 635 THE CIVIL WAR AND RECONSTRUCTION (3)

An analysis of the social and political crisis of the Civil War and the social and political readjustments of the period of Reconstruction.

HIST 640 UNITED STATES SINCE 1900 (3)

An examination of the history of the United States in the twentieth century, with particular emphasis on the economic and social problems of contemporary America.

HIST 734 SEMINAR IN AMERICAN HISTORY (3)

Readings, discussion, and research in selected topics in American history.

HIST 736 SEMINAR IN AFRO-AMERICAN HISTORY (3)

Readings, discussion, and research in selected topics in Afro-American history.

HIST 750 HISTORICAL RESEARCH (3)

A survey of historical research methodology.

HIST 790 THESIS IN HISTORY (3)

Directed work in the research and writing of a master's thesis in history. (Open only to students choosing the Thesis Option. This course must be taken for a total of six semester hours in consecutive semesters).

DEPARTMENT OF HUMAN SERVICES AND CONSUMER SCIENCES

The **Human Services and Consumer Sciences** (HSCS) curriculum is designed to connect the University's mission as a special purpose institution of higher education for urban programming with specialized training and experiences related to urban issues in homes, schools, and communities. Recognizing the influence exerted by social, economic, political, and other forces in contemporary society, the program provides specific opportunities for students to

1. Broaden their knowledge concerning
 - Changing family structure and function
 - Behavioral aspects of the family
 - Interrelationships within families and other societal subsystems
 - Interface between teaching and the learning process
 - Nutrition and its relationship to the health and well-being of societal subsystems
2. Increase their competency in the research process and recognize the role of research in the field of human services and consumer sciences.
3. Expand their critical writing and thinking skills.

ADMISSION REQUIREMENTS

Admission status (conditional or unconditional state) to any of the graduate degree tracks in the HSCS Department is dependent upon one's meeting the general Graduate School admission requirements and having the requisite undergraduate courses that provide the necessary background for success in the selected HSCS discipline track. Students admitted to the HSCS graduate program are expected to follow a degree plan (specific to their chosen specialization focus) developed in collaboration with a department graduate advisor.

HSCS graduate students entering the graduate program during the fall semester must register for HSCS 510 and English 501 (if their GRE verbal score is less than 3.5) and/or a specialization course. Those entering during the spring semester are advised to enroll in English 501 (if their GRE verbal score is less than 3.5) and a specialization course and enroll in HSCS 510 during the fall semester.

The Master of Science degree in Human Services and Consumer Sciences allows students the option of concentrating in one of three focus areas: Child and Family Development, Foods and Nutrition, or Human Services and Consumer Sciences Comprehensive. The program further provides the option of selecting two plans: Plan A, which requires 30 semester credits and an acceptable thesis; or Plan B, which requires 36 semester credits and an acceptable research project or mini thesis. Both plans are explained below under Degree Requirements.

DEGREE REQUIREMENTS

The Department of Human Services and Consumer Sciences offers two programs leading to the Master's degree:

1. **Plan A:** Master of Science degree — a minimum of thirty (30) semester credit hours and an acceptable thesis.
2. **Plan B:** Master of Science degree — a minimum of thirty-six (36) semester credit hours and an acceptable research project. Major areas of specialization include Child and Family Development, Foods and Nutrition, Human Services and Consumer Sciences.

Students who select either **Plan A** or **Plan B** must meet the general requirements for all graduate students as prescribed in the Graduate Catalog. The chair of the department and the program advisor must approve degree plans prior to their submission to the Graduate School. Additionally, any identified content deficiencies must be removed as advised. If there are content deficiencies, students will be required to enroll in leveling courses.

PLAN A. Master of Science (Thesis)

This plan is designed to provide instruction to prospective and in-service teachers, practitioners, professional career students and others who wish to supplement their undergraduate education and expand their research capabilities in Human Services and Consumer Sciences through additional study at the graduate level. Students desirous of pursuing an advanced degree beyond the master's level are especially encouraged to consider this plan.

Curriculum Summary for Master of Science in Human Services and Consumer Sciences

Total Credits Required Thesis: 30

Core Courses (15 SCH)	Specialization (12 SCH)	Thesis (3 SCH)
HCSC 510 (3)	Child & Family Development	
HCSC 512 (3)	CFDV XXX (3)	
HCSC 534 (3)	CFDV XXX (3)	
HCSC 760 (3)	CFDV XXX (3)	
HCSC 762 (3)	CFDV XXX (3)	
	Human Services & Consumer Sciences	
	HSCS XXX (3)	
	HSCS XXX (3)	
	HSCS XXX (3)	
	HSCS XXX (3)	
	Food & Nutrition	
	FN XXX (3)	
	FN XXX (3)	
	FN XXX (3)	
	FN XXX (3)	

Specialization 500 level; Specialization 600 level

1. At least 12 semester credit hours in one of the following fields:
 - a. Child and Family Development
 - b. Human Services and Consumer Sciences
 - c. Foods and Nutrition
2. Human Services and Consumer Sciences majors must complete at least 6 hours in each of 2 fields
3. One 400* level course may be substituted for 3 semester credit hours of graduate credit in specialization block

PLAN B. Master of Science (Non-thesis)

This plan is designed to provide instructional enhancement to meet the needs of prospective and in-service teachers, practitioners, professionals, career students and others who wish to supplement their undergraduate education in human services and consumer sciences. It provides a non-thesis option.

Curriculum Summary for

Master of Science in Human Services and Consumer Sciences

Total Credits Required Non-Thesis: 30

Core Courses (15 SCH)	Specialization (15 SCH)
HCSC 510 (3)	Child & Family Development
HCSC 511 or 512 (3)	CFDV XXX (3)
HCSC 534 (3)	CFDV XXX (3)
HCSC 760 (3)	CFDV XXX (3)
One other optional HSCS 500 or 600 level course (3)	CFDV XXX (3)
	Human Services & Consumer Sciences
	HSCS XXX (3)
	HSCS XXX (3)
	HSCS XXX (3)
	HSCS XXX (3)
	HSCS XXX (3)
	Food & Nutrition
	FN XXX (3)
	FN XXX (3)
	FN XXX (3)
	FN XXX (3)
	FN XXX (3)

Specialization 500 level; Specialization 600 level

1. **At least 12 semester credit hours in one of the following fields:**
 - a. **Child and Family Development**
 - b. **Human Services and Consumer Sciences**
 - c. **Foods and Nutrition**
2. **Human Services and Consumer Sciences majors must complete at least 6 hours in each of 2 fields**
3. **One NUTR 300/400* level course from NUTR courses listed in this catalog may be substituted for 3 semester credit hours of graduate credit in specialization block**

COURSE DESCRIPTIONS

Child and Family Development Advanced Undergraduate/Graduate

CFDV 432* CHILDREN'S LITERATURE (3)

Analysis of children's books with emphasis on literacy and language development enhancement for children; extensive reading of books by outstanding authors and illustrators included.

CFDV 435* CHILD NUTRITION (3)

Principles of nutrition affecting growth and development from conception to early childhood; emphasis on menu planning, preparations, portion control and nutritional requirements in early childhood programs (Prerequisite: FN 233 or instructor's consent).

CFDV 436* PARENTING (3)

Theoretical procedures and techniques in guiding the behavior and development of children; application of current research and parenting models (Prerequisite: CFDEV 234, 235 or instructor's consent).

Graduate

CFDEV 531 GUIDANCE OF CHILDREN (3)

Advanced principles and theories of child development and guidance with emphasis on implications for application of appropriate management techniques for enhancing growth and competence of the young child.

CFDEV 532 LANGUAGE COGNITION and DEVELOPMENT IN EARLY CHILDHOOD (3)

Study of language acquisition theories for promoting developmentally appropriate literacy in the early years.

CFDEV 533 PARENTAL INFLUENCE and INVOLVEMENT IN CHILD DEVELOPMENT (3)

Current issues in parenting; emphasis on the influence of parental involvement and positive parent/ child relationships on development in the early years.

CFDEV 534 ISSUES IN CHILD AND FAMILY DEVELOPMENT (3)

Intensive study of contemporary problems and issues affecting children and families in the development process.

CFDEV 536 GRADUATE PRACTICUM (3)

Opportunities for field experience in early childhood. Individual placements focused on needs of the student; one lecture hour per week and ten (10) practicum hours per week.

CFDEV 578 CURRICULUM DEVELOPMENT IN EARLY CHILDHOOD (3)

Principles involved in developing effective programs for young children; emphasis on inclusion of developmentally appropriate practices for stimulating creativity, cognitive, physical, social and affective development.

CFDEV 631 NURSERY SCHOOL and KINDERGARTEN ADMINISTRATION (3)

Study of administrative processes that support quality programs for young children; consideration of administrative concerns such as organizational management, fiscal management, facilities planning and management, records, health and safety issues, program planning and assessment, family involvement, and personnel management.

CFDEV 634 SEMINAR IN CHILD and FAMILY DEVELOPMENT (3)

Presentation and discussion of current research topics in human development and family relationships.

CFDEV 635 INFANT DEVELOPMENT and BEHAVIOR (3)

Principles of physical, emotional and cognitive development of infants with emphasis on the practical application of theoretical philosophies and research.

CFDEV 671 BEHAVIOR PROBLEMS OF YOUNG CHILDREN (3)

The study of emerging and developing deviate and normal behavior patterns of children from infancy through the middle years, with emphasis on identifying and utilizing behavioral management techniques appropriate for modifying behaviors positively.

Foods and Nutrition

Advanced Undergraduate

NUTR 340 Experimental Foods Lab

To demonstrate and illustrate the chemical and physical properties of food; study of ingredient functions and factors affecting food product quality as measured by sensory and objective methods; current practices and trends in food technology. Research design, data collection and analysis. (3 semester hours)

NUTR 423 Community Nutrition

Examine the role of nutrition in promoting, maintaining and improving health in the community; financial, legislative, political, sociological, and scientific aspects of public and community health; analytical tools, grantsmanship; role of public and private agencies in community nutrition programs; goals and trends in community nutrition. (3 semester hours)

NUTR 460

The application of the Nutrition Care Process (NCP) and evidence-based practice to specific pathophysiological conditions - includes nutrition assessment, nutrition diagnosis, nutrition intervention, and nutrition monitoring and evaluation. This course must be taken concurrently with NUTR 460L (Medical Nutrition Therapy Lab I). (3 semester hours)

NUTR 460 L

The application of the Nutrition Care Process (NCP) and evidence-based practice to specific pathophysiological conditions - includes nutrition assessment, nutrition diagnosis, nutrition intervention, and nutrition monitoring and evaluation. This course must be taken concurrently with NUTR 460 (Medical Nutrition Therapy I). (1 semester hour)

NUTR 461

The application of the Nutrition Care Process (NCP) and evidence-based practice to specific pathophysiological conditions - includes nutrition assessment, nutrition diagnosis, nutrition intervention, and nutrition monitoring and evaluation. This course must be taken concurrently with NUTR 460L (Medical Nutrition Therapy Lab II). (3 semester hours)

NUTR 461L

The application of the Nutrition Care Process (NCP) and evidence-based practice to specific pathophysiological conditions - includes nutrition assessment, nutrition diagnosis, nutrition intervention, and nutrition monitoring and evaluation. This course must be taken concurrently with NUTR 460 (Medical Nutrition Therapy II). (1 semester hour)

Graduate

FN 531 FOOD PROCESSING (3)

Principles and methods of food preservation; changes occurring during processing and storage; control of changes in food because of enzyme 5 microorganisms and chemical reactions. Research paper required. One lecture and four laboratory hours per week. Fee: \$4.00.

FN 537 TEACHING NUTRITION and HEALTH IN PUBLIC SCHOOLS (3)

The relation of nutrition to health and its implication to the education of youth. Methods of planning and correlating nutrition and health with other subjects in public schools. Recommended for education majors. Research paper required.

FN 539 HUMAN NUTRITION DURING ADULTHOOD (3)

Advanced study of normal and therapeutic nutrition during early, middle, and late adulthood. Nutritional assessments, requirements, and factors influencing the quality of diet. Research paper required.

FN 543 MANAGEMENT PROBLEMS IN FOOD SERVICE SYSTEMS (4)

Advanced study of institutional administration of food service systems: including organizational structures, personnel, management, administration, budgetary control, problems, responsibilities, policies and procedures. Two lecture and four practicum hours per week. Fee: \$4.00.

FN 632 DEMONSTRATION TECHNIQUES (3) Techniques and procedures in the demonstration of preparation of foods for business and social purposes; extension; and teaching. Two lecture and two seminar hours per week. Research paper and practicum required (Prerequisite: HSCS 511; Co-requisite: HSCS 760.)

FN 634 SEMINAR IN FOODS and NUTRITION (3) Individual reports and discussions of proposed research in foods and nutrition. Oral presentation at scheduled seminars required. Two lecture and two seminar hours per week. Research paper and practicum required. (Prerequisite: HSCS 511; Co requisite: HSCS 760; formerly FN 534)

FN 641 INSTITUTIONAL FOOD PRODUCTION AND SERVICES (4) Advanced study of food purchasing production and service in health care and related facilities; specification writing, recipe development, analysis of food costs, computer applications in food service systems. Three lecture and two practicum hours per week.

Human Services and Consumer Sciences**Advanced Undergraduate**

FCS 434 OCCUPATIONAL PROGRAMS PUBLIC POLICY (3) Planning and implementing programs in occupational family sciences. Study and evaluation of selected legislation and public policy related to family science and its impact of families. Three hours of lecture per week.

FCS 435 COMMUNICATION: FAMILY AND MARRIAGE (3) Personal and professional growth and development through more effective communication within the family milieu and the marital unit. Three hours of lecture per week.

HSCS 437* STATISTICS (3)

Survey of descriptive and inferential statistical techniques. Emphasis on understanding and interpreting statistical concepts used in research. (Prerequisite: HSCS 233 and instructor's consent)

FCS 438 FAMILY AND CONSUMER ECONOMICS (3) Study of consumer management principles and income distribution patterns relative to time and money use decisions by the family. Three hours of lecture per week. Prerequisite: HSCS 233.

FCS 439 FAMILY AND COMMUNITY SERVICES (1) Utilization of family and consumer sciences perspectives in family service agencies within government, public, and private sectors. One hour of lecture per week. Prerequisites: HSCS 233 and FCS 436.

FCS 439L FAMILY AND COMMUNITY SERVICES LABORATORY (2) Practicum to accompany FCS 439. Four hours per week. Prerequisites: HSCS 233 and FCS 436.

HSCS 434* INDIVIDUAL and FAMILY FINANCIAL MANAGEMENT (3)

Application of financial planning and budgeting strategies for working with individuals and families during various stages of the life cycle. (Prerequisite: Junior standing)

HSCS 435* HEALTH and SOCIAL ISSUES AND THE FAMILY (3)

Theories and intervention strategies dealing with gender issues, family crisis, terminal illness, aging, drugs, death and dying, lifestyles, marriage preparation, separation and divorce, blending families and other family issues.

HSCS 438* FAMILY and CONSUMER ECONOMICS (3)

Study of the income and distribution patterns of individuals and families in an effort to achieve desired goals; develop concepts skills through which sound decisions are made (Prerequisite: HSCS 233 or instructor's consent).

HSCS 439* FAMILY and COMMUNITY SERVICES – FIELD EXPERIENCE (3)

The utilization of consumer economics perspectives in family service agencies within government public and private sectors. Practicum with a family service component. Four laboratory hours and one lecture hour per week (Prerequisite: HSCS 233 or instructor's consent).

Graduate Courses**HSCS 510 INTRODUCTION TO GRADUATE STUDIES IN HUMAN SERVICES and CONSUMER SCIENCES (3)**

Orientation, history and philosophy of Human Services and Consumer Sciences. Analysis of current programs and future direction in the field. Examination of research integrative framework.

HSCS 511 INDEPENDENT STUDY (3)

Individualized work on a project in area of specialty under supervision. Major advisor and/or instructor approval required (Prerequisites: HSCS 510, HSCS 534, and satisfactory completion of Graduate English requirement).

HSCS 512 RESEARCH SEMINAR (3)

Presentation of research papers and/or projects (Prerequisites: HSCS 511 and 534).

HSCS 534 READINGS IN AREAS OF SPECIALIZATION IN HUMAN SERVICES and CONSUMER SCIENCES (3)

Readings in and discussion of selected studies and recent developments in Human Services and Consumer Sciences.

HSCS 536 SPECIAL TOPICS IN HUMAN SERVICES and CONSUMER SCIENCES (3)

Selected topics in an identified area of study in the Department of Human Services and Consumer Sciences (Prerequisite: instructor's consent).

HSCS 631 ADMINISTRATION and SUPERVISION OF HUMAN SERVICES and CONSUMER SCIENCES (3)

Qualifications and responsibilities of supervisors and administrators; criteria for evaluating supervision and administration in Human Services and Consumer Sciences.

HSCS 534 SEMINAR IN HUMAN SERVICES and CONSUMER SCIENCES (3)

Individual reports and discussions of proposed research and/or specific topics related to current societal issues in Human Services and Consumer Sciences. Oral presentation of scheduled seminars required. Two lecture hours and two practicum hours per week.

HSCS 635 CURRENT TRENDS IN HUMAN SERVICES and CONSUMER SCIENCES (3)

Study of recent advances and current research related to consumer behavior and changing societal needs and psychology, with particular emphasis on programs of Human Services and Consumer Sciences at various educational levels.

HSCS 760 ADVANCED RESEARCH (3)

Survey of research theories, methods and processes involved in designing research studies.

HSCS 762 THESIS WRITING (3)

Directed individual study on Human Services and Consumer Sciences thesis topic (Prerequisite: Approval of graduate advisor required).

* Undergraduate course

DEPARTMENT OF PSYCHOLOGY

As a special-purpose institution of higher education for urban programming, Texas Southern University embraces the concept of a liberal arts education, particularly as it addresses the biopsychosocial needs and societal values and norms of culturally diverse populations in urban environments. Within this context, the mission of the Master of Arts degree program in the **Department of Psychology** is to facilitate the acquisition of knowledge, values, and competencies of professional psychology through didactic training and practical experience; to develop a master's level psychologist who is clinically competent, ethically- grounded, scientifically informed, and culturally responsive to the practice, research, and policy mandates of psychology as a profession; and to lay the foundation for doctoral level training or professional licensure at the master's level. The learning objectives of the graduate program in the Department of Psychology are as follows:

1. To enhance students' understanding of the major theories, concepts, current research, and historical trends in professional psychology;
2. To train students in basic research methods, including study design, data analysis and reporting, and interpretation of results so that they can conduct research and be scientifically informed consumers of the empirical literature;
3. To promote students' acquisition of critical thinking skills, skeptical inquiry, and evidenced-based approaches to solving human problems of living and disorders related to behavior and mental processes;
4. To train students to apply psychological principles and techniques to personal, social, and organizational issues; and
5. To promote professional competence so that students will be able to reflect the values underlying the practice of psychology by weighing evidence, tolerating ambiguity, acting ethically, and keeping abreast of advancements in the field.

DEGREE PROGRAMS

The Department of Psychology provides academic studies leading to the Master of Arts (M.A.) degree. The Texas Higher Education Coordinating Board (THECB) approves only the awarding of the M.A. degree in Psychology with no specialization. The department, however, offers two areas of concentration, Clinical- Community and School Psychology. Students are required to choose one of the areas of concentration, meet the required semester credit hours and those requirements designated in the degree plan for successful completion of the program. Students also have the option of completing a Master's Thesis.

Clinical-Community Psychology

The **Clinical-Community Psychology** concentration is designed for the development of students who wish to study the empirical and theoretical foundations of psychology with application to a variety of urban settings broadly conceived to include community, clinical, and educational institutions. Through a combination of coursework and field experiences, the student is prepared to qualify for positions in mental health and social services agencies, junior and community colleges, or similar functions in business and industry. Alternately, the student may pursue a plan designed to develop research competencies which can be applied toward the investigation of problems of a psychological nature, especially those related to the improvement of life in the urban community.

The Clinical-Community Psychology concentration requires 54 semester credit hours in addition to any undergraduate prerequisites needed. The first year is devoted mainly to preparation in basic foundation areas such as ethics and counseling theory, as well as laboratory work in assessment methods and counseling techniques. During the second year, the concentration includes a combination of academic work and supervised practice (a minimum of 450 clock hours) in an approved agency or institution. Upon completion of the concentration, students are eligible to apply for licensure as a Licensed Psychological Associate (LPA) or Licensed Professional Counselor (LPC) from the Texas State Board of Examiners of Psychologists or from boards in other states which have similar requirements.

School Psychology

The **School Psychology** concentration is designed for students interested in the theory and practice of school psychology. This concentration requires an additional 12 semester credit hours for a total of sixty-six (66) semester credit hours. The first year is devoted to preparation in the basic foundations of psychology, including ethics, counseling theory, and the assessment and

diagnosis of learning, emotional and behavioral problems. The second year includes training in counseling, consultation, intervention strategies, supervised practicum(150 clock hours), and an internship of not fewer than 1,200 clock hours, of which 600 must be in a public school. Upon completion of this concentration and an acceptable score on the National School Psychology Examination, students are eligible to apply for licensure as a Licensed Specialist in School Psychology (LSSP) from the Texas State Board of Examiners of Psychologist or from boards in other states which have similar requirements.

Master's Thesis Option

Students in both the Clinical-Community concentration and the School Psychology concentration have the option of completing a Master's Thesis. After completing 12 hours of coursework in the program and being advanced to candidacy, students may enroll in Master's Thesis I (PSY 832) one semester and Master's Thesis II (PSY 833) the following semester. No more than 6 credit hours may be earned toward the Master's Thesis. The 6 hours of Master's Thesis coursework may be used to replace two courses on the student's degree plan. However, students may not replace courses that are required for licensure.

Thesis research courses receive grades of satisfactory or unsatisfactory only. Grades are assigned only after the defense of the thesis. A successful defense and submission of the thesis requires the supervising member of the faculty to assign a satisfactory grade for the appropriate research courses.

ADMISSION REQUIREMENTS

Admission to the graduate program in the Department of Psychology is competitive. A student may be admitted to the graduate program if, in the judgment of the faculty, his or her qualifications indicate a strong likelihood of successful completion of the graduate program. It should be noted that not all qualified students can be admitted. Non-psychology majors or minors may be required to take undergraduate prerequisites as a part of their first year of enrollment. The department considers the entire packet of information in the application for admission. Students are selected on the basis of their total record of academic achievement, GRE scores, letters of recommendation, and relevant experience.

Specific requirements are:

1. A minimum overall GPA of 2.75
2. A minimum GPA of 2.75 in psychology coursework
2. Graduate Records Examination (GRE) score
4. Application, vitae/resume, all college transcripts
5. Personal statement
6. Letters of recommendation (3)
7. Application processing fee \$50.00 Resident \$75.00 International
8. An interview with one or more members of the of the department's Admissions Committee.
9. A minimum of twelve (12) semester credit hours of undergraduate psychology.
10. If international, a TOEFL score of at least 550 on the paper based test or 213 on the computer based test or 79 on the internet based test is required, an official IELTS score can be submitted in lieu of TOEFL in which case a minimum overall band score of 6.0 is required.

DEGREE REQUIREMENTS

In general, the departmental requirements for advancement to candidacy for the Master of Arts degree in Psychology are as follows:

1. Demonstrated proficiency in English by passing an examination in English or by completing the course English 501. A GRE analytical writing score of 3.5 or more may be presented to satisfy this requirement.
2. Departmental recommendation to candidacy status for the Master of Arts in Psychology.
3. Successful completion of the department's Comprehensive Examination in Psychology. This examination is offered once during the fall semester and once during the spring semester. Students who fail one or both parts of the Comprehensive Examination will be given a second chance to take the part(s) on which they fail. A third attempt to pass the Examination will be permitted only after consultation and/or remediation.
4. Completion with a GPA of not less than 3.00 in all required and elective graduate courses taken to satisfy program requirements.
5. Complete 54/66 semester credits of graduate course work of which:

- a. All must have been earned within the past 7 years immediately preceding completion of the requirements for the degree.
 - b. Not more than 6 hours may be transfer, extensions, and/or Classified or Unclassified Post-baccalaureate courses. In addition, a grade of B or better must have been earned in courses to be transferred into the program.
 - c. Not more than 15 hours may be a combination of fieldwork and thesis/project when taken as individual supervision.
6. Earn no more than 6 semester hours with a grade of C. Grades of C- or below are not accepted toward the Master of Arts in Psychology.

CANDIDACY

Advancement to candidacy as a formal candidate for the master's degree requires prior completion of the following steps:

1. Completion in classified graduate status of four or more courses at the 500 level (minimum of twelve (12) hours) within the Department of Psychology.
2. Maintenance of a 3.0 GPA or better in all departmental coursework and in overall coursework.
3. Acceptance by the department of a proposed formal degree plan.
4. Recommendation by the faculty of the department for acceptance as a candidate.

CURRICULUM SUMMARY

Master of Arts in Psychology Clinical- Community Concentration Total Credits Required: 54

Core Courses (51 SCH)	Electives (3 SCH)
PSY 530 (3)	PSY536 (3)
PSY 533 (3)	PSY 633 (3)
PSY 534 (3)	PSY733 (3)
PSY 538 (3)	PSY 639 (3)
PSY 539 (3)	PSY 733 (3)
PSY 631(3)	
PSY 632 (3)	
PSY 635 (3)	
PSY 637 (3)	
PSY 638 (3)	
PSY 639 (3)	
PSY 730 (3)	
PSY732 (3)	
PSY735, (3)	
PSY736 (3)	
PSY737 (3)	
PSY 739 (3)	

**Master of Arts in Psychology
School Psychology Concentration
Total Credits Required: 66**

Core Courses (66 SCH)	Core Courses (Con't)
PSY 530 (3)	PSY 730 (3)
PSY 533 (3)	PSY 731 (3)
PSY 534 (3)	PSY 732 (3)
PSY 536 (3)	PSY 733 (3)
PSY 538 (3)	PSY 735 (3)
PSY 539 (3)	PSY 739 (3)
PSY 631 (3)	PSY 834 (3)
PSY 632 (3)	PSY 899 (6)
PSY 633 (3)	
PSY 635 (3)	
PSY 637 (3)	
PSY 638 (3)	
PSY 639 (3)	

COURSE DESCRIPTIONS

Psychology

PSY 530 Testing and Assessment (3)

The administration, scoring, interpretation, and the reporting of the results of the major individual tests of intelligence, including the Welchler Scales, Stanford Binet, K ABC, and selected individual achievement test.

PSY 533 Survey of Psychological Statistics (3)

Designed for students who need practical competence in statistics. The techniques considered include reliability, validity, correlation, t-test, analysis of variance, non-parametric methods and experimental designs.

PSY 534 Learning Motivation (3)

Study of motivation and principles of learning underlying behavior of organisms.

PSY 536 Behavior Management (3)

A course designed for prospective teachers, counselors, and clinicians. A survey of treatment procedures and resources, behavior and personality problems. The flexible use of school environment and community resources, methods of altering attitudes of parent and child, and direct treatment approaches. (Prerequisite: Twelve hours (12) of advanced psychology.)

PSY 538 Group Therapy (3)

Theories and concepts underlying the process of group information, maintenance, and productivity in the resolution of psychological problems. (Prerequisites: PSY 534.)

PSY 539 Human Growth and Development (3)

The application of mental health principles to clients in community and school environments, both in regards to the development and to the maintenance of good mental health.

PSY 631 Research Designs (3)

Emphasis on the designing experimental studies that investigate a therapeutic intervention. Provides a systematic analysis and evaluation of research as applied to academic and community problems.

(Prerequisite: Three hours in statistics.)

PSY 632 Theories of Counseling and Psychological Intervention (3)

An examination of major schools of personality thought with consideration of potential application in school, community, and mental health agencies.

PSY 633- Psycho-educational Diagnosis and Treatment (3)

Practice in the giving and scoring of tests. Clinical use of test material in the diagnosis of special disabilities and difficulties with school work.

PSY 635 Psychological Counseling, Interviewing and Report Writing (3)

The principles involved in assisting others in their adjustment to school, family, community or other problems. (Prerequisite: Twelve (12) hours of graduate work in psychology and consent of the instructor.)

PSY 637 Personality Assessment (3)

Major concepts and techniques in the development and construction of personality assessment instruments including the administration and interpretation of structured and semi-structured instruments.

PSY 638 Career Development (3)

This course will provide a framework for understanding career development and to assist individuals with making informed choices regarding their future career development.

PSY 639 Cross Cultural Psychology (3)

This course will review the social and multicultural basis of behavior. Multicultural issues related to therapeutic interventions will be covered.

PSY 730 Ethics and Legal Issues (3)

The study of ethical and legal issues which relate to the mental health professional.

PSY 731 Role and Function of the School Psychologist (3)

The development of the school psychologist as a member of the school staff. Includes an examination of the research on the role, function, legal and ethical responsibilities of the school psychologist as well as the relationship to staff, administrative and teaching personnel.

PSY 732 Social Psychology (3)

This course will focus on the dynamics of social theory and research centering on how individuals influence and are influenced by other people.

PSY 733 Physiological Psychology (3)

A systematic study of the interrelationship between physiology and the physiological basis of mental functions and the influences of various psychological phenomena on the system of the body. (Prerequisite: Consent of the instructor)

PSY 735 Practicum (3)

The student will spend at least 150 clock hours working in an approved agency or institution under the clinical supervision of a staff member of the agency or institution who is a certified/licensed psychologist. (Prerequisite: Completion of at least thirty [30] hours of approved graduate work and consent of the cooperating agency. This course may be repeated one time for credit.)

PSY 736 Practicum (3)

The second of three practicums where the student must spend at least 150 clock hours working in an approved agency or institution under the supervision of a staff member of the agency or institution who is a certified/licensed psychologist. (Prerequisite: Completion of at least thirty [30] hours of approved graduate work and consent of the cooperating agency. This course may be repeated one time for credit.)

PSY 737 Practicum (3)

The third of three practicums where the student must spend at least 150 clock hours working in an approved agency or institution under the supervision of a staff member of the agency or institution who is a certified/licensed psychologist. (Prerequisite: Completion of at least thirty [30] hours of approved graduate work and consent of the cooperating agency. This course may be repeated one time for credit.)

PSY 739 Psychopathology (3)

A broad introduction to psychopathology which systematically exposes the major theoretical therapeutic approaches to abnormal or maladaptive behavior. The classifications system of the DSMV is included. (Prerequisite: Nine hours of graduate work)

PSY 832 Master's Research and Thesis I

Directed investigation of special problems in psychology.

PSY 833 Master's Research and Thesis II

Directed investigation of special problems in psychology.

PSY 834 Consultation in School Psychology

The acquisition of psychological consultation principles and skills appropriate for the work of the school psychologist.

PSY 899 Internship

The internship for the student with direct experience in assessment, intervention, behavioral management and consultation. The intern must be supervised by a licensed psychologist and have at least 2 hours of face-to-face contact hours with the supervisor each week. The internship includes 1200 hours total with a minimum of 600 hours in a public school

DEPARTMENT OF SOCIOLOGY

The **Department of Sociology** at Texas Southern University offers the Master of Arts degree with an emphasis on urban/applied sociology. Consistent with the University's focus on "urban programming" the Master of Arts Degree in Sociology emphasizes research into the complex social problems experienced by diverse urban populations, public responses to these problems in America and elsewhere, and the practical application of data in ameliorating or improving the condition of urban populations. Although students are trained with an emphasis on sociological theory and methods, this program intensely addresses substantive topics such as social stratification in education, employment and health as well as poverty, discrimination, and the role of media in these conversations. In addition to coursework in urban/applied, optional coursework is offered which emphasizes the training of students who will apply their sociological skills in nonacademic professions on the local, state, and national levels. Ultimately, the Master of Arts Degree in Sociology at Texas Southern University emphasizes research in urban environments which produce data to be used in understanding and addressing the living condition of varied urban populations. Toward that end, this program seeks to accomplish the following objectives:

1. Prepare graduates for successful transition into doctoral programs.
2. Prepare graduates for careers in applied sociology professions.
3. Provide graduates with the requisite skills for conducting sociological research in urban areas.

ADMISSION CRITERIA

In addition to the general requirements for admission to the Graduate School (*see the General Information section of this catalog*), applicants for admission to the Master of Arts program in sociology are expected to have completed an undergraduate major or minor in sociology or a related discipline. Students who do not meet these criteria may be required to enroll in undergraduate sociology courses before being fully admitted into the program. All application materials should be submitted to the **Texas Southern University Graduate School, not to the Department of Sociology**. The Department of Sociology Graduate Program Committee will review all applications and make recommendations to the Dean of the Graduate School.

DEGREE REQUIREMENTS

1. **Thesis option:** Completion of thirty-six (36) semester hours of graduate work, which includes twelve (12) semester credit hours of required courses, with a grade point average of at least 3.0; eighteen (18) semester credit hours of electives, with a grade point average of at least 3.0; successful completion of six (6) thesis hours; demonstration of competency in functional English; the successful completion of a written comprehensive examination; and the successful defense of a thesis.
2. **Non-thesis Option:** Completion of thirty-six (36) semester credit hours of graduate work, which includes twelve (12) semester credit hours of required courses with a grade point average of at least 3.0; eighteen (18) semester credit hours of electives, with a grade point average of at least 3.0; successful completion of six (6) internship hours; demonstration of competency in functional English; and successful completion of a written comprehensive examination.

CURRICULUM SUMMARY

Total Credits Required: 36

Core Courses (18 SCH) Non-Thesis	Core Courses (18 SCH) Thesis	Electives (18 SCH)**
*SOC 525 (3)	*SOC 525 (3)	Select six courses from Elective Courses listed
SOC 554 (3)	SOC 554 (3)	
SOC 557 (3)	SOC 557 (3)	
SOC 559 (3)	SOC 559 (3)	
SOC 655 A&B (6)	SOC 899 A&B (6)***	

*Sociology 525—Fundamentals of Sociology—is required for students who do not have an undergraduate major or minor in sociology and may be taken by other students as an elective.

*Elective Courses : SOC 530, SOC 532, SOC 539, SOC 545, SCO 623, SOC 632, SOC 634, SOC 639, SOC 710, SOC 715, SOC 720, SOC 739, SOC 750, SOC 820, SOC 840, SOC 857, SOC 859, SOC 880 , SOC 893, SOC 896

***Thesis research courses receive grades of satisfactory or unsatisfactory only. Grades are assigned only after the defense of the thesis. A successful defense and submission of the thesis requires the supervising member of the faculty to assign a satisfactory grade for the appropriate research course.

Allocation of Thirty Semester Hours Thesis Option Core Courses (Required) 18 SCH

*SOC 525 (3) SOC 554 (3) SOC 557 (3) SOC 559 (3) ***SOC 899 (6)

Electives 18 SCH

Non-thesis Option Core Courses (Required)..... 18 SCH

*SOC 525 (3) SOC 554 (3) SOC 557 (3) SOC 559 (3) SOC 655 (6)

Electives 18 SCH

COURSE DESCRIPTIONS

SOC 525 FUNDAMENTALS OF SOCIOLOGY (3) Introduction to central concepts, methods, and professional practices in sociology; development of basic skills used in theoretical and empirical work; and orientation to the discipline and this Department of Sociology.

SOC 530 TOPICAL SEMINAR (3) An analysis of contemporary sociological issues affecting individuals and groups in a rapidly changing society.

SOC 532 SOCIOLOGY OF RELIGION (3) Examination of social dimensions of religion, the relationship between religion and society, sociological theories of religion, religious organizations and behavior, religion and social change, secularization and the future of religion.

SOC 539 SEMINAR IN URBAN SOCIOLOGY (3) Social and demographic characterization and organization of urban communities with emphasis on techniques of identifying structures, institutions, systems and leadership.

SOC 545 SOCIOLOGY OF THE FAMILY (3) Key concepts and processes of family sociology with application to sexuality, partner selection, transition to parenthood, parenting and children, housework and paid work, domestic violence and child abuse, divorce and marriage, grand parenting, care giving, and alternative families.

SOC 554 ADVANCED SOCIOLOGICAL STATISTICS (3) Advanced statistical methods with emphasis on multiple regression techniques.

SOC 557 SOCIOLOGICAL THEORY (3) Examination of the major theoretical orientations in sociology, with special attention given to the early history of conflict theory, functionalism, and symbolic interaction.

SOC 559 URBAN RESEARCH METHODS (3)

Examination of urban indicators, research design, and field problems in urban research.

SOC 623 SEMINAR IN SOCIAL PSYCHOLOGY (3)

Examination of selected social psychological theories and their current role and status.

OC 632 BLACK SOCIOLOGY (3) Examination of African and African American contributions to the development of social scientific knowledge.

SOC 634 CRIMINAL JUSTICE AND THE URBAN COMMUNITY (3) Critical analysis of the subsystems of the criminal justice system and their impact on the urban community.

SOC 639 SEMINAR IN URBAN POLITICAL SOCIOLOGY (3)

The application of sociological theory and analysis to political processes and systems in urban settings.

SOC 655A INTERNSHIP (3) Supervised work and instruction in formal organizations relevant to the student's area of specialization. **Must take parts A and B for credit.**

SOC 655B INTERNSHIP (3) Supervised work and instruction in formal organizations relevant to the student's area of specialization. **Must complete parts A and B for credit**

SOC 710 SEMINAR IN SOCIAL STRATIFICATION (3) Theoretical analysis of how social class, status, and power shape social relations, determine life chances, and affect attitudes, opinions, and political choices of individuals and groups, all of which perpetuate systems of class, gender, and race inequality, and degree of social mobility in societies.

SOC 715 SOCIOLOGY OF LEARNING (3) Examination of schools and classrooms as social environments and socio-cultural principles for desired teaching strategies and learning.

SOC 720 SEMINAR IN CLINICAL SOCIOLOGY (3) Presentation and analysis of the creation of sociological knowledge and the clinical application of that knowledge to various settings of group life.

SOC 739 SEMINAR IN PUBLIC AND SOCIAL POLICY (3) Policy analysis, design and implementation issues related.

SOC 750 RACE and ETHNICITY (3) Analysis of social factors affecting racial and ethnic groups.

SOC 820 FAMILY THERAPY AND FAMILY RELATIONS (3) Analysis of various issues in family relations and of the various therapeutic approaches in marital and family therapy.

SOC 840 SEMINAR IN GERONTOLOGY (3) Examination of sociological theories and analyses relevant to various socio-cultural components of aging.

SOC 857 ADVANCED SOCIOLOGICAL THEORY (3) Advanced analysis of recent developments in sociological theory, including the relationship of theory to empirical research.

SOC 859 ADVANCED PROJECT DESIGN (3) Research and project problem definition, research and project design.

SOC 880 SOCIOLOGY OF HEALTH AND MEDICINE (3) The analysis of present and emerging sociological conceptualizations designed to understand the development, functions, organization and processes involved in contemporary systems of health and medicine.

SOC 893 ENVIRONMENTAL SOCIOLOGY (3) Critical analysis of the relationships between various modes and patterns of social organization and man-environment relations.

SOC 896 INDUSTRIAL SOCIOLOGY (3) Planning for effective analysis of industrial organizational and infrastructure development at the macro level and application of sociological principles to resource acquisition, processing, and product distribution.

SOC 899A THESIS I (3) Project development, data collection and analysis.

SOC 899B THESIS II (3) Project development, data collection and analysis.

SOC 930 SOCIOLOGY OF EDUCATION (3) Mainstream and critical theories of how society shapes the purposes, processes, and organization of schools; current policy issues and sources of national education data, with primary focus on the United States' elementary, secondary, and post-secondary schools.

SOC 950 SEMINAR IN SOCIO THERAPY AND PSYCHOTHERAPY (3) Examination of the social system approaches and the implications for diagnosis, therapeutic intervention, and change.

COLLEGE OF EDUCATION

The mission of the College of Education is to provide competent professionals for effective service in urban schools, agencies and other entities using research and collaboration in seeking solutions to teaching, learning, and behavioral challenges facing urban schools, agencies and other entities using research and collaboration in seeking solutions to teaching, learning, and behavioral challenges facing urban populations. The College of Education is committed to preparing candidates to become effective professionals who will be caring, competent, committed, and culturally responsive, with a focus on the preparation of educators for urban school settings.

The **College of Education** offers the Master of Education (M.Ed.), the Master of Science (M.S.), and the Doctor of Education (Ed.D.) degrees.

The Master of Education is offered in the Departments of Counseling, Curriculum and Instruction, and Educational Administration and Foundations. The Master of Science degree is offered in the Department of Health and Kinesiology.

The Doctor of Education degree (Ed.D.) is offered through the Department of Counseling, the Department of Curriculum and Instruction, and the Department of Educational Administration and Foundations.

MASTER'S DEGREE PROGRAMS

Master of Education in Counseling

The program of study leading to the Master of Education in Counseling is designed to prepare prospective counselors with the tools and techniques essential for an understanding of the individual's educational, vocational, health, and social problems. The degree requires sixty (60) semester hours for clinical mental health counseling, sixty (60) semester hours for rehabilitation counseling and sixty (60) semester hours for school counseling; which includes a practicum in a school and/or social agency setting.

Master of Education in Curriculum and Instruction

The Master of Education in Curriculum and Instruction is designed to strengthen professional competence of what and how to teach for both certified and non-certified candidates. The Department of Curriculum and Instruction offers six (6) different areas of specialization: Early Childhood Education, Bilingual Education, Instructional Technology, Reading Education, Special Education and Secondary Education. The choice of specialization at the secondary level (8-12) is limited to subjects taught in secondary schools (English, Mathematics, Science, etc.). The program consists of 36 semester credit hours. The M.Ed. is a non-thesis program.

Master of Education in Educational Administration

The Master of Education in Educational Administration is designed to prepare individuals for the role of principal and other administrative positions. The program focuses on helping potential administrators become more humanistic in their approach to the solution of problems. Special attention is given to the decision-making process and to stressing the worth of the individuals who make up student groups, teaching staffs and the school community.

Master of Science in Health and Kinesiology

The Master of Science in Health and Kinesiology is to prepare students for the fields of Health, Physical Education, and Sport through integrating theoretical and applied practice to promote active learning and career preparation.

Criteria for Admission

For admission to the Graduate School as a degree applicant, all of the following conditions must be met:

1. Undergraduate GPA of 2.5 or better; or 3.0 on last 60 hours
2. If required by the graduate degree program, GRE (General) or GMAT for Business programs (must be within five (5) years of your application date).
3. 3 letters of recommendation
4. Resume or Curriculum Vitae (current)
5. Personal Essay (300 – 500 words)
6. Application fee (\$75): Your application will not be processed until the fee is received.
7. Transcript (s): 2 copies sent directly to TSU from the institutions.

In addition to Items 1 through 7, International Students need to also supply the following information:

1. Affidavit of Support
2. Transcript Evaluation
3. TOEFL = 79 or IELTS (iBT) = 6.0 (if not from an English speaking country)

Successful applications who do not score 3.5 on the analytical writing portion of the GRE or GMAT will be required to demonstrate English proficiency by successfully completing the course English 501 Graduate Professional Writing.

Transcripts, payment if not paying online, and test scores should be mailed to:

***The Graduate School
Texas Southern University
TSU Box #1254
3100 Cleburne
Houston, TX 77004***

Additional documents can also be emailed to our graduate admissions email address at: graduateadmissions@tsu.edu. Please be sure to mail the application fee of \$50 (\$75 for international applicants), check or money order payable to Texas Southern University, to the address above. No applications will be processed without payment of the application fee.

*English Proficiency Requirement: Each graduate student who is admitted as a degree or certificate applicant must have an Analytical Writing score of 3.5 or above on GRE or GMAT exam. If the student does not score that high or does not take the exam during the first semester of enrollment, he or she must enroll in English 501.

Applications for admission to all graduate degree programs of the University are processed through the Graduate School of the University. All applications for admission to a major program are reviewed by a designated representative of the academic department and recommendations are submitted to the Dean of the Graduate School. Persons interested in applying for admission to the Graduate School should write directly to the office of the Graduate School.

Types of Admission

Unconditional - An applicant who is unconditionally admitted to the Graduate School is immediately eligible to pursue a program of study leading to the Master's degree or the Professional Certificate. Each applicant should choose a field of specialization and work out a degree plan in consultation with his advisor.

Transient Students - Students who are enrolled in the graduate school of another university may take up to six (6) graduate credit hours at Texas Southern University upon the recommendation of an appropriate official of the student's home institution.

DEPARTMENT OF COUNSELING

The Mission of the Department of Counseling is to prepare counselors who value equity and equality, to meet the demands of a culturally and linguistically diverse clientele through a special emphasis on knowledge bases and internships in an urban setting. The Counseling program will prepare counselors to fulfill the following roles:

- Serve as advocates, leaders, counselors, and consultants to increase the options of clients they serve;
- Become managers of resources and partnership builders, enlisting the support of stakeholders in the local, national and international communities;
- Develop in students a commitment to achieve and provide conditions that enable clients to accomplish their goals; Serve as problem solvers for clients living in an urban environment in particular, as well as those attempting to cope with societal demands in non-urban settings; and
- Develop professionals capable of conducting research germane to urban challenges.

The Department of Counseling offers three programs leading to professional certification: Clinical Mental Health Counseling, Rehabilitation Counseling and School Counseling.

The **Clinical Mental Health Counseling** Concentration prepares candidates to become counselors in community agencies and other private sectors. In addition to completing core counseling courses, candidates are required to complete courses specific to Clinical Mental Health Counseling. This concentration meets the requirements for Licensure as a Professional Counselor in Texas, as well as the requirements for the National Board for Certified Counselors.

The **Rehabilitation Counseling Concentration** prepares candidates to become Rehabilitation Counselors in either the public state agency or to provide services in the private sector. Once candidates complete core counseling courses, each is required to complete the appropriate courses relevant to Rehabilitation Counseling. The Rehabilitation Counseling concentration will allow candidates to qualify to take the Certified Rehabilitation Counseling examination.

The **School Counseling Concentration** prepares candidates to become Pre K-12 School Counselors. Candidates become familiar with the design and implementation of the comprehensive developmental guidance and counseling model. In addition to core counseling courses, candidates take courses specific to School Counseling. The School Counseling concentration meets the requirements for the Texas School Counselor Certification.

DEGREE REQUIREMENTS

1. Secure departmental recommendation for candidacy status for the Master's degree in Counseling.
2. Take and pass the Department of Counseling **Qualifying Examination**. A master's degree student may be allowed three attempts to pass the qualifying examination. **1st Attempt:** Students failing one or more sections of the test will: (1) develop an Individualized Education Plan (IEP), (2) be advised, and (3) be allowed to re-take failed sections of the exam. **2nd Attempt:** Students failing one or more sections of the test will: (1) be placed on academic probation, (2) be required to revise Individualized Education Plan (IEP), (3) student must enroll in Capstone course the semester immediately following the 2nd failed attempt. **3rd Attempt:** Students failing one or more sections of the test will be counseled out of the program. **1st/2nd/3rd Attempt: Students who pass all sections of the test will:** Progress, and must successfully complete: Counseling Techniques (COUN 735) and Pre-Practicum (COUN 860). Students must pass each section with 80% mastery. The Qualifying Examination requirement must be successfully completed by the end of 21 semester credit hours of the student's enrollment in the Graduate School. Students will not be allowed to register if this requirement is not fulfilled.
3. Pass the Interpersonal Skills Evaluation.
4. Complete 600 hours of internship in a setting appropriate to area of specialization or counseling concentration.
5. Take and pass the College of Education **Comprehensive Examination** for the master's degree. A master's degree student may be allowed three attempts to pass the comprehensive examination. A student who fails the comprehensive examination the second time may petition for a third examination and the petition must show a plan of action wherein the petitioner will endeavor to improve his/her chances for satisfactorily passing the examination. The academic advisor, department chairperson and the Dean of the College of Education and the Dean of the Graduate School must approve the petition. A student who fails to pass the master's comprehensive examination after the third attempt will be automatically discontinued as a student in the relevant master's program.

6 Complete the semester hour requirements specified for the designated course of study.

**Curriculum Summary for
Master of Education in Counseling
Clinical Mental Health Counseling
Total Credits Required: 60**

Pre-Qualifying Courses (12 SCH)	Core Courses (30 SCH)	Specialization (12 SCH)	Institutional Requirements (6 SCH)
COUN 593 (3)	COUN 611 (3)	COUN 821 (3)	EPSY 831 (3)
COUN 733 (3)	COUN 633 (3)	COUN 836 (3)	EDFD 576 (3)
COUN 833 (3)	COUN 735 (3)	COUN 895 (3)	
COUN 834 (3)	COUN 845 (3)	COUN 896 (3)	
	COUN 852 (3)		
	COUN 860 (3)		
	COUN 861 (3)		
	COUN 862 (3)		
	COUN 876 (3)		
	COUN 890 (3)		

**Rehabilitation Counseling
Total Credits Required: 60**

Pre-Qualifying Courses (12 SCH)	Core Courses (30 SCH)	Specialization (12 SCH)	Institutional Requirements (6 SCH)
COUN 593	COUN 611 (3)	COUN 836 (3)	EPSY 831 (3)
COUN 733	COUN 633 (3)	COUN 879 (3)	EDFD 576 (3)
COUN 834	COUN 735 (3)	COUN 895 (3)	
COUN 878	COUN 845 (3)	COUN 896 (3)	
	COUN 852 (3)		
	COUN 860 (3)		
	COUN 861 (3)		
	COUN 862 (3)		
	COUN 876 (3)		
	COUN 890 (3)		

**School Counseling
Total Credits Required: 60**

Pre-Qualifying Courses (12 SCH)	Core Courses (30 SCH)	Specialization (12 SCH)	Institutional Requirements (6 SCH)
COUN 539	COUN 611 (3)	COUN 638 (3)	EPSY 831 (3)
COUN 593	COUN 633 (3)	COUN 810 (3)	EDFD 576 (3)
COUN 733	COUN 735 (3)	COUN 841 (3)	
COUN 834	COUN 845 (3)	COUN 895 (3)	
	COUN 852 (3)		
	COUN 860 (3)		
	COUN 861 (3)		
	COUN 862 (3)		
	COUN 876 (3)		
	COUN 890 (3)		

Approved Electives

COUN 810 (3)	COUN 838 (3)
COUN 817 (3)	COUN 841 (3)
COUN 821 (3)	COUN 843 (3)
COUN 836 (3)	COUN 847 (3)

COURSE DESCRIPTIONS

COUN 539 SCHOOL COUNSELING (3)

A course designed to provide students with an understanding of the developmental guidance program as well as the role of the school counselor. (No prerequisites)

COUN 593 HUMAN GROWTH AND DEVELOPMENT (3)

A study of the genesis and transformation of psychological functions with particular reference to the acquisition of motor skills, language, attitudes, values, and group identification through the life span. (No prerequisites)

COUN 611 APPRAISAL and ASSESSMENT TECHNIQUES (3)

A course which focuses on the educational and social issues related to testing and the use of test results. (Prerequisite: EPSY 831)

COUN 633 COUNSELING RESEARCH and PROGRAM EVALUATION (3)

Students gain experience in planning, implementing, and evaluating research and programs. (Prerequisite: EPSY 831)

COUN 638 ORGANIZATION AND ADMINISTRATION OF COUNSELING AND GUIDANCE SERVICES (3)

Introduction to planning, organizing and administering guidance services in public schools and other agencies. (Prerequisite: COUN 539 or 833)

COUN 733 SEMINAR IN SOCIAL AND CULTURAL DIFFERENCES (3)

The analysis of selected differences in varying social and cultural groups within the urban setting. (Prerequisite: COUN 539 or 833)

COUN 735 COUNSELING TECHNIQUES (3)

Introduction to, and practiced application of counseling techniques as used in today's urban educational and/or professional settings. (Prerequisites: COUN 539 or 833 or 878 and 834)

COUN 810 COUNSELING CHILDREN and ADOLESCENTS (3)

The skills, knowledge and application of counseling theories and techniques appropriate for children and adolescents. (Prerequisites: COUN 593 and COUN 834)

COUN 817 SPECIAL TOPICS IN COUNSELING (3)

Seminar course on rotating topics as chosen by the instructor of record. May be repeated for up to six credit hours. Not for Independent Study (Prerequisite: Consent of Instructor)

COUN 821 COUNSELING SUPERVISION (3)

Knowledge and skill development in supervision in clinical and education settings. (Prerequisite: COUN 861)

COUN 833 CLINICAL MENTAL HEALTH COUNSELING (3)

This course focuses on foundations of clinical mental health. The course includes an exploration of the history, philosophy, trends, and practice of clinical mental health counseling; the roles and functions of clinical supervision; professional organizations, preparation standards and other related issues. (No prerequisites)

COUN 834 COUNSELING AND PERSONALITY THEORIES (3)

An introduction to counseling and personality theories and the helping relationship. (No prerequisites)

COUN 836 MENTAL HEALTH and PSYCHOPATHOLOGY (3) A course which focuses on diagnosis, treatment, and evaluation of clients in a clinical setting as described by the DSM (Prerequisites: COUN 539 or 833 or 878; and 593, 733, 834; and 876)

COUN 838 COUNSELING CAPSTONE (1)

A course designed to provide students with a review of foundation information learned in the program. (No prerequisites)

COUN 841 FAMILY COUNSELING (3)

Study of the various theories of family counseling and therapy with emphasis on applications in educational and community environments. (Prerequisites: COUN 539 or 833 or 878; and 593, 733, 834, and 876)

COUN 843 PLAY THERAPY (3)

A course designed for the purpose of studying theory, techniques, and issues related to counseling using play therapy. (Prerequisites: COUN 539 or 833 or 878; and 593, 733, 810, 834, and 876)

COUN 845 CRISIS INTERVENTION (3)

Study of the theory and methods of delivering crisis counseling in educational and community environments. (Prerequisites: COUN 539 or 833 or 878; and 593, 733, 834, and 876)

COUN 847 (3) CONSULTATION THEORY and PRACTICE (3)

This course will provide an overview of consultation theories for professional counselors and help students develop consultation skills for school, agencies and other clinical organizational settings. (Prerequisites: COUN 539 or 833 or 878; and 593, 733, 834, and 876)

COUN 852 ADDICTIONS COUNSELING (3)

This course covers the theory, research and practice of addictions counseling. Exploration of prevention and intervention of substance abuse, gambling, food, drugs and other types of addictions is included in this course. (Prerequisites: COUN 539 or 833 or 878; and 593, 733, 834, and 876)

COUN 860 PREPRACTICUM (3)

A supervised pre-internship experience in an approved agency, rehabilitation, or school site. Students must complete a minimum of 130 hours. Seminar and field placement. (Prerequisites: COUN 735 and 834)

COUN 861 INTERNSHIP I (3)

Supervised counseling practice in an agency, rehabilitation or school site. Must be repeated if all contact hours are not completed in one semester. Students receive on the job training and engage in appropriate counseling activities with clinical staff/professional counselors. Students must complete 300 clock hours. Lab fee. (Prerequisites: 39 hours of completed graduate hours including COUN 735, 836, 860, and 890 and written consent of cooperating field setting)

COUN 862 INTERNSHIP II (3)

Supervised counseling practice in an agency, rehabilitation or school site. Must be repeated if all contact hours are not completed in one semester. Students receive on the job training and engage in appropriate counseling activities with clinical staff/professional counselors. Students must complete 300 clock hours. Lab fee. (Prerequisites: Completion of COUN 861 and written consent of cooperating field setting)

COUN 876 CAREER AND LIFESTYLE DEVELOPMENT (3)

The study of techniques and theories used by counselors to assist individuals in making informed choices for future career development. (No prerequisites)

COUN 878 INTRODUCTION TO REHABILITATION COUNSELING (3)

An introduction to the field of rehabilitation counseling to include processes, facilities, and personnel involved (No prerequisites)

COUN 879 MEDICAL and PSYCHOSOCIAL ASPECTS TO DISABILITIES (3)

A course focusing on medical aspects of disabilities, medical terminology, and functional implications of disabilities. (No prerequisites)

COUN 890 GROUP CONSELING (3)

A course which develops knowledge and understanding of current group practices and knowledge of organizing, facilitating and evaluating groups. (Prerequisites: COUN 735 and COUN 736)

COUN 895 ETHICS AND PROFESSIONAL ISSUES IN COUNSELING (3)

A general survey of professional, ethical and legal concerns facing the practicing counselor as applicable to school and community agencies in the urban setting. For licensure/certification (No prerequisites)

COUN 896 ADVANCED ETHICS (3)

A course in professional counselor ethics with emphasis on records management, an overview of business/family law and professional practice and the study of current rules of Texas State Board of Examiners of Professional Counselors.

(Prerequisites: COUN 895)

DEPARTMENT OF CURRICULUM AND INSTRUCTION

The mission of the Department of Curriculum and Instruction is to produce effective teachers to serve culturally diverse students with a focus on urban school populations. The Department's mission is consistent with the overall mission of the College of Education (COE). The mission of the COE is to prepare caring, committed, competent, culturally responsive professionals who are equipped to provide effective service in urban schools, agencies and other entities.

The Master's program in Curriculum and Instruction is designed to enhance professional competence in determining what and how to teach as well as provide experience in educational research for both certified and non-certified candidates. The program equips candidates with the knowledge and skills needed to pursue rewarding and productive careers in higher education classrooms, school districts, and other public and private agencies of the education profession. The expectation is that graduates of the program will acquire knowledge, skills, and dispositions at an advanced level enabling them to function as professionals who will manifest caring, competent, committed, and culturally responsive qualities and characteristics.

PROGRAM OBJECTIVES

Program objectives for the M.Ed. in Curriculum and Instruction are aligned with the College of Education's Twenty- One Proficiencies as well as National Standards.

Persons completing the advanced program in Curriculum and Instruction will demonstrate

1. Advanced knowledge of current research in Curriculum and Instruction.
2. Advanced knowledge in teaching using best practices in teaching and learning.
3. Advanced knowledge of diverse social and cultural differences that influence teaching and learning.
4. Proficiency in different research methods and use of various research tools.

PROGRAM REQUIREMENTS

In addition to Graduate School Admission requirements, the Department of Curriculum and Instruction may have additional requirements. Please check with the department.

Non-certified candidates are required to take an additional 6-9 semester credit hours beyond the required 36 semester hours for the degree in order to begin enrolling in required courses on the degree plan. These hours will not count towards the 36 hours needed for the degree.

*A Comprehensive Examination will be administered to all candidates within six (6) semester hours of graduation. Eligibility to take the Comprehensive Examination will be determined by the advisor and the Department Chairperson. Passing the Comprehensive Examination with a minimum score of 70 is required for graduation.

A master's degree applicant may be allowed three attempts to pass the comprehensive examination. A student who fails the comprehensive examination the second time may petition for a third examination and the petition must show a plan of action wherein the petitioner will endeavor to improve his/her chances for satisfactorily passing the examination. The academic advisor, department chairperson, the Dean of the College of Education and the Dean of the Graduate School must approve the petition.

A student who fails to pass the master's comprehensive examination after the third attempt will be automatically discontinued as a student in the relevant master's program.

**Curriculum Summary for
Master of Education in Curriculum and Instruction
Total Credits Required: 36**

Degree Plan Programs		
Early Childhood Education Degree Plan		
Core Courses	Specialization	Research Area
EDCI 531 (3)	EDCI 520 (3)	EPSY 831 (3)
EDCI 540 (3)	EDCI 521 (3)	EDCI 633 (3) or EDFD 633 (3)
EDCI 551 (3)	EDCI 524 (3)	
	EDCI 525 (3)	
	EDCI 527 (3)	
	EDCI 528 (3)	
Bilingual Education Degree Plan		
Core Courses	Specialization	Research Area
EDCI 531 (3)	EDCI 501 (3)	EPSY 831 (3)
EDCI 540 (3)	EDCI 544 (3)	EDCI 633 (3) or EDFD 633 (3)
EDCI 551 (3)	EDCI 606 (3)	
	EDCI 644 (3)	
	EDCI 701 (3)	
	EDCI 844 (3)	
	RDG 875 (3)	
Instructional Technology Degree Plan		
Core Courses	Specialization	Research Area
EDCI 581 (3)	EDCI 700 (3)	EPSY 831 (3)
EDCI 540 (3)	EDCI 702 (3)	EDCI 633 (3) or EDFD 633 (3)
EDCI 551 (3)	EDCI 703 (3)	
	EDCI 733 (3)	
	EDCI 739 (3)	
	EDCI 833 (3)	
Reading Education Degree Plan		
Core Courses	Specialization	Research Area
EDCI 581 (3)	RDG 574 (3)	EPSY 831 (3)
EDCI 540 (3)	RDG 732 (3)	EDCI 633 (3) or EDFD 633 (3)
EDCI 551 (3)	RDG 873 (3)	
	RDG 874 (3)	
	RDG 875 (3)	
	RDG 877 (3)	
	RDG 888 (3)	
Special Education Degree Plan		
Core Courses	Specialization	Research Area
EDCI 531 (3)	SPED 552 (3)	EPSY 831 (3)
EDCI 540 (3)	SPED 553 (3)	EDCI 633 (3) or EDFD 633 (3)
EDCI 551 (3)	SPED 554 (3)	
	SPED 556 (3)	
	SPED 557 (3)	
	SPED 558 (3)	

	Secondary _____ Degree Plan	
Core Courses	Specialization	Research Area
EDCI 531 (3)	Courses are listed when specialization is determined.	EPSY 831 (3)
EDCI 540 (3)		EDCI 633 (3) or EDFD 633 (3)
EDCI 551 (3)		(18 SCHS)

**The choice of specialization area for secondary education students is limited to those subjects generally taught in the middle or secondary schools. An advisor is assigned when the student has been approved for admission into the graduate program.

Non-certified candidates will be expected to take 6 to 9 semester credit hours of leveling courses (EDCI 310, 339, and/or 350). These hours do not count towards the degree. Please see department chair for more details.

COURSE DESCRIPTIONS

EDCI 501 THE BILINGUAL CURRICULUM (3)

Familiarizes students with new approaches in the bilingual curriculum including technology, national/ state standards, EC-12.

EDCI 502 CULTURAL FOUNDATIONS OF BILINGUAL EDUCATION (3)

Familiarizes students with the impact of culture on education and with methodology for teaching in a bilingual classroom, EC- 12.

EDCI 510 PRINCIPLES AND FOUNDATION OF EDUCATION (3)

Studies the sociological, economic, philosophical and historical foundations of American education. (Must be taken concurrently with EDCI 527)

EDCI 520 CURRICULUM DEVELOPMENT IN EARLY CHILDHOOD (3)

Examines the theoretical bases of curriculum. Emphasis on designing curriculum appropriate for early childhood. Also includes practical application and evaluation of designed curriculum.

EDCI 521 CREATIVITY IN CHILD DEVELOPMENT (3)

Explores the nature of creativity, the role of teacher and creative environments. Studies the relationship of creativity to curricula areas: designing and implementation of creative activities.

EDCI 524 HOME/COMMUNITY DEVELOPMENT OF THE CHILD (3)

Analyzes the relationship among the home, school, and community for optimum child development. Develops faculty in working with parents as members of the learning community.

EDCI 525 FIELD EXPERIENCE PRACTICUM IN EARLY CHILDHOOD (3)

Constructs practical experiences in working with young children 3-5 years old. In-depth observation and work with children in each domain. (Prerequisite: Instructor's consent)

EDCI 527 PSYCHOLOGY OF LEARNING, GROWTH AND DEVELOPMENT (3)

Provides a foundation in comprehensive classroom management with a special emphasis on creating a positive, productive classroom environment. Attention to research-based management techniques and problem solving for unproductive student behaviors. (Must be taken concurrently with EDCI 510)

EDCI 528 EVALUATION AND ASSESSMENT IN EARLY CHILDHOOD (3)

Presents evaluation and assessment processes used with young children. Analyzes case studies with emphasis on application and remediation.

EDCI 531 CLASSROOM MANAGEMENT (3)

Presents modern techniques for managing the instructional climate with emphasis on student-centered approaches and includes a practicum component.

EDCI 540 CURRICULUM AND INSTRUCTION (3)

Analyzes procedures used in the administration and implementation of curriculum programs in public schools.

EDCI 544 D EDCI 544 DEVELOPMENT OF ENGLISH LANGUAGE SKILL (3)

Analyzes state-of-the-art techniques used to teach English to speakers of other languages.

EDCI 550 EFFECTIVE INSTRUCTIONAL STRATEGIES (3)

Focuses on the study of instructional methods that emphasize practical application to the teaching/learning process. Some of these strategies include planning, resource selection, evaluation and communication.

EDCI 551 MULTICULTURAL EDUCATION (3)

Shaped by the Texas Examinations of Educator Standards (TExES), this course builds a knowledge base for education that is culturally responsive. It focuses on school policies and practices that promote equity in achievement especially in urban school communities.

EDCI 577 LANGUAGE STUDIES IN ELEMENTARY SCHOOLS (3)

Theories and practices in integrated language, teaching, and learning in elementary classrooms.

EDCI 583 TECHNIQUES OF INDIVIDUALIZED INSTRUCTION (3)

Presents a research-based individualized instruction knowledge-base that emphasizes (a) competency-based education, (b) standards-based education, (c) differentiated instruction and (d) Universal Design for Learning (UDL).

EDCI 606 LINGUISTIC FOUNDATION OF BILINGUAL EDUCATION (3)

Familiarizes students with foundations of bilingual education in the United States with an emphasis on linguistic aspects of teaching.

EDCI 633 RESEARCH (3)

Studies educational research from a comprehensive perspective. Included are techniques and concepts of social and behavioral research; writing in the APA format; ethical standards governing educational research; experiences in the use of internal and external critique methods. (Prerequisites: Three semester credit hours of statistics)

EDCI 639 SCIENCE IN ELEMENTARY SCHOOL (3)

Presents a study of the science curriculum and the methods of teaching integrated science in the elementary school.

EDCI 644 TEACHING CONTENT AREAS IN SPANISH (3)

Provides comprehensive knowledge of content area instruction in Spanish reading/language arts.

EDCI 701 APPLIED LINGUISTICS (3)

Introduces linguistic concepts and contrastive analysis and their applications to practical linguistic situations.

EDCI 727 INDEPENDENT STUDY AND RESEARCH (3)

Focuses on creating opportunities for students to pursue actively research problems in curriculum and instruction of personal interest or to complete course requirements.

EDCI 700 INSTRUCTIONAL DESIGN AND TECHNOLOGY (3)

This course will introduce the field of instructional design and technology and its impact on teaching and learning. Students will develop complete instruction followed by instructional design and technology model. This course will be the study and application of innovative instructional design and technology.

EDCI 702 INTEGRATING TECHNOLOGY INTO THE CURRICULUM (3)

This course will focus on the practical integration of technology into the elementary and secondary curriculum. Students will learn how to integrate various technology tools into teaching and learning practices. Appropriate uses of technology and software will be examined and developed.

EDCI 703 MULTIMEDIA FOR THE CLASSROOM (3)

This class will focus on the classroom application of digital graphics, animation, multimedia, audio, video, and web 2.0. Students will create various multimedia projects that can be directly used for teaching and learning.

EDCI 733 DESIGN AND DEVELOPMENT OF ONLINE EDUCATIONAL RESOURCES (3)

Students will design and develop educational resources for online learning environment examine the application tools, resources, and strategies to support, deliver, and enhance online learning tools. Students will actively engage in online activities as they identify and plan online learning resources.

EDCI 739 EDUCATIONAL USE OF DIGITAL VIDEO (3)

This course will examine the use of analog and digital video in the design and creation of online and computer-based instructional materials. Students will develop various educational videos that can be integrated into teaching and learning.

EDCI 773 RECENT RESEARCH IN TEACHING HIGH SCHOOL SUBJECTS (3)

Presents a review of research in secondary school teaching. Provides study of unit plans, laboratory methods, and student-planned learning exercises.

EDCI 833 TECHNOLOGY AND TEACHER EDUCATION (3)

This course will focus on how to facilitate and inspire student learning with use of technology and take a constructive approach to understanding instructional technology and teacher education.

EDCI 844 LANGUAGE ACQUISITION AND CULTURE (3)

Analyzes studies of first and second language acquisition theories. Analyzes cultural, cognitive, linguistic, and developmental factors that affect the acquisition of a second language.

SPED 552 INTRODUCTION TO EDUCATION OF EXCEPTIONAL CHILDREN (3)

Examines the historical context of special education and legislation that has changed the course of the field. Also focuses on disability as a socially constructed response to human differences. (Co-requisite: SPED 553)

SPED 553 PSYCHOLOGICAL FOUNDATIONS IN EDUCATION OF EXCEPTIONAL CHILDREN (3)

Provides an orientation to high and low incidence disabilities. Focuses on the characteristics of each disability and issues related to academic and social learning for students with disabilities. (Co-requisite: SPED 552)

SPED 554 PROBLEMS IN EDUCATING EXCEPTIONAL CHILDREN (3)

Examines issues related to the importance of collaboration as a mechanism for student learning and success in schools. Focuses on team teaching and collaboration between school personnel, parents and the community.

SPED 556 PSYCHO-EDUCATION INTERVENTION (3)

Explores teaching and assessment strategies to facilitate the participation and learning of students with disabilities in the general education classroom. Includes a focus on differentiation instruction.

SPED 557 IMPLEMENTATION AND EVALUATION: DIAGNOSTIC-PRESCRIPTIVE TEACHING (3)

Emphasizes the tools and techniques of positive behavior support for creating classrooms that are inclusive and responsive to student needs.

SPED 558 PRACTICUM IN EDUCATION (3)

Provides opportunities for candidates to integrate theory and practice as they work with students in K-12.

SPED 559 RESEARCH IN SPECIAL EDUCATION (3)

Provides the basic skills needed to conduct research in special education. Introduces quantitative, qualitative and mixed methods research.

SPED 600 INDIVIDUAL PROJECT (3)

Provides students with an opportunity to increase learning outcomes by participating in an independent project to apply and evaluate effective instructional practices for exceptional learners.

Reading Education**RDG 574 FUNDAMENTALS OF READING INSTRUCTION (3)**

Presents an overview of the basic concepts in reading, a survey of various programs in today's schools, and an appraisal of materials to meet varying needs of diverse learners.

RDG 732 PRIMARY/MIDDLE SCHOOL READING INSTRUCTION (3)

Provides opportunities to study methods, laboratory methods, and student-planned learning exercises and materials for improving the teaching of reading in the primary and middle schools. It explores strategies to promote an appreciation of books, and it addresses instruction for all levels.

RDG 873 ISSUES, PROBLEMS AND TRENDS IN LITERACY (3)

Provides an historical and theoretical perspective of reading and writing theory and instruction with an emphasis on literacy in a technological society.

RDG 874 DIAGNOSTICS AND REMEDIAL READING INSTRUCTION (3)

Presents diagnostic procedures and techniques used in determining the nature and causes of reading difficulties and strategies for planning instruction to meet individual needs.

RDG 875 PRACTICUM IN READING I (3)

Creates opportunities for observation and participation in a clinical program of reading. Includes diagnostic testing, remedial teaching and the compiling of clinical records. (Prerequisite: RDG 874 or advisor approval)

RDG 877 CONTENT READING/STUDY SKILLS (3)

Prepares participants, in a reading clinic setting, to work with students to develop reading skills appropriate to their maturity, develop therapeutic techniques for retarded readers, and master skills to organize a developmental reading program.

RDG 888 PRACTICUM IN READING II (3)

Creates opportunities for observation and participation in a clinical program of reading. Includes diagnostic testing, remedial teaching, compiling clinical records, and parental involvement in the entire process. (Prerequisites: Advisor approval and RDG 874 and RDG 875).

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND FOUNDATIONS

Masters Programs

eM.Ed in Educational Administration with Principal Certification (ONLINE)

eM.Ed. in Educational Administration (ONLINE)

M.Ed. In Educational Administration in Human Resources/Higher Education

Preparation Program for Certification Only

Principal and Superintendent

PROGRAM OVERVIEW

OUR MISSION

The mission of the Department of Educational Administration and Foundations is to prepare individuals who are competent, caring, committed and culturally responsive educators possessing a strong awareness of their responsibility to organize, lead and manage efficient and effective educational institutions. The Department of Educational Administration and Foundations offers two online Master's degrees in Educational Administration, one with the Principal's certificate and one without. For those seeking leadership in higher education, the Department offers a Master's of Educational Administration in Human Resources and Higher Education. Additionally, we offer a preparation program for candidates seeking principal or superintendent certification only. The Department's courses align with the new Principal and Superintendent Standards for the State of Texas.

Programmatic emphasis is placed on the development of competent professional educators who have a fundamental understanding of educational theory, educational research, educational philosophy and contemporary educational techniques and methods. Emphasis is also placed on helping the student learn how to integrate these elements into a sound educational program. Effective leadership cannot be exercised without a thorough understanding of basic educational principles and knowledge of current educational trends. In keeping with the thrust and setting of the University, great effort is made to prepare individuals who are flexible and can effectively serve all children in society. The development of quality professional educators who are knowledgeable and who can provide creative leadership in the various areas of education is the fundamental goal of the Department.

The online Masters in Educational Administration degree program prepares individuals who have a strong awareness of their responsibility to serve the public and to carry on educational programs that meet the needs and interests of those they serve. Classes for the Master's Degree in Educational Administration and related certificate programs will include a concentration of study in school administration, instructional leadership, school law, fiscal responsibility, the organization and management of schools and internships. The programs are designed to prepare candidates for positions of leadership in varied educational settings. As a special purpose institution, our department is a preeminent producer of educational leaders working in K-12 schools and universities. We are nationally recognized by the excellence of our programs, the quality of our instruction, our innovative research and creative activities, and our commitment to be a contributing partner to our community, state, nation, and world.

The objective of the M.Ed. degree program in Human Resources and Higher Education at Texas Southern University (TSU) is to prepare students for advanced academic careers at the college or university level. The program takes an integrated approach to the interactions between human resources and higher education; however, students will be allowed to place emphasis more specifically on the concentration of their choice. Admission standards will be the same as the current M.Ed. program.

PROGRAM OBJECTIVES

The programs in educational administration are designed to develop competent, caring, committed and culturally responsive educators and individuals who meet stated competencies:

- Knowledge of shaping campus culture and implementation of issues that are shared by the community
- Knowledge of communication, collaboration, and mobilization of resources
- Ability to act with integrity and fairness in an ethical manner
- Knowledge of designing and implementation of curriculum
- Ability to care, nurture and develop instructional programs that are conducive to learners
- Ability to implement staff evaluation
- Ability to make decisions and problem solve to ensure an effective learning environment

- Ability to apply effective leadership to develop and manage campus budget and resource utilization
- Ability to manage campus physical plant and support systems to ensure safety and effective learning

GENERAL REQUIREMENTS

In addition to meeting the Graduate School's requirements for admission, retention, examinations, candidacy and graduation as listed elsewhere, requirements for admission to the department include: submitting an online application which includes personal information and recommendations on forms provided by the Graduate School along with Graduate Record Examination scores taken within the last five (5) years.

1. Submit evidence of holding the Standard Teacher Certificate and at least two years creditable classroom teaching experience for the administrator certificate programs if seeking a principal certificate.
2. Complete requirements of the Department Screening Committee as approved by the Graduate School.
3. File a degree and/or certificate plan with the faculty advisor and with the Graduate School Office.
4. A Comprehensive Examination is administered to all students within six (6) hours of graduation. Eligibility to take the Comprehensive Examination, designed by the Educational Administration faculty, is determined by the advisor and the Department Chair. Passing the Comprehensive Examination with a minimum score of 70 is required for graduation.

DEGREES OFFERED

The Department of Educational Administration and Foundations offers three (3) Master of Education degrees and preparation for two (2) professional certifications.

DEGREES

1. Master's Degree in Educational Administration with no certification (36 hours)
2. Master's Degree in Educational Administration with emphasis in Human Resources/Higher Education (36 hours)
3. Master's Degree in Educational Administration with Principal Certification (42 hours)

CERTIFICATIONS OFFERED

1. Professional Superintendent Certification
2. Professional Principal Certification

REQUIREMENTS TO EARN CERTIFICATIONS

Professional Principal's Certificate

There are five requirements to obtain a Principal certificate through the Department of Educational Administration and Foundations:

- must hold a master's degree from a university that is accredited by an accrediting agency recognized by the Texas Higher Education Coordinating Board (THECB) (outside source) or the U.S. Department of Education Database for Accredited Colleges and Universities (outside source)
- hold a valid classroom teaching certificate
- have two years of creditable teaching experience as a classroom teacher
- successfully complete an [approved principal educator preparation program](#)
- successfully complete the required TExES Principal examination.

Professional Superintendent

There are four requirements to obtain a Superintendent certificate through the Department of Educational Administration and Foundations:

- must hold a master's degree from a university that is accredited by an accrediting agency recognized by the [Texas Higher Education Coordinating Board \(outside source\)](#) or the [U.S. Department of Education Database for Accredited Colleges and Universities \(outside source\)](#)
- hold a Principal certificate or the equivalent issued by the TEA, another state or country or,
- completed the [superintendent certificate application \(PDF, 314 KB\)](#) and been approved by the TEA to substitute managerial experience in lieu of a principal certificate
- one year of practical administrative experience
- successfully complete an [approved superintendent educator preparation program](#) (12 hours)
- successfully complete the required Texas Superintendent examination.

PRINCIPAL CERTIFICATION REDESIGN

Given the evolving role of the principal as an instructional leader and the needs of Texas schools and communities, the State Board for Educator Certification (SBEC) adopted new principal standards in 2016. Informed by the expertise of practicing principals, principal preparation program faculty, and other educators and aligned with the Texas Principal Evaluation and Support System (T-PESS), the new standards emphasize the critical role of the school principal with an increased emphasis on instructional leadership.

With the implementation of the new standards, the Texas Education Agency (TEA) began working with principal preparation program faculty and practicing principals to develop a new test framework and new test instruments to certify Texas principals. The new instruments have been created to reflect the skills needed for beginning principals to be effective.

Principal certificate candidates can expect the following changes:

- All candidates will need to pass the new **TEExES Principal (268)** and complete the **Performance Assessment for School Leaders (PASL)** to obtain a standard principal certification starting on **9/1/2019**.
- Candidates who pass the TEExES Principal (268) assessment by **8/31/2019** will be exempt from the PASL and will receive their standard certification with a passing score on the TEExES Principal (268) test if they complete all other certification requirements (e.g., course work, practicum) by **8/31/2019** and apply and are recommended for certification by 10/30/2019.
- The TEExES Principal (**268**) test will be offered for free to eligible candidates during the initial testing windows in December 2018 through February 2019. Eligible candidates include only those candidates who have never attempted the TEExES Principal (68) test. Scores for the initial testing period will be reported in **late June or early July 2019**.
- The PASL will become available to candidates in **fall of 2019**.
- Given the timing of the changes above, it is recommended that all principal candidates entering programs on 1/1/2018 or later begin preparation for the TEExES Principal (268) and PASL assessments.

How does this impact the current TEExES Principal (068) test?

- The TEExES Principal (068) test will be available to first-time test takers through 12/31/2018 and for re-testers through 8/31/2019.

Program Standards for the Principalship

The Master's degree with Principal certification and the Master's degree with no certification is offered completely online. The program is designed to assist working professionals the opportunity to earn a Master's degree without interrupting their work schedules. The programs in Educational Administration are designed to develop competent, caring, committed and culturally responsive educators and individuals who meet stated competencies. The Texas Principal Standards have been developed and utilized in our program in accordance with Chapter 149 of the *Texas Administrative Code*.* The standards serve as a guide for improving school productivity, increasing student achievement, and continually reflecting upon and improving principal effectiveness as a leader throughout all career stages.

Standard 1--Instructional Leadership.

The principal is responsible for ensuring every student receives high-quality instruction.

Standard 2--Human Capital.

The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.

Standard 3--Executive Leadership.

The principal is responsible for modeling a consistent focus on and commitment to improving student learning.

Standard 4--School Culture.

The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

Standard 5--Strategic Operations.

The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

**Statutory Authority: The provisions of this §149.2001 issued under the Texas Education Code, §21.3541.*

**Source: The provisions of this §149.2001 adopted to be effective June 8, 2014, 39 TexReg 4245.*

Program Standards for the Superintendent Certificate Standards

The Texas Education Code, Section 11.201, identifies the functions of a school district's superintendent: Requirements for the Issuance of the Standard Superintendent Certificate. To be eligible to receive the standard Superintendent Certificate, a candidate must:

- (1) satisfactorily complete an examination based on the standards identified in §242.15 of this title (relating to Standards required for the Superintendent Certificate); and
- (2) successfully complete a State Board for Educator Certification-approved superintendent preparation program and be recommended for certification by that program; and

- (3) hold, at a minimum, a master's degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board; and
- (4) hold, at a minimum, a principal certificate or the equivalent issued under this title or by another state or country; or
- (5) have at least three creditable years of managerial experience in a public school district.
 - (A) The managerial experience must include responsibility for:
 - (i) supervising or appraising faculty or staff;
 - (ii) conducting district-level planning and coordination of programs, activities, or initiatives; and
 - (iii) creating or maintaining a budget.
 - (B) The candidate must submit an application to Texas Education Agency (TEA) staff for the substitution of managerial experience as defined in this paragraph. The TEA staff will review the application and will notify the applicant, in writing, of approval or denial within 60 calendar days from date of receipt.

Source: The provisions of this §242.20 adopted to be effective March 14, 1999, 24 TexReg 1617; amended to be effective September 2, 1999, 24 TexReg 6751; amended to be effective April 28, 2002, 27 TexReg 3354; amended to be effective July 13, 2004, 29 TexReg 6646; amended to be effective October 25, 2009, 34 TexReg 7202; amended to be effective February 28, 2016, 41 TexReg 1246.

Standard I Superintendent Certificate Standards

The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and the State Board for Educator Certification as the basis for developing the examinations required to obtain the standard Superintendent Certificate. The standards also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required by §242.30 of this title (relating to Requirements to Renew the Standard Superintendent Certificate).

Standard II Learner-Centered Values and Ethics of Leadership

A superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Standard III. Learner-Centered Leadership and School District Culture. A superintendent is an educational leader who promotes the success of all students and shapes school district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard IV Learner-Centered Human Resources Leadership and Management. A superintendent is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management.

Standard V Learner-Centered Policy and Governance. A superintendent is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context and by working with the board of trustees to define mutual expectations, policies, and standards.

Standard VI Learner-Centered Communications and Community Relations. A superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard VII Learner-Centered Organizational Leadership and Management. A superintendent is an educational leader who promotes the success of all students by leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard VIII Learner-Centered Curriculum Planning and Development. A superintendent is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance.

Standard IX Learner-Centered Instructional Leadership and Management. A superintendent is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school district culture and instructional program conducive to student learning and staff professional growth.

Source: The provisions of this §242.15 adopted to be effective March 14, 1999, 24 TexReg 1617; amended to be effective September 2, 1999, 24 TexReg 6751; amended to be effective October 25, 2009, 34 TexReg 7202

CURRICULUM SUMMARY

Master's Degree in Educational Administration with Principal Certification

Total Credits Required: 42

(All courses must be approved by the department)

Core Courses (24 SCH)	Foundation Core (9 SCH)	Electives (3 SCH)	Internship (6 SCH)
EDAS 532(3)	EDFD 576/581 (3)	COUN 733 (3)	EDAS 781 (3)
EDAS 537 (3)	EPSY 831 (3)	EDAS 736/780/841 (3)	EDAS 782 (3)
EDAS 541 (3)	EDFD 633 (3)	EDAS 846/834/835 (3)	
EDAS 675 (3)		EDAS 534/674/634 (3)	
EDAS 836 (3)		EDAS 856 (3)	
EDAS 800 (3)		EDAS 876	
EDAS 850 (3)			
EDAS 880 (3)			

Master's Degree in Educational Administration with no certification

Total Credits Required: 36

(All courses must be approved by the department)

Core Courses (24 SCH)	Foundation Core (9 SCH)	Electives (3 SCH)
EDAS 532(3)	EDFD 576/581 (3)	COUN 733 (3)
EDAS 537 (3)	EPSY 831 (3)	EDAS 736/780/841 (3)
EDAS 541 (3)	EDFD 633 (3)	EDAS 834/835/846 (3)
EDAS 675 (3)		EDAS 534/674/734/532 (3)
EDAS 836 (3)		EDAS 856 (3)
EDAS 800 (3)		EDAS 876 (3)
EDAS 850 (3)		
EDAS 880 (3)		

**Master's Degree in Educational Administration
With a Concentration in Human Resources and Higher Education**

Total Credits Required: 36

(All courses must be approved by the department)

Higher Ed Courses (12SCH)	Human Resource Courses (12 SCH)	Internship (3 SCH)	Master's Degree Requirements (9 SCH)
*EDHI 734 (3)	EDAS 636 (3)	EDAS 783 (3)	EPSY 831 (3)
EDHI 744 (3)	EDAS 637 (3)		EDFD 633 (3)
*EDHI 733 (3)	*EDAS 651 (3)		EDFD 581 (3)
EDHI 748 (3)	EDAS 678 (3)		
EDHI 750 (3)	EDAS 679 (3)		
EDHI 771 (3)	*EDAS 680 (3)		
	EDAS 682 (3)		

* These courses are required in these areas.

Professional Principal Certification (Must hold valid Master's Degree)

Total Credits Required: 30

Core Courses (24 SCH)	Internship (6 SCH)
EDAS 532(3)	EDAS 781 (3)
EDAS 537 (3)	EDAS 782 (3)
EDAS 541 (3)	
EDAS 675 (3)	
EDAS 836 (3)	
EDAS 800 (3)	
EDAS 850 (3)	

Superintendent Certification
Total Credits Required: 12

Core Courses (9 SCH)	Internship (3 SCH)
EDAS 835/988 (3)	EDAS 788/965/978 (3)
EDAS 834/955/953 (3)	
EDAS 770/970 (3)	

Course substitutions may be made with the approval of the Department Chairman, the Dean of the College of Education, and Dean of the Graduate School on forms provided by the Graduate School Office.

COURSE DESCRIPTIONS
M.Ed. in
Educational Administration and
Principalship and Superintendent Certifications

<i>EDUCATIONAL ADMINISTRATION - EDAS</i>

EDAS 532 THE SCHOOL AND PUBLIC RELATIONS (3)

Leadership in shaping the campus culture by facilitating the development, articulation, implementation and stewardship of a vision of learning shared and supported by the school community.

EDAS 534 THE PRINCIPAL AS A SUPERVISOR (3)

Instructional leadership using a positive school culture, organizational practices; student academic success through instructional improvement and research based strategies with multiple opportunities to learn.

EDAS 537 PRINCIPLES OF EDUCATIONAL ADMINISTRATION (3)

Overview of the nine state competencies addressing school and community, communication, mobilizing resources and legal practices with emphasis on the code of ethics.

EDAS 541 CURRICULUM PLANNING AND DEVELOPMENT (3)

Leadership for program development and implementation, strategic plans enhancing teaching and learning, curriculum alignment, resources, assessments and other means ensuring student success.

EDAS 634 SCHOOL FINANCE (3)

Current local, state and federal funding patterns and emerging alternatives. Money as a factor in equal educational opportunity. Economic value of education in American Society.

EDAS 674 PRINCIPLES OF INSTRUCTIONAL LEADERSHIP (3)

History, philosophy and purposes of school supervision. Roles, qualifications, skills, responsibilities and personal characteristics of supervisors. Strategies for curriculum development, program improvement and staff growth. School supervision, qualifications, skills and responsibilities using sound research-based instructional strategies, decision-making, programs and services, which meet individual student needs.

EDAS 675 LEADERSHIP AND MANAGEMENT OF INSTRUCTION (3)

Instructional supervision to sustain a positive campus culture; that includes the marginal teacher while promoting student achievement through staff development which meets individual student needs.

EDAS 734 SUPERVISION OF ELEMENTARY SCHOOL CURRICULUM (3)

Knowledge and skills of promoting the success of all students by facilitating the design and implementation of curriculum alignment, resources, assessment, and professional development opportunities for teaching and learning.

EDAS 735 SUPERVISION OF THE HIGH SCHOOL CURRICULUM (3)

Problems of departmentalized organization staffing, evaluation, and materials for middle and high schools. Special emphasis on programs designed to help urban students graduate.

EDAS 736 SEMINAR IN SCHOOL PROBLEMS (3)

Research analysis and discussion of current issues and constraints in school administration. Problems identified and discussed will address the three domains and nine competencies.

EDAS 770 THE SUPERINTENDENCY (3)

Superintendent's role and function: promoting academic success for all students, mobilizing community resources, and implementing a vision for learning supported by all diverse entities.

EDAS 780 PROBLEMS IN ADMINISTRATION (3)

Identification of current problems facing campus administrators regarding the campus community, culture, student success factors, learning differences, multicultural awareness, gender sensitivity and ethnic appreciation.

EDAS 781 INTERNSHIP I (3)

Practical experiences in a school setting under the direction of a university professor and practicing administrator.

EDAS 782 INTERNSHIP II (3)

Field based experiences with the requirement of an action research component with an approved proposal and completion.

EDAS 788 SUPERINTENDENT INTERNSHIP (3)

Collaboratively planned field based experiences incorporating specific skills, knowledge and beliefs, addressing the superintendent standards under the co-direction of practicing superintendents/assistant superintendents.

EDAS 800 SCHOOL ORGANIZATION, LEADERSHIP AND MANAGEMENT (3)

Basic leadership and organizational structure for managing educational systems while acquiring the necessary resources for a safe, efficient, and effective learning environment.

EDAS 834 ADVANCED TOPICS IN SCHOOL FINANCE (3)

Problems of educational finance, practice, federal-state-local relations in budgeting, working collaboratively with campus administrators in determining needs, goals, and resources to support student success.

EDAS 835 SCHOOL PLANT PLANNING AND MANAGEMENT (3)

Schoolhouse construction and renovation using educational specifications, bidding, dedication, energy conservation, operations and maintenance.

EDAS 836 SCHOOL LAW (3)

Constitutional, statutory and judicial aspects of the law affecting school boards, administrators, teachers, parents and pupils. Knowledge of basic legislative, legal and judicial processes promoting student success.

EDAS 841 GROUP PROCESSES IN EDUCATIONAL PROBLEM SOLVING (3)

Behavioral research, group dynamics and democratic processes using school centered issues focusing on the success of all students.

EDAS 850 LEADERSHIP AND CAMPUS CULTURE (3)

The principal's responsibility for utilizing effective school leadership in shaping the school/community learning vision, campus culture and responding to diverse needs of all populations.

EDAS 856 RESTORATIVE DISCIPLINE (3)

This course provides an introduction and exposure to the principles of restorative discipline and its application to the treatment of students for discipline issues. It explores strategies for administrators and addresses the needs and roles of key stakeholders, including school administrators, parents and the community, in this process.

EDAS 876 FUNDAMENTALS OF ATHLETIC ADMINISTRATION (3)

This course provides an overview of athletic administration and addresses related issues in budgeting, transportation, scheduling and conflict. Also addresses issues of liability and compliance.

EDAS 880 HUMAN RESOURCES LEADERSHIP AND MANAGEMENT (3)

Knowledge of recruitment, selection, placement, training, evaluation and development systems of personnel, and maintenance system of records for staff and pupils.

<i>FOUNDATIONS COURSES - EDFD</i>
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EDFD 576 HISTORY OF BLACK EDUCATION IN AMERICA (3)

This course focuses on African-American education and traces the education of Black people in America from their arrival from Africa to the present.

EDFD 581 FOUNDATIONS OF EDUCATION (3)

This course deals with the sociological, economic, philosophical and historical, foundations of American education. It also addresses educational theories related to improving current educational practice.

EDFD 633 RESEARCH (3)

Basic introduction to research and research design. The development of a basic knowledge and understanding of the place of research in the field of education, including concepts and computations associated with research.

EDUCATIONAL PSYCHOLOGY - EPSY

EPSY 831 EDUCATIONAL STATISTICS (3)

Basic introduction to descriptive and beginning inferential statistical techniques. Consideration given to the handling of statistical data with a view toward developing an ability to understand the research literature.

Masters Level HIGHER EDUCATION - EDHI

EDAS 636 Law in Human Resources (3)

Principle theories and practices in the area of employment and workplace law. Topics include the federal and state laws associated with hiring, firing and discipline, medical leave (including FMLA, ADA and worker's compensation), discrimination, harassment, immigration, labor law, unemployment compensation, workplace privacy. Additional topics may include workplace investigations, workplace violence and employment-related legal processes, including EEOC Charges and lawsuits.

EDAS 637 Budgeting (3)

Major elements of budgeting and finance. Topics include creation of budgets; budget processes; balancing budgets; contingency plans; types of costs; coding; and funding sources. Additionally, this course examines revenue, types of expenditures, tuition, and financial aid policies.

EDAS 651 Human Resources Management (3)

Practical knowledge and foundations for hiring and developing valuable employees. Topics include the job analysis process, personnel needs, recruitment, selection, orientation, training, salary, compensation, benefits, grievance/dispute resolution, and appropriate communication with all employees at all levels.

EDAS 678 Training and Professional Development (3)

Overview of training, development and organizational learning. This course also covers needs assessment; and training design, methods, and evaluation.

EDAS 679 Career Development (3)

Foundations for developing expertise in the area of career development; content will expand knowledge and prepare individuals for optimizing human resources in human resource development organizations; focusing on programs, methods, practices, and techniques by combining personal and organizational factors.

EDAS 680 Seminar in Human Resources (3)

Principle theories and practice in human resources. Topics changing role of HR, the changing structure of the workplace, changing demographics of the workplace, and trends in staff management in a virtual world.

EDAS 682 Human Resources and Performance Management (3)

Key principles, methods, and techniques for enhancing employee productivity and organizational effectiveness through performance problem analysis, coaching and feedback skills, performance appraisal system design and implementation, and other formal and informal performance management systems are explored. Provides an in-depth understanding of performance appraisals and related issues. Topics focus on goal-setting, feedback and the rating process.

EDAS 783 –Internship (3)

Application of human resources and education administration studies in practice supervised by field administrator and/or University faculty member. Related seminars.

EDHI 733-Introduction to Higher Education (3)

A critical examination of the American system of higher education, its origin, characteristics, with particular attention to financing, organization, and administration of colleges and universities.

EDHI 734 Seminar in Strategic Planning for Higher Education (3)

Explores the strategic planning process, and how strategic planning it is conducted and implemented at institutions of higher education. Discussions will center on the strategic mission, analysis, goals, objectives, implementation and evaluation. Policies and practices regarding how institutions create internal climates for data-driven decision-making are also discussed.

EDHI 744 Budgeting and Resource Allocation in Higher Education (3)

Concepts and practices in resource allocation and the budget process for higher education. Examines the impact of budget activities and decisions on planning, operations and programs within an institution.

EDHI 748 Organization and Administration of Higher Education (3)

An introduction to the administration and organization of higher education institutions, this course is designed to help students understand the competencies and training necessary for various operational and administrative capacities at a college or university.

EDHI 750 Higher Education and the Law (3)

Examines legal issues relevant to American colleges and universities to provide students with the fundamental knowledge of higher education law for administrators. Topics include the legal governance of higher education, academic freedom, affirmative action, and legal issues pertinent to faculty and students.

EDHI 771 Student Development Services (3)

Addresses the complexities involved in adult development, the major needs of and services provided to college students, and the specific roles of student services providers.

DEPARTMENT OF HEALTH AND KINESIOLOGY

The Mission of the Department of Health and Kinesiology is to prepare students for the fields of Health, Physical Education, and Sport through integrating theoretical and applied practice to promote active learning and career preparation. The department offers online and traditional courses which provide students an opportunity to tailor both graduate degrees to their personal needs.

The Department of Health and Kinesiology offers two graduate degrees: a Master of Science degree in Health & Kinesiology (HK) and a Master of Science degree Sport Studies & Sport Leadership (SSSL).

Master of Science degree in Health & Kinesiology

The graduate HK curriculum was developed for the P-12 health and physical educator as well as the professional practitioners looking to advance their career in the fields of Health and Physical education. Upon completion of the program, graduates are prepared to work in healthcare, private and public sectors, as well as academic settings.

The program offers two concentrations Health and Kinesiology. Students seeking a concentration in health will be introduced current health issues, epidemiology, and community health education. Whereas students seeking a kinesiology concentration will be introduced to advanced theories and practice in physical education, strength and fitness development, and curriculum content in health and physical education.

Admissions

1. Undergraduate GPA of 2.5 or better; or 3.0 on last 60 hours
2. If required by the graduate degree program, GRE (General) or GMAT for Business programs (must be within five (5) years of your application date).
3. 3 letters of recommendation
4. Resume or Curriculum Vitae (current)
5. Personal Essay (300 – 500 words)
6. Application fee (\$75): Your application will not be processed until the fee is received.
7. Transcript (s): 2 copies sent directly to TSU from the institutions.

In addition to Items 1 through 7, International Students need to also supply the following information:

1. Affidavit of Support
2. Transcript Evaluation
3. TOEFL = 79 or IELTS (iBT) = 6.0 (if not from an English speaking country)

Program requirements

Students in this major will complete a total of thirty-six (36) semester credit hours of graduate courses (500 level or above): A minimum of twenty-seven (27) of these credit hours must be completed in health education or kinesiology and nine (9) of these semester credit hours must be elective courses in Health, Kinesiology, and/or Sport Studies and Sport Leadership courses. In addition, the Master of Science degree in Health & Kinesiology requires satisfactory completion of a comprehensive exam.

Health & Kinesiology Curriculum

HEALTH EDUCATION	Core	Concentration	Electives
	HED 538 (3)	HED 532 (3)	9 outside area electives are required (EDUC, SSSL, HED, or KIN)
	HED 570 (3)	HED 533 (3)	
	HED 831 (3)	HED 534 (3)	
	9 Core Credit Hours	HED 536 (3)	
		HED 537 (3)	
		HED 571 (3)	
		HED 572 (3)	
		HED 573 (3)	
		HED 574 (3)	
		HED 575 (3)	
		HED 576 (3)	
		HED 577 (3)	
		HED 639 (3)	
		15 Concentration Hours	
KINESIOLOGY	Core	Concentration	Electives
	KIN 531 (3)	KIN 502 (3)	9 outside area electives are required (EDUC, SSSL, HED, or KIN)
	KIN 638 (3)	KIN 534 (3)	
	KIN 831 (3)	KIN 535 (3)	
	9 Core Credit Hours	KIN 536 (3)	
		KIN 540 (3)	
		KIN 576 (3)	
		KIN 578 (3)	
		KIN 631 (3)	
		KIN 632 (3)	

		KIN 633 (3)	
		KIN 833 (3)	
		15 Concertation Hours	

Master of Science degree in Sport Studies and Sport Leadership

The Masters in Sport Studies and Sport Leadership (SSSL) program at Texas Southern University (TSU) offers graduate courses focused on the business of sport. The program offers a thesis and non-thesis track as well as concentrations in Sport Administration and Sport Management. Upon completion of the SSSL program, graduates are prepared for leadership and customer-service based roles in the sports industry.

The program offers two concentrations in Sport Administration and Sport Management. Students seeking a concentration in Sport Administration will be will prepared to assume leadership roles in the sports industry. Whereas students seeking a Sport Management concertation will be prepared to assume customer service and fan engagement based positions in the field of sport.

Students may choose between a thesis and a non-thesis track. Students selecting the thesis track will learn more about research and typically have desire to pursue a doctoral degree. Under the direction and approval of a faculty advisor, students will complete a master thesis.

In the non-thesis track, students will have an opportunity to gain practical experience by completing an internship. Students selecting this track typically are preparing to enter or enhance their current career in the field of sport.

Admissions

1. Undergraduate GPA of 3.0
2. If required by the graduate degree program, GRE (General) or GMAT for Business programs (must be within five (5) years of your application date).
3. 3 letters of recommendation
4. Resume or Curriculum Vitae (current)
5. Personal Essay (300 – 500 words)
6. Application fee (\$75): Your application will not be processed until the fee is received.
7. Transcript (s): 2 copies sent directly to TSU from the institutions.
- 8.

In addition to Items 1 through 7, International Students need to also supply the following information:

1. Affidavit of Support
2. Transcript Evaluation
3. TOEFL = 79 or IELTS (iBT) = 6.0 (if not from an English speaking country)

Transfer Credit

A maximum of six (6) credit hours successfully completed at a regionally accredited institution of higher learning can be applied towards the SSSL degree requirements. In addition, only courses with an earned grade of "B" or better can be applied toward the degree. Also, these courses must be comparable to the SSSL curriculum and must be approved by the program graduate faculty.

Program requirements

Students in this major will complete a total of thirty-six (36) semester credit hours of graduate courses (500 level or above): A minimum of twenty-seven (27) of these credit hours must be completed in Sport Studies and Sport Leadership and a minimum nine (9) approved elective credit hours must be must completed. In addition, the Master of Science degree in Sport Studies and Sport Leadership requires satisfactory completion of a comprehensive exam.

Sport Studies and Sport Leadership Curriculum – Non thesis track

SPORT ADMINISTRATION	Core	Concentration	Electives
	EDFD 633	SSSA 511	6-9 approved credit hours of electives
	EPSY 831	SSSA 513	
	SSFD 562	SSSA 627	
	SSSS 661	SSSA 629	
	SSFD 561	9 concentration credit hours	
	SSFD 668		
	18-21 core credit hours		
SPORT MANAGEMENT	Core	Concentration	Electives
	EDFD 633	SSSM 531	6-9 approved credit hours of electives
	EPSY 831	SSSM 533	
	SSFD 562	SSSM 646	
	SSSS 661	SSSM 648	
	SSFD 561	9 concentration credit hours	
	SSFD 668		
	18-21 core credit hours		

Sport Studies and Sport Leadership Curriculum – Thesis track

SPORT ADMINISTRATION	Core	Concentration	Electives
	EDFD 633	SSSA 511	6-9 approved credit hours of electives
	EPSY 831	SSSA 513	
	SSFD 562	SSSA 627	
	SSSS 661	SSSA 629	
	SSFD 561	9 concentration credit hours	
	SSFD 668		
	18-21 core credit hours		
SPORT MANAGEMENT	Core	Concentration	Electives
	EDFD 633	SSSM 531	6-9 approved credit hours of electives
	EPSY 831	SSSM 533	
	SSFD 562	SSSM 646	
	SSSS 661	SSSM 648	
	SSFD 561	9 concentration credit hours	
	SSFD 668		
	18-21 core credit hours		

Course Descriptions

Health Education

HED 532 EPIDEMIOLOGY AND HUMAN ECOLOGY (3)

Biologic relations between man and his environment and other organisms. Identification of factors influencing health and disease in a population. An examination of epidemiological methods to understand their technique of hypothesis formation, retrospective and prospective methods, and sampling problems.

HED 534 SURVEY OF HEALTH POLITICS (3)

An in-depth analysis of laws pertaining to the health field; impact of relationships between and among patients, patients' families, providers and other third party participants. A review of selected Texas statutes and health litigation will be conducted.

HED 535 SEMINAR IN RURAL AND INTERNATIONAL HEALTH (3)

Presentation of topics related to rural and international health systems and impact of these systems on state, national, and international perspectives.

HED 536 CONTEMPORARY URBAN HEALTH PROBLEMS (3)

Review of factors relating to selected high morbidity and mortality in urban environments; distribution of urban health services; impact and utilization of urban wellness programs. Study of related problems faced by practicing health educators in a rapidly changing society and health care industry and service system.

HED 537 CONTEMPORARY RURAL HEALTH PROBLEMS (3)

Review of factors relating to selected morbidity and mortality rates in rural health services; inaccessibility of certain rural groups to adequate medical care.

HED 538 HEALTH ISSUES OF AGING, DEATH AND DYING (3)

Emphasis on social, economic, and physical problems of the aged and benefits of wellness programs. Community response to health problems of aging persons; issues related to death.

HED 570 ORGANIZATION AND ADMINISTRATION OF SCHOOL AND COMMUNITY HEALTH EDUCATION (3)

Principles and functions of organization and administration of school and community agencies. Designed to assist the health education specialist to develop and manage formalized school and community educational programs. Emphasis on wellness.

HED 571 HEALTH PROBLEMS OF ALCOHOL, NARCOTICS, AND TOBACCO (3)

A comprehensive study of the harmful and beneficial effects of drugs, the physical effects, and socioeconomic-cultural impacts on the community, especially among youth. Legislative and educational efforts in this area.

HED 572 SAFETY EDUCATION (3)

Advanced study of situations related to safety in contemporary society; focus on physical, biological, environmental, and cultural influences that impact safety of individuals in a global society.

HED 573 COMMUNITY HEALTH PROBLEMS (3)

A study of community health programs; the need for them, the problems and issues involved, and an investigation of current attempts to solve community health problems.

HED 574 HEALTH MANPOWER ISSUES (3)

Survey of health occupations by job function, geographic distribution, functional equivalencies, and available training. Issues development and trends in the discipline in schools, the community, industry, and institutional settings. Review of issues confronting health personnel.

HED 576 COUNTY AND MUNICIPAL HEALTH DEPARTMENTS (3)

Examination of the functions of these governmental health programs through selected case studies.

HED 577 HUMAN SEXUALITY: ISSUES AND CONSIDERATIONS (3)

Advanced study exploring biological, psychological, social/cultural dimensions of human sexuality as these are affected by human relations. Focuses on issues related to impact of sexuality on human wellbeing and quality of life.

HED 639 EVALUATION AND SELECTION OF HEALTH MATERIALS (3)

Study of published reports and research in the areas of school and community health; application of techniques that integrate technology and print media in the creative design of informational and marketing materials for health care educational settings.

HED 831 RESEARCH PLANNING IN HEALTH AND PHYSICAL EDUCATION (3)

Research design application to HPE. Provides a conceptual understanding of theories, tools, and processes involved in designing research studies.

Kinesiology**KIN 502 - STRENGTH AND FITNESS DEVELOPMENT (3)**

Theoretical bases of strength development; recognition of the compounds of fitness; development and evaluation of fitness programs and types of strength.

KIN 531 - ADVANCED THEORY AND PRACTICE (3)

A study of the technique and strategy used in various physical education and fitness programs and types of strength.

KIN 534 - ADMINISTRATION OF ATHLETICS (3)

A study of administrative details, policies, and procedures related to high school and college athletics.

KIN 535 - ADVANCED TESTS AND MEASUREMENTS (3)

A study of various kinds of tests used in the field of physical education; includes practical experience in the administration of tests and the use of statistics to interpret test scores.

KIN 536 - ADAPTED PHYSICAL EDUCATION FOR THE ATYPICAL INDIVIDUAL (3)

The various types of physical activities and the ways in which they may be modified to meet the needs of individuals who are physically handicapped to the extent that they are unable to participate in the regular program of physical education activities.

KIN 540 - SPORTS PSYCHOLOGY (3)

A study of motivation, communication, stress management, the use of natural energy, and other fascinating topics for enhancing coach-athlete relationships and for stimulating improved sports performers.

KIN 576 - MOTIVATIONAL ASPECTS OF PHYSICAL ACTIVITY (3)

An analysis of factors influencing motivation of motor performance with emphasis on competition, audience effects, aggression, etc.

KIN 578 - MOTOR DEVELOPMENT (3)

Hereditary and environmental determinants of motor development; motor and behavior skills of infants, children, adolescents, and adults; changes in size, body build, fitness, and motor performances. Current theories of motor performances.

KIN 631 - CURRENT STUDIES IN THE ADMINISTRATION OF HEALTH AND PHYSICAL EDUCATION (3)

Studies of representative programs of physical education and a discussion of standards for evaluating such programs, offered for administrative officers, as well as for teachers and directors of physical education.

KIN 632 - SUPERVISION OF HEALTH AND PHYSICAL EDUCATION (3)

A critical study of methods of instruction and procedures in supervision. Provision is made for the required observation of and participation in physical education classes.

KIN 633 - CURRICULUM CONTENT AND METHODS IN HEALTH AND PHYSICAL EDUCATION (3)

An analysis of curriculum theory and design for physical education.

KIN 638 - PHYSIOLOGY OF EXERCISE (3)

A study of the effects of exercise on the organism.

KIN 831 - RESEARCH PLANNING IN HEALTH, HUMAN PERFORMANCE, AND RECREATION (3)

Research design applicable to HPE. Provides a conceptual understanding of theories, tools, and processes involved in designing research studies.

KIN 833 - SPORTS MANAGEMENT AND MARKETING (3)

Presentation of cognitive data and experiences in relation to sports and athletic marketing/management. The problem approach is used as the primary technique in methodology in the solution of marketing/management problems.

Foundation**SSFD 561 THE HISTORY OF HISTORICALLY BLACK COLLEGES & UNIVERSITIES (HBCU) ATHLETIC PROGRAMS AND THE SPORTING HBCU DIASPORA (3)**

This course takes a look at sports sociology in a global, issues-oriented approach to study the role of sport in society. It encourages the discussion of current sports-related controversies and helps students develop critical thinking skills. It reviews the history of Black College Sports, specifically the SWAC and the role Black College Sports plays in Texas.

SSFD 562 SOCIO-CULTURAL AND ETHICAL FOUNDATIONS OF SPORT (3)

This course will enable students to have an understanding of the socio-cultural environment in which sport exists, the socio-cultural and ethical dilemmas confronted in sport, the social stratification and mobility opportunities provided through sport, the commercialization and mass media exploitation in sport, and the barriers to sport participation, including ethical and gender issues. Philosophical, political, societal, moral, race, class, and sexuality issues within sport will be addressed.

SSFD 663 AFRICAN AMERICANS, LATIN AMERICANS & WOMEN IN SPORTS AND THE SPORT INDUSTRY (3)

Knowledge of African American and Latin American world views, cultural values, societal and socioeconomic factors form a basis for evaluation and development of physical activity/sport programs to assist academic retention and success. This course explores the historical and sociological study of women and sports in American culture and an examination of the recent changes in women's athletics.

SSFD 664 PROBLEMS IN URBAN RECREATION AND SPORTS (3)

This course provides a critical analysis of the causes and consequences of contemporary problems in urban sports. Students will utilize the case-study approach to examine the social, political, and economic factors influencing the structure and experience of sport in American cities. Emphasis will be placed on formulating solutions and potential strategies to address identified problems.

SSFD 667 GRADUATE SPORT MANAGEMENT PRACTICUM (3-6)

Student is placed in a full-time position (such as a paid or unpaid internship) in the sport industry. This course is a repeatable (2) course up to six credit hours. (Prerequisite: Approval of Graduate Advisor).

SSFD 668 GRADUATE THESIS IN PROGRESS (3-6)

The writing of the thesis is under the supervision of a thesis advisor from the graduate faculty of the Department of Health & Kinesiology. (Prerequisite: All preceding requirements for Master of Science).

Sport Administration

SSSA 511 ADMINISTRATION OF INTERSCHOLASTIC & INTERCOLLEGIATE ATHLETIC PROGRAMS (3)

This course embodies practical methods and innovative techniques needed by interscholastic and intercollegiate athletic administrators. The topics presented are directly related to the responsibilities undertaken by athletic program personnel who guide adolescent intercollegiate and young adult collegiate participants. Some examples of those topics include developing a program philosophy, responsibilities of an athletic administrator, academic standards and eligibility, etc.

SSSA 513 SPORTS GOVERNANCE AND POLICY DEVELOPMENT (3)

This course provides an overview of how sport in general and interscholastic and intercollegiate athletics in particular are governed in the United States. The course also examines how sport policies are formulated and how they impact the operations of a sport organization. The roles and functions of state athletic associations in interscholastic athletics and the NCSA and NAIA governance are discussed and analyzed. Among the skills to be analyzed and developed: effective communication; decision making; work environment analysis; political awareness; goal setting and risk taking.

SSSA 627 MANAGEMENT, LEADERSHIP & CRITICAL THINKING IN SPORT ORGANIZATIONS (3)

This course reviews contemporary theories related to management and leadership, and discusses their applications to interscholastic and intercollegiate athletics. Specifically, this course discusses various skills, roles, and functions of athletic administrators as well as the elements of leadership theory and practices as they relate to various managerial responsibilities of athletic administrators in middle and secondary school settings. This course is design to develop critical thinking skills necessary for success in the professional workplace. Case studies from professional and collegiate sports, fitness and sport marketing industries will also be included.

SSSA 629 DEVELOPMENT AND FUNDRAISING IN SPORTS (3)

This segment on development and fundraising is designed to allow students to learn the importance of a comprehensive fundraising program in the Interscholastic and Intercollegiate Athletics environment. As rising costs and diminishing institutional support becomes more and more prevalent, the need for support from those who admire and encourage the interscholastic and intercollegiate athletic experience becomes urgently important.

Sport Management

SSSM 531 SPORT MARKETING, SPORT PUBLICITY AND PROMOTION (3)

Foundations of consumer behavior and sport marketing planning. Explore the design and implementation of marketing plans. Includes the integration of product, pricing, promotion, distribution, sales, sponsorship, advertising, and branding in the marketing of sport goods and services. Covers the application of various promotional strategies such as advertising, direct sales, sales promotions and publicity and examines how those strategies are integral to a sport organization's marketing plan.

SSSM 533 BUSINESS DEVELOPMENT STRATEGIES AND TICKET SALES (3)

This course offers a comprehensive understanding of business development and the sales process in the sport industry. Beginning with a fundamental overview of business development and sales theory and strategy, the course then provides sport specific insight into negotiation in the sport sponsorship process as well as ticket sales department structure, techniques, and strategies. The role of ethics in business development and sales will be discussed.

SSSM 646 - SPORTS INFORMATION, MEDIA RELATIONS, SOCIAL NETWORKING & BRAND CREATION (3)

The course reviews the basic knowledge and understanding of media relations in sports. It emphasizes the building and management of an effective media relations program on the intercollegiate and professional level. Students will examine news releases, hometown features, contest management, press conferences, statistics, and publications.

SSSM 648 STRATEGIC MANAGEMENT & FINANCE IN SPORTS (3)

Strategic management and human resources. Understanding the value chain, competitive forces that affect a firm, factors affect each force, strategic choices including low-cost leader and differentiated products, methods to achieve each strategic choice. Develop an understanding of how to apply basic principles and concepts of finance in the operation of athletics and sports programs and some critical skills of financial management required of sports administrators.

Sport Operation

SSSO 531 - SPORT OPERATION & FACILITY PREPARATION (3)

This course is concerned with the study of operations management in sport organizations. Students will consider the processes of design, implementation and control of sport service operations. The course will include examination of performance management techniques and their application to the sport and recreation context. Examination of current practice will be undertaken throughout the course. Principles and techniques of planning and operating sport facilities.

SSSO 533 - SPORT OPERATION MANAGEMENT (3)

This course focuses on the operations management of games, events, experiences and activities within the world of Sport. All operations provide goods and services by devising processes which transform or change the state or condition to produce output. Sport and related activities are no exception. The operations manager is responsible for the activities, decision-making and duties associated with managing the transformation process.

SSSO 646 - SPORT FACILITY MANAGEMENT & SPORT EVENT PLANNING (3)

The course will examine several different types of sporting facilities. The course will also delineate the factors involved in the planning, design and management of each facility. At the conclusion of the course, the student will be able to identify the strengths and weaknesses of several facilities and will be able to design a hypothetical facility. This course includes actual hands on involvement with event planning and management.

SSSO 648 - FRONT OFFICE OPERATIONS IN SPORT (3)

This course will examine the various organizational structures and business practices employed by a 'front office' in the sports industry. Students will examine the interaction of revenue production (both traditional and non-traditional). A study of a systematic front office lodging procedures and operations, including identification and duties of the front office staff, guest relations, front office salesmanship, room procedures and handling of cash/credit transactions. Topics include ticket collection, ticket/guest list, guest satisfaction, occupancy and revenue management, security, interdepartmental communications, and related services.

Recreation and Leisure Studies Courses

SSRL 551 AQUATIC FACILITY MANAGEMENT (3)

Operation, maintenance, and management of aquatic facilities used for recreation, exercise, therapy, competition, education programs, and other aquatic-related programs. Aquatic Facility Management provides current and future aquatics professionals with a complete guide to running aquatics programs safely and effectively. This practical reference covers everything an aquatics director needs.

SSRL 553 FISCAL POLICIES FOR RECREATION AND LEISURE SERVICES ORGANIZATIONS (3)

Application of fiscal policies and procedures to operation of recreation, leisure services, and sport related organizations. Organizational fiscal policy, finance, performance based budgeting, revenue generating strategies, cash and inventory control, commercial/public cooperative ventures, development of logic models, fundraising and development, and strategies for seeking grants and contracts.

SSRL 676 RISK MANAGEMENT AND LEGAL LIABILITY IN RECREATION AND LEISURE ACTIVITIES (3)

Legal issues related to delivery of recreation, leisure, and recreational sport services, including legal foundations, liability and tort policy, employment laws, disability services, malpractice concerns, insurance, and current issues. This course is designed to assist individuals in developing risk management strategies. Content includes fundamentals of facility design and preventive maintenance in reaction, park, and tourism settings.

SSRL 678 MANAGING COMMERCIAL AND TOURISM INDUSTRY LEISURE SERVICES (3)

Focus on commercial recreation and tourism environment, principles and concepts of management and marketing, and systematic techniques of analysis and inquiry. Application of concepts and skills in planning, design and evaluation to selected interest areas related to recreation and tourism services. The leisure service system planning is through explanation of the scope and segmentation of the conference, convention and event market. This includes strategies in planning, developing and implementing meeting and convention services.

Sport Studies

SSSS 641 - NCAA RULES, PROCEDURES, & NCAA COMPLIANCE (3)

This course is designed to give the student a working knowledge of National Collegiate Athletic Association (NCSA) compliance issues. It will present an overview of rules, eligibility, bylaws, and practices and procedures of the NCSA. The course provides a thorough study of the governing structure, rules, and legislative process within the NCSA. Examines compliance issues within a collegiate athletic department, including drug testing, self-reporting, academic progress rate (APR), and student-athlete eligibility.

SSSS 643 - ACADEMIC ADVISING AND LIFE SKILLS (3)

This course offers an overview of the foundations of academic advising and life skill training as an essential component of student success and retention programs on higher education campuses. Topics include definitions and concepts for developmental advising; literature and research on the key concepts of academic advising; exploration of the various models and delivery systems for academic advising; skills for effective advising; advising diverse populations; and training, development, evaluation, assessment, and reward systems for advisers and advising programs.

SSSS 645 - FINANCIAL ASPECTS & FISCAL PRACTICES IN SPORTS (3)

This course involves an in-depth study of the financial challenges facing contemporary sports administrators, including an examination of financial data analysis, sources of funding, budgeting and financial accountability, inventory management and production control processes, profit distribution, taxation, and accounting processes. The course examines the financial and regulatory issues confronting sports, fitness, and recreation industry managers. Covers accounting principles, financial statements, and related concepts that help determine the viability and strength of financial decision making.

SSSS 661 LEGAL ASPECTS OF SPORT BUSINESS (3)

This course is a comprehensive review of legal aspects affecting sport, recreation, and fitness industries. The range of review includes civil procedure; contracts: employment, leases, waivers; tort liability for coaches, administrators, employees, and independent contractors; 14th Amendment, Due Process and Equal Protection; product liability; and statutory regulation including Title VII, Title IX, ADA, Anti-Trust, and IRS code.

Sport Leadership

SSSL 643 - SPORT LEADERSHIP & ADMINISTRATION (3)

This course is designed to introduce managerial and administrative concepts to athletic coaches. These concepts are integral to the successful development of an athletic program. Information concerning the practical application of business models and theories pertaining to the athletic administration and sports coaching professions will be presented. Also, business techniques associated with the survival and growth of an athletic program will be examined.

SSSL 647 - THE ETHICAL LEADER (3)

This course is concerned with the study of sports management ethics and the manner in which ethics can be applied and implemented in an individual's personal and professional life. It considers the conflicts that can arise when individual values conflict with those of the organization. Uses case studies and current events to examine actions leaders have taken and consequences faced when confronted with ethical dilemmas.

SSSL 649 - DEVELOPING LEADERSHIP SKILLS (3)

Providing the foundation for the master's degree program, this course starts with the premise that everyone is capable of leadership. It establishes this premise by exposing course participants to a series of alternative perspectives of leadership, including some contemporary collaborative models. From careful consideration of these perspectives, as well as from applying them using action learning methods, participants will build a personal model of leadership that they can put to immediate use in their workplace.

SSSL 659 – SPORT, STRATEGIC PLANNING, & TACTICAL ANALYTICS CAPSTONE (3)

The culmination of all course work and academic experience in the capstone course is with a capstone project that demonstrates the student's ability to apply the knowledge the student has gained from their experience within and outside the program. This course examines the data collection process, application, and management practices by utilizing strategic planning and tactical analytics as it applies to solving complex sport relates issues.

DOCTOR OF EDUCATION DEGREE PROGRAMS

The policies governing admission to the Doctor of Education (Ed.D.) degree program are as follows:

1. Student must apply for admission to the doctoral program through the Graduate School by completing an application and submitting all required documents (including GRE scores).
2. Completed applications are reviewed by the Doctoral Admissions Committee in the
3. major area and the names of applicants recommended for admission are submitted to the Graduate School.
4. Upon approval, the Dean of the Graduate School will notify applicants of the Committee's decision.

ADMISSION REQUIREMENTS

The criteria for admission to the Doctor of Education degree program are:

- A. Unconditional Admission**—The applicant must submit a Graduate Record Examination (GRE) score (combined verbal and quantitative; writing score) that will be used in conjunction with the applicant's socioeconomic profile and the Masters grade point average to determine admission.

Non-negotiable Areas

In addition, the applicant must meet all of the following requirements:

1. Have an earned master's degree or its equivalent in a degree program with a grade point average of at least 3.25 ("B+") from an accredited institution of higher education.
2. Hold or earn, before completing the program, a teaching or administrative certificate, unless the area in which the individual specializes does not require certification.
3. Have a minimum of two (2) years of successful professional experience in teaching, administration, supervision, counseling or other career service, for example, personnel in business and industry, counselor, etc.
4. Submit recommendations from at least three persons including two (2) college faculty members in the applicant's most recent academic program and at least one (1) immediate supervisor of the applicant's professional work.
5. Demonstrate acceptable proficiency in the use of the English language based upon performance on a standardized English Proficiency Test. (Performance on the Verbal portion of the GRE may be considered as adequate by the Doctoral Admission Committee).
6. Have a personal interview with the department head and faculty in the area of the planned concentration.
7. Make a score of at least 79 on the TOEFL or IELTS (iBT) = 6.0 (if not from an English speaking country). The following are some factors that may be included in the socioeconomic profile used in the admission process.
 - Economic status of family when applicant attended elementary, secondary, and undergraduate school.
 - Applicant's status of first-generation to attend undergraduate school.
 - Applicant's status of first-generation to attend graduate or professional school.
 - Applicant is multilingual.
 - Applicant's employment while attending undergraduate school.
 - Applicant's role in helping rear other children in family.
 - Applicant's geographic residence in Texas at time of application.
 - Geographic region of applicant's high school.
 - Applicant's demonstration of performance in community activities.
 - Applicant's demonstration of commitment to a particular field of study.
 - The presence or absence of role models with comparable graduate school training in the applicant's region of residence.
 - The applicant's performance during a personal interview.
8. Other criteria specified in H.B. 1641 will be considered.

- B. Conditional Admission** - The applicant must submit a Graduate Record Examination (GRE) score (combined verbal and quantitative) that will be used in conjunction with the applicant's socioeconomic profile and the Master's grade point average to determine admission to graduate programs. Failed to acquire at least a 3.5 on the Writing section of the GRE.

C. Additional Items Needed to be Considered

Writing Sample: Applicant will submit a handwritten writing sample that must be 300-600 words; and score 3.5 on the analytical writing section of the GRE. Interview: Applicant will be interviewed by members of the COE Admissions Committee. Oral Presentation: Applicant will be required to orally present a piece of work to the COE Admissions Committee.

PROGRAM DESCRIPTIONS

Counselor Education

Prerequisite(s): A master's degree in counseling or a counseling-related field from an accredited college or university. Board rules specifically define "counseling -related field": §681.2. Definitions (9) Counseling-related field - A mental health discipline utilizing human development, psychotherapeutic, and mental health principles including, but not limited to, psychology, psychiatry, social work, marriage and family therapy, and guidance and counseling. Non-counseling fields include, but are not limited to dance therapy, sociology, education, administration, and theology.

The Doctor of Education degree program in **Counselor Education** is designed to prepare graduates who are highly competent in professional counseling skills in research as well as produce effective leaders in educational and human services arenas in the urban community. Building upon the prerequisite of a relevant master's degree, the doctoral student is provided a series of academic, laboratory, and internship experiences aimed at the development of a broad base in educational foundations, a specialization in counseling, and additional breadth in preparation through exposure to a supporting area related to the field of the major. The minimum requirement for the doctoral degree is sixty (60) semester credit hours, plus six (6) hours of doctoral dissertation.

Curriculum and Instruction

The Doctor of Education program in **Curriculum and Instruction** is the advanced professional degree for teachers and instructional specialists who will serve in a variety of settings, including public schools, Department of Education, business industries, and institutions of higher education. The objective of the doctoral concentration in Curriculum and Instruction is the preparation of professionals who are competent in curriculum design and instructional application. The minimum requirement for the doctoral degree is sixty (60) semester credit hours, including six (6) hours of doctoral dissertation. Students without prerequisite credentials must enroll in leveling courses that will not count toward the Ed.D. degree.

Educational Administration

The **Department of Educational Administration and Foundations** offers a program concentration leading to the Doctor of Education Degree in Educational Administration in the areas of Educational Administration (K-12), Higher Education Administration and Community College Administration. Educational Administration encompasses knowledge and skills from entities which either provide, regulate, or affect the formalized educational efforts of society. Thus, innovative, flexible approaches utilizing courses, seminars, field experiences, research projects, and other educational media are used to provide the technical, conceptual, and human skills required of educational leaders. Under the direction of the student's doctoral advisory committee, course plans are developed to meet individual needs, backgrounds, and future goals of each student. Field experience opportunities are available to help students relate academic and theoretical work to the issues and concerns of administrative practices.

DOCTOR OF EDUCATION IN COUNSELING

The Doctor of Education degree program in **Counseling** is designed to prepare graduates who are highly competent in professional counseling skills in research as well as produce effective leaders in educational and human services arenas in the urban community. Building upon the prerequisite of a relevant master's degree, the doctoral student is provided a series of academic, laboratory, and internship experiences aimed at the development of a broad base in educational foundations, a specialization in counseling, and additional breadth in preparation through exposure to a supporting area related to the field of the major. The minimum requirement for the doctoral degree is sixty (60) semester hours, including six (6) hours of doctoral dissertation.

Grades for Research Courses

Dissertation or thesis research courses receive grades of satisfactory or unsatisfactory only. Grades are assigned only after the defense of the dissertation or thesis. A successful defense or submission of the dissertation or thesis requires the supervising member of faculty to assign a satisfactory grade for the appropriate research course.

Curriculum Summary for Doctor of Education in Counseling

Leveling Courses (24 SCH)	
COUN 593 (3)	COUN 833 (3)
COUN 733 (3)	COUN 834 (3)
COUN 735 (3)	COUN 861 (3)
COUN 860 (3)	COUN 890 (3)

Leveling Courses (Required for applicants who do not hold the Master's Degree in Counseling, Psychology or Social Work)

Total Credits Required: 60

Core Courses (36) SCH	Foundation Core (12) SCH	Electives (6) SCH	Dissertation (6) SCH
COUN 910 (3)	EDFD 902 (3)	COUN 836 (3)	COUN 999 (6)
COUN 911* (3)	EDFD 903 (3)	COUN 941 (3)	
COUN 912 (3)	EDFD 905 (3)	COUN 942 (3)	
COUN 913* (3)	EDFD 931* (3)	COUN 943 (3)	
COUN 914* (3)	EDFD 932* (3)	COUN 944 (3)	
COUN 915* (3)	EDFD 997* (3)	COUN 951 (3)	
COUN 916 (3)	EDFD 980 (3)	COUN 989 (3)	
COUN 917 (3)		PSY 739 (3)	
COUN 918* (3)			
COUN 919* (6)			
COUN 920 (3)			

COURSE DESCRIPTIONS

COUN 910 COUNSELING THE ADOLESCENT (3)

Growth and development of adolescents will be examined. Peer pressure will be explored as related to social growth. Focus will be placed on adolescent issues and therapeutic treatment.

COUN 911 INDIVIDUAL APPRAISAL IN GUIDANCE (3)

Analysis and techniques of individual appraisal in guidance and counseling services.

COUN 912 PRINCIPLES AND FOUNDATIONS (3)

Philosophical, psychological and sociological concepts fundamental to guidance and related professions; rationales and models designed to integrate guidance functions and curriculum.

COUN 913 COUNSELING AND INDIVIDUAL CASEWORK (3)

Consideration is given to the counseling process, theories of behavior underlying different approaches to counseling.

COUN 914 SUPERVISED COUNSELING (3-6)

This course is designed to demonstrate skill development utilization modifications of the Micro-counseling Model in a laboratory setting. Individual study with a weekly seminar. May be repeated.

COUN 915 VOCATIONAL ASSESSMENT (3)

A study of various methods, instruments, and techniques used in determining occupational aptitudes and interest of students.

COUN 916 STUDENT PERSONNEL SERVICE (3)

An examination and investigation of critical issues in community college personnel work. Seminar reports required.

COUN 917 SEMINAR II-COUNSELING SOCIAL ISSUES (3)

Courses for advanced students in guidance who wish to make a study of specific problems of their own choosing.

COUN 918 SEMINAR III-URBAN ISSUES IN COUNSELING (3-6)

A course affording the opportunity and challenge of self-directive, independent study, enabling the student to pursue needed study in a field appropriate to the curriculum design. Hours to be arranged.

COUN 919 INTERNSHIP (6)

Application of academic preparation in a professional employment setting. Independent study with weekly consultation. Hours to be arranged. May be repeated.

COUN 920 RESEARCH IN COUNSELING (3)

Research methods related to counseling issues will be studied. Develop research models for mental health counseling.

COUN 941 PARENT AND FAMILY COUNSELING (3)

The study of family systems and effective strategy for urban family intervention. (Prerequisite: Approval of instructor)

COUN 942 MARRIAGE/COUPLES COUNSELING (3)

Application of relationship counseling theory to the study of individual development, interpersonal relationships, marital systems, and conflict resolution. (Prerequisite: Approval of instructor)

COUN 943 CHILD COUNSELING AND PLAY THERAPY (3)

The study of learning and behavioral patterns of children and the utilization of play media to facilitate self-expression, self-understanding, and personal growth and development.

COUN 944 TOPICS IN AGING (3)

In-depth analysis and discussion of selected significant subjects in aging and geriatrics.

COUN 951 DRUGS AND ADDICTION (3)

The special application of principles of drugs and addiction to the urban population.

COUN 989 SEMINAR IN COUNSELING: CASE MANAGEMENT AND TREATMENT (6)

Application of clinical diagnosis with use of Diagnostic and Statistical Manual (DSM) specifically using the diagnostic tree. Treatment plans and case management for short and long-term goals are explored.

COUN 999 DISSERTATION (6)

Research for dissertation. Hours to be arranged.

DOCTOR OF EDUCATION IN CURRICULUM AND INSTRUCTION

The Doctor of Education degree in Curriculum and Instruction is the advanced professional degree for teachers and instructional specialists who will serve in a variety of settings, including federal, regional, state and local education agencies, as well as public schools and institutions of higher education. Graduates of the Program will be prepared to serve in arenas such as school districts, other educational settings, in government and medical institutions, foundations, and in private practice.

The mission of the doctoral program in Curriculum and Instruction is the preparation of professionals who are competent in curriculum design and instructional application. The Curriculum and Instruction concentration is designed to develop personnel who:

1. Demonstrate a thorough knowledge of existing research in curriculum and instruction;
2. Demonstrate a thorough knowledge of the historical, sociological, psychological and political theories underlying curriculum revision and development;
3. Demonstrate an awareness of how diverse ethnic and cultural backgrounds impact curriculum design and instructional implementation;
4. Demonstrate facility in planning, developing, implementing, and evaluating curriculum;
5. Demonstrate effective and efficient knowledge of instructional techniques and teaching models;
6. Demonstrate a thorough knowledge of the statistical tools necessary for research;
7. Develop a comprehensive research project, utilizing statistical tools, research methods, and theory related to curriculum and instruction.

ADMISSION REQUIREMENTS

The Curriculum and Instruction program accepts students with a Master's Degree and a teaching certificate, and/or a Master's program in natural science, education or behavioral sciences. The program requires a combined verbal/quantitative score of at least 700 and at least 3.5 on the writing section of the Graduate Record Examination; competency in a foreign language will also be considered (written, spoken and comprehension); three letters of recommendation from employers and/or professors and at least a 3.25 GPA in Master's level work. Applicants must be interviewed by the Doctoral Admission Committee, and write an essay on a topic in the applicant's major field of study and/or on an urban societal issue. An application will also be enhanced by a recommendation from a graduate faculty member and a commitment to mentor the student through program completion.

Persons interested in applying for the doctoral program in Curriculum and Instruction should submit an application to the Graduate School, along with GRE scores, transcripts from all colleges/universities attended, and recommendations. All Graduate School requirements will be observed.

PROGRAM OF STUDY

The program of study requires a minimum of sixty (60) semester hour credits beyond the master's degree. The curriculum includes 12 semester credit hours foundation courses; 15 semester credit hours the major area and 12 semester credit hours of free electives that must be in the same area, for a total of 42 semester credit hours. The professional knowledge core consists of 6 semester credit hours of coursework; practicum (6 hours); and dissertation (6 hours). All students are required to complete a residency of 18 semester credit hours. Twelve (12) semester credit hours must be completed after being admitted to candidacy.

Students can satisfy the 18-semester credit hour residency requirements for the Ed. D. Degree in one of several ways. Plans A- C is designed for students who work full-time as they earn the doctorate degree. Plan A requires that students earn the 18 hours during consecutive fall, spring and summer sessions, earning six (6) semester hours each session. Plan B requires that students earn the 18 hours during consecutive spring, summer and fall sessions, earning six (6) semester hours each session. Plan C requires that students earn the 18 hours during consecutive summer, fall, and spring sessions, earning six (6) semester hours each session. Plan D, designed for full-time students, requires that students earn the 18 hours during any two consecutive sessions. The combinations include fall, spring and summer sessions.

**Curriculum Summary for
Doctor of Education in Curriculum and Instruction**

Leveling Courses (15 SCH)
EDCI 540 (3)
EDCI 583(3)
EDCI 633 (3)
ESPY 831 (3)

*Students without prerequisite credentials must enroll in leveling courses that will not count toward the Ed.D. degree.

Total Credits Required: 60

Core Courses (15 SCH)	Foundation Core (15 SCH)	Electives* (12 SCH)	Professional Knowledge (3 SCH)	Dissertation (6 SCH)
EDCI 915 (3)	EDFD 902 (3)	EDCI 900 (3)	EDCI 930 (3)	EDCI 999 (3)
EDCI 921 (3)	EDFD 903 (3)	EDCI 918 (3)	EDCI 935 (3)	EDCI 999 (3)
EDCI 938 (3)	EDFD 905 (3)	EDCI 920 (3)	EDCI 940 (3)	Practicum (6 SCH)
EDCI 939 (3)	EDFD 931 (3)	EDCI 950 (3)	EDCI 960 (3)	EDCI 995 (3)
EDCI 944 (3)	EDFD 932 (3)		EDCI 985 (3)	EDCI 998 (3)
	EDFD 980 (3)			Research (3 SCH)
	EDFD 997 (3)			EDCI 920 (3)

*Selected with Advisor's Approval

To satisfy the 12 semester credit hours of electives, candidates are encouraged to choose these courses from the Curriculum and Instruction doctoral program. However, all 12 hours must be taken in a single program area. Advisor approval is required.

An advisor is assigned when the student is admitted to the program. Students are urged to meet with assigned advisors at least once each semester.

COURSE DESCRIPTIONS

EDCI 900 URBAN RESEARCH, PLANNING (3)

Provides student opportunities to direct personal learning experiences in urban environments and to create common essential knowledge about positive changes for urban schools.

EDCI 901 RESEARCH, PLANNING AND DEVELOPMENT IN URBAN EDUCATION (3)

Stresses significant sociological, psychological, philosophical and educational theories related to improving current educational practice.

EDCI 915 DIVERSITY EDUCATION (3)

Examines philosophies, policies and practices of diversity and how these can be implemented to promote equity and excellence in schools and other entities in a multiethnic society.

EDCI 918 TECHNOLOGY INTEGRATION INTO DOCTORAL DISSERTATION

Integrate current technology into doctoral dissertation writing, APA style, dissertation structure and chapter guide, page format, educational research, research methodology, research proposal, online survey and data collection, and online VITA development.

EDCI 920 CURRICULUM RESEARCH AND DEVELOPMENT IN URBAN SCHOOL (3)

Presents a review of current research related to curricula development for special urban populations. Emphasis is given to research that provides a theoretical base for curriculum development.

EDCI 921 ADVANCED CURRICULUM DEVELOPMENT (3)

Focuses on the scope and sequence of school curricula, correlation of school study, in-service education for instructional staff, and utilizing the community in curriculum development.

EDCI 927 IN EDCI 927 INDEPENDENT STUDY AND RESEARCH (3)

Creates opportunities for doctoral students' active engagement in research problems of personal interest.

EDCI 930 CURRICULUM DEVELOPMENT IN URBAN SCHOOLS (3)

Focuses on the comprehensive curriculum development process and emphasizes the critical factors in the urban environment that should shape curricula.

EDCI 931 CLASSROOM MANAGEMENT (3)

Presents an analysis of modern techniques for managing the instructional environment with emphases on student-centered and pro-active approaches to preventing classroom and school-wide disruptions.

EDCI 932 URBAN TEACHING STRATEGIES (3)

Provides students the opportunity to develop and test a variety of teaching strategies which may be particularly effective and appropriate for the urban learner.

EDCI 935 CURRICULUM DEVELOPMENT AND MANAGEMENT OF SCHOOL CURRICULUM (3)

Focuses on skills needed to apply curriculum design theory to practice in managing learning environments in diverse educational settings.

EDCI 938 TECHNIQUES OF CURRICULUM EVALUATION (3)

Presents modern techniques of evaluating school curricula. Specific emphasis on specifying entry criteria and on formative discrepancy, and summative evaluation techniques.

EDCI 939 MODELS OF TEACHING (3)

Presents a survey of modern instructional models of teaching with emphasis on information processing, personal, social, and behavior approaches.

EDCI 940 ADVANCED CURRICULUM AND INSTRUCTION (3)

Focuses on the scope and sequence of developing a school curriculum, correlation of school studies, staff development for instructional staff, and utilizing the community for curriculum development.

EDCI 944 CURRICULUM THEORY (3)

Presents a survey of modern curriculum theories with emphasis on the various philosophies, techniques and sources for determining needs for the total curriculum development process.

EDCI 950 CURRENT TRENDS IN EFFECTIVE TEACHING AND LEARNING (3)

Presents current theories relative to the systemic approach to curriculum development. Emphasis on deductive and inductive approaches to systemic curriculum development.

EDCI 960 CURRENT TRENDS IN EFFECTIVE TEACHING PRACTICES (3)

Presents current trends on effective teaching practices. Emphases on interactive instruction, technological teaching approaches, cooperative learning, time on task, appropriate feedback, instructional rewards and consequences, and instructional and behavioral expectations.

EDCI 983 PREPARING EDUCATORS FOR URBAN SCHOOLS (3)

Explores alternate methods of teacher preparation specifically for urban areas. Topics to be considered: Learner in Urban Settings, Curricula Adoptions, Union Contracts, and School Community Relations.

EDCI 985 TECHNIQUES FOR INDIVIDUALIZED INSTRUCTION (3)

Presents a systemic approach to designing curricula appropriate for advanced graduate students. The course focuses on the development of theoretical frameworks for continuous progress philosophies, missions, goals, objectives, activities, organization designs and evaluation.

EDCI 995 PRACTICUM IN URBAN EDUCATION (3)

Creates opportunities to apply Urban Education theory to urban/inner city problems that impact the education of children and young adults. Urban/inner city schools and other agencies will be used for this practical experience.

EDCI 996 EDUCATION AND THE URBAN DILEMMA (3)

Focuses on the educational systems in the city with particular emphasis on the racial, economic, and political dilemmas of schools in the inner-city.

EDCI 997 THE ANATOMY OF THE DOCTORAL DISSERTATION (3)

Provides a basic step-by-step process for conceiving, developing and writing a dissertation and supports the process with related software. Includes models of outstanding dissertations.

EDCI 998 PRACTICUM IN CURRICULUM AND INSTRUCTION (3)

Creates opportunities to apply curriculum and instruction theory and practice to problems and conditions that impact urban, lower-income students and young adults. Inner-city schools/communities, district administrative offices and cooperate sectors will be used for this practical experience.

EDCI 999 DISSERTATION (3-12)

Engages students in an intensive study of a selected and approved topic. (Total: 12 credit hours)

DOCTOR OF EDUCATION IN EDUCATIONAL ADMINISTRATION

The **Department of Educational Administration and Foundations** offers a program concentration leading to the Doctor of Education Degree in Educational Administration in the areas of Educational Administration (K-12), Higher Education Administration and Community College Administration.

Educational Administration encompasses knowledge and skills from entities which either provide, regulate, or affect the formalized educational efforts of society. Thus, innovative, flexible approaches utilizing courses, seminars, field experiences, research projects, and other educational media are used to provide the technical, conceptual, and human skills required of educational leaders.

Under the direction of the student's doctoral advisory committee, course plans are developed to meet individual needs, backgrounds, and future goals of each student.

Field experience opportunities are available to help students relate academic and theoretical work to the issues and concerns of administrative practices.

ADMISSION REQUIREMENTS

The criteria for admission to the Doctor of Education degree program are:

D. Unconditional Admission—The applicant must submit a Graduate Record Examination (GRE) score (combined verbal and quantitative; writing score) that will be used in conjunction with the applicant's socioeconomic profile and the Masters grade point average to determine admission. The GRE examination cannot be older than 5 years.

E. Non-negotiable Areas

In addition, the applicant must meet all of the following requirements:

1. Have an earned master's degree or its equivalent in a degree program with a grade point average of at least 3.25 ("B+") from an accredited institution of higher education.
2. Hold or earn, before completing the program, a teaching or administrative certificate, unless the area in which the individual specializes does not require certification.
3. Have a minimum of two (2) years of successful professional experience in teaching, administration, supervision, counseling or other career service, for example, personnel in business and industry, counselor, etc.
4. Submit recommendations from at least three persons including two (2) college faculty members in the applicant's most recent academic program and at least one (1) immediate supervisor of the applicant's professional work.
5. Demonstrate acceptable proficiency in the use of the English language based upon performance on a standardized English Proficiency Test. (Performance on the Verbal portion of the GRE may be considered as adequate by the Doctoral Admission Committee).
6. Have a personal interview with the department head and faculty in the area of the planned concentration
7. Make a score of at least 79 on the TOEFL or IELTS (iBT) = 6.0 (if not from an English speaking country). The following are some factors that may be included in the socioeconomic profile used in the admission process.
 - Economic status of family when applicant attended elementary, secondary, and undergraduate school.
 - Applicant's status of first-generation to attend undergraduate school.
 - Applicant's status of first-generation to attend graduate or professional school.
 - Applicant is multilingual.
 - Applicant's employment while attending undergraduate school.
 - Applicant's role in helping rear other children in family.
 - Applicant's geographic residence in Texas at time of application.
 - Geographic region of applicant's high school.
 - Applicant's demonstration of performance in community activities.
 - Applicant's demonstration of commitment to a particular field of study.
 - The presence or absence of role models with comparable graduate school training in the applicant's region of residence.
 - The applicant's performance during a personal interview.
8. Other criteria specified in H.B. 1641 will be considered.

F. Additional Items Needed to be Considered

Writing Sample: Applicant will submit a handwritten writing sample that must be 300-600 words; and score 3.5 on the analytical writing section of the GRE. Interview: Applicant will be interviewed by members of the COE Admissions Committee. Oral Presentation: Applicant will be required to orally present a piece of work to the COE Admissions Committee.

GENERAL REQUIREMENTS

In addition to meeting the requirements for the Doctor of Education Degree as set forth in this bulletin, students majoring in Educational Administration shall:

1. Submit to the Graduate School an application for admissions to the department on forms provided by the Graduate School.
2. Meet the requirements of the Department's Doctoral Screening Committee.
3. Organize, with the approval of the Department Chairperson, a doctoral committee for advisement. The chairperson shall be from the Department of Educational Administration and Foundations.
4. File an approved course plan with the doctoral advisor and the Graduate School Office.
5. Complete a doctoral internship approved by the student's committee (if required).

SPECIFIC REQUIREMENTS

Specific requirements will be determined by the student's doctoral advisor consistent with the requirements of the Graduate School and of the Department.

CURRICULUM SUMMARY

Doctoral Degree in Educational Administration

Total Credits Required: 60

(All courses must be approved by the department)

Leveling Courses (6 SCH)	
EDFD 633 (3)	EPSY 831 (3)

(Leveling Courses (as determined by the departmental admissions committee).)

Core Courses (27 SCH)	Foundation Core (18 SCH)	Electives (3 SCH)	Internship (6 SCH)	Dissertation (6 SCH)
EDAS 900 (3)	EDFD 902/980 (3)	XXX (3)	EDAS 978 (X)	EDAS 999 (X)
EDAS 933 (3)	EDFD 903	EDFD 940 (3)		
EDAS 935 (3)	EDFD 905	EDAS 976 (3)		
EDAS 936 (3)	EDFD 931*			
EDAS 939 (3)	EDFD 932*			
EDAS 950 (3)	EDFD 997*			
EDAS 953 (3)				
EDAS 955 (3)				
EDAS 961 (3)				
EDAS 963 (3)				
EDAS 965 (3)				
EDAS 970 (3)				
EDAS 973 (3)				
EDAS 985 (3)				
EDAS 988 (3)				
EDAS 998 (3)				

CURRICULUM SUMMARY

Doctor of Education in Educational Administration

Specialization Area: Higher Education Administration

Total Credits Required: 60

(All courses must be approved by the department)

Leveling Courses (6 SCH)	
EDFD 633 (3)	EPSY 831 (3)

(Leveling Courses (as determined by the departmental admissions committee)).

Core Courses (27 SCH)	Foundation Core (18 SCH)	Elective (3 SCH)	Internship (6 SCH)	Dissertation (6 SCH)
EDAS 900 (3)	EDFD 902/980 (3)	XXX (3)	EDHI 968	EDHI 999
EDAS 936 (3)	EDFD 903	EDFD 940 (3)		
EDAS 950 (3)	EDFD 905	EDAS 976 (3)		
EDAS 955 (3)	EDFD 931*			
EDHI 933 (3)	EDFD 932*			
EDHI 937 (3)	EDFD 997*			
EDHI 939 (3)				
EDHI 942 (3)				
EDHI 945 (3)				
EDHI 948 (3)				
EDHI 950 (3)				
EDHI 951 (3)				
EDHI 970 (3)				
EDHI 971 (3)				

Doctor of Education in Educational Administration

Specialization Area: Community College Leadership

Total Credits Required: 60

(All courses must be approved by the department)

Leveling Courses (6 SCH)	
EDFD 633 (3)	EPSY 831 (3)

(Leveling Courses (as determined by the departmental admissions committee.))

Core Courses (27 SCH)	Foundation Core (18 SCH)	Electives (3 SCH)	Internship (6 SCH)	Dissertation (6 SCH)
EDAS 900 (3)	EDFD 902/980 (3)	XXX (3)	EDHI 968 (X)	EDHI 999 (X)
EDAS 936 (3)	EDFD 903 (3)	EDFD 940 (3)		
EDHI 951 (3)	EDFD 905 (3)	EDAS 976 (3)		
EDAS 955 (3)	EDFD 931 (3)			
EDHI 933 (3)	EDFD 932 (3)			
EDHI 937 (3)	EDFD 997 (3)			
EDHI 939 (3)				
EDHI 942 (3)				
EDHI 944 (3)				
EDHI 934 (3)				
EDHI 938 (3)				
EDHI 950 (3)				
EDHI 970 (3)				
EDHI 947 (3)				

COURSE DESCRIPTIONS

Educational Administration Courses -EDAS

EDAS 900 EDUCATIONAL POLICY DEVELOPMENT (3)

Provides an understanding of how educational policy is developed and implemented, and an awareness that factors and mechanics involved, address the needs of a pluralistic society.

EDAS 932 PUBLIC SCHOOL RELATIONS AND SCHOOL/COMMUNITY AFFAIRS (3)

Focus of the importance of improving channels of communication between home, school and community, and the responsibility of the school in assuming leadership in this effort. Analysis of current educational publications and practices of producing relations materials.

EDAS 933 SYSTEMS MANAGEMENT OF SCHOOLS (3)

In-depth study of the system approach to decision-making in education focusing on problems related to design, implementation and evaluation.

EDAS 935 SCHOOL ADMINISTRATIVE HIERARCHY (3)

Survey course that examines role, function, duties, and responsibilities of school leaders at varying levels in governance and administration of school programs.

EDAS 936 DOCTORAL SEMINAR IN SCHOOL LAW (3)

Study of laws as they relate to administrators, teachers, pupils, authority of local and state officials, property finance, and liability of school districts with emphasis on laws relating to urban education.

EDAS 939 PLANNING FOR EDUCATIONAL CHANGE (3)

Study of planning process and implementation of change, particularly as it reflects on the urban community.

EDAS 950 SCHOOLS AND THE COMMUNITY (3)

Study of schools and their relationship with a pluralistic community. Emphasizes techniques to encourage involvement of all groups.

EDAS 953 EVALUATION OF SCHOOLS (3)

Emphasizes techniques for evaluating secondary and elementary schools. Studies criteria of the Southern Association of Colleges and Schools and the Texas Education Agency.

EDAS 955 ORGANIZATION AND ADMINISTRATION THEORY (3)

Review and analysis of important trends in behavioral, human relations, scientific and systems theory in the organization and management of schools.

EDAS 961 INDEPENDENT STUDIES IN EDUCATIONAL ADMINISTRATION (1 6)

Independent study or research on issues of education in an urban setting. (May be repeated).

EDAS 963 EDUCATIONAL FINANCE

The financing of schools and school districts.

EDAS 965 SUPERINTENDENT INTERNSHIP

Practical experiences in school settings.

EDAS 970 ADVANCED SUPERINTENDENCY

Advanced concepts in managing school districts.

EDAS 973 LEADERSHIP SEMINAR (3)

Examines leadership concepts and research findings as they relate to the urban community.

EDAS 976 ADVANCED CONCEPTS OF ATHLETIC ADMINISTRATION (3)

This course examines advanced concepts and methods of athletic administration and educates athletic administrators regarding potential problems, liability and compliance issues and possible solutions in areas such as budgets, transportations, scheduling and conflict.

EDAS 978 DOCTORAL INTERNSHIP (6)

Application of doctoral studies in practice supervised by field administrator and/or University faculty member. Related seminars.

EDAS 985 SEMINAR IN SUPERVISION (3)

Discussion of theory and research in resolving current issues of curriculum content, instructional techniques, and staff development including an assessment of the impact of these on the urban, inner-city students.

EDAS 988 ADVANCED SEMINAR IN EDUCATIONAL ADMINISTRATION (3)

Application of theoretical concepts from administration related fields which are applicable to urban settings.

EDAS 998 DOCTORAL COLLOQUIUM IN EDUCATIONAL ADMINISTRATION (3)

Colloquium on special topics in educational administration. May be repeated to a maximum of six (6) semester credit hours.

EDAS 999 DOCTORAL DISSERTATION (6)

Thorough study and analysis of in-depth topics in Educational Administration.

Foundations Courses -EDFD**EDFD 902 THEORETICAL FOUNDATIONS OF EDUCATION (3)**

This course is designed to review significant historical, philosophical, sociological, psychological foundations and education theories related to improving current educational practice.

EDFD 903 THE NATURE AND METHODOLOGY OF EDUCATIONAL RESEARCH (3)

Major methods of conducting educational research and types of problems wherein they apply. Studies that may serve as models for research efforts; research reporting.

EDFD 905 THE NATURE AND METHODOLOGY OF EDUCATIONAL RESEARCH (3)

A continuation of EDFD 903.

EDFD 931 EDUCATIONAL RESEARCH: CORRELATION STATISTICAL METHODS (3)

Brief review of elementary statistics, normal curve functions, correlation theory and application to educational data. Concepts and computations associated with bivariate, partial, and multiple correlations. (Prerequisite: EDFD 831 or instructor's permission)

EDFD 932 EDUCATIONAL RESEARCH: SIGNIFICANCE TESTS AND STATISTICAL METHODS FOR EXPERIMENTAL DESIGN (3)

Probability theory and theoretical distributions in experimental design; binomial, normal curve, T ratio. Concepts and computation associated with research, including t-tests, simple and complex analysis of variance. (Prerequisite: EDFD 931)

EDFD 940 SPSS AND DATA MANAGEMENT (3)

This course is designed to provide an introduction to the Statistical Package for the Social Sciences (SPSS). It will address a variety of statistical variables, entering of data into SPSS and the carrying out of statistical analyses.

EDFD 980 HISTORY OF EDUCATION IN THE UNITED STATES (3)

This course focuses on the historical development of the educational systems in the United States. Concepts and theories which have shaped the nation's schools form the basis of the course.

EDFD 997 RESEARCH SEMINAR (3)

Intensive study to design applicable research problems in education. Study of problems related to proposed dissertation research. May be repeated. (Prerequisite: EDFD 931, 932 or permission of advisor and instructor)

Higher Education and Community College Courses - EDHI**EDHI 933 INTRODUCTION STUDY OF HIGHER EDUCATION (3)**

A critical examination of the American system of higher education, its origin, characteristics, with particular attention to financing, organization, and administration of colleges and universities.

EDHI 934 ADMINISTRATION AND ORGANIZATION OF THE COMMUNITY COLLEGE (3)

A study of the community college movement in the United States, its historical development, aims, philosophical issues, present scope and trends, rational and unique role.

EDHI 937 THE FINANCING OF HIGHER EDUCATION (3)

The financing of institutions of higher education, sources of income, budgeting procedures, funding and control.

EDHI 938 CURRICULUM DEVELOPMENT IN THE COMMUNITY COLLEGE (3)

Provides relevant curriculum for the clientele of the community college. Particular attention to the diverse nature of the students and the relationship of the curricular components to each other.

EDHI 939 SEMINAR IN THE ADMINISTRATION OF HIGHER EDUCATION (3)

Administrative functions in higher education will serve as the basis for extended examination of administrative theory, leadership technique, group dynamics, and campus governance.

EDHI 940 SEMINAR IN CURRICULUM IN HIGHER EDUCATION (3)

An examination of precedents, current practices, innovations and problems. Application to curricula in particular fields through student projects.

EDHI 942 SEMINAR IN THE GOVERNANCE OF HIGHER EDUCATION (3)

Analysis of current practices and issues of higher education. Emphasis on community junior colleges. (Prerequisite: Instructor's consent).

EDHI 943 SEMINAR IN SOCIOLOGY OF EDUCATION (3)

Individual and group class presentations of special issues and problems in the sociology of education. (Prerequisite: SOC 530)

EDHI 944 RESOURCE ALLOCATIONS IN HIGHER EDUCATION (3)

Concepts and practices in academic planning and program budgeting. Course work includes opportunities for discussion with guestlecturersinthefield. (Prerequisite: Instructor's consent).

EDHI 945 SEMINAR IN CURRENT PROBLEMS IN HIGHER EDUCATION (3)

Analysis of specific current issues in areas other than governance. (Prerequisite: Instructor's consent)

EDHI 947 SEMINAR: THE COMMUNITY COLLEGE STUDENT (3)

The research and literature relating to the contemporary community college student and the impact of the student on the development of the college.

EDHI 948 SEMINAR IN NEW CONCEPTS IN PLANNING IN HIGHER EDUCATION (3)

Principles and practices in the application of modern management concepts and institutional research.

EDHI 950 HIGHER EDUCATION AND THE LAW (3)

A study of the legal issues that affect all aspects of post-secondary education using a case study approach.

EDHI 951 PERSONNEL ADMINISTRATION IN HIGHER EDUCATION (3)

A study of viable faculty and staff personnel programs with focus on improved methods and techniques used in the field.

EDHI 968 DOCTORAL INTERNSHIP IN HIGHER EDUCATION (6)

Application of doctoral studies in higher education supervised by field administrator and/or university faculty.

EDHI 970 URBAN HIGHER EDUCATION (3)

A study of principles and issues related to the administration of higher education in urban settings.

EDHI 971 STUDENT AFFAIRS ADMINISTRATION IN HIGHER EDUCATION (3)

Overview of student personnel services in colleges and universities. Philosophy, organization, and administration of personnel programs at this level and of specific services provided.

EDHI 975 THE DEPARTMENT OF HIGHER EDUCATION (3)

The Department as an administrative structural element of the University. The duties and responsibilities of the chairperson as they relate to the management of the department.

EDHI 999 DISSERTATION (3-12)

Thorough study and analysis of an in-depth topic in higher education.

JESSE H. JONES SCHOOL OF BUSINESS

OVERVIEW

The Jesse H. Jones School of Business consists of three departments: (1) Accounting (2) Business Administration, and (3) Finance and Economics. The School offers the following three graduate degree programs: the Master of Business Administration (MBA), an online Executive Master of Business Administration (EMBA), and, the Master of Science in Management Information Systems (M.S. in MIS). The School also offers the following five undergraduate degree programs: the Bachelor of Business Administration in Accounting, the Bachelor of Business Administration in Finance, the Bachelor of Business Administration in Management, the Bachelor of Business Administration in Management Information Systems, and, the Bachelor of Business Administration in Marketing. Students should refer to the Undergraduate Catalog of Texas Southern University for information on the undergraduate degree programs.

The School is administratively organized with a Dean who is assisted by an Associate Dean for Academics, an Assistant Dean for Business Student Services, Assistant Dean for Administration and Assessment, two department chairpersons, and support staff. All administrative offices including departmental offices and the office of graduate programs in business are located in the Jesse H. Jones School of Business building.

Vision

The Jesse H. Jones School of Business will be a leading provider of quality business education, research, and engagement in an innovative and student-centered community of continual learners.

Mission

The Jesse H. Jones School of Business is a constituent part of Texas Southern University, a comprehensive metropolitan university located in Houston, Texas. We offer baccalaureate and master's degree programs to a diverse student population that is primarily first generation college students.

Our mission is to transform students into leaders in the global market place. To achieve the mission, we provide quality education in an entrepreneurial, global context through effective teaching, theoretical and applied research, and community engagement in a student-centered environment.

Core Values

Our actions are guided by fundamental values and flow from a commitment to

- Student-Centered Learning
- Global Perspective
- Community Engagement
- Professionalism
- Innovativeness

GOOD ACADEMIC STANDING

To remain in good academic standing, a business graduate student must maintain an overall grade point average (GPA) of 3.00.

ACCREDITATION

The University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelors, masters, professional, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the status of Texas Southern University. Additionally, the School of Business is accredited by The Association to Advance Collegiate Schools of Business (AACSB).

THE BUSINESS LIBRARY

The Business Library is located on the fifth floor of the Robert J. Terry Library and combines resources for accounting, business, and economics. The Business Library has over 52,500 volumes and subscribes to more than 300 serials. Extensive files of corporate financial reports and business and financial services are available. Computerized interlibrary loan services link the Library with others throughout the nation and world. Electronic resources are substantial, including more than 300 databases that provide a comprehensive list of scholarly journals with access to more than 63,000 full text articles covering a broad scope of disciplines. Also included are e-books, videos, newspapers, graphics and some reference materials. Off campus access to electronic resources is available. For the faculty, students, and staff, the TexShare Consortium provides access to participating state university and college libraries, including those of the University of Houston and Rice University, the Houston Public Library and several other Houston area libraries.

DEGREE PROGRAMS DESCRIPTION

The graduate degree programs offered by the Jesse H. Jones School of Business are described in detail in the following pages in the following order: Master of Business Administration (MBA), online Executive Master of Business Administration (EMBA), and Master of Science in Management Information Systems (MS in MIS).

MASTER OF BUSINESS ADMINISTRATION (MBA)

The objective of the **Master of Business Administration (MBA)** program is to educate a diverse group of students by providing them with the knowledge, analytical ability, and management skills necessary for leadership positions in a world characterized by a diverse work force, rapid technological change, and a fiercely competitive global marketplace. The MBA program at Texas Southern University provides a general management education to individuals who aspire to advance in their current career or wish to prepare themselves for a completely new career.

Graduates of the MBA program are equipped with:

- An understanding of a broad array of business concepts related to finance, accounting, economics, marketing, operations, statistics, and business law.
- Skills that enable the appropriate application of critical, analytical, and strategic thinking to the analysis of and development of solutions to business problems.
- The ability to utilize information technology and systems for effective decision-making, problem solving, and communication.
- Strategies for leading and structuring high performance teams, working cooperatively, and communicating effectively.
- A greater appreciation for workplace diversity, ethical issues facing businesses today, and the challenges of the global market place.

MBA ADMISSION PROCESS

Students are admitted to the MBA program twice per year, in the fall and spring semesters only. The deadline for submission of all application materials is July 15 for the Fall semester and November 15 for the Spring semester (early submission is encouraged).

A complete application consists of the following materials:

1. Evidence of a baccalaureate degree from an accredited institution.
2. An official transcript of all undergraduate course work.
3. An acceptable GMAT score (score must be from a test taken within the last five (5) years of your application date, to be considered). An Analytical Writing score of 3.5 or above is required on the GMAT exam to fulfill the English proficiency requirement.
4. A two-page, career-objective essay (max 500 words) including a description of the applicant's greatest accomplishment and disappointment, and, lessons learned from the experiences, as well as a brief discussion of post MBA goals.
5. Two confidential letters of recommendation that include applicant's strengths, areas of improvement, and commitment to excellence.
6. A current résumé.
7. Official TOEFL (Test of English as a Foreign Language) score if the applicant's native language is not English, unless the applicant has received an undergraduate degree from a U.S. college or university. A TOEFL score of at least 550 on the paper based test or 213 on the computer based test or 79 on the Internet based test is required. An official IELTS score can be submitted in lieu of TOEFL in which case a minimum overall band score of 6.0 is required.

Only completed applications (containing all required application materials listed above) will be reviewed for admission. Graduate application materials are received by the Graduate School and forwarded to the Jesse H. Jones School of Business for review. The recommendation of Jesse H. Jones School of Business is returned to the Graduate School. The Graduate School will make the final admission decision and notify the applicant of the decision. Prospective students wishing to inquire about their application status should direct questions to the Graduate School, until an official admissions notification is received.

Admission to the MBA program as a conditional or an unconditional student requires a baccalaureate degree from a regionally accredited institution.

Unconditional Admission:

The applicant must submit an acceptable Graduate Management Aptitude Test (GMAT) score that will be used in conjunction with the applicant's socioeconomic profile and the undergraduate grade point average to determine admission to graduate programs. The following are some factors that may be included in the socioeconomic profile used in the admission process:

1. Economic status of family when applicant attended elementary, secondary, and undergraduate school.
2. Applicant's status of first-generation to attend undergraduate school.
3. Applicant's status of first-generation to attend graduate or professional school.
4. Applicant is multilingual.
5. Applicant's employment while attending undergraduate school.
6. Applicant's role in helping rear other children in family.
7. Applicant's geographic residence in Texas at time of application.
8. Geographic region wherein applicant's high school is located.

9. Applicant's demonstration of performance in community activities.
10. Applicant's demonstration of commitment to a particular field of study.
11. The presence or absence of role models with comparable graduate school training in the applicant's region of residence.
12. The applicant's performance during a personal interview.

Conditional Admission:

Students who fail to satisfy the unconditional admission criteria may be admitted on a conditional basis. Under conditional admission, the student must have at least a 3.00 undergraduate grade point average, or, the undergraduate grade point average on the last sixty-hours (60) of course work must be at least 3.25. Students admitted in this category will be required to meet the unconditional admission criteria by maintaining at least a grade of "B" or better in each course in the first twelve hours of graduate work within the first year of enrollment. Failure to satisfy unconditional admission criteria within the stipulated time period will result in the student being dropped from the program. All applicants seeking conditional admission must provide GMAT or GRE scores with initial admission application.

COURSE REQUIREMENTS

The Master of Business Administration degree requires thirty-six (36) hours of course work, including six (6) hours of electives that allow students to build depth of knowledge in a particular business discipline.

The following core subjects must be completed as prerequisites to the MBA level courses:

- Financial Accounting
- Principles of Economics
- Principles of Finance
- Principles of Management
- Statistics
- Operations/Production Management
- Principles of Marketing
- Information Technology

DEGREE REQUIREMENTS

The minimum general requirements for the Master of Business Administration degree are:

1. A minimum grade point average of 3.0 is required for all graduate work attempted.
2. A residency of at least one academic year, or its equivalent, is required.
3. Courses transferred may not exceed 6 semester hours, and a grade of "B" or better must have been earned in each course.
4. No more than 6 semester credit hours of "C" and/or "C+" work are accepted toward satisfying graduation and degree requirements.
5. The program must be completed within 6 calendar years.
6. All MBA students are required to score a "3.5" or better on the writing component of the GMAT, or pass an English proficiency exam during their first semester, or obtain a passing grade in English 501.
7. To be considered full-time, a student must register for at least 9 semester hours of graduate work per semester. A normal course load consists of 12 semester hours. The maximum load that can be taken is 15 semester hours. A student who takes 15 semester hours must have an overall graduate grade point average of 3.5 or better and not be employed full-time.

**Curriculum Summary for
Master of Business Administration
Total Credits Required: 36**

Core Courses (30 SCH)	Electives* (6 SCH)
ACCT (3)	BADM 644 (3)
FIN 621 (3)	FIN 650 (3)
FIN 652 (3)	MGMT 646 (3)
BADM 630 (3)	MGSC 625 (3)
MGMT 636 (3)	MGSC 654(3)
MGMT 670 (3)	MIS 672 (3)
MGSC 624 (3)	MIS 674 (3)
MIS 671 (3)	MIS 675 (3)
MKTG 650 (3)	MKTG 634 (3)
BADM 655 (3)	

*Six (6) semester hours of restricted elective (Choice of 2 courses from electives list)

COURSE DESCRIPTIONS

Accounting and Finance

ACCT 600 OIL AND GAS ACCOUNTING AND TAXATION INSTITUTE (3)

Petroleum accounting and taxation. This is a comprehensive course in oil and gas accounting. It covers the fundamentals of the petroleum industry as well as the complex topics of revenue accounting and taxation.

ACCT 630 ETHICS FOR ACCOUNTANTS (3)

Provides a philosophical understanding of ethical complexities of the modern business enterprise and a fundamental of ethical knowledge necessary for a career in accounting and finance. (Prerequisites: Consent of the Instructor.)

ACCT 631 SEMINAR IN MANAGERIAL ACCOUNTING (3)

An examination of the theoretical and practical issues involved in managerial accounting. Emphasis is on contemporary issues in managerial accounting. (Prerequisites: ACCT 231 or ACCT 636.)

ACCT 636 FINANCIAL ACCOUNTING (3)

(CPA 150-Hour Requirement NON-DEGREE Course) An analysis of financial statements of publicly held entities, which are issued to shareholders, creditors, financial analysts, and other interested parties. (Prerequisite: ACCT 332.)

ACCT 647 MANAGERIAL AND COST ACCOUNTING (3)

(CPA 150-Hour Requirement NON-DEGREE Course) A study of the kind of information needed, where information can be obtained and how information can be used by managers to carry out their planning, controlling, and decision-making responsibilities. (Prerequisite: ACCT 336.)

ACCT 650 STRUCTURE OF ACCOUNTING THEORY (3)

Principles, concepts and problems underlying the recording of accounting data; management of information and its relation to income determination. Analysis and interpretation of principal accounting statements are also covered. (Prerequisite: ACCT 332.)

ACCT 651 CONTEMPORARY ISSUES IN ACCOUNTING (3)

An analysis of new pronouncements of authoritative bodies along with the impact of these bodies on contemporary accounting practice. (Prerequisite: ACCT 332.)

ACCT 655 SEMINAR IN TAXATION (3)

A review and an analysis of tax consequences; implications of business decisions and accounting procedures; tax research and planning. (Prerequisite: ACCT 332.)

ACCT 656 ACCOUNTING INFORMATION SYSTEMS (3)

An analysis of the sources, cost and values of accounting information, including analysis and design of computer-based accounting information. (Prerequisites: ACCT 332 or ACCT 631.)

ACCT 657 SEMINAR IN AUDITING (3)

An examination of the development of auditing standards and philosophies; contemporary developments in auditing theory and practice; and research needs of the auditing profession. (Prerequisite: ACCT 433.)

ACCT 658 ACCOUNTING CONTROLS (3)

A study of the concepts and roles of accounting controls in a business organization. (Prerequisites: ACCT 631 or 433.)

ACCT 660 ADVANCED TOPICS IN ACCOUNTING (3)

The study and research of business consolidations, partnerships, governmental and not-for-profit accounting. (Prerequisite: ACCT 332.)

ACCT 665 ACCOUNTING INTERNSHIP (3)

Faculty-supervised work experience in accounting where written reports are required. (Prerequisite: Graduate Status.)

ACCT 670 FINANCIAL ACCOUNTING IN HEALTH CARE ORGANIZATIONS (3)

The study of the techniques of decision making for health care providers, financial management functions and organizations, financial statement analysis, capital management, capital budgeting and processes, financial statistics, financing techniques, and financial analysis of case studies in the health care environment.

ACCT 671 MANAGERIAL AND COST ACCOUNTING IN HEALTH CARE ORGANIZATIONS (3)

A study of how to use cost information to improve management decision making and the uses of cost accounting information relevant to health care organizations.

FIN 621 FINANCIAL AND ECONOMIC ANALYSIS (3)

The business principles using a managerial approach to financial and economic analysis. Covers theories of consumer, firm, and markets with emphasis on managerial decision-making; applied topics include demand estimation, forecasting, exchange rates and exports, and long-term investment. (Prerequisites: ECON 231 and ECON 232 or equivalents; FIN 301, and MGSC 239.)

FIN 650 INVESTMENT MANAGEMENT (3)

Theory and practice of pricing and evaluation of stocks, bonds, options, futures, and mutual funds. It includes portfolio theory and management and global investments. (Prerequisite: FIN 301 or equivalent.)

FIN 652 MANAGERIAL FINANCE (3)

The theory and practice of financial decision making, including tools and techniques for making financial decisions, including those arising from globalization and ethical challenges. (Prerequisites: FIN 301 or equivalent; MGSC 624.)

FIN 655 INTERNATIONAL FINANCE (3)

This course analyzes issues and problems managers and investors face that result from operating in an international environment. (Prerequisites: FIN 301 or equivalent.)

Business Administration**BADM 644 GRADUATE BUSINESS INTERNSHIP (3)**

Faculty-supervised business related work experience designed to enhance the knowledge and skills of our students in an applied environment. Progress reports and employer validation are required. (Prerequisite: Twelve (12) hours graduate level coursework in business administration and consent of the instructor.)

BADM 655 ENTREPRENEURSHIP (3)

Issues related to creating, managing, and financing a new business with a focus on product development and entrepreneurial financial planning including business plans and class projects.

BADM 630 MANAGERIAL COMMUNICATION (3)

Development of oral and written communication skills, including the use of current computer technology.

MGMT 636 ORGANIZATIONAL AND MANAGEMENT THEORY (3)

Individual, group and inter-group behavior within organizations in the context of technological change, workforce diversity, ethical challenges, and globalization. (Prerequisites: MGMT 300 or equivalent.)

MGMT 646 GRADUATE SEMINAR IN MANAGEMENT (3)

In-depth exploration of selected topics in organization and management theory. (Prerequisites: MGMT 300 or equivalent.)

MGMT 650 HUMAN RESOURCE MANAGEMENT (3)

This course provides a managerial overview of the many issues that surround human resource management. (Prerequisites: MGMT 300 or equivalent.)

MGMT 670 GLOBAL STRATEGIC MANAGEMENT (3)

A cross-functional approach to the analysis of strategic decision making in the context of a global economy. (Prerequisites: MGMT 636; FIN 652; ACCT 631; MKTG 650.)

MGSC 624 STATISTICAL ANALYSIS (3)

Use of statistical techniques for business research, analysis, and forecasting. It includes regression analysis and other econometric tools and the use of computer software. (Prerequisites: MGSC 239; MGSC 302.)

MGSC 625 SUPPLY CHAIN MANAGEMENT (3)

The course will provide an introduction to Supply Chain Management and the role of information systems in managing supply chains. (Prerequisite: MGSC 302.)

MMGSC 654 SPECIAL TOPICS IN QUANTITATIVE ANALYSIS (3)

In-depth exploration of selected topics in quantitative analysis. (Prerequisite: MGSC 624.)

MIS 671 INFORMATION TECHNOLOGY (3)

The use of information technology to analyze business problems. It includes the development of computer software skills.

MIS 672 INTRODUCTION TO C++ OR JAVA PROGRAMMING (3)

A review of the programming features of these languages and their application to Object Oriented Programming and development of business applications. These will be offered in alternate semesters. (Prerequisite: MIS 304.)

MIS 674 DATA COMMUNICATIONS (3)

Managerial and technological issues related to the operation and maintenance of computer networks. Topics covered include WAN, LAN, Internet and related architectures and protocols. (Prerequisite: MIS 304.)

MIS 675 DATABASE MANAGEMENT SYSTEMS (3)

Database concepts and principles in database design with exposure to a popular relational database like "Oracle." (Prerequisites: MIS 304)

MIS 676 WEB DESIGN AND DEVELOPMENT (3)

Web applications and design using tools such as HTML, Cascading Style Sheets, JavaScript and DHTML. (Prerequisite: MIS 672.)

MIS 677 E-COMMERCE (3)

Provides exposure to the use of Internet for business to business communications, logistics and supply chain management, financial markets, digital payments, marketing etc. (Prerequisites: MIS 674; MIS 676.)

MIS 678 SAP APPLICATIONS IN SCM (3)

Provides exposure to instructor selected SCM modules in SAP. (Prerequisite: MGSC 625; MIS 675.)

MIS 680 SYSTEMS ANALYSIS AND DEVELOPMENT (3)

An introduction to concepts and processes for analyzing and determining information requirements and using packages and application generators for system development. (Prerequisites: MIS 675.)

MIS 681 IT PROJECT MANAGEMENT (3)

Approaches to managing IT projects including outsourcing and subcontracting strategies. Students will also be exposed to project management tools. (Prerequisite: MIS 680.)

MIS 683 CURRENT TOPICS IN MIS (3)

An instructor selected topic dealing with current issues and/or developments in the MIS area. Prerequisites: Completion of at least 9 credit hours of coursework in the MIS program and/or consent of instructor

MIS 684 INTERNSHIP IN MIS AREA (3)

Student will perform the equivalent of one long semester or an entire summer internship in the Information Technology area in a carefully selected organization. (Prerequisites: Completion of at least 18 Credit Hours of coursework in the MIS program.)

MIS 685 MANAGEMENT OF INFORMATION SYSTEMS (3)

Strategic management of information resources to facilitate corporate competitiveness in the global environment. Capstone course to be taken in the student's last semester of the program. (Prerequisites: Completion of at least 24 Credit Hours of coursework in the MIS program.)

MKTG 634 MARKETING RESEARCH (3)

Application of research and analytical decision-making techniques to marketing problems. (Prerequisites: MKTG 306; MGSC 239; MIS 671 or concurrent enrollment.)

MKTG 650 STRATEGIC MARKETING MANAGEMENT (3)

Key marketing problems of domestic and international organizations, including those arising from issues related to globalization, environmental protection, ethical issues, social trends, and legal constraints. (Prerequisites: MKTG 306 or equivalent.)

MASTER OF BUSINESS ADMINISTRATION (MBA) WITH CONCENTRATION IN ACCOUNTING

Master of Business Administration (MBA) with Concentration in Accounting Program will enable students to meet The Certified Public Accountants (CPA) examination requirements as well as prepare them to succeed in their career paths. The State of Texas requires Certified Public Accountants (CPA) examination candidates to complete 150 semester hours before attempting the Uniform CPA Examination. Included in these 150 hours are 30 hours of accounting and 24 hours of business. Texas State Board of Public Accountancy has also recently passed the legislation requiring two semester hours of accounting or tax research and analysis and two semester hours of accounting or business communications within those accounting and business hours.

Completion of this program will enable students to enhance their knowledge and skills in accounting and business, and, develop analytical research and communication skills. Students will also be better prepared to take the CPA examination and become a CPA which is a prestigious designation and a measure of success in the accounting and business fields.

ADMISSION PROCESS

The eligibility requirements for the MBA with concentration in Accounting are as follows:

- Must be admitted as an MBA student to the Jesse H. Jones School of Business with unconditional status
- Must have an undergraduate Accounting background and a minimum undergraduate GPA of 3.00 or higher

COURSE REQUIREMENTS AND CURRICULUM SUMMARY

The Students must satisfy the MBA curriculum requirements (24 credit hours) along with the concentration in Accounting requirements (12 credit hours) to complete the degree requirements.

Curriculum Summary for Master of Business Administration - Accounting Total Credits Required: 36

Core Courses (24 SCH)	Concentration (12 SCH)
FIN 621 (3)	ACCT 650 (3)
FIN 652 (3)	ACCT 655 (3)
BADM 630 (3)	ACCT 657 (3)
MGMT 636 (3)	ACCT 660 (3)
MGMT 670 (3)	
MGSC 624 (3)	
MIS 671 (3)	
MKTG 650 (3)	

MBA with Accounting concentration graduate degree program students must have successfully completed all the undergraduate major courses as required for the Accounting major for the BBA (Bachelor of Business Administration) degree offered by the Jesse H. Jones School of Business at Texas Southern University. Additionally, the following core subjects must be completed as prerequisites to the MBA level courses:

- Financial Accounting
- Intermediate Accounting I
- Intermediate Accounting II
- Auditing
- Principles of Economics
- Principles of Finance
- Principles of Management
- Statistics
- Operations/Production Management
- Principles of Marketing
- Information Technology

DEGREE REQUIREMENTS

Students pursuing the MBA with concentration in Accounting must meet the academic regulations of Jesse H. Jones School of Business including those related to the minimum GPA and scholastic discipline.

**MASTER OF BUSINESS ADMINISTRATION (MBA)
WITH CONCENTRATION IN MANAGEMENT INFORMATION SYSTEM (MIS)**

As organizations continue to generate and gather huge amounts of data, it becomes imperative to analyze historical, current, and predictive views of business operations to manage enterprise performance. While a general MBA program focuses on the skills necessary for running a business, a concentration in Management Information Systems equips students with the skills to use information technology to enhance business decision making. A concentration in MIS enables an MBA student to gain a competitive edge by learning critical analytical skills and gaining real world experience in both the business and technical fields.

To provide an understanding of how information technology can manage and optimize business performance, students are expected to:

Demonstrate knowledge of the strategic use of information systems in organizations to achieve competitive advantage. Understand the logical and physical design of databases and their use to support decision making.

Analyze and design IT solutions to business problems. Plan and manage IT projects.

Students can choose a MIS concentration in either of the following two tracks:

- Electronic Commerce (E-Commerce)
- Business Intelligence (BI)

ADMISSION PROCESS

Students admitted to the MBA graduate degree program at the Jesse H. Jones School of Business are eligible to pursue this concentration.

DEGREE REQUIREMENTS

Students pursuing the MBA with concentration in Management Information Systems must meet the academic regulations of Jesse H. Jones School of Business including those related to the minimum GPA and scholastic discipline. The Students must satisfy the MBA core curriculum requirements (24 credit hours) along with the concentration in Management Information Systems requirements (12 credit hours) to complete the MBA degree requirement.

**Curriculum Summary for
Master of Business Administration - Management Information Systems
Total Credits Required: 36**

Core Courses (24 SCH)	Concentration (12 SCH) Choose one Track
FIN 621 (3)	Electronic Commerce Track
FIN 652 (3)	MIS 674 (3)
BADM 630 (3)	MIS 675 (3)
MGMT 636 (3)	MIS 676 (3)
MGMT 670 (3)	MIS 677 (3)
MGSC 624 (3)	Business Intelligence Track
MIS 671 (3)	MIS 675 (3)
MKTG 650 (3)	MIS 678 (3)
	MIS 680 (3)
	MIS 683 (3)

The following core subjects must be completed as prerequisites to the MBA level courses:

- Information Technology
- Financial Accounting
- Principles of Economics
- Principles of Finance
- Principles of Management
- Statistics
- Operations/Production Management
- Principles of Marketing

**MASTER OF BUSINESS ADMINISTRATION (MBA)
WITH CONCENTRATION IN HEALTH CARE ADMINISTRATION (HCA)**

The Master of Business Administration with concentration in Health Care Administration is designed to broaden the career opportunities for MBA students in the health care field. Due to the special status of Houston as a major national hub for health care facilities and related industries, the health care concentration in the MBA program allows graduates to pursue opportunities beyond the traditional business areas. The concentration equips business students to be successfully involved in the administrative side of the health care. The existing health administration courses at the College of Pharmacy and Health Sciences make this concentration possible.

ADMISSION PROCESS

Students admitted to the MBA graduate degree program at the Jesse H. Jones School of Business with unconditional admission status are eligible to pursue this concentration. Also, students currently or previously enrolled in the “Master of Health Care Administration (MHCA)” program from the College of Pharmacy and Health Sciences will be eligible for this concentration provided that the MBA admission criteria are satisfied.

DEGREE REQUIREMENTS

The students must meet the minimum general requirements for the Master of Business Administration degree. Additionally, the students pursuing the MBA with concentration in Health Care Administration must meet the academic regulations of both Jesse H. Jones School of Business and the College of Pharmacy and Health Sciences including those related to the minimum GPA and scholastic discipline.

**Curriculum Summary for
Master of Business Administration - Health Care Administration
Total Credits Required: 36**

Core Courses (27 SCH)	Concentration* (9 SCH)
ACCT 631 (3)	HSHA 512 (3)
FIN 621 (3)	HSHA 514 (3)
FIN 652 (3)	HSHA 612 (3)
BADM 630 (3)	HSHA 662 (3)
MGMT 636 (3)	
MGMT 670 (3)	
MGSC 624 (3)	
MIS 671 (3)	
MKTG 650 (3)	

*Nine (9) semester hours (Choice of 3 of 4 courses listed for concentration)

The following core subjects must be completed as prerequisites to the MBA level courses:

- Financial Accounting
- Principles of Economics
- Principles of Finance
- Principles of Management
- Statistics
- Operations/Production Management
- Principles of Marketing
- Information Technology

MASTER OF BUSINESS ADMINISTRATION/JURIS DOCTOR DUAL DEGREE (JD/MBA)

The Juris Doctor/Master of Business Administration (JD/MBA) Dual degree program is designed to broaden career opportunities in the fields of business and law. The program allows students to combine legal training with advanced management study. The Dual degree program intends to prepare students for a wide range of careers, including investment banking, accounting, international trade, industrial relations, corporate law, and management consulting where law and business overlap. Students completing the program will receive a MBA degree from the Jesse H. Jones School of Business and a JD degree from the Thurgood Marshall School of Law simultaneously. The program allows successful students to engage, not only with complex business problems in the corporate environment, but also to take private and difficult legal issues into account in all business decisions.

The salient features of JD/MBA dual program are:

- The program draws upon the strengths of both the JD program of the Thurgood Marshall School of Law and the MBA program of the Jesse H. Jones School of Business.
- The program is intended mainly for students who want to obtain mastery in both the legal and business aspects of the corporate world.
- The dual program allows students to take courses that would be cross-credited by both JD and MBA programs.
- The program allows students to take courses in an integrated fashion that are offered by the TM School of Law and the Jesse H. Jones School of Business in their separate Juris Doctor and Master of Business Administration programs.
- The program allows students to complete requirements for the two degrees in four years instead of five years if pursued separately.
- The dual program adds value to the educational endeavor of professional students by utilizing the existing resources since both the MBA and JD programs are already in existence at Texas Southern University.

ADMISSION PROCESS

The general requirements for the Juris Doctor/Master of Business Administration dual program are:

1. The JD/MBA Dual degree program is open to holders of baccalaureate degrees from accredited colleges or universities.
2. Applicants to the program must meet the entrance requirements and follow the application procedures administered by **both** the TM School of Law and the Jesse H. Jones School of Business.
3. Although students may apply for either the MBA or the JD program at any time during their course of study, **students must be admitted to both programs before completing either program.** Admission to both degree programs under the dual program concept permits the application of credits for one degree toward the other degree. Application to the program will be evaluated by both the TM School of Law and Jesse H. Jones School of Business.
4. The Dual degree program participants will have to satisfy the same admission requirements as the applicants for stand-alone Juris Doctor and MBA programs.

COURSE REQUIREMENTS

The Dual JD/MBA Program requires the completion of one-hundred and eleven (111) credit-hours of business and law courses. A total of fifteen (15) credit-hours of the dual program, approved by each school, will carry dual credit for both degrees. Students must satisfy the curriculum requirements for both the JD and MBA portions of the dual degree. The JD portion of the curriculum consists of eighty-One (81) credit hours. The MBA portion of the curriculum requires thirty (30) credit hours. In effect, the program allows a total reduction of fifteen (15) credit hours of coursework in comparison to standalone JD (90 credit hours) and MBA (36 credit hours) programs pursued separately.

DEGREE REQUIREMENTS

The JD/MBA dual degree student must meet the graduation requirements of each school individually, including minimum grade point average and time-limit policies.

1. Maintain a 2.0 cumulative GPA in the JD portion of the program.
2. Satisfactory completion of the writing and optional oral defense requirements of the JD portion of the program.
3. No more than 6 semester credit hours of "C" and/or "C+" work are accepted toward satisfying graduation and degree requirements for the MBA portion of the program.
4. Have an average of 3.0 cumulative GPA in the MBA portion of the program.
5. The JD curriculum requires that students register for all required courses on a full-time basis and in the sequence established by the Law School faculty.
6. Only after the completion of first-year JD curriculum, concurrent enrollment in the courses of either school is permitted.
7. The requirements for the MBA portion of the dual program must be completed within six years of the initial enrollment in the program. All the requirements for the JD portion of the dual degree must be completed within four years from the date of matriculation.
8. The academic regulations of each school, including those related to the minimum GPA and scholastic discipline must be met.
9. The computation of the cumulative GPA in each program (JD and MBA) is based on all the courses that would be taken into consideration to award each degree.
10. The course schedules for the dual program must be approved by program advisors in each areas and each school will establish the procedures for such approvals.

**Curriculum Summary for
Master of Business Administration / Juris Doctor Dual Degree
Total Credits Required: 111**

Juris Doctor Courses (81 SCH)	MBA Courses (30 SCH)
LAW 502 (4)	ACCT 631 (3)
LAW 504 (3)	FIN 621 (3)
LAW 505 (3)	FIN 652 (3)
LAW 506 (3)	MGMT 636 (3)
LAW 507 (3)	MGMT 670 (3)
LAW 508 (3)	MGSC 624 (3)
LAW 509 (3)	MIS 671 (3)
LAW 530 (3)	MKTG 650 (3)
LAW 540 (4)	BADM 655 (3)
LAW 900 (3)	Approved Business Elective (3)
LAW 920 (2)	
LAW 930 (2)	
LAW 640 (4)	
LAW 610 (4)	
LAW 601 (3)	
LAW 600 (3)	
LAW 602 (3)	
LAW 620 (2)	
LAW 921 (2)	
LAW 650 (4)	
Writing Seminar/Research (2)	
Law Electives (18)	

The following core subjects must be completed as prerequisites to the MBA level courses:

- Financial Accounting
- Principles of Economics
- Principles of Finance
- Principles of Management
- Statistics
- Operations/Production Management
- Principles of Marketing
- Information Technology

EXECUTIVE MASTER OF BUSINESS ADMINISTRATION (EMBA)

The **online Executive Master of Business Administration (EMBA)** program is a two-year program uniquely designed to meet the challenging needs of mid-career professionals who wish to pursue an MBA degree with the least possible disruption to their professional and personal lives. The program is offered online and combines the advanced business concepts of a Master of Business Administration curriculum and prepares candidates to lead and manage organizations.

Upon completion of the EMBA program, graduates will:

- Demonstrate an understanding of a broad array of business concepts related to finance, accounting, economics, marketing, operations, statistics, business law and information technology.
- Demonstrate skills that enable the appropriate application of critical, analytical, and strategic thinking to the analysis of and development of solutions to business problems.
- Demonstrate the ability to utilize information technology and systems for effective decision-making, problem solving, and communications.
- Demonstrate the ability to utilize strategies for leading and structuring high performance teams, working cooperatively, and communicating effectively.
- Demonstrate a greater appreciation for workplace diversity, ethical issues facing businesses today, and the challenges of the global marketplace.

ADMISSION PROCESS

Students are admitted to the EMBA program twice per year, in the fall and spring semesters only. The deadline for submission of all application materials is July 15 for the Fall semester and November 15 for the Spring semester (early submission is encouraged).

Admission to the Online Executive MBA program requires a minimum of three to five years of significant management or supervisory experience and a baccalaureate degree from a regionally accredited institution.

A complete application consists of the following materials:

- Evidence of a baccalaureate degree from an accredited institution with a minimum undergraduate GPA of 2.5 or higher
- Official transcript of all undergraduate course work.
- Evidence of at least three (3) to five (5) years of significant and progressive management and/or supervisory work experience. *
- Statement of purpose of no more than 500 words (2-pages), explaining your reasoning for seeking an advanced degree in business, describing how the program will help facilitate your career goals. Reflect on your greatest accomplishment and disappointment, and, lessons learned from the experiences. Discuss your professional and executive experience that relates to the pursuance of this program including a brief discussion of your post-EMBA goals.
- Two confidential letters of recommendation are required, including one from your immediate supervisor. Letters of recommendation should be obtained from individuals who know you well and can present a balanced evaluation and assessment of your capabilities. Letters should include your strengths, managerial/supervisory experience, areas for improvement and commitment to academic excellence in a rigorous program.
- A current professional résumé.
- Official TOEFL (Test of English as a Foreign Language) score if the applicant's native language is not English, unless the applicant has received an undergraduate degree from a U.S. college or university. A TOEFL score of at least 550 on the paper based test or 213 on the computer based test or 79 on the Internet based test is required. An official IELTS score can be submitted in lieu of TOEFL in which case a minimum overall band score of 6.0 is required.

Only completed applications (containing all required application materials listed above) will be reviewed for admission. Applications will be reviewed by the Jesse H. Jones School of Business.

COURSE REQUIREMENTS

The Online Executive MBA program consists of thirty-six (36) credit hours. The program is delivered entirely online and is primarily administered via Blackboard Academic Suites which includes live chat, online lectures, virtual classrooms, and teleconferencing capabilities.

Students are admitted to the Executive MBA (EMBA) program as a cohort and there are no electives. The program does not allow for deviation from the curriculum.

DEGREE REQUIREMENTS

The minimum general requirements for the Executive MBA degree are:

1. A minimum grade point average of 3.0 is required for all graduate work attempted.
2. No more than 6 semester credit hours of "C" and/or "C+" work are accepted toward satisfying graduation and degree requirements.
3. All courses in the program are taken on a cohort basis.
4. All students must register for six semester hours of graduate coursework in each semester during the program.
5. To be considered full-time, a student must register for at least 6 semester hours of graduate work per semester. A normal course load consists of 6 semester hours.

Curriculum Summary for Executive Master of Business Administration

Total Credits Required: 36

Core Courses (36 SCH)
ACCT 631 (3)
FIN 621 (3)
FIN 652 (3)
BADM 630 (3)
MGMT 636 (3)
MGMT 646 (3)
MGMT 670 (3)
MGSC 624 (3)
MGSC 625 (3)
MIS 671 (3)
MIS 677 (3)
MKTG 650 (3)

Online Executive MBA

COURSE DESCRIPTIONS

ACCT 631 SEMINAR IN MANAGERIAL ACCOUNTING (3)

An examination of the theoretical and practical issues involved in managerial accounting. Emphasis is on contemporary issues in managerial accounting.

BADM 630 MANAGERIAL COMMUNICATION (3)

Development of oral and written communication skills, including the use of current computer technology.

FIN 621 FINANCIAL AND ECONOMIC ANALYSIS (3)

The business principles using a managerial approach to financial and economic analysis. Covers theories of consumer, firm, and markets with emphasis on managerial decision-making; applied topics include demand estimation, forecasting, exchange rates and exports, and long-term investment.

FIN 652 MANAGERIAL FINANCE (3)

The theory and practice of financial decision making, including tools and techniques for making financial decisions, including those arising from globalization and ethical challenges.

FIN 675 ENERGY FINANCE (3)

Introduction to financial analysis, project selection, financing and dividend policies. Energy industry fundamentals and performance are discussed. Data and cases are utilized to address financial and decision-making issues in the energy industry.

FIN 685 ENERGY TRADING (3)

Introduction to financial derivatives including futures, options, and swaps used by traders in the energy industry. Emphasis is placed on the framework for various hedging and risk management objectives.

FIN 695 FINANCIAL VALUATION AND MODELING IN THE ENERGY SECTOR (3)

Introduction to financial forecasting and valuation models used to value energy firms and analyze mergers and transactions in the energy sectors.

MGMT 636 ORGANIZATIONAL AND MANAGEMENT THEORY (3)

Individual, group and inter-group behavior within organizations in the context of technological change, workforce diversity, ethical challenges, and globalization.

MGMT 646 GRADUATE SEMINAR IN MANAGEMENT (3)

In-depth exploration of selected topics in organization and management theory with special emphasis on leadership and ethics.

MGMT 670 GLOBAL STRATEGIC MANAGEMENT (3)

A cross-functional approach to the analysis of strategic decision making in the context of a global economy.

MGSC 624 STATISTICAL ANALYSIS (3)

Use of statistical techniques for business research, analysis, and forecasting. It includes regression analysis and other econometric tools and the use of computer software.

MGSC 625 SUPPLY CHAIN MANAGEMENT (3)

The course will provide an introduction to Supply Chain Management and the role of information systems in managing supply chains.

MIS 671 INFORMATION TECHNOLOGY (3)

The use of information technology to analyze business problems. It includes the development of computer software skills.

MIS 677 E-COMMERCE (3)

Provides exposure to the use of Internet for business to business communications, logistics and supply chain management, financial markets, digital payments, marketing etc.

MKTG 650 STRATEGIC MARKETING MANAGEMENT (3)

Key marketing problems of domestic and international organizations, including those arising from issues related to globalization, environmental protection, ethical issues, social trends, and legal constraints.

**EXECUTIVE MASTER OF BUSINESS ADMINISTRATION (EMBA)
WITH CONCENTRATION IN ENERGY FINANCE**

The Online Executive MBA Program (EMBA) with a concentration in Energy Finance is uniquely designed to meet the challenging needs of mid-career professionals in the Energy Sector. The program is offered online and provides a finance/energy focus. Students are required to complete nine core EMBA courses and three specialized energy finance courses. The program combines the advanced business concepts of a master of business administration curriculum and prepares candidates to lead and manage organizations in the energy sector.

ADMISSION PROCESS

Students admitted to the online Executive Master of Business Administration program at the Jesse H. Jones School of Business will be eligible to pursue this concentration.

COURSE REQUIREMENTS

Students must satisfy the Executive MBA core curriculum requirements (27 credit hours) along with the specialized Energy Finance course requirements (9 credit hours) to complete the Executive MBA degree requirement.

DEGREE REQUIREMENTS

Students pursuing the Online Executive Master MBA with concentration in Energy Finance must meet the academic regulations of Jesse H. Jones School of Business including those related to the minimum GPA and scholastic discipline.

**Curriculum Summary for
Executive Master of Business Administration - Energy Finance
Total Credits Required: 36**

Core Courses (27 SCH)	Concentration (9 SCH)
ACCT 631 (3)	FIN 675 (3)
FIN 621 (3)	FIN 685 (3)
BADM 630 (3)	FIN 695 (3)
MGMT 636 (3)	
MGMT 670 (3)	
MGSC 624 (3)	
MGSC 625 (3)	
MIS 671 (3)	
MKTG 650 (3)	

MASTER OF SCIENCE IN MANAGEMENT INFORMATION SYSTEMS (MS in MIS)

The objective of the **Master of Science in Management Information Systems (MS in MIS)** program is to educate a diverse group of students by providing them knowledge of and training in the use and management of computer-based management information systems. The MS program at Texas Southern University provides tools and techniques to individuals in analyzing the management information functions of planning, organizing, staffing, and controlling in small to multinational business organizations and trains them for managerial positions in the Management Information Systems/Supply Chain Management areas of construction, manufacturing, wholesale/retail, energy, and healthcare industries.

Graduates of the MS in MIS program are equipped with

- Skills in using computers and computer-based applications, including popular business software and their applications to business.
- An understanding of Supply Chain functions and selected MIS applications in that area.
- Skills required to becoming knowledgeable users of at least one commercially available and popular MIS application with SCM focus.
- Skills required for analysis and determination of information requirements, and for developing Management Information
- Systems using commercially available application generators and packages.
- Thorough understanding of what is needed to develop and operate efficient and effective supply chain management systems.

ADMISSION PROCESS

Students are admitted to the MS in MIS program twice per year, in the fall and spring semesters only. The deadline for submission of all application materials is July 15 for the Fall semester and November 15 for the Spring semester (early submission is encouraged).

A complete application consists of the following materials:

1. Evidence of a baccalaureate degree from an accredited institution.
2. An official transcript of all undergraduate course work.
3. An acceptable GRE score (score must be from a test taken within the last five (5) years of the application date, to be considered). An Analytical Writing score of 3.5 or above is required on the GRE exam to fulfill the English proficiency requirement. A GMAT score is accepted in lieu of a GRE score for the MS in MIS graduate degree program with the same terms and conditions as apply to the GRE score.
4. A two-page, career-objective essay (500 words max) including a description of the applicant's greatest accomplishment and disappointment, and, lessons learned from the experiences, as well as a brief discussion of post MS in MIS goals.
5. Two confidential letters of recommendation that include applicant's strengths, areas of improvement, and commitment to excellence.
6. A current résumé.
7. Official TOEFL (Test of English as a Foreign Language) score if the applicant's native language is not English, unless the applicant has received an undergraduate degree from a U.S. college or university. A TOEFL score of at least 550 on the paper based test or 213 on the computer based test or 79 on the Internet based test is required. An official IELTS score can be submitted in lieu of TOEFL in which case a minimum overall band score of 6.0 is required.

Only completed applications (containing all required application materials listed above) will be reviewed for admission. Graduate application materials are received by the Graduate School and forwarded to the Jesse H. Jones School of Business for review. The recommendation of Jesse H. Jones School of Business is returned to the Graduate School. The Graduate School will make the final admission decision and notify the applicant of the decision. Prospective students wishing to inquire about their application status should direct questions to the Graduate School until an official admissions notification is received.

Admission to the MS in MIS program as a conditional or an unconditional student requires a baccalaureate degree from a regionally accredited institution.

Unconditional Admission:

The applicant must submit an acceptable Graduate Management Aptitude Test (GMAT) score or a Graduate Record Examinations (GRE) score that will be used in conjunction with the applicant's socioeconomic profile and the undergraduate grade point average to determine admission to graduate programs. The following are some factors that may be included in the socioeconomic profile used in the admission process:

1. Economic status of family when applicant attended elementary, secondary, and undergraduate school.
2. Applicant's status as first-generation to attend undergraduate school.
3. Applicant's status as first-generation to attend graduate or professional school.
4. Applicant is multilingual.
5. Applicant's employment while attending undergraduate school.
6. Applicant's role in helping rear other children in family.
7. Applicant's geographic residence in Texas at time of application.
8. Geographic region wherein applicant's high school is located.
9. Applicant's demonstration of performance in community activities.
10. Applicant's demonstration of commitment to a particular field of study.
11. The presence or absence of role models with comparable graduate school training in the applicant's region of residence.
12. The applicant's performance during a personal interview.

Conditional Admission:

Students who fail to satisfy the unconditional admission criteria may be admitted on a conditional basis. Under conditional admission, the student must have at least a 3.00 undergraduate grade point average or the undergraduate grade point average on the last sixty-hours (60) of course work must be at least 3.25. Students admitted in this category will be required to meet the unconditional admission criteria by maintaining at least a grade of “B” or better in each course in the first twelve (12) hours of graduate work within the first year of enrollment. Failure to satisfy unconditional admission criteria within the stipulated time period will result in the student’s being dropped from the program. All applicants seeking conditional admission must provide GRE scores with initial admission application.

COURSE REQUIREMENTS

The Master of Science in MIS degree requires thirty-three (33) hours of course work, including three (3) hours of an elective that allows students to obtain practical training in the MIS area.

DEGREE REQUIREMENTS

The minimum general requirements for the Master of Science in Management Information Systems degree are:

1. A minimum grade point average of 3.0 is required for all graduate work attempted.
2. A residency of at least one academic year, or its equivalent, is required.
3. Courses transferred may not exceed 6 semester hours, and a grade of “B” or better must have been earned in each course.
4. No more than 6 semester credit hours of “C” and/or “C+” work are accepted toward satisfying graduation and degree requirements.
5. The program must be completed within 6 calendar years.
6. All MS in MIS students are required to score a “3.5” or better on the writing component of the GMAT, or pass an English proficiency exam during their first semester, or obtain a passing grade in English 501. The same terms and conditions apply to students submitting a GRE score in lieu of a GMAT score.
7. To be considered full-time, a student must register for at least 9 semester hours of graduate work per semester. A normal course load consists of 12 semester hours. The maximum load that can be taken is 15 semester hours. A student who takes 15 semester hours must have an overall graduate grade point average of 3.5 or better and not be employed full-time.

**Curriculum Summary for
Master of Science in Management Information Systems
Total Credits Required: 33**

Core Courses (33 SCH)	Elective* (3 SCH)
MGSC 625 (3)	MIS 683 (3)
MIS 672 (3)	MIS 684 (3)
MIS 674 (3)	
MIS 675 (3)	
MIS 676 (3)	
MIS 677 (3)	
MIS 678 (3)	
MIS 680 (3)	
MIS 681 (3)	
MIS 685 (3)	

*Three (3) semester hours of restricted elective (Choice of 1 of 2 elective courses as listed)

The following core subjects must be completed as prerequisites to the M.S. level courses:

- Financial Accounting
- Principles of Economics
- Principles of Finance
- Principles of Management
- Business Statistics
- Operations/Production Management
- Principles of Marketing
- Introduction to Management Information Systems

COURSE DESCRIPTIONS

MGSC 625 SUPPLY CHAIN MANAGEMENT (3)

An introduction to Supply Chain Management and the role of information systems in managing supply chains. (Prerequisite: MGSC 302.)

MIS 672 INTRODUCTION TO C++ OR JAVA PROGRAMMING (3)

A review of the programming features of these languages and their application to Object Oriented Programming and development of business applications. These will be offered in alternate semesters. (Prerequisite: MIS 304.)

MIS 674 DATA COMMUNICATIONS (3)

Managerial and technological issues related to the operation and maintenance of computer networks. Topics covered include WAN, LAN, Internet and related architectures and protocols. (Prerequisite: MIS 304.)

MIS 675 DATABASE MANAGEMENT SYSTEMS (3)

Database concepts and principles in database design with exposure to a popular relational database like "Oracle." (Prerequisite: MIS 304.)

MIS 676 WEB DESIGN AND DEVELOPMENT (3)

Web applications and design using tools such as HTML, Cascading Style Sheets, JavaScript and DHTML. (Prerequisite: MIS 672.)

MIS 677 E-COMMERCE (3)

Exposure to the use of Internet for business-to-business communications, logistics and supply chain management, financial markets, digital payments, marketing etc. (Prerequisites: MIS 674; MIS 676.)

MIS 678 SAP APPLICATIONS IN SCM (3)

Exposure to instructor-selected SCM modules in SAP. (Prerequisites: MGSC 625; MIS 675.)

MIS 680 SYSTEMS ANALYSIS AND DEVELOPMENT (3)

An introduction to concepts and processes for analyzing and determining information requirements and using packages and application generators for system development. (Prerequisite: MIS 675.)

MIS 681 IT PROJECT MANAGEMENT (3)

Approaches to managing IT projects including outsourcing and subcontracting strategies. Students will also be exposed to project management tools. (Prerequisite: MIS 680.)

MIS 683 CURRENT TOPICS IN MIS (3)

An instructor-selected topic dealing with current issues and/or developments in the MIS area. (Prerequisites: Completion of at least nine (9) credit hours of coursework in the MIS program and/or consent of instructor.)

MIS 684 INTERNSHIP IN MIS AREA (3)

Completion of the equivalent of one long semester or an entire summer internship in the information technology area in a carefully selected organization. (Prerequisite: Completion of at least 18 Credit Hours of coursework in the MIS program.)

MIS 685 MANAGEMENT OF INFORMATION SYSTEMS (3)

Strategic management of information resources to facilitate corporate competitiveness in the global environment. Capstone course to be taken in the student's last semester of the program. (Prerequisite: Completion of at least 24 Credit Hours of coursework in the MIS program.)

COLLEGE OF PHARMACY AND HEALTH SCIENCES

MISSION

The mission of the Texas Southern University College of Pharmacy and Health Sciences (COPHS) is to produce quality health care professionals, especially African-Americans and other ethnic minorities, who are competent in health care delivery, including the provision of patient-centered care and other health care services and programs.

In fulfilling its purpose, the College is committed to six objectives:

1. providing an innovative, productive and receptive learning environment for research and scholarly activities and services
2. infusing new technology into its infrastructure and academic programs
3. preparing, nurturing and mentoring students to be leaders in their fields and good citizens who give back to their city, state, nation and global communities
4. evaluating and assessing academic programs to ensure that the programs support the mission, vision and values of the university and the college
5. supporting the advancement of graduate education and research
6. developing cross disciplinary programs to reduce health disparities among minority and other disadvantaged population

ACCREDITATION

The College of Pharmacy and Health Sciences is a member of the American Association of Colleges of Pharmacy and the Association of Schools of Allied Health Professionals. The Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education (ACPE). The Clinical Laboratory Science (Medical Technology) Program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). The Environmental Health program is accredited by National Environmental Health Science and Protection Accreditation Council (EHAC). The Health Information Management Program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The Respiratory Therapy Program is accredited by the Committee on Accreditation for Respiratory Care (CoARC). The Health Administration program has full certified Undergraduate Membership Status in the Association of University Programs in Health Administration (AUPHA).

MASTER OF SCIENCE IN HEALTH CARE ADMINISTRATION

Texas Southern University offers a two-year Master of Science degree in **Health Care Administration (M.H.C.A.)**. This pioneer program is jointly sponsored by the Texas Southern University Graduate School and the College of Pharmacy and Health Sciences.

Houston is one of the largest health science centers in the United States. Healthcare continues to be one the largest employers in the United States. In a 2012 report, the Bureau of Labor Statistics reported jobs in Healthcare Management are projected to grow 23% from 2012 to 2022. With the M.H.C.A. degree from Texas Southern University, graduates join a distinguished group of administrators and alumni who demonstrate skill and proficiency as healthcare managers and executives. Health care organizations have long been recognized as being complex organizations. Too few people, including health managers and health consumers, appreciate the complexity of the organizations.

A critical part of the solution for health care in America lies in preparing professionals who can manage these organizations and positively impact the health care system. Consequently, the M.H.C.A. program at Texas Southern University is designed to prepare students to focus on improvements in the health care systems. Additionally, health care leaders are charged with delivering patient-centered care that reduces health disparities. Graduates of the Texas Southern University Health Care Administration Program will be trained as culturally-competent health care administrators who are prepared to lead complex urban health care facilities who serve diverse populations who are disproportionately impacted by health disparities.

ADMISSION REQUIREMENTS

The Master of Science in Health Care Administration (M.H.C.A.) program requires approximately twenty-four (24) months to complete (including an administrative residency) following completion of prerequisite courses in computer science/information, statistics, and accounting.

Applicants may have undergraduate degree training in disciplines outside of healthcare administration. However, in such cases prerequisites may be required and must be completed prior to admission/enrollment.

Applications for admission to the M.H.C.A. program are processed through the University Graduate School. Applicants must have graduated with a bachelor's degree (or its equivalent) from an accredited college or university. Applicants must have completed a satisfactory undergraduate sequence of courses.

Applicants must have a strong background in the courses shown below to provide an academic base for advanced studies in health care administration. Additionally, prospective students must demonstrate competencies in communication (oral and written) and mathematics. Prerequisite courses may be waived for students who have successfully completed previous course work with a grade of "B" or higher in the following content areas:

- Quantitative Methods in Public Administration (Statistics)
- Public Budgeting (Accounting)
- Finances and Economics of Health Care (Economics)
- Health Information Systems

Applicants must have a score on the aptitude section of the Graduate Management Admissions Test (GMAT) or Graduate Record Examination (GRE) acceptable to the Admissions Committee for the Graduate School. If you score below a 3.5 on the Analytical Writing section on the GRE or GMAT you must enroll in ENG 501 within one semester of enrollment to satisfy a condition of admission. Applicants must have a score of at least 213 on the computer based TOEFL if the applicant is an international student.

Applicants must present an essay identifying (1) career goals and objectives, (2) possible research interest and (3) relationship of the health care administration program to the candidate's professional goals. Applicants must present three (3) letters of recommendation from persons qualified to evaluate applicants' capability for graduate study, including past scholastic performance, administrative abilities (as applicable), and personal motivation. Applicants must submit a resume detailing educational accomplishments and work experience.

Complete Application Packet Includes:

Graduate School Application All Official Transcripts

Essay

Resume

3 Letters of Recommendation

GRE/GMAT score

TOEFL/IELTS score (International Students Only)

International Applicants have additional documentation requirements

ONLY complete applications will be considered by the M.H.C.A. Admission Committee for admission to the Program.

APPLICATION DEADLINE

The deadline for applications can be found on the Graduate School website.

**CURRICULUM SUMMARY for
Health Care Administration (M.H.C.A.) Total Credits Required: 54
For students with a program start date during or after to Fall 2014**

Thesis Option		Non Thesis Option 12 Hours
Fall (First Year) 12 Hours		Fall (First Year) 9 Hours
HSHA 511 (3)		HSHA 511 (3)
HSHA 512 (3)		HSHA 512 (3)
HSHA 513 (3)		HSHA 513 (3)
HSHA 517 (3)		HSHA 517 (3)
Spring (First Year) 12 Hours		Spring (First Year) 9 Hours
HSHA 514 (3)		HSHA 514 (3)
HSHA 525 (3)		HSHA 525 (3)
HSHA 621 (3)		HSHA 621 (3)
HSHA 652 (3)		HSHA 652 (3)
Summer (First/Second Year) 9 Hours		Summer (First/Second Year) Hours
HSHA 535 (3)		HSHA 535 (3)
HSHA Elective (3)		HSHA Elective (3)
HSHA 663 (3)		HSHA 663 (3)
Fall (Second Year) 12 Hours		Fall (Second Year) 12 Hours
HSHA 612 (3)		HSHA 612 (3)
HSHA 670 (3)		HSHA 613 (3)
HSHA 650 (3)		HSHA 670(3)
HSHA 658 (3)		HSHA 650 (3)
Spring (Second Year) 9 Hours		Spring (Second Year) 9 Hours
HSHA 662 (3)		HSHA 680 (3)
HSHA 680 (3)		HSHA 662 (3)
HSHA 659 (3)		HSHA 651 (3)

COURSE DESCRIPTIONS

HSHA 511 INFORMATION SYSTEMS IN HEALTH CARE (3)

An introduction to substantive course content that provides basic vocabulary and principles of modern information architectures, computer networking and communication technologies and scientific methods. The course will cover the integration of technology in healthcare at all aspects as a result of the electronic health records, Affordable Care Act, HIPAA, etc. The course will keep students abreast of all cutting edge information systems knowledge by providing real-time instruction using practitioners and case-based problem-solving.

HSHA 512 INTRODUCTION TO HEALTH CARE ORGANIZATIONS (3)

A review of U.S. health care organizations beginning with a historical context, systems theory, analysis of organizational components health service disciplines with personnel, national, state and local health trend analysis, quality assurance and its role in health care organizations, political issues, group projects and field trips.

HSHA 513 QUANTITATIVE METHODS OF HEALTH MANAGEMENT (3)

Mathematical, statistical, computer applications and statistical techniques used in decision making in health care hospitals.

HSHA 514 HUMAN RESOURCES MANAGEMENT AND LABOR RELATIONS (3)

A review of the application of theories and concepts of organizational behavior to the personnel management function. Topics will include legal and regulatory influences, job analysis recruitment, selection, placement, compensation, performance, improvement and appraisal.

HSHA 517 HEALTH CARE ECONOMICS (3)

Economy methodologies applied to the health services, concept of efficiency applied to production and distribution of health services, health insurance, government programs, health care personnel, health services organizations, current health policy issues, and emphasis on individual student application of economic principles to health issues.

HSHA 525 MANAGERIAL COMMUNICATION & PRESENTATIONS (3)

The course develops the management skills and competencies to enhance oral and written communication for healthcare managers. The course focuses on developing written skills in executive level correspondences and presentations. The course prepares students to compile and organize healthcare management data to prepare executive communications. Students will be prepared to analyze organization financial data, patient outcomes data as well as health care policy data to communicate to organization stakeholders such as patients, providers, investors and community leaders. Prerequisite: HSHA 512 or Program Director Permission

HSHA 535 HEALTH PROFESSIONALISM & LEADERSHIP (3)

Evaluate the roles and requirements necessary to be an effective leader in today's dynamic healthcare industry. Consider and develop individual's leadership qualities through assessment and knowledge of the history of leadership styles and identify key components of management and governance methods utilized in diverse environments and situations. Assess paradigms adopted to aim in the administration and delivery of healthcare.

HSHA 612 HEALTH CARE LAW BIOETHICS (3)

Reviews legal principles influencing health care providers. An overview of basic instruction in contract law, tort law, and anti-trust law. Emphasizes major health care liability producing areas and interfaces between law and ethics with an in-depth approach to monitoring the moral mission of the institution. Case studies and practitioner support will be emphasized in this course. Prerequisite: HSHA 512 or Program Director Permission

HSHA 613 RESEARCH DESIGN METHODS (3)

The course identifies health services research methodology used by health care administrators to collect, analyze and prepare reports for the purposes of running healthcare organizations. The course focuses on both quantitative and qualitative research methodology enhancing competencies in decision-making based upon statistical analysis various forms of health care data including survey data, patient records, financial records, and other operational data. HSHA 512 or Program Director Permission

HSHA 621 STRATEGY & MANAGEMENT (3)

Examination of operational plans and policies incorporating strategic tactics and decision-making in a healthcare system for the purpose of directly employing ideologies, concepts and theories from strategic planning models, as well as relating and cross-referencing principles in human resources, finance, and healthcare management.

HSHA 650/651 ADMINISTRATIVE RESIDENCY (3)

A defined and structured field experience which will provide a practical professional relationship with preceptor, through hands-on practical experience which is gained of the management process within health service organizations and the application of theory and techniques through an assigned project or series of projects. Students must participate in two semesters (480 hours) of administrative residency. Students must have health insurance, liability insurance and current TB and immunization records. Prerequisite: Advisor Permission

HSHA 652 MANAGERIAL FINANCE (3)

Application of financial management techniques to decision making for health care providers. Financial management functions and organizations, financial statement analysis, working capital management, present value analysis, capital budget, analysis of local capital management, analysis

of local capital budget, cost of capital, variance analysis, financial techniques, case studies, financial analysis. HSHA 512 or Program Director Permission

HSHA 658/659 THESIS/RESEARCH PROJECT (3)

An intensive research study or selected project on a critical issue of health care administration, giving evidence of a thorough study of original sources, using the information, skills and knowledge obtained throughout the course of study. The student must register for both 658 and 659 to complete the THESIS requirement. The instructor of the Thesis course does not have to serve as the chair of the thesis committee.

HSHA 663 EPIDEMIOLOGY FOR HEALTH ADMINISTRATION (3)

The course provides an overview into population health and other public health topics for healthcare administration students. The course provides an introduction to competencies in the surveillance of disease in the population. A general analysis of population and public health concepts and terminology explain illness in the population. HSHA 512 or Program Director Permission

HSHA 662 HEALTH POLICY ANALYSIS (3)

Analysis of major issues in health services in health care institutions, inclusive of hospitals, medical practices, public health, mental health and professional health education. Prerequisite: HSHA 512 or Program Director Permission

HSHA 670 CULTURAL COMPETENCY FOR HEALTHCARE LEADERS (3)

A review of the factors and dynamics that influence health care organizations. The course will also include exploring theories of organization behavior, leadership, and change as well as an examination of the role of cultural, social and behavioral factors relevant to the delivery of health services. Prerequisite: HSHA 512 or Program Director Permission

HSHA 680 HEALTH CARE ADMINISTRATION CAPSTONE (3)

Capstone course integrates and amalgamates student's entire course of study. The course provides a process for graduates to demonstrate knowledge of the concepts and principles conveyed in the core curriculum of their degree. Projects and/or comprehensive exam is structured to apply the knowledge of core competencies.

GRADUATE PROGRAM IN PHARMACEUTICAL SCIENCES

The **Pharmaceutical Sciences Graduate Program** is housed in the Department of Pharmaceutical and Environmental Health Sciences in the College of Pharmacy and Health Sciences (COPHS) and is led by a group of active, productive faculty. Over the last several years COPHS has been developing its research infrastructure, which now has reached the level to support the program adequately. Collectively, the Research Centers in Minority Institutions, the Center for Cardiovascular Diseases, and the Center of Excellence in Health Disparities Research have contributed significantly to the development of research infrastructure in the COPHS.

The Doctor of Philosophy in Pharmaceutical Sciences with specialization in pharmacology and pharmaceuticals is offered through the program. The Master of Science in Pharmaceutical Sciences is also offered as a contingency program. The M.S. and Ph.D. degree curricula are designed to provide a scientifically integrated training that permits students to

1. Acquire knowledge and skills that facilitate a comprehensive understanding of the genesis and progression of pathological conditions;
2. Apply knowledge and skills to the discovery, design, development, and delivery of drugs and dosage forms;
3. Be prepared to pursue professional careers in academic, pharmaceutical industry, and governmental settings.

ADMISSION REQUIREMENTS

In addition to meeting the requirements and following the procedures for admission to the Graduate School, applicants to the Doctor of Philosophy in Pharmaceutical Sciences must have earned a bachelor's degree in the natural or health sciences. Admission to the Ph.D. in Pharmaceutical Sciences program will be granted to students who are judged most likely to achieve eminence in the field. It is anticipated that a small number of students will be granted admission each year. Other specific requirements for admission to the program include

- 1) An acceptable combined score on the Graduate Record Examination.
- 2) A minimum cumulative undergraduate GPA of 2.75.
- 3) Three letters of recommendation from individuals who are familiar with the applicant's previous academic performance and potential for success in graduate school.
- 4) Equivalent quantitative and qualitative measures indicating academic performance acceptable to the graduate admissions committee.

Socioeconomic factors will also be used to determine an applicant's admission status. International students, in addition to the above requirements, must meet the English Proficiency requirements of the Graduate School.

DOCTOR OF PHILOSOPHY IN PHARMACEUTICAL SCIENCES

The primary objective of the Ph.D. degree program is to train students for advanced careers in pharmaceutical sciences. Specialization with two specific tracks, 1) pharmacology and 2) pharmaceuticals, will be offered for the Ph.D. degree. A series of courses in pharmaceutical sciences in the existing entry-level Pharm.D. program offered by the COPHS will be made available to students entering in the Ph.D. program as the foundation/leveling courses. Course requirements for a Ph.D. in Pharmacology and Ph.D. in Pharmaceuticals are tabulated below; the course descriptions are listed in item D.

CURRICULUM SUMMARY for DOCTOR OF PHILOSOPHY IN PHARMACEUTICAL SCIENCES Total Credits Required Dissertation: 74

Core Courses (17 SCH)	Electives 9 SCH	Dissertation (36 SCH)
PHS 800 (3)		Research and Dissertation
PHS 801 (3)	PHS 807 (3) ^{a,b} PHS 811 (3) ^b PHS 812 (3) ^{a,b} PHS 913 (3) ^a	PHS 916 (6)
PHS 802 (1)		PHS 917 (6)
PHS 803 (1)		PHS 918 (12)
PHS 808 (3) ^a		PHS 919 (12)
PHS 809 (3) ^a	Specialization (12 SCH) (Freely Selected)	
PHS 810 (3) ^b		
PHS 814 (3)		
PHS 908 (3) ^b		
Foundation/Leveling Courses (8)	PHS 900 (3) ^{a,b}	
PHAR 426 (2); PHAR 428 (2)	PHS 901 (3) ^a	
PHAR 539 (3); PHAR 519 (1)	PHS 904 (3) ^{a,b} PHS 905 (3) ^{a,b}	
	PHS 906 (3) ^b	
	PHS 907 (3) ^b	
	PHS 909 (3) ^a	
	PHS 910 (3) ^a	
	PHS 911 (3) ^a	
	PHS 912 (3) ^a	

a: Pharmacology Track; b: Pharmaceuticals Track

Doctor of Philosophy Degree Requirements

1. Foundation/Leveling Courses8 SCH
PHAR 426 (2); PHAR 428 (2); PHAR 539 (3); PHAR 519 (1)
2. Core Courses17 SCH
3. Specialization (Freely Selected) 12 SCH
4. Elective Courses9 SCH
PHS 811 (3)*PHS 913 (3)** PHS 812 (3) PHS 904 (3)*
5. Research and Dissertation36 SCH

Requirements for the Ph.D. Degree:

1. Completion of 74 credit hours of course work.

2. **The Qualifying Examination:** The exam should be taken as soon as a student completes the Foundation/Leveling Courses, usually within the 1st year of the graduate program. The purpose of the qualifying examination will be to test the student's level of understanding of basic concepts in the pharmaceutical sciences. This examination not only will be a test of a student's preparation to undertake doctoral work, but also will be used as a diagnostic tool to indicate whether or not further work in any of these areas will be needed. Until the student passes the qualifying examination (minimum 75%), he/she will be limited in the advanced doctoral coursework that he/she can take.

3. **The Comprehensive Examination:** The examination is intended to test a student's mastery of the skills and knowledge that should have been acquired in the program of study. Upon the successful completion of this examination and other graduate school requirements, the student becomes a candidate for the doctoral degree. The examination will be taken at the end of the period of formal course work and study, but prior to the commencement of substantial work on the dissertation. The examination cannot be taken until all credit hour requirements are completed. A candidate will be given two attempts to take and pass the Comprehensive Examination (minimum 75%). Therefore, concerted work on the dissertation will not normally begin until the student has passed the comprehensive examination. A doctoral student who fails the comprehensive examination the second time may petition for a third examination. The petition must show a plan of action in which the petitioner will engage to enhance his/her chances for satisfactorily completing the examination that was failed. The chairperson of the student's doctoral committee, the department head, the dean of the college and the dean of the graduate school must approve the petition. A student who fails to pass the doctoral comprehensive exam or any part of it after the third attempt will be automatically discontinued as a student in the doctoral degree program.

4. **Doctoral Candidacy:** The doctoral student must satisfy the following requirements before he/she can be admitted to candidacy for the degree:

- a. Be admitted unconditionally to the Doctor of Philosophy in pharmaceutical sciences degree program.
- b. Satisfy the residency requirement of two consecutive semesters of full-time residence or an approved equivalence.
- c. Pass the doctoral comprehensive examination.

5. **Dissertation Work and Oral Public Defense of the Dissertation:** After achieving candidacy, the advisor in consultation with the candidate will recommend a dissertation committee to the Dean of the Graduate School. The dissertation committee will consist of a minimum of three graduate faculty members with demonstrated expertise in the focus of the dissertation. These three members include the dissertation advisor, one member from a faculty of the College of Pharmacy and Health Sciences, a third member who will be a graduate school representative appointed by the Dean of the Graduate School, and potentially an additional member from an outside institution. The dissertation advisor will serve as chairman of the dissertation committee. When the dissertation proposal has been approved, the candidate will complete the required research, prepare a dissertation, and make an oral defense to the committee. If failed, the candidate must petition the Dean of the Graduate School, through his department, for permission to take the examination a second time. A second examination will not be permitted within a period of one semester after a failure is recorded on the first attempt. The dissertation serves a number of purposes and involves the following:

Satisfying the academic community. Meeting the university standards.

Demonstrating to the supervisory committee that the student is capable of undertaking and successfully completing

Dissertation or thesis research courses receive grades of satisfactory or unsatisfactory only. Grades are assigned only after the defense of the dissertation or thesis. A successful defense and submission of the dissertation or thesis requires the supervising member of faculty to assign a satisfactory grade for the appropriate research courses.

6. **Publications:** The ability to develop and test scientifically meritorious hypotheses and publish the findings in peer-reviewed, indexed scientific journals is a critical skill for advanced careers in pharmaceutical sciences. The Ph.D. candidate must demonstrate ability in this area by

- a. Making a minimum of two presentations at national research meetings.
- b. Publishing a minimum of one paper in a peer-reviewed indexed scientific journal.
- c. Submitting a minimum of one research paper for publication in an indexed-refereed journal.

TIME LIMIT FOR THE COMPLETION OF THE DOCTOR OF PHILOSOPHY DEGREE After being admitted to a program leading to the Doctor of Philosophy degree, a student will be allowed seven calendar years in which to complete all the program requirements. Continuation in the doctoral degree program beyond the seven-year limit must be approved by the student's Doctoral Degree Advisory Committee and the Dean of the Graduate School. The maximum time allowed to complete the doctoral program, including an approved extension, is nine calendar years. This time limit does not include work done as part of the requirements for the master's degree. Credits earned more than seven years prior to the date of completion of doctoral degree requirements at Texas Southern University cannot be accepted toward satisfying the doctoral degree requirements.

READMISSION

A student who discontinues matriculation in the Graduate School for one or more semesters must apply for readmission. The evaluation of applications for readmission will be based on University and specific program admission requirements in existence at the time of the re-admission application.

Requirements for the M.S. Degree:

1. Completion of 40 credit hours of course work.
2. Minimum of one presentation at a national research meeting.
3. Submission of one research paper to indexed-refereed journal.
4. Successful public defense of thesis.

CURRICULUM SUMMARY for Master's Degree Program Total Credits Required: 40

Core Courses (14 SCH)	Electives 6 SCH	Dissertation (9 SCH)
PHS 800 (3)	PHS 811 (3) ^b PHS 812 (3) ^{a,b} PHS 913 (3) ^a	Research and Thesis
PHS 801 (3)		PHS 815 (6)
PHS 802 (1)		PHS 816 (3)
PHS 803 (1)		
PHS 809 (3) ^a		
PHS 810 (3) ^b PHS 814 (3)	Specialization (9 SCH) (Freely Selected)	
Foundation/Leveling Courses (8)	PHS 808 (3)	
PHAR 426 (2); PHAR 428 (2)	PHS 901 (3)	
PHAR 539 (3); PHAR 519 (1)	PHS 906 (3)	
	PHS 907 (3)	

a: Pharmacology Track; b: Pharmaceutics Track

A student should also meet the following requirements:

1. Minimum of one presentation at a national research meeting
2. Submission of one research paper to indexed-refereed journal
3. Successful public defense of thesis

COURSE DESCRIPTIONS

PHS 800 BIOETHICS (3)

The role of codes of professional conduct in the recognition, evaluation and resolution of conflicting ethical principles in research.

PHS 801 BIOSTATISTICS (3)

Application of descriptive and inferential statistical principles to data collection, collation, and analysis.

PHS 802,803 SEMINAR/SPECIAL TOPICS (1 each)

Students' critical review of research papers and presentations on contemporary scientific issues. Seminars on research topics by outstanding scientists.

PHS 804,805 SEMINAR/GRANTSMANSHIP (1 each)

Student review and presentation of contemporary issues in /pharmaceutical sciences. Study of basic principles of developing a grant proposal with emphasis on goals/objectives, plan, data analysis, and budgeting.

PHS 806 ADMINISTRATION AND THE SCIENCES (3)

A course covering the elements and effective practice of management and administration, including decision-making processes, policy and program development, and selected aspects of behavior in organizations.

PHS 807 EXPERIMENTAL DESIGN/INSTRUMENTATION/CLINICAL MEASUREMENTS (3)

The study of the theoretical and practical applications of literature search, statistics, and planning/ design to research development are discussed. It prepares students to employ these tools in solving research problems.

PHS 808 PATHOPHYSIOLOGY (3)

A discussion of the definition, classification, etiology, diagnosis, course, prognosis, signs, and symptoms of disease conditions.

PHS 809 PHARMACOLOGY (3)

Provides knowledge of all aspects of the interactions of drugs with living tissues. Mechanisms of drug action that underlie the use of drugs for purposes are discussed. (Prerequisite: PHS 808, Pathophysiology and PHS 813 Advanced Biochemistry).

PHS 810 PHYSICAL PHARMACY (3)

The study of proteolytic equilibria and buffer solutions, interfacial phenomena and diffusion coefficient, stability kinetics, complexation and protein binding, and polymer science.

PHS 811 PHARMACOKINETICS (3)

The discussion of processes of absorption, distribution, metabolism and excretion of drugs. This course also examines the effects of disease, drug dosage forms, and drug doses on therapeutic and toxic responses. (Prerequisite: PHS 810)

PHS 812 ADVANCED BIOCHEMISTRY (3)

A course exploring the mechanisms of action of biological catalysts and effectors with regard to possible means of selective chemotherapeutic control of biological processes.

PHS 813 ADVANCED ORGANIC CHEMISTRY (3)

Focus on the structure and functions of molecules and the application of those parameters to the design and synthesis of organic substances.

PHS 814 LABORATORY ROTATION

An introduction of on-going research projects to students in three laboratories. Students must complete this course before selecting the dissertation advisor.

PHS 900 BIOSYNTHESIS AND DRUG METABOLISM (3)

A course describing methods employed in the study/synthesis of natural compounds, biotransformation pathways, and the significance of metabolism in the design of new agents.

PHS 901 CELL BIOLOGY (3)

A course which conveys an understanding of the molecular basis of cellular compartmentalization, protein/membrane trafficking, cytoskeleton regulation, molecular motors, cell cycle, cell death, signal transduction, cell-cell and matrix-cell communications.

PHS 902 CYTOLOGY (3)

A course providing a detailed study of cellular organelles, their physiology, and their role in metabolism and in the development of different diseases. It highlights techniques employed in studying the cell.

PHS 903 IMMUNOLOGY (3)

The description of mechanisms of body protection against foreign bodies and antigens. Immunodeficiency syndromes, autoimmunity, allergic responses and vaccine technology are also discussed.

PHS 904 GENETICS AND PHARMACOGENOMICS (3)

A course describing the biology and physiology of genes. It covers the genetic basis of diseases, drug actions/toxicity, and interindividual differences in responses to drugs.

PHS 905 ADVANCED MEDICINAL CHEMISTRY (3)

A course emphasizing practical synthetic chemistry useful in the preparation of complex polyfunctional molecules.

PHS 906 ADVANCED PHARMACOKINETICS (3)

The application of concepts of drug kinetics to the interpretation of preclinical and clinical data. Mathematical derivations of the mass balanced relationships involving rate processes and their physiological importance are discussed. (Prerequisite: PHS 811)

PHS 907 ADVANCED PHARMACEUTICS (3)

Discussion of topics including Preformulation pharmaceutical excipients, solid dosage forms, dispersed systems, microencapsulated formulations, controlled release dosage forms and dermatological and biotechnological-derived products

PHS 908 ADVANCED DRUG DELIVERY SYSTEMS (3)

The current practice, rationale and design of novel drug delivery systems, novel drug delivery systems under investigation and future drug delivery technology and systems.

PHS 909 RESPIRATORY PHARMACOLOGY (3)

A detailed presentation on the interactions of drugs with the pulmonary system. The molecular basis of drug efficacy in respiratory dysfunctional states will be explored. (Prerequisite: PBS 809, Pharmacology)

PHS 910 ENDORINE PHARMACOLOGY (3)

A discussion of the impact of drugs on the biosynthesis and mechanisms of action of hormones in regulation of cellular metabolism and expression of physiological effects. Research problems in endocrinology will be highlighted. (Prerequisites: PHS 809, Pharmacology.)

PHS 911 Cardiovascular Pharmacology (3)

An in-depth discussion of the basic physiology of the cardiovascular system and all aspects of chemical interactions with the system. Research techniques designed to address cardiovascular problems will be presented. (Prerequisite: PBS 809, Pharmacology)

PHS 912 NEUROPHARMACOLOGY (3)

A course focusing on the etiology and development of neurological disease and how drugs, at a molecular level, affect transmission of chemical signals, the brain's signaling system and function as well as pathways of neurological disorders. (Prerequisite: PBS 809, Pharmacology.)

PHS 913 MOLECULAR PHARMACOLOGY (3)

A course designed to study receptors, signaling, pathways, enzymes, channels, transcriptional mechanisms, and molecular modeling relevant to drug design and drug action.

PHS 814 MASTER'S RESEARCH

Supervised student research on an approved research problem suitable for preparation of a thesis.

PHS 813 MASTER'S THESIS

Supervised research and thesis preparation

PHS 916 Ph.D. RESEARCH

Supervised research on an approved research problem suitable for the preparation of a dissertation.

PHS 917 Ph.D. RESEARCH

Supervised research on an approved research problem suitable for the preparation of a dissertation.

PHS 918 Ph.D. DISSERTATION

Supervised research and dissertation preparation

PHS 919 Ph.D. DISSERTATION

Supervised research and dissertation preparation

BARBARA JORDAN–MICKEY LELAND SCHOOL OF PUBLIC AFFAIRS

The mission of the **Barbara Jordan-Mickey Leland School of Public Affairs** is to serve as an urban-focused community of learning, dedicated to educating professionals who will plan and administer environmentally healthy and sustainable communities at the local, state, national, and international levels of society. Currently, the Barbara Jordan-Mickey Leland School of Public Affairs offers and administers the following graduate degree programs: Master of Science in Administration of Justice, Doctor of Philosophy in Administration of Justice, Master of Public Administration, Executive Master of Public Administration, Master of Urban Planning and Environmental Policy and Doctor of Philosophy in Urban Planning and Environmental Policy. In offering these programs, the School seeks to achieve the following objectives:

1. Promote teaching, research, and service activities that will enhance the performance of public administrators, urban planners, and environmental policy analysts at local, state, national and international levels.
2. Provide an interdisciplinary focused graduate education that contains the theory, concepts, and research skills necessary for students who seek careers in public administration, urban planning, and environmental policy and for those already working in these career areas that want to improve their capabilities.
3. Generate state of art research that advance understanding on complex public policy issues facing public sector managers, urban planners, and environmental policy makers.
4. Educate students with appropriate knowledge, analytic skills, managerial capabilities, and sensitivities to address questions of equity and social justice.
5. Prepare students to become wise consumers of research and instill in them the importance of continuing their professional career development.

MASTER OF SCIENCE IN ADMINISTRATION OF JUSTICE

PROGRAM DESCRIPTION

The purpose of the Master of Science in Administration of Justice (MSAJ) Program is to educate a cadre of justice academicians as change agents prepared to teach, conduct research and assume administrative and policy positions at all levels of government and in the private sector both nationally and globally. The MSAJ Program will prepare professionals to address traditional and emerging administrative and management issues in criminal justice agencies.

The program is designed to fill the current void in graduate studies in the administration of justice and attract African Americans and other minorities that are underrepresented in graduate administration of justice education. The educational objectives of the MSAJ are:

1. To provide students with a foundation of knowledge that includes the history and theory of the administration of justice.
2. To provide students with knowledge of research methods in administration of justice.
3. To develop students' data analysis skills for administration of justice.
4. To develop students' awareness of race, class, and gender related issues in administration of justice.
5. To sensitize students to ethical issues in administration of justice.
6. To provide students with specialized knowledge about justice agency administration.
7. To provide students with the knowledge necessary for advancement to doctoral studies.
8. To prepare students for teaching at the college level.

ADMISSION CRITERIA

Students with an interest in pursuing a Master of Science degree in Administration of Justice must meet the admission requirements of the TSU Graduate School. An application for admission to the Graduate School must be completed and is processed through the TSU Graduate School. Completed applications are referred to the School of Public Affairs for an acceptance decision by the Graduate Admissions Committee in the MSAJ program. Decisions of the MSAJ Graduate Admissions Committee are referred to the Dean of the Graduate School.

Students must also submit the following to the Graduate School:

1. An application
2. A typed 250-300 word statement of their interest in administration of justice, their goals and objectives.
3. Three letters of recommendation.
4. Two copies of official transcripts from undergraduate and graduate institutions attended.
5. Evidence of proficiency in the use of the English language.

Students must have successfully completed an undergraduate course in criminology/criminal justice theory, a course in research methods and a statistics course prior to admission. Students without these courses can be admitted conditionally and are required to complete any prerequisite courses in the School of Public Affairs with at least a grade of “B.” Undergraduate preparation in either administration of justice, criminal justice, criminology, public affairs, or the social sciences is preferred but not required.

The Master of Science in Administration of Justice has the following requirements:

1. All students must complete thirty-six (36) credit hours. Students can choose either a thesis or non-thesis option.
2. All students are required to complete six (6) core courses.
3. Students that choose the thesis option also will complete four (4) elective courses, six (6) thesis credits, and a thesis.
4. Students that choose the non-thesis option also will complete four (4) elective courses, a capstone seminar in the administration of justice, and an internship that involves research and data analysis.
5. All students must prepare a degree plan after the completion of twelve (12) graduate credits. The degree plan is developed by the student and approved by the advisor. The degree plan must be submitted to the Graduate School during the second semester of the first year of graduate studies.
6. Students must successfully complete all courses with acceptable grades.
7. Students must fulfill the general requirements for graduation as outlined by the Graduate School catalogue.

**CURRICULUM SUMMARY for
Master of Science in Administration of Justice (MSAJ)
Total Credits Required: 36**

Core Courses (18 SCH)	Specialization (12 SCH)	Thesis (6 SCH)
AJ 500 (3)	Electives	AJ 788 (3)
AJ 501 (3)	AJ 607 (3) AJ 608 (3) AJ 609 (3) AJ	AJ 789 (3)
AJ 502 (3)	610 (3)	
AJ 503 (3)		
AJ 504 (3)		Nonthesis Option Only
AJ 505 (3)	AJ 611 (3)	AJ 701 Capstone Seminar (3)
	AJ 612 (3)	AJ 702 Internship (3)
	AJ 613 (3)	
	AJ 614 (3)	
	AJ 615 (3)	
	AJ 616 (3)	
	AJ 617 (3)	
	AJ 701 (3)	
	AJ 702 (3)	

Core Courses (18)

AJ 500 Seminar in Administration of Justice (3) AJ 501 Seminar in Administration of Justice/Criminal Justice/Criminological Theory AJ 502 Research Methods (3) AJ 503 Seminar in Quantitative Methods I (3) AJ 504 Race, Class, Gender, and Crime in Administration of Justice (3) AJ 505 Seminar on Ethics and Administration of Justice (3)

MSAJ Required Courses (Non-thesis Option only) (6)

AJ 701 Capstone Seminar in Administration of Justice (3) AJ 702 Internship (3)

MSAJ Elective Courses (Thesis and Non-thesis Option).....(12)

AJ 607 Police Administration (3) AJ 608 Crime Lab Administration (3) AJ 609 Issues in Corrections Administration (3) AJ 610 Issues in Judicial Administration (3) AJ 611 Issue in Juvenile Justice Administration (3) AJ 612 Administrative Law for Justice Agencies (3) AJ 613 Evaluation Research for Justice Agencies (3) AJ 614 Issues in Terrorism and Administration of Justice (3) AJ 615 Seminar on Special Topics in Administration of Justice (3) AJ 616 Environmental Crime and Administration of Justice (3) AJ 701 Capstone Seminar (3) AJ 702 Internship (3)

COURSE DESCRIPTIONS

AJ 500 Seminar in Administration of Justice (3)

This course introduces students to the study of administration of justice. It provides an overview of the historical development of justice agencies and contemporary administrative, organizational, and management issues.

AJ 501 Seminar in Administration of Justice Theory (3)

This course examines the historical development of theories in administration of justice, criminal justice and criminology. Emphasis is placed upon concepts, principles, research and policy implications of theories for the administration of justice. (Prerequisite: AJ 500.)

AJ 502 Seminar in Research Methods (3)

This course provides an overview of research methods, methodological concepts and issues in administration of justice. It includes an analysis of program and policy evaluation research methods. (Prerequisite: AJ 500.)

AJ 503 Seminar in Quantitative Methods I (3)

This course gives an introduction to statistics and data analysis in administration of justice. The course includes an overview of measurement and statistics for univariate, bivariate and multivariate data.

AJ 504 Seminar in Race, Class, Gender, and Crime in Administration of Justice (3)

This course examines the historical and contemporary context of race, class, and gender and its impact on justice agency administration. Special emphasis is placed upon contemporary issues including minority employment trends in justice agencies, racial profiling, and disproportionate minority confinement. (Prerequisites: AJ 500, AJ 501.)

AJ 505 Seminar on Ethics in Administration of Justice (3)

This course introduces students to the principles of ethics, applied ethics, professional ethics, ethical standards, ethical dilemmas, ethics education and training, and controlling ethics in justice agencies. (Prerequisite: AJ 500.)

AJ 607 Police Administration (3)

This is a seminar course on the administration and management of federal, state, local, private, special district and tribal Police organizations. Special emphasis is placed on new challenges to police administration including community policing, homeland security, immigration, and technological advances. (Prerequisite: AJ 500.)

AJ 608 Crime Lab Administration (3)

This course examines the policies and procedures critical to crime lab administration. Topics include managing evidence and property inventories, interorganizational cooperation, and new approaches to crime lab management. (Prerequisites: AJ 500, AJ 607.)

AJ 609 Issues in Corrections Administration (3)

This course will examine the organization and administration of correctional agencies including jails, prisons, probation and parole, and administration of the death penalty. Emphasis is placed on contemporary administrative and policy issues including prison overcrowding, policy initiatives such as three-strikes legislation, and sentencing disparities. (Prerequisites: AJ 500, 504.)

AJ 610 Issues in Judicial Administration (3)

This course presents an overview of administrative issues confronting courts and court related agencies in Texas and at the federal level. The course will also examine contemporary issues including sentencing policies, disparities in sentencing, restorative justice, and diversion. (Prerequisites: AJ 500, 501.)

AJ 611 Issues in Juvenile Justice Administration (3)

This course provides critical analysis of historical and contemporary issues in administration and management of juvenile justice agencies and clients. Special emphasis is placed upon disproportionate minority confinement, administration and management of comprehensive strategies for delinquency prevention programs, and community placements. (Prerequisites: AJ 500, 501.)

AJ 612 Administrative Law for Justice Agencies (3)

This course provides an in-depth analysis of historical and contemporary administrative law guiding justice agencies. It includes an examination of administrative rule-making. (Prerequisites: AJ 501, 504.)

AJ 613 Evaluation Research for Justice Agencies (3)

This course provides an overview of evaluation research methods and their application to justice agencies policies and programs. It provides an in-depth analysis of the complexities of evaluation research in administration of justice by examining recent research. (Prerequisites: AJ 501, 502, 503, 504.)

AJ 614 Issues in Terrorism and the Administration of Justice (3)

This course presents an analysis of the impact of terrorism on administration and management of justice agencies. Topics covered include domestic and international terrorism, integrated terrorism information systems, secure confinement, and technological developments. (Prerequisites: AJ 501, 607.)

AJ 615 Seminar on Special Topics in Administration of Justice (3)

This course is designed to provide in-depth analyses of selected topics in Administration of Justice. (Prerequisites: AJ 500, 501, 502, 503.)

AJ 616 Environmental Crime and Administration of Justice (3)

This course provides an examination of the nature and forms of environmental crime and the role of justice agencies in its prevention and control. The course includes an examination of perpetrators, enforcement, prosecution and sanctioning at state, national and international levels. (Prerequisites: AJ 500, 504, 505.)

AJ 617 Independent Study (3)

This course is a student-initiated research activity that involves successful completion of a research project in administration of justice; development of references pertinent to the research topic; a collection of relevant articles and brief synopsis; and submission of a twenty-five (25) pages or more research report to the professor. (Prerequisites: AJ 500, 501, 502, 503, 504, 505 and two electives).

AJ 701 Capstone Seminar (3)

This course is required for students selecting the non-thesis option. It will examine contemporary issues and practices in administration of justice. The course will culminate with a capstone project that focuses on a specific aspect of administration of justice. (Prerequisites: AJ 500, 501, 502, 503, 504, 505 and 2 electives.)

AJ 702 Internship (3)

Internship provides an opportunity for students to gain experience in justice agency

AJ 788/789 Thesis (3 or 6)

Enrollment is required when the thesis is being completed. Only 6 credits may be applied to the Master's degree. Students will prepare their thesis under the direction of a thesis advisor and committee. (Prerequisites: Completion of AJ 500, 501, 502, 503, 504, 505, and 2 electives. Permission of the GPD.)

Enrollment is required when the thesis is being completed. Only six (6) credit hours may be applied to the master's degree. Students will prepare their thesis under the direction of a thesis advisor and committee. (Prerequisites: Completion of AJ 500, 501, 502, 503, 504, 505, and two (2) electives. Permission of their advisor and the GPD.)

EXECUTIVE MASTER OF ADMINISTRATION OF JUSTICE

PROGRAM DESCRIPTION

The purpose of the Executive Master of Administration of Justice (eMAJ) Program is to provide an online asynchronous program to professionals with at least five (5) years of experience in a justice agency. It provides access to individuals whose options for graduate studies are limited by geographical distance from Texas Southern University or by the timing of eMAJ course offerings. The educational objectives of the eMAJ Program are:

1. Provide students with a foundation of knowledge that includes the history and theory of administration of justice.
2. Provide students with knowledge of research methods and data analysis in administration of justice.
3. To develop students' awareness of race, class, and gender related issues in
4. administration of justice.
5. Sensitize students to ethical issues in administration of justice.
6. Provide students with specialized knowledge about justice agency administration.
7. Prepare students for management positions in justice and law enforcement agencies.

ADMISSION CRITERIA

Students with an interest in pursuing a Master of Science degree in Administration of Justice must meet the admission requirements of the TSU Graduate School. An application for admission to the Graduate School is submitted at Apply Yourself Online must be completed and is processed through the TSU Graduate School. Completed applications are referred to the School of Public Affairs for an acceptance decision by the Graduate Admissions Committee in the eMAJ program. Decisions of the eMAJ Graduate Admissions Committee are referred to the Dean of the Graduate School and entered into the Apply Yourself system).

Students must also submit the following to the Graduate School:

1. An Application
2. A typed 250-300 word statement of their interest in administration of justice, their goals and objectives.
3. A recent resume.
4. Three letters of recommendation.
5. Two copies of official transcripts from undergraduate and graduate institutions attended.
6. Evidence of proficiency in the use of the English language.

Undergraduate preparation in either administration of justice, criminal justice, criminology, public affairs, or the social sciences is preferred but not required.

The Executive Master of Administration of Justice has the following requirements:

1. All students must complete thirty-six (36) semester credit hours. Students can choose a thesis or non-thesis option.
2. Students must complete Eighteen (18) semester hours of core courses.
3. Students that choose the thesis option will complete four (4) electives, six (6) semester hours of thesis credits, and a thesis.
4. Students that choose the non-thesis option must complete eighteen (18) semester hours of elective courses that includes AJ 617 and AJ 7

**CURRICULUM SUMMARY for
Executive Master of Administration of Justice (eMAJ)
Total credits Required: 36**

Core Courses (18 SCH)	Specialization (12 SCH)	Thesis (6 SCH)
AJ 500 (3)	Electives	AJ 788 (3)
AJ 501 (3)	AJ 607 (3) AJ 608 (3) AJ 609 (3) AJ 610 (3)	AJ 789 (3)
AJ 502 (3)		
AJ 503 (3)		
AJ 504 (3)		Non-thesis Option Only
AJ 505 (3)	AJ 611 (3)	AJ 617 Independent Study (3)
	AJ 612 (3)	AJ 701 Capstone Seminar (3)
	AJ 613 (3)	
	AJ 614 (3)	
	AJ 615 (3)	
	AJ 616 (3)	
	AJ 617 (3)	

DEGREE REQUIREMENTS

The eMAJ is a 36 credit degree program with both a thesis and non-thesis option. All students are required to complete six core courses and four elective courses (see Appendix A for course descriptions). Required core courses for the thesis and non-thesis options, and elective courses are presented below. The current *TSU Graduate Student Catalog/Bulletin* is available online via the University web-site.

Students are required to complete all degree courses with a grade of “B” or better. A grade of “B-“ or lower is defined as deficient and must be remediated by repeating the course no more than one time to attain the required level of competency. A student who earns more than two deficient grades will be dismissed from the program. This requirement of “B” or better course grades supersedes the Graduate School standard that may accept lower grades under certain circumstances. Any student who earns a grade of D or F will be automatically dismissed from the program

GRADES

In order to be declared in good academic standing, a student must 1) maintain at least a 3.00 (B) grade point average (GPA) in all courses taken in the eMAJ graduate program, and 2) maintain an overall GPA of 3.00 for all graduate courses taken at TSU. Grades of B- and below are not acceptable. This requirement supersedes the TSU Graduate School requirement.

Students who fail to maintain a 3.0 GPA will be placed on *Academic Probation*. The student on probation who achieves a grade point average of 3.0 or better during the next semester or summer session of enrollment but fails to achieve an overall grade point average of 3.00 (B) will remain on probation. If a student on probation fails to raise his/her overall grade point average to 3.00 (B) or better, exclusive of incomplete grades for two consecutive semesters or summer sessions of enrollment in courses other than a thesis/dissertation writing course, he/ she will be placed on *Academic Suspension* through the next semester (in this case, excluding summer terms). A student who fails to achieve a 3.00 overall GPA in the next semester of enrollment following academic suspension will be disqualified as a degree-seeking student and will be dismissed from the eMAJ program. This requirement supersedes the TSU Graduate School requirement.

COURSE DESCRIPTIONS

AJ 500 Seminar in Administration of Justice (3)

This course introduces students to the study of administration of justice. It provides an overview of the historical development of justice agencies and contemporary administrative, organizational, and management issues.

AJ 501 Seminar in Administration of Justice Theory (3)

This course examines the historical development of theories in administration of justice, criminal justice and criminology. Emphasis is placed upon concepts, principles, research and policy implications of theories for the administration of justice. (Prerequisite: AJ 500.)

AJ 502 Seminar in Research Methods (3)

This course provides an overview of research methods, methodological concepts and issues in administration of justice. It includes an analysis of program and policy evaluation research methods. (Prerequisite: AJ 500.)

AJ 503 Seminar in Quantitative Methods I (3)

This course gives an introduction to statistics and data analysis in administration of justice. The course includes an overview of measurement and statistics for univariate, bivariate and multivariate data.

AJ 504 Seminar in Race, Class, and Gender in Administration of Justice (3)

This course examines the historical and contemporary context of race, class, and gender and its impact on justice agency administration. Special emphasis is placed upon contemporary issues including minority employment trends in justice agencies, racial profiling, and disproportionate minority confinement. (Prerequisites: AJ 500, AJ 501.)

AJ 505 Seminar on Ethics in Administration of Justice (3)

This course introduces students to the principles of ethics, applied ethics, professional ethics, ethical standards, ethical dilemmas, ethics education and training, and controlling ethics in justice agencies. (Prerequisite: AJ 500.)

AJ 607 Police Administration (3)

This is a seminar course on the administration and management of federal, state, local, private, special district and tribal Police organizations. Special emphasis is placed on new challenges to police administration including community policing, homeland security, immigration, and technological advances. (Prerequisite: AJ 500.)

AJ 608 Crime Lab Administration (3)

This course examines the policies and procedures critical to crime lab administration. Topics include managing evidence and property inventories, inter-organizational cooperation, and new approaches to crime lab management. (Prerequisites: AJ 500, AJ 607.)

AJ 609 Issues in Corrections Administration (3)

This course will examine the organization and administration of correctional agencies including jails, prisons, probation and parole, and administration of the death penalty. Emphasis is placed on contemporary administrative and policy issues including prison overcrowding, policy initiatives such as three-strikes legislation, and sentencing disparities. (Prerequisites: AJ 500, 504.)

AJ 610 Issues in Judicial Administration (3)

This course presents an overview of administrative issues confronting courts and court related agencies in Texas and at the federal level. The course will also examine contemporary issues including sentencing policies, disparities in sentencing, restorative justice, and diversion. (Prerequisites: AJ 500, 501.)

AJ 611 Issues in Juvenile Justice Administration (3)

This course provides critical analysis of historical and contemporary issues in administration and management of juvenile justice agencies and clients. Special emphasis is placed upon disproportionate minority confinement, administration and management of comprehensive strategies for delinquency prevention programs, and community placements. (Prerequisites: AJ 500, 501.)

AJ 612 Administrative Law for Justice Agencies (3)

This course provides an in-depth analysis of historical and contemporary administrative law guiding justice agencies. It includes an examination of administrative rule-making. (Prerequisites: AJ 501, 504.)

AJ 613 Evaluation Research for Justice Agencies (3)

This course provides an overview of evaluation research methods and their application to justice agencies policies and programs. It provides an in-depth analysis of the complexities of evaluation research in administration of justice by examining recent research. (Prerequisites: AJ 501, 502, 503, 504.)

AJ 614 Issues in Terrorism and the Administration of Justice (3)

This course presents an analysis of the impact of terrorism on administration and management of justice agencies. Topics covered include domestic and international terrorism, integrated terrorism information systems, secure confinement, and technological developments. (Prerequisites: AJ 501, 607.)

AJ 615 Seminar on Special Topics in Administration of Justice (3)

This course is designed to provide in-depth analyses of selected topics in Administration of Justice. (Prerequisites: AJ 500, 501, 502, 503.)

AJ 616 Environmental Crime and Administration of Justice (3)

This course provides an examination of the nature and forms of environmental crime and the role of justice agencies in its prevention and control. The course includes an examination of perpetrators, enforcement, prosecution and sanctioning at state, national and international levels. (Prerequisites: AJ 500, 504, 505.)

AJ 617 Independent Study (3)

This course is a student-initiated research activity that involves successful completion of a research project in administration of justice; development of references pertinent to the research topic; a collection of relevant articles and brief synopsis; and submission of a twenty-five (25) pages or more research report to the professor. (Prerequisites: AJ 500, 501, 502, 503, 504, 505 and two electives.)

AJ 701 Capstone Seminar (3)

This course is required for students selecting the non-thesis option. It will examine contemporary issues and practices in administration of justice. The course will culminate with a capstone project that focuses on a specific aspect of administration of justice. (Prerequisites: AJ 500, 501, 502, 503, 504, 505 and 2 electives.)

AJ 788/789 Thesis (3 or 6)

Enrollment is required when the thesis is being completed. Only 6 credits may be applied to the Master's degree. Students will prepare their thesis under the direction of a thesis advisor and committee. (Prerequisites: Completion of AJ 500, 501, 502, 503, 504, 505, and 2 electives. Permission of the GPD.)

Enrollment is required when the thesis is being completed. Only six (6) credit hours may be applied to the master's degree. Students will prepare their thesis under the direction of a thesis advisor and committee. (Prerequisites: Completion of AJ 500, 501, 502, 503, 504, 505, and two (2) electives. Permission of their advisor and the GPD also is required.)

DOCTOR OF PHILOSOPHY IN ADMINISTRATION OF JUSTICE

PROGRAM DESCRIPTION

The purpose of the **Doctor of Philosophy in Administration of Justice (PhD AJ)** is to prepare individuals for (1) leadership and managerial positions in justice agencies; (2) faculty positions in higher education that require advanced knowledge of theory, administration, research, and data analysis; and (3) research positions in private and public research institutions specializing in the administration of justice issues, policy, and data analysis. The Doctor of Philosophy in Administration of Justice will educate future leaders needed to assume administrative and policy positions at all levels of government and in the private sector in the State of Texas, nationally and globally. The educational objectives of the program are

1. To provide students with a comprehensive understanding of the body of knowledge in administration of justice, criminal justice and criminology.
2. To provide students with a comprehensive understanding of the theoretical foundation of administration of justice, criminal justice and criminology.
3. To provide students with a comprehensive understanding of research and data analysis and their specific application to administration of justice.
4. To provide students with a comprehensive understanding of the role of race, class, and gender in the administration of justice.
5. To prepare students to assume teaching positions at the university level.
6. To prepare students to assume research positions at the university level.
7. To prepare students for research positions in government and in the private sector.

ADMISSION CRITERIA

Students desiring to pursue a doctoral degree in the administration of justice should be capable of advanced academic work in theory, research and data analysis. Students applying for admission to the doctoral program must meet the admission standards of the TSU Graduate School. Applicants must hold the bachelor's degree in an appropriate field, have a cumulative grade point average of at least 2.75 overall and 3.0 in the last sixty hours of undergraduate studies.

Applicants should have a master's degree or its equivalent in a degree program from an accredited institution of higher education with a grade point average of at least 3.2 in previous graduate work. Each graduate student who is admitted must present Graduate Record Examination (GRE) verbal, quantitative, and analytical writing section scores. The analytical writing score must be 3.5 or above. If the student is accepted and does not meet the minimum requirement, he or she must enroll in English 501. International applicants whose first language is not English and who have not completed a degree in the United States are required to take and pass the TOEFL with an internet based score of 74, a computer-based score of 213, or paper-based score of 550.

An application for admission to the doctoral program is submitted at Apply Yourself Online and is processed through the TSU Graduate School. Completed applications are referred to the School of Public Affairs for an acceptance decision by the Graduate Admissions Committee in the PhD AJ program. Decisions of the Graduate Admissions Committee are referred to the Dean of the Graduate School and entered into the Apply Yourself system.

Students must also submit the following to the Graduate School:

1. A complete application form and a non-refundable application fee of \$50 for citizens and permanent residents of the U.S. and \$75 for international applicants.
2. A typed 400-500 word statement of academic and professional goals.
3. Example of academic writing
4. A current vitae.
5. At least three letters of recommendation from persons qualified to give an evaluation of the applicant's past scholastic performance, research, ability for advanced work in administration of justice, and personal motivation.
6. Two official transcripts of credits earned at each college and/or university attended by the applicant.
7. Scores from the Graduate Record Examination.
8. Evidence of proficiency in the use of the English language.

The Graduate Admissions Committee (GAC) comprised of graduate faculty will make decisions on admission. During the admission process the GAC will evaluate graduate transcripts of applicants with master's degrees to determine whether or not additional courses are needed at the master's degree level. No more than twelve (12) credits from previous doctoral work will be applied towards the Ph.D. program. Completion of the doctoral degree is guided by the academic policies, procedures, and requirements of the Texas Southern University (TSU) Graduate School. The current *TSU Graduate Student Catalog/Bulletin* is available online via the University web-site.

Requirements include completion of a total of fifty-four (54) credit hours, passing comprehensive examinations, admission to doctoral candidacy, completion of a residency requirement, preparation and acceptance of a dissertation proposal, completion of the dissertation and an oral defense. These requirements are described below.

Courses

The doctoral degree will require the completion of 54 semester hours (See Curriculum Summary below). All students will complete six (6) required core courses and eight (8) elective courses. Students have the option of completing four (4) elective courses in a specific area of administration of justice. Students may also select electives from approved courses offered at the doctoral level by other departments. The elective courses will be selected based upon student interests in consultation with their advisor. Twelve (12) dissertation credits are required. Students may also select a cognate area of specialization outside of the program with permission of their advisor and the GPD. Students are required to complete all courses with at least a grade of "B." A grade of "B-" or lower is defined as deficient and must be remediated by repeating the course no more than one time to attain the required level of competency. A student who earns more than two deficient grades will be dismissed from the program. This doctoral requirement of "B" or better course grades supersedes the Graduate School standard that may accept lower grades under certain circumstances. Any student who earns a grade of D or F will also be automatically dismissed from the program.

Upon completion of all required course work except AJ 987 Research Colloquium and dissertation hours, students must sit and pass the doctoral comprehensive examination. Students must successfully pass the comprehensive examination before they are admitted to candidacy and allowed to begin work on the dissertation.

Comprehensive Examinations

Doctoral students must successfully complete comprehensive examinations in three areas: 1) Theory and Race, Class, Gender, Crime and the Administration of Justice; 2) Research and Quantitative Methods; and 3) Special Topics. Students who fail to pass a comprehensive examination or section thereof may retake it only once. Failure to pass two comprehensive examinations will result in dismissal from the doctoral program.

Admission to Candidacy

Students must satisfy all of the requirements listed below in order to be admitted to doctoral candidacy:

1. Unconditional admittance to the Doctor of Philosophy in Administration of Justice program.
2. Satisfactory completion of 42 semester hours of doctoral level course work.
3. Successful completion of the doctoral comprehensive examinations.
4. Satisfactory completion of the residency requirement.

Dissertation

After admission to candidacy the doctoral student will consult with his or her academic advisor to select a dissertation committee. Dissertation committees should consist of a chairperson and three graduate faculty members. The dissertation committee must be approved by the Graduate School. The Graduate School dean will then appoint a graduate school representative to the dissertation committee. Once approval is granted, the student can prepare the dissertation proposal.

The dissertation proposal must be a written document, presented orally, and approved by the dissertation committee. The dissertation must contribute to the administration of justice body of knowledge and be successfully defended orally.

CURRICULUM SUMMARY for Doctor of Philosophy in Administration of Justice (PhD AJ) Total Credits Required Dissertation: 54 Hours

Core Courses (18 SCH)	Electives (12 SCH)	Dissertation (12 SCH)
AJ 900 (3)		AJ 988 (3)
AJ 901 (3)	AJ 905 (3)	AJ 989 (3)
AJ 902 (3)	AJ 906 (3)	
AJ 903 (3)	AJ 907 (3)	
AJ 904 (3)	AJ 908 (3)	
AJ 987 (3)	AJ 909 (3)	
	AJ 910 (3)	
	AJ 911 (3)	
	AJ 912 (3)	
	AJ 913 (3)	
	AJ 914 (3)	
	AJ 915 (3)	
	AJ 916 (3)	
	AJ 917 (3)	

Prerequisites/Leveling Courses twelve (12)

If needed, leveling courses may include the completion of up to 12 hours in master's level courses with a grade of "B" or better. Each leveling course only can be taken once.

Required Courses (18)

AJ 900 Advanced Seminar in the Administration of Justice Organization and Processes (3) AJ 901 Advanced Seminar in Criminological/Criminal Justice Theory (3) AJ 902 Advanced Seminar in Administration of Justice Research Methods (3) AJ 903 Seminar in Advanced Quantitative Methods I (3) AJ 904 Advanced Seminar in Race, Class, Gender, Crime and the Administration of Justice (3) AJ 987 Research Colloquium (3)

Required Courses (12)

AJ 988 Dissertation AJ 989 Dissertation

Elective Courses (24)

AJ 905 Seminar in Advanced Crime Mapping and Administration of Justice (3) AJ 906 Advanced Seminar in Homeland Security Administration and Management (3) AJ 907 Seminar in Contemporary Issues in Homeland Security Administration (3) AJ 908 Advanced Seminar in Private Security Administration (3) AJ 909 Advanced Seminar on Terrorism (3) AJ 910 Seminar in Administration of Justice Policy, Evaluation and Planning (3) AJ 911 Seminar in Advanced Topics in Race, Gender, Class, Crime and Administration of Justice (3) AJ 912 Seminar in Qualitative Methods in Administration of Justice (3) AJ 913 Seminar in Advanced Quantitative Methods II (Special Topics) (3) AJ 914 Advanced Seminar in Law and Administration of Justice (3) AJ 915 Advanced Seminar in Applications of Geographic Information Systems in Administration of Justice (3) AJ 916 Doctoral Seminar in Special Topics (3) AJ 917 Independent Study (3)

COURSE DESCRIPTIONS

AJ 900 Advanced Seminar in the Administration of Justice Organizations and Processes (3)

This is an advanced course designed to examine administration of justice agencies and processes in a historical and contemporary context. It includes an in depth analysis of contemporary issues and challenges in justice organizations.

AJ 901 Advanced Seminar in Administration of Justice/Criminology/Criminal Justice Theory (3)

This course examines criminological, criminal justice and administration of justice theories. It includes an analysis of the interrelatedness of justice theories and recent theoretical developments.

AJ 902 Advanced Seminar in Administration of Justice Research Methods (3)

This course examines the theory and concepts of research design and measurement. It includes in-depth analyses of operationalization of theoretical concepts, causality, validity, and principles and challenges to research methods in administration of justice. (Prerequisite: AJ900)

AJ 903 Seminar in Advanced Quantitative Methods I (3)

This course examines advanced quantitative methods of data analysis. It includes the theoretical foundation for regression analyses and examines linear regression, multiple regression, and logistic regression. Special attention is devoted to recent quantitative studies in administration of justice utilizing advanced regression statistical techniques. (Prerequisite: AJ 900 and 902)

AJ 904 Advanced Seminar in Race, Class, Gender, Crime and the Administration of Justice (3)

This seminar surveys the role of race, class, and gender in the administration of justice. It provides an in-depth analysis of historical and contemporary research on race, class, gender, and crime. Special emphasis is placed upon social, economic, and political factors that impact crime and the administration of justice policy and planning. (Prerequisite: AJ 900, AJ 901)

AJ 905 Seminar in Advanced Crime Mapping and Administration of Justice (3)

This course examines the history and contemporary strategies and applications of crime mapping in justice agencies including mapping crime locations and density of crime, victims and offenders. (Prerequisite: AJ 902, 903)

AJ 906 Advanced Seminar in Homeland Security Administration and Management (3)

Advanced Seminar in Homeland Security Administration and management provides an in depth analysis of the homeland security administration that includes its history, corrections, law enforcement and judicial issues, international administration of justice agencies, management issues and intergovernmental relations. (Prerequisite: AJ 900)

AJ 907 Advanced Seminar in Contemporary Issues in Homeland Security Administration (3)

This advanced seminar examines emerging and contemporary issues in Homeland Security Administration including threat assessment, technological advancements, ethical issues, interagency cooperation, preventive security, and community involvement. (Prerequisites: AJ 900, 906)

AJ 908 Advanced Seminar in Private Security Administration (3)

This course will examine administration and management of private security agencies. It will include the history, theory, and current practice of private security. Special emphasis will be placed upon cooperation between public and private security agencies, technological developments, and other contemporary issues. (Prerequisite: AJ 900)

AJ 909 Advanced Seminar on Terrorism (3)

This course gives an overview of terrorism and counter-terrorism issues in the administration of justice. The seminar examines terrorism legislation, domestic and international terrorist groups, responses to terrorism by state, local, and federal agencies, and recent terrorism policies and research. (Prerequisites: AJ 900, 906)

AJ 910 Advanced Seminar in Administration of Justice Policy, Evaluation and Planning (3)

This course includes an examination of policy and planning in administration of justice agencies. It presents an in depth analysis of the history of the policy making process and internal and external dynamics of planning. Special attention is devoted to contemporary developments in law enforcement, corrections and judicial policy and planning. (Prerequisites: AJ 900, 901, 902, 903, 904)

AJ 911 Seminar in Advanced Topics in Race, Gender, Class, Crime and Administration of Justice (3)

This seminar provides in-depth analysis of critical issues in the study of race, class, gender and crime and administration of justice. Recent policies and research on selected contemporary topics including sentencing, traffic stop data collection, and homeland security profiling will be examined. The course also examines recent developments in disproportionate minority confinement, violence, and victimization research as well as other relevant issues. (Prerequisites: AJ 900, 901, 902)

AJ 912 Seminar in Qualitative Methods in Administration of Justice (3)

This course examines qualitative research and data analysis methods and their application in the administration of justice. (Prerequisites: AJ 900, 901, 902, 903)

AJ 913 Seminar in Advanced Quantitative Methods II (Special Topics) (3)

This course is designed to provide an in depth analysis of specific advanced topics in quantitative methods and their application to administration of justice. These topics include structural equation modeling, modeling longitudinal data, categorical data analysis, and meta analysis. (Prerequisite: AJ 900, 901, 902, 903)

AJ 914 Advanced Seminar in Law and Administration of Justice (3)

This course provides an in depth analysis of the role of law in the administration of justice. Special attention is devoted to recent and contemporary administrative law guiding justice agencies. It includes an examination of laws enacted to prevent and control terrorism and to foster homeland security. Issues in international law are also addressed. (Prerequisites: AJ 900, 901, 902, 910.)

AJ 915 Advanced Seminar in Applications of Geographic Information Systems in Administration of Justice (3)

This seminar examines the history and theory of geographic information systems in the administration of justice. It includes an exploration of techniques of geographic information that includes collection, display, analysis and storage and applications. (Prerequisite: AJ 905, Permission of the GPD)

AJ 916 Doctoral Seminar in Special Topics (3)

This advanced seminar focuses on selected topics and recent developments in the administration of justice. (Prerequisite: AJ 900, 901, 902, 903, 904), Permission of the GPD)

AJ 917 Independent Study (3)

This is a faculty-supervised independent study of a current topic in the administration of justice. (Prerequisite: AJ 900, 901, 902, 903, Permission of the GPD)

AJ 987 Research Colloquium (3)

This advanced seminar will present issues of concern for doctoral candidates. Specific attention will be devoted to grantsmanship, publishing, emerging research issues, teaching, and other aspects of career development. (Prerequisite: Admission to candidacy and successful defense of the dissertation proposal)

AJ 988/989 Dissertation (12)

Under the guidance of a dissertation advisor and committee students will complete a dissertation and orally defend it. The dissertation should add to the body of administration of justice knowledge. A total of twelve dissertation credits is required.

MASTER OF PUBLIC ADMINISTRATION

PROGRAM DESCRIPTION

The MPA Program's mission is to educate students about public administration's history, competencies, and quantitative skills needed by public administrators to become skilled and productive public and nonprofit employees. To this end, the MPA Program uses its curriculum to prepare students to compete nationally and internationally for professional careers in the public sector or for graduate study where the nature of the profession requires the master's degree as the entry criterion.

The program is designed to prepare professionals to resolve the increasingly complex problems of managing urban growth. It is intended to respond to the increasing importance of planning and management as major instruments in improving and developing solutions to problems of cities and metropolitan regions. The Program seeks to give students a balance inventory of conceptual, quantitative and professional skills.

To this end, the Program's curricular philosophy is to:

1. Educate students on analytical approaches to decision-making in the managerial sciences.
2. Provide students with problem solving skills and analytical competencies that are relevant to management positions.
3. Emphasize knowledge of the workings of governmental and non-governmental organizations.
4. Develop the student's ability to make use of academic research.
5. Provide a foundation in computer and information technology.
6. Sharpen writing and oral communication skills.
7. Emphasize knowledge of basic management processes and techniques.

ADMISSION CRITERIA

The Department seeks highly motivated, high-achieving oriented students who have a strong interest in pursuing a public service career. Prospective students must first apply for admission to the Graduate School. Applicants are then referred to the Barbara Jordan-Mickey Leland School of Public Affairs for acceptance.

In addition to meeting the general requirements for admission to the Graduate School applicants for admission to graduate standing in the MPA Program must submit:

1. The Texas Southern University Graduate School Application and a non-refundable application fee;
2. A typed essay, 250-300 words, which states career objectives and gives reasons for desiring admission to the program;
3. Three (3) letters of recommendation from individuals qualified to give an evaluation of the applicants past scholastic performance, research, ability for advanced work in public administration (if any), and person motivation;
4. Test scores from the GRE (minimum of at least a 3.5 score on the Analytical Writing Section);
5. Two (2) copies of official transcripts from each college and graduate institution attended. Applicant's undergraduate cumulative GPA must be at least 2.70 or 3.0 in the final 60 hours; and
6. Evidence of proficiency in the use of the English language (performance on the analytical writing section of the GRE may be considered as adequate by the Admissions Committee).

DEGREE REQUIREMENTS

The requirements for the Master of Public Administration are summarized below:

1. Completion of forty-eight (48) credit hours. Of the 48 credit hours, twenty-four (24) credit hours are required core courses. In addition to the core requirements, students are required to take twelve (12) hours in specialization courses, internship for six (6) credit hours and the Capstone seminar course for three (3) credit hours. The remaining three (3) credit hours may be satisfied by electives.
2. At the completion of twelve (12) hours of graduate credits, each student will prepare a degree plan in consultation with his or her advisor. This plan of study should be drawn up and submitted for approval to the Graduate School no later than the second semester in residence.
3. Satisfactory performance in **PAD 710 – Capstone Seminar** course. A student is eligible to take the course if the student has:
 - a. Earned a 3.0 or above graduate GPA for each course or cumulative GPA in public administration courses and a cumulative GPA of 3.0;
 - b. Completed all core course requirements;
 - c. No outstanding incompletes; and
 - d. Filed a degree plan.
4. Fulfillment of general requirements for graduation as outlined by the Graduate School.

MPA COURSE REQUIREMENTS CURRICULUM SUMMARY

MPA Core Courses (24 Credit Hours)

PAD 500	Public Administration Theory and Practice
PAD 502	Research Methods in Public Administration
PAD 503	Quantitative Methods I
PAD 504	Quantitative Methods II
PAD 507	Seminar In Organizational Theory
PAD 509	Computer Applications In Public Administration
PAD 631	Government Budgeting and Financial Management
PAD 640	Public Personnel Administration: Theory and Practice

MPA Specialization Courses (12 Credit Hours)

Students must take 12 credit hours of coursework in one of the following specialization areas: public policy, human resources, international development, and urban planning and environmental policy.

Public Policy	
PAD 620	The Policy Making Process
PAD 621	Social Research and Social Policy
PAD 622	Science, Technology, and Public Policy
PAD 623	Public Policy Analytical Methods
PAD 624	Issues on Aging

Human Resources	
PAD 641	Human Resources and Organizational Planning
PAD 642	Labor Relations and Collective Bargaining
PAD 643	Human Resources and Employee Benefits
PAD 705	Topical Seminar
Or Choice of Elective (3 Credit Hours)	

International Development	
PAD 660	Introduction to International Development
PAD 661	Selected Topics In Comparative International Development
PAD 662	Comparative Public Administration Developing Nations
PAD 663	Seminar on Developing Societies

Urban Planning and Environmental Policy	
UPEP 800	The Growth and Development of Cities
UPEP 801	Planning Theory and Practice
UPEP 806	Land Use and Environmental Law
UPEP 811	Introduction to GIS in Urban Planning
UPEP 841	Application of Geographic Information Systems in Urban Planning

ELECTIVE COURSES (3 Credit Hours)

PAD 501	Leadership and Decision Making
PAD 506	Program Evaluation
PAD 630	Public Financial Management
PAD 633	Managerial Finance: Analytical Methods
PAD 650	Intergovernmental Relations

PAD 651 Urban Administrative Systems
PAD 652 Human Services Administration
PAD 701 Independent Study
PAD 708 Administrative Regulations

Electives offered by other schools/colleges may be taken upon approval by faculty advisor and program coordinator.

OTHER COURSES (9 Credit Hours)

- PAD 700 Internship in Public Administration (6 Credit Hours)
- PAD 710 Capstone Seminar (3 Credit Hours)

COURSE DESCRIPTIONS

PAD 500 - Public Administration Theory and Practice (3)

General survey of the field of public sector management and administration. Addresses administrative theory, policy, decision - making, and the concepts and practices of organizational management.

PAD 501 - Leadership and Decision Making (3)

The techniques of decision analysis and methodology for making decisions. Focus on risk and uncertainty in the choice among policy alternatives.

PAD 502 - Research Methods in Public Administration (3)

Concepts and methods employed in administrative research and analysis with emphasis on methodological assumptions; problems and issues in research design.

PAD 503 - Quantitative Methods I (3)

Modeling course introducing classical deterministic optimization models. Topics include linear programming, probabilistic, and statistical models.

PAD 504 - Quantitative Methods II (3)

An applied course in regression analysis, hypothesis testing, estimation, and time series analysis. Strong emphasis will be placed on forecasting techniques. Uses mini-taps, SAS, and SPSS. **(Prerequisite PAD 503)**

PAD 506 - Program Evaluation (3)

Analysis of alternative designs for evaluating the performance of programs. Emphasis on designing an evaluation study through application principles and problems encountered in evaluation research. **(Prerequisites PAD 502, 503)**

PAD 507 - Seminar in Organizational Theory (3)

An exploration of the various relationships between organization and management in both the public and private spheres. Utilization of live-case method.

PAD 509 - Computer Applications In Public Administration (3)

Focuses on current practices for data gathering and analysis with the use of computers.

PAD 620 - The Policy Making Process (3) hrs.

An examination of the process by which policy is formulated and implemented, emphasis on relationships between the political process and policy outcomes in illustrative policy areas.

PAD 621 - Social Research and Social Policy (3) hrs.

Implications of social science research for social policy. Experimental and research designs useful for deciding which program features to examine systematically.

PAD 622 - Science, Technology, and Public Policy (3)

An examination of the impact of science and technology upon governmental policy in the United States.

PAD 623 - Public Policy Analytical Methods (3)

Application of theories and techniques of policy analysis to current public problems. Focus on design and execution of policy research.

PAD 624 - Issues on Aging (3)

Addresses range of issues, including employment, health care, housing, income security, and social services. Also addresses social security and Medicare programs.

PAD 630 - Public Financial Management (3)

An introduction to capital budgeting, financial decision-making and valuation. Discussion of financing problems and sources associated with public projects.

PAD 631 - Government Budgeting & Financial Management (3)

The design and use of planning, budgeting, and other information systems in the control and evaluation of programs. Multi project valuation techniques will be emphasized.

PAD 633 - Managerial Finance: Analytical Methods (3)

Decision making models involving the major components of financial management. Emphasis is placed upon the application of analytical methods to portfolio management.

PAD 640 - Public Personnel Administration (3)

Fundamentals in personnel employment and placement, staff and evaluation, wage and salary administration, employment benefits and services, and labor relations.

PAD 641 - Human Resources & Organizational Planning (3)

Involves critical analysis related to personnel and organizational structure and function. Emphasizes research, planning, staffing and budget preparation.

PAD 642 - Labor Relations & Collective Bargaining (3)

The rise of labor unions in the public sector. Reviews the collective bargaining process and the legal framework of collective bargaining.

PAD 643 – Human Resources and Employee Benefits (3)

Provides a comprehensive introduction to employee benefits in relations to Human Resources in government and compares public and private sector benefits.

PAD 650 -Intergovernmental Relations (3)

Examines relationships and cooperative functions in federal, state, and local governmental units. Emphasis on the urban administrator's role in changing patterns of cooperation and coordination.

PAD 651 - Urban Administrative System (3)

An overview of the position of cities in the American governmental system, highlighting relationships between administrative, political, social, and economic features of urban life.

PAD 652 - Human Services Administration (3)

A focus on the various approaches to planning, delivery and administration of human services through public, private, and non-profit organizations.

PAD 660 – Introduction to International Development (3)

Theories of development, roles of international institutions in resource exchanges, foreign investment and trade, and development of modernization.

PAD 661 – Selected Topics in Comparative International Development (3)

Selected topics emphasizing issues with respect to comparing roles of international institutions.

PAD 662 - Comparative Public Administration: Developing Nations (3)

Looks at the role of the administrative process of political development. An emphasis upon bureaucracy and political change in emerging nations.

PAD 663 – Seminar on Developing Societies (3)

Analysis of traditional and transitional societies; theories and practices of developmental change; role bureaucracy in development, institutional buildings, public enterprises, technology assessment and transfer.

PAD 700 – Internship (6)

A supervised program in regularly scheduled work and independent research in a public or governmental agency under the direction of an agency supervisor, and internship coordinator. Students who have had three or more years of experience in the public sector, or who are currently in the public sector, may be permitted to substitute six (6) credit hours of course work for the internship requirement. **(Prerequisite 24 credit hours).**

PAD 701 – Independent Study (3)

Independent study is a course conducted by graduate students under direct supervision of individual faculty members or the Program Director. Students' work is evaluated based on reports, papers, and exams. The independent study course provides an opportunity for students to "design your own course."

PAD 705 – Topical Seminar (3)

Selected topics emphasizing contemporary issues in the public sector and public policy.

Elective courses may be taken in business administration, urban planning and environmental policy, law, transportation management or any approved area related to public administration.

PAD 708 – Administrative Regulations (3)

Focus on the statutory, regulatory, and adjudicative functions of public agencies and the legal context. Reviews interpretation of administrative orders, rules, regulations, contracts and documents.

PAD 710 – Capstone Seminar (3)

Practical experience and research (independent and group) that bridges academic and professional experience, to include presentations, field experience, and an applied policy or research project.

MASTER OF PUBLIC ADMINISTRATION/JURIS DOCTOR DUAL DEGREE

PROGRAM DESCRIPTION

MPA/JD Program

A combined degree program with Texas Southern University's Thurgood Marshall School of Law enables students to acquire both a JD and a MPA degree with a reduction in the total credit hours. The program allows students to complete requirements for the two degrees in four (4) years instead of five (5) years, if pursued separately. The program is intended for students who want to obtain mastery of the administrative and legal aspects of public administration in the public, private, and non-profit sectors; combining advanced public administration education with legal training in order to enhance or expand their career option.

The MPA/JD Dual Degree Program is open to holders of baccalaureate degrees from accredited colleges or universities. Applicants to the program must meet the entrance requirements and follow application procedures administered by the Texas Southern University Graduate School, the Barbara Jordan – Mickey Leland School of Public Affairs and the Thurgood Marshall School of Law.

ADMISSION PROCEDURES

- Dual Degree Program participants will have to satisfy the same admission requirements as applicants for the stand-alone Master of Public Administration (MPA) and Juris Doctor (JD) programs.
- Admission to the Dual Degree Program shall be open to all MPA and law students who are academically eligible under the TSU Graduate School, MPA Program and Thurgood Marshall School of Law Rules.
- MPA students wishing to enroll in the Dual Degree Program must petition the MPA Program Director. Such petition shall state why the student wishes to enroll in the program and include a proposed plan for completing all course work and other requirements within four (4) years. Students who have not submitted this petition will not be considered Dual Degree candidates.
- Although students may apply for either the MPA or JD program at any time during their course of study, **students must be admitted to both programs before completing either program.**
- Continuation in the Dual Degree Program shall be dependent upon the student's satisfactory academic progress in each of the dual fields. Incomplete work or other evidence of unsatisfactory academic progress may lead to a decision by the MPA Program Director to reduce the student's workload directed towards the law degree. Continued unsatisfactory progress may result in dismissal from the Dual Degree Program.

A student must also:

- Maintain at least 2.0 cumulative GPA in the JD portion of the program.
- Successfully complete the writing requirements of the JD portion of the program.
- Register for all required law school courses on a full-time basis and in the sequence established by the Law School faculty. (Concurrent enrollment in the courses of either school is permitted only after the completion of the first year JD curriculum.)
- Complete all the requirements for the MPA and JD portions of the dual program within four (4) years of the initial enrollment in the program.
- Comply with the academic regulations of each school, including those related to the minimum GPA and scholastic discipline. (The computation of the cumulative GPA in each program (JD and MPA) is based on all the courses that would be taken into consideration to award each degree).

4+1 DUAL DEGREES

The accelerated 4+1 program in Public Affairs is available for students currently admitted in the Bachelor of Science (B.S.) in Public Affairs program. Students entering the 4+1 accelerated program will be admitted to the Master of Public Administration program or the Executive Master of Public Administration program.

BACHELOR OF SCIENCE IN PUBLIC AFFAIRS AND MASTER OF PUBLIC ADMINISTRATION 4+1 DUAL DEGREE

The five-year MPA program includes 138 (MPA) academic hours of coursework with an embedded undergraduate degree in Public Administration.

The 4+ 1 academic program is open to students in the Barbara Jordan – Mickey Leland School of Public Affairs seeking a B.S. degree in Public Affairs. Admission to this graduate programs is not automatic. The principal eligibility factors are the student's cumulative GPA and the Public Affairs courses GPA. The five-year program includes 138 academic hours of coursework. Students entering the Master's program through the 4+1 **are not required** to complete the GRE.

Designed for the dedicated and driven TSU student, the accelerated 4+1 program combines graduate course work with advanced undergraduate course work, enabling students to earn both a bachelor's and master's degree within five years. It provides top undergraduate students the flexibility to begin taking classes toward their master's degree during their senior year of undergraduate studies.

Students interested in this program must meet the following eligibility requirements to be considered for admission:

1. Have completed at least 90 credits hours of coursework from an approved Public Affairs degree plan.
2. Have a cumulative TSU GPA of 2.5.
3. Have grades posted for all 300 level required courses.
4. Have at least three semesters left in undergraduate program at time of admission to the master's program (senior year course work).

Students in the 4+1 accelerated program must follow all course requirements pertaining to both programs. Satisfactory progress in the program is achieved if the student maintains a **3.00 GPA** in overall graduate course work in the student's master's program. The student may drop out of the 4+1 accelerated program and return to a regular B.S. program at any point of time.

Continuous enrollment in the 4+1 program is required to matriculate through the program. If at any point the student stops enrollment in the 4+1 program, the student will be required to return to a regular bachelor's program.

Students who are dismissed, or voluntarily withdraw, from the 4+1 accelerated program and return to undergraduate status, are eligible to apply for admission to the stand-alone master's program in Public Affairs.

BACHELOR OF SCIENCE IN PUBLIC AFFAIRS AND MASTER OF PUBLIC ADMINISTRATION 4+1 DUAL DEGREE

Competencies in the five-year MPA are achieved through an interdisciplinary approach that provides students with:

1. An analytical approach to decision-making in the managerial sciences;
2. Problem solving skills and analytical competencies relevant to management positions;
3. Knowledge of workings of governmental and non-governmental organizations; and
4. Structured and varied work experiences with a foundation in computer and information technology.

Freshman Year		1 st Semester	2 nd Semester	
English 131		3	English 132	3
Mathematics 132 or 133		3	Mathematics 134 or 135	3
Speech 135 or 136		3	Sociology 157	3
Pol. Sci. 235		3	Pol. Sci. 236	3
History 231		3	History 232	3
Total		15	Total	15
Sophomore Year		1 st Semester	2 nd Semester	
English (200 level)		3	Computer Science 116	3
Biology 143		3	Geology 141	3
Art 131 or Mu 131 or THC 130		3	Social & Behavioral Sciences	3
Foreign Lang./Sub		3	Foreign Lang./Sub	3
Economics 231		3	Economics 232	3
Total		15	Total	15
Junior Year		1 st Semester	2 nd Semester	
PA 271 Introduction to Public Admin		3	PA 400 Program Evaluation	3
PA 311 Introduction to Public Sector Planning		3	PA 401 Policy Process	3
PA 312 Public Budgeting		3	PA 410 Seminar in Public Affairs	3
PA 313 Org. Behavior & Management		3	PAD 500 Public Admin Theories & Practice	3
PA 321 Personnel Administration		3	PAD 502 Research Methods in Pub. Admin	3
Total		15	Total	15
Senior Year		1 st Semester	2 nd Semester	
PA Free Elective		3	PA Free Elective	3
PA Free Elective		3	PAD 504 Quantitative Methods II	3
PAD 503 Quantitative Methods I		3	PAD 620 Policy Making Process	3
PAD 507 Seminars in Organizational Theory		3	PAD 621 Social Research & Social Policy	3
PAD 509 Comp. Applications in Pub Admin		3	PAD 622 Science, Technology & Pub. Policy	3
Total		15	Total	15
Total Undergraduate Credits				120
Fifth Year		1 st Semester	2 nd Semester	
PAD 631 Government, Budget & Fin. Mgmt.		3	PAD 700 Internship	6
PAD 623 Public Policy Analytical Methods		3	PAD 710 Capstone	3
PAD 705 Topical Seminar		3		
Total		9	Total	9
Total Credits				138

EXECUTIVE MASTER OF PUBLIC ADMINISTRATION

PROGRAM DESCRIPTION

The Online Executive MPA Program (eMPA) is a curriculum uniquely designed to meet the growing demand for mid-career professionals in the public sector who wish to pursue an Executive MPA degree. The program is conveniently offered online and provides a focus on public policy. The Executive eMPA program combines the advanced skill concepts of an executive master of public administration program and prepares administrators to lead and manage organizations in the area of public service. Upon completion of the Executive eMPA program, graduates will:

1. Demonstrate a balance inventory of conceptual, quantitative and professional skills.
2. Demonstrate the ability to utilize information technology and systems for effective decision-making and communications.
3. Demonstrate the ability to utilize problem solving strategies and analytical competencies relevant to management positions.
4. Demonstrate a greater appreciation for workplace diversity, ethical issues facing the public sector today, and the challenges of the global institutions.

TEACHING METHODS

The program is delivered primarily online, with the possible exception of an orientation meeting once or twice a semester. The program is administered through the Blackboard Academic Suites and Course Compass e-learning software. These platforms include live chats, online lectures, virtual classrooms, and teleconferencing capabilities.

PROGRAM STRUCTURE

The basic requirements for the Executive eMPA degree are as follows: Online Executive eMPA students must complete 36 credit hours for the Online Executive Masters of Public Administration degree, usually over a 16-month period of full-time study. The eMPA degree is separate and distinct from the regular Master of Public Administration degree.

ADMISSION CRITERIA

The eMPA program seeks highly motivated, high-achieving oriented students who have already demonstrated proof of working in the public sector. Prospective students must first apply for admission to The Graduate School. Applicants are then referred to the Barbara Jordan-Mickey Leland School of Public Affairs for acceptance.

Applicants for admission to graduate standing in the Executive Master of Public Administration program must submit:

1. Evidence of a baccalaureate degree from an accredited institution;
2. An official transcript of all undergraduate course work;
3. At least five (5) years of significant experience in the area of management or supervision;
4. A statement of purpose;
5. Two letters of recommendation; and
6. A current professional résumé.

DEGREE REQUIREMENTS

The requirements for the Executive Master of Public Administration are summarized below:

1. Completion of thirty-six (36) credit hours. The courses are offered in a lock-step sequence called cohorts. All classes in the lock-step sequence must be successfully mastered by each eMPA student. **All eMPA courses are designated as “E” courses. (i.e. PAD 500 – E1).**
2. At the commencement of the eMPA program, each student will prepare a degree plan in consultation with his or her advisor.
3. Enrollment and satisfactory performance in course PAD 710 – Capstone Seminar.
4. Fulfillment of general requirements for graduation as outlined by The Graduate School.

eMPA COURSE REQUIREMENTS CURRICULUM SUMMARY

PAD 500 – E: Public Administration Theories and Practices
PAD 501 – E: Leadership and Decision Making
PAD 502 – E: Research Methods in Public Administration
PAD 503 – E: Quantitative Methods
PAD 507 – E: Seminar in Organizational Theory
PAD 620 – E: Policy Making Process
PAD 622 – E: Science, Technology, & Social Policy
PAD 631 – E: Government Budgeting and Financial Management
PAD 650 – E: Intergovernmental Relations
PAD 660 – E: Intro to International Development
PAD 705 – E: Topical Seminar
PAD 710 – E: Capstone

eMPA COURSE DESCRIPTIONS

PAD 500 – E: Public Administration Theory and Practice (3)

As a general survey of public sector management and administration, this course addresses decision-making, administrative leadership, planning, implementation, evaluation, ethics, and budgeting. Students will identify and diagnose the primary types of problems encountered at upper levels administrative responsibility in government and the nonprofit sector.

PAD 501 – E: Leadership and Decision Making (3)

The course focuses on techniques of decision analysis and methodology for making decisions are discussed. There is a focus on the risk and uncertainty of choice among policy alternatives, as well as the strengths and limitations of various leadership theories. Attentiveness to personal learning, leadership, influence, and communication approaches are also discussed, including the expansion of leadership skills through interpersonal exercises.

PAD 502 – E: Research Methods in Public Administration (3)

Examines the concepts and methods employed in administrative research and analysis with an emphasis on methodological assumptions. The problems and issues in research design are also analyzed, including qualitative and conceptual aspects of research, paradigms, defining the research question, linking theory to methods, field research the focus group technique, literature review and research development.

PAD 503 – E: Quantitative Methods I (3)

This modeling course introduces classical deterministic optimization models. Topics include linear programming, probabilistic and statistical models, and an array of descriptive and inferential statistical tools along with decision-making models that may be used to support analysis and interpretation of data to assist in effective decision-making.

PAD 507 – E: Seminar in Organizational Theory (3)

This course provides an exploration of the various relationships between organization and management in both the public and private sphere. This course focuses on methods used to diagnose and improve organizations to enable practitioners to carry out meaningful interventions and make use of valuable structural change within work groups and organizations.

PAD 620 – E: The Policy Making Process (3)

This course consists of an examination of the process by which policy is formulated and implemented. The course also emphasizes the relationships between the political process and policy outcomes in illustrative policy areas. Students will better understand governmental powers and authorities, the process of policymaking at the federal level, and the conflicts and collaboration that are possible.

PAD 622 – E: Science, Technology, and Public Policy (3)

This course includes an examination of the impact of science and technology on governmental policy in the United States, as well as a look into the technological foundations and implications of government information systems in government.

PAD 631 – E: Government Budgeting & Financial Management (3)

This course examines the design and use of planning, budgeting and other information systems in the control and evaluation of programs. Multi-project valuation techniques will be emphasized.

PAD 650 – E: Intergovernmental Relations (3)

Examines the relationships and cooperative functions among federal, state and local governmental units. There is an emphasis on the urban administrator's role in changing patterns of cooperation and coordination.

PAD 660 – E: Introduction to International Development (3)

Introduces theories of development, roles of international institutions in resource exchanges, foreign investment and trade, and the development of modernization.

PAD 705 – E: Topical Seminar (3)

Selected topics emphasizing contemporary issues in the public sector and public policy, as well as topical issues in public or community services administration that are of special concern to students, faculty, and to the community.

PAD 710 – E: Capstone Seminar (3)

This course will focus on work and research (independent) that bridges academic and professional experiences, to include presentations, field experience, and an applied policy/research project.

BACHELOR OF SCIENCE IN PUBLIC AFFAIRS AND EXECUTIVE MASTER OF PUBLIC ADMINISTRATION 4+1 DUAL DEGREE

The five-year eMPA program includes 135 (MPA) academic hours of coursework with an embedded undergraduate degree in Public Administration.

The 4+1 academic program is open to students in the Barbara Jordan – Mickey Leland School of Public Affairs seeking a B.S. degree in Public Affairs. Admission to this graduate programs is not automatic. The principal eligibility factors are the student's cumulative GPA and the Public Affairs courses GPA. The five-year program includes 135 academic hours of coursework. Students entering the Master's program through the 4+1 **are not required** to complete the GRE.

Designed for the dedicated and driven TSU student, the accelerated 4+1 program combines graduate course work with advanced undergraduate course work, enabling students to earn both a bachelor's and master's degree within five years. It provides top undergraduate students the flexibility to begin taking classes toward their master's degree during their senior year of undergraduate studies.

Students interested in this program must meet the following eligibility requirements to be considered for admission:

1. Have completed at least 90 credits hours of coursework from an approved Public Affairs degree plan.
2. Have a cumulative TSU GPA of 2.5.
3. Have grades posted for all 300 level required courses.
4. Have at least three semesters left in undergraduate program at time of admission to the master's program (senior year course work).

Students in the 4+1 accelerated program must follow all course requirements pertaining to both programs. Satisfactory progress in the program is achieved if the student maintains a **3.00 GPA** in overall graduate course work in the student's master's program. The student may drop out of the 4+1 accelerated program and return to a regular B.S. program at any point of time.

Continuous enrollment in the 4+1 program is required to matriculate through the program. If at any point the student stops enrollment in the 4+1 program, the student will be required to return to a regular bachelor's program.

Students who are dismissed, or voluntarily withdraw, from the 4+1 accelerated program and return to undergraduate status, are eligible to apply for admission to the stand-alone master's program in Public Affairs.

BACHELOR OF SCIENCE IN PUBLIC AFFAIRS AND EXECUTIVE MASTER OF PUBLIC ADMINISTRATION 4+1 DUAL DEGREE

Competencies in the five-year MPA are achieved through an interdisciplinary approach that provides students with:

1. An analytical approach to decision-making in the managerial sciences;
2. Problem solving skills and analytical competencies relevant to management positions;
3. Knowledge of workings of governmental and non-governmental organizations; and
4. Structured and varied work experiences with a foundation in computer and information technology.

Freshman Year		1 st Semester	2 nd Semester	
English 131		3	English 132	3
Mathematics 132 or 133		3	Mathematics 134 or 135	3
Speech 135 or 136		3	Sociology 157	3
Pol. Sci. 235		3	Pol. Sci. 236	3
History 231		3	History 232	3
Total		15	Total	15
Sophomore Year		1 st Semester	2 nd Semester	
English (200 level)		3	Computer Science 116	3
Biology 143		3	Geology 141	3
Art 131 or Mu 131 or THC 130		3	Social & Behavioral Sciences	3
Foreign Lang./Sub		3	Foreign Lang./Sub	3
Economics 231		3	Economics 232	3
Total		15	Total	15
Junior Year		1 st Semester	2 nd Semester	
PA 271 Introduction to Public Admin		3	PA 400 Program Evaluation	3
PA 311 Introduction to Public Sector Planning		3	PA 401 Policy Process	3
PA 312 Public Budgeting		3	PA 410 Seminar in Public Affairs	3
PA 313 Org. Behavior & Management		3	PAD 500 Public Admin Theories & Practice	3
PA 321 Personnel Administration		3	PAD 501 Leadership & Decision-Making	3
Total		15	Total	15
Senior Year		1 st Semester	2 nd Semester	
PA Free Elective		3	PA Free Elective	3
PA Free Elective		3	PA Free Elective	3
PAD 503 Quantitative Methods I		3	PAD 631 Government, Budget & Fin. Mgmt.	3
PAD 502 Research Methods in Pub. Admin.		3	PAD 620 Policy Making Process	3
PAD 507 Seminar in Organizational Theory		3	PAD 622 Science, Technology & Pub. Policy	3
Total		15	Total	15
Total Undergraduate Credits				120
Fifth Year		1 st Semester	2 nd Semester	
PAD 600-Level Course		3	PAD 705 Topical Seminar	3
PAD 650 Intergovernmental Relations		3	PAD 710 Capstone	3
PAD 660 Intro to International Development		3		
Total		9	Total	6
Total Credits				135

MASTER OF URBAN PLANNING AND ENVIRONMENTAL POLICY

The Master of Urban Planning and Environmental Policy (MUPEP) trains students with the skills and knowledge necessary to be successful in planning and planning related professions. Whether desiring to become a planning generalist or a generalist with a specialty in environmental and land use planning, community development and housing, or spatial analysis, students graduate from the MUPEP program with the skills and knowledge of equity, social justice and sustainability. We prepare students to become planners who demonstrate critical, visionary, and utopian thinking with an ability to elicit, understand, and respectfully characterize community values within planning projects.

The major objectives of the Master of Urban Planning and Environmental Policy Program are:

- To train students for professional careers in planning, allowing them to function in both generalist and specialist roles.
- To provide students with an understanding of the history and theories of cities and urban regions.
- To prepare students with life-long analytical, research, and communication skills.
- To provide students with the specific knowledge and skills needed to become successful practicing planners in a wide range of urban, metropolitan and regional planning areas.
- To provide students with scientific and technical skills that can be applied professionally to solve problems of both the built and natural environments.

ADMISSION CRITERIA

To undertake work leading to the Master of Urban Planning and Environmental Policy, students must be accepted by the Texas Southern University Graduate School. The requirements include a bachelor's degree from an accredited college or university and a satisfactory academic record.

The Master of Urban Planning and Environmental Policy degree does not require an undergraduate degree in the field; most entering students come with a baccalaureate degree earned in another discipline because the program is interdisciplinary in nature. The following is requested of each applicant:

1. The departmental application that will include student information and a summary of previous education completed.
2. Resume
3. Three letters of reference from faculty or those in supervisory capacity that can attest to students success as a graduate student
4. An official transcript from colleges and universities attended. Applicants' undergraduate cumulative GPA must be at least a 3.0 in the last sixty hours.
5. Personal statement (650 words). Students should write an original statement of purpose indicating future goals and reasons for pursuing a Masters in Urban Planning and Environmental Policy at Texas Southern University.
6. Graduate Record Examination scores from the GRE General Test must be submitted by all applicants. Only scores for tests taken within 5 years prior to the entrance term are considered valid.
7. For international applicants, the following additional documentation is required:
 - a. Applicants who have completed their education in a country in which English is not the dominant language are required to provide proof of English proficiency. The TOFEL or IESTS exams are measures of English proficiency currently accepted by the Graduate School: TOFEL or IELTS exam;
 - b. Transcript evaluations by approved agency; and
 - c. Evidence of financial support.

DEGREE REQUIREMENTS

The Master in Urban Planning and Environmental Policy offers two tracts: Thesis and Non-Thesis (internship and comprehensive exam). The requirements for the Program, both tracts are summarized below:

1. A minimum of forty-eight (48) semester credit hours. Of the 48 credit hours, twenty-four (24) are required core courses. In addition to the core requirements, students are required to take twelve (12) credit hours in concentration courses. The remaining twelve (12) credit hours can be taken as electives.
 - a. For students following the thesis tract, electives are comprised of six (6) credit hours of electives and six (6) credit hours of thesis.

- b. For student following the non-thesis tract, electives are comprised of nine (9) credit hours of electives and three (3) credit hours of internship.
2. At the completion of twelve (12) hours of graduate credits, each student must prepare a degree plan in consultation with their advisor. This plan of study must be submitted for approval to the Graduate School no later than the third semester.
3. All students, except for students completing a thesis, must satisfy the internship requirement and pass the comprehensive examination. Students completing a thesis must successfully defend their thesis.

**CURRICULUM SUMMARY FOR
MASTER OF URBAN PLANNING AND ENVIRONMENTAL POLICY
Total Credits Required Thesis: 48 Hours**

All students must take the 8 CORE courses (24 SCH):

UPEP 800 The Growth and Development of Cities (3SCH)

UPEP 801 Planning Theory and Practice (3 SCH)

UPEP 802 Quantitative Methods in Planning (3 SCH)

UPEP 808 Applied Planning Methods (3 SCH)

UPEP 805 Plan Preparation Studio (3 SCH)

UPEP 806 Land-Use and Environmental Law

UPEP 813 Introduction to Land Use Planning (3 SCH)

UPEP 862 Sustainable Cities (3 SCH)

Concentrations

All students must take a concentration of four specialized courses (12 SCH). Student must first select their concentration from one of the three areas of specialization: (a) Sustainable Environmental and Land Use Planning, b) Community Development and Housing, or c) Spatial Analysis and Mobility Planning.

Sustainable Environmental and Land Use Planning Concentration

The Sustainable Environmental and Land Use Planning area of specialization provides planners with conceptual and methodological skills to manage both the built and natural environments in order to promote sustainable and equitable urban development. Issues include: waste management, flooding and storm water, environmental pollution, land use planning, climate change, and environmental justice. Students are required to take UPEP 850 and UPEP 855 and 2 courses from the following list: UPEP 811, UPEP 852, UPEP 863, or UPEP 871.

Community Development and Housing Concentration

The Community Development and Housing area of specialization introduces students to the myriad of issues facing urban communities. Courses train students in the methods used to assess the potential need and impact of housing and community improvement projects and their effects on the surrounding residents. Students are required to take UPEP 860 and UPEP 861 and 2 courses from the following list: UPEP 850, UPEP 863, UPEP 864, or UPEP 872.

Spatial Analysis and Mobility Planning Concentration

The Spatial Analysis and Mobility Planning area of specialization focuses on the coordination and visualization of the built environment and the impacts of land use policies. The specialization combines courses that allow students to identify development needs and issues and visualize clearly desired outcomes across functional areas. Included in the concentration are a progression of GIS, analytic and visualization tools that are standard to the planning profession. Students are required to take UPEP 804 and UPEP 811 and 2 courses from the following list: UPEP 809, UPEP 821, UPEP 841, or UPEP 842.

Electives (12 credit hours)

UPEP courses outside of the student's selected concentration may count as electives. In addition, if approved by their advisor, students may take graduate courses in other departments to count towards their electives.

COURSE DESCRIPTIONS

UPEP 800 – The Growth and Development of Cities (3)

Historic interrelationships of various cultural influences and theoretical concepts on contemporary patterns, trends and problems of urban development. Forces which prompted urban development and shaped urban areas throughout human history.

UPEP 801 – Planning Theory and Practice (3)

An Examination of the intellectual heritage and procedural approaches shared by practitioners working in all areas of contemporary planning practice. General area of planning theory and ethical issues.

UPEP 802 – Quantitative Methods in Planning (3)

Descriptive and inferential statistics as applied to public policies in planning and environmental policy. Computer-based analytical tools for planning analysis. The software package SPSS is the working tool of the class.

UPEP 803 – Research Methods and Evaluation in Environmental Planning (3)

Methods of investigation and analysis, the formulation of theory, selection of appropriate research techniques, data-gathering techniques, data preparation and data processing, measures of association and statistical significance and methods of addressing environmental quality.

UPEP 804 – Introduction to Site Design (3)

Focus on the study and evaluation of the built environment with particular reference to those aspects of the development process that result in “better” physical forms. An appreciation of the architectural and design elements of land use development.

UPEP 805 Plan Preparation Studio (3)

Student planning projects done under the supervision of faculty members to develop planning solutions to real situations confronting communities and other public service organizations. UPEP 800, UPEP 801, UPEP 802, UPEP 808, UPEP 806, UPEP 813.

UPEP 806 Land – Use and Environmental Law (3)

A basic framework in environmental laws, survey of critical cases, policy decisions and legal history. Regional, national and international issues are addressed with the focus on inter-jurisdictional problem systems in different localities. Prerequisite: UPEP 800 and UPEP 801.

UPEP 807 – Pro communications in Planning (3)

Course provides opportunity for students to engage in variety of ways to communicate both orally and in writing. Various communication styles, venues and audiences are addressed.

UPEP 808 – Applied Planning Methods (3)

Provide the opportunity for students to learn and practice developing various methods and decision making models that are used in the field. These methods include surveys, qualitative approaches, demographic analysis and forecasting, development of indexes, economic analysis and project evaluation. Prerequisite: UPEP 802.

UPEP 809 Urban Economics and Spatial Structure (3)

Introduction to the basic concepts of urban economics and the common planning issues related to urban spatial structure.

UPEP 810 Land – Use Control Policy and Regulation (3)

Public land-use policy and legislation and implementing governmental actions; land-use control exercised by several levels of government; practice and impacts of zoning on growth management.

UPEP 811–Introduction to GIS in Urban Planning (3)

Relational databases examined in the context of urban and environmental planning. Focus is given to geographic information systems for collecting and displaying spatial information.

UPEP 812 Theories of Urban Form and Design (3)

Analysis of idealized urban forms, theories and models in urban areas as they relate to function and location of urban activities.

UPEP 813--Introduction to Land Use Planning (3) Introduction to the organization and conduct of local land-use planning as practiced in Texas. The course will cover Texas statutes, the General Plan, specific plans and how to do them, and how to manage a planning department.

UPEP 821 – Comparative International Topics in Transportation (3)

Comparative planning and policies in transportation. A comparison of different models of transportation used by developed and developing countries and the relationship between transportation and economic development.

UPEP 825 – Energy Policy & Planning Analysis (3)

Overview of the evolution of energy planning and addressing the salient issues that cities are facing and impacts that energy policy has on communities.

UPEP 841 – Application of Geographic Information Systems in Urban Planning (3)

GIS and its application to both urban planning and environmental policy. Topics will include data discovery, databases design, construction, modeling and analytical measurements.

UPEP 842 – Advanced Studies in GIS (3)

This class covers advanced GIS techniques and applications. It combines lectures, readings, discussions, and hands-on labs to graduate students with necessary trainings in GIS to build up advanced knowledge and develop sophisticated techniques required for research on a variety of urban planning and environmental policy analyses.

UPEP 844 – Multivariate Analysis Method (3)

Multivariate statistical methods used to analyze land-use, environmental and other large data sets. Emphasis on causal modeling of cross-sectional data. Topics include multiple regression analysis, nonlinear models, path analysis, and log-linear models.

UPEP 850 – Urban Infrastructure, Planning and Policy (3)

Methods and procedures used in planning basic urban infrastructure systems; transportation, water supply, wastewater, storm water, solid waste. Infrastructure development centralized vs. decentralized system; case study.

UPEP 851 – Waste Management and Remediation: Air, Water and Soil (3)

Current approaches to the management and disposal of urban waste, focusing on alternatives such as recycling. Topics will also include disposal of hazardous wastes.

UPEP 852 – Environmental Impact Assessment (3)

Examination of environmental Impact Assessment processes and methods from both a theoretical and applied perspective. The philosophy and statutory basis of the assessment process is reviewed. The broader planning processes for jurisdiction are emphasized.

UPEP 855 – Environmental Planning (3)

Introduction to the theoretical and practical aspects of the environmental planning process and also the examination of the standard environmental planning techniques and strategies.

UPEP 860 – Theory, History and Practice of Community Development (3)

Examination of the theory, history, methods and practice of local community development. The course examines the historical roots of community involvement and action.

UPEP 861 – U.S. Housing Planning and Policy (3)

A survey of the residential environment from economic and sociological perspectives. The behavior of individuals and institutions in the housing and mortgage markets. Emphasis is placed on examining the impact of federal, state and local policies on housing markets, housing availability, and family welfare.

UPEP 862 – Sustainable Communities (3)

Examination of sustainable communities and the environmental, social, economic, political, and design standards that underlie them. Actual case studies of cities, towns and development projects that reflect principles of sustainability.

UPEP 863 – Citizen Participation in the Planning Process (3)

An examination of the role of citizens and citizen organizations in the city planning process. Models for citizen involvement. Examination of the effectiveness of different organizational models in different situations.

UPEP 864 – Introduction to Real Estate (3)

Introduction to methods of financial analysis for real estate investment. Topics include methods of valuation, each flow forecasting, computer modeling, taxation, and leverage structure. Emphasis is placed on the financing of individual projects.

UPEP 871 – Environmental Values and Ethics (3)

Detailed exploration of the normative debate surrounding environmental issues. Attention to foundation of environmental economics, questions about the value of endangered species, concerns of future generations and obligations toward equity.

UPEP 872 – Methods of Project Analysis (3)

A course designed to provide an understanding of the variety of planning evaluation methods and processes employed in the review of development proposal, site plans and public policies.

UPEP 873 – Special Topics (3)

Focus on selected topics.

UPEP 874 – Special Topics (3)

Focus on selected topics.

UPEP 875 – Special Topics (3)

Focus on selected topics.

UPEP 877 – Independent Study

UPEP 888 – Thesis (3)

Designed to be a product of independent research that is approved by a faculty committee.

UPEP 889 – Thesis (3)

Designed to be a product of independent research that is approved by a faculty committee.

UPEP 890 – Internship (3)

Designed to provide students with a supervised practical experience in public, private, and selected nonprofit agencies.

DOCTOR OF PHILOSOPHY IN URBAN PLANNING AND ENVIRONMENTAL POLICY

For individuals wishing to pursue careers in university teaching, research, or highly specialized practice, the Doctor of Philosophy (Ph.D.) in Urban Planning and Environmental Policy provides advanced knowledge, skills, and extensive experience working closely with faculty in teaching and research. The program is designed to foster competencies necessary for the critical examination of the nature of urban planning and environmental policy. Offered by an interdisciplinary faculty, the program emphasizes preparation in research methods, spatial and regional analysis, development theory, historical processes, analytic and policy formulation skills, and the critical appraisal of alternative causes of change.

REQUIREMENTS FOR ADMISSION

Admission to the Urban Planning and Environmental Policy Doctoral Program will be granted to a small group each year, selected from those who will be judged most likely to achieve eminence in the field. To be considered:

1. Applicants for admission to the Ph.D. degree program in Urban Planning and Environmental Policy must meet the requirements for admission to the Graduate School. The prospective student must have a bachelor's degree in an appropriate field or an equivalent field acceptable to the admissions committee.
2. Applicants with the Master's degree must have an acceptable cumulative grade point average of 3.3 in graduate work.
3. Applicants must present Graduate Record Examination (GRE) General Test scores. Only scores for tests taken within 5 years prior to initial application are considered valid.
4. Applicants will have a personal interview with members of the Urban Planning and Environmental Policy Program's Admission Committee.
5. International applicants, in addition to the above requirements, must present a TOEFL or IELTS score that is in accordance with the Graduate School requirements.

All applicants admitted to the Ph.D. degree program must have a minimum of 12 master's level credit hours in urban planning and environmental policy or related areas. Otherwise, they must satisfy this requirement before achieving full admission into the Ph.D. Program.

A complete application includes the following:

1. A completed application form.
2. A non-refundable application fee.
3. At least three (3) recommendations from persons qualified to give an evaluation of the applicant's past scholastic performance, research abilities, and personal motivation.
4. An official transcript of credits earned at all colleges and/or universities attended by the applicant.
5. Scores from the Graduate Record Examination.
6. TOEFL scores.
7. Statement of interest (500 words).

DEGREE REQUIREMENTS

The overall requirements for the Doctor of Philosophy in Urban Planning and Environmental Policy are summarized as follows:

1. Completion of a total of fifty-four (54) credit hours. Of the 54 credit hours, twenty-one (21) credit hours are required core courses. In addition to the core requirements, students are required to take twenty-one (21) hours of elective coursework, which include twelve (12) credit hours of specialization of their own choice. The remaining credit hours are dissertation credits.
2. Of the total 54 credit hours, not more than nine (9) (not including the dissertation) can be transferred into the program from another university. Such transferred credits must have been earned in a doctoral program and must be of grade "B" (3.0) or better.
3. Passing of the comprehensive examination.

4. Completion of residency requirement.
5. Presentation and acceptance of dissertation proposal.
6. Completion of an acceptable dissertation.
7. Successful oral defense of the dissertation.
8. Presentation of at least one paper at a national conference or publication in a refereed journal.

COMPREHENSIVE EXAMINATION

The purpose of the comprehensive examination is to test the student's level of understanding of basic concepts in the area of urban and regional theory, planning theory, quantitative methods, and environmental planning and policy. This examination is designed to evaluate the student's technical, diagnostic, and evaluative abilities within selected areas related to planning. Students are assigned to take the examination after the completion of all Ph.D. core work. Any student who fails the comprehensive examination will have only one (1) chance for a retake.

NUMBER OF TIMES COMPREHENSIVE CAN BE TAKEN

A candidate will be given two attempts to take and pass the Comprehensive Examination. A doctoral student who fails the comprehensive examination the first time may petition for a second examination. The petition must show a plan of action in which the petitioner will engage to enhance his/her chances for satisfactorily completing the examination that was failed. The exam committee and Department Chair must approve the petition. A student who fails to pass the doctoral comprehensive exam or any part of it after the second attempt will be automatically dismissed as a student in the doctoral degree program.

DISSERTATION PROPOSAL

The dissertation proposal is intended to check a student's mastery of the research skills and knowledge that should have been acquired in the program of study and lead to the successful completion of dissertation research. It is set by the student's dissertation proposal committee based on his/her chosen research area. Upon the successful completion of this defense and other graduate school requirements, the student becomes a candidate for the doctoral degree.

The defense will be taken at the end of the period of formal course work and study, but prior to the commencement of substantial work on the dissertation.

DOCTORAL CANDIDACY

The doctoral student must satisfy the following requirements before he/she can be admitted to candidacy for the degree:

1. Be admitted unconditionally to the Doctor of Philosophy in Urban Planning and Environmental Policy (UPEP) degree program.
2. Satisfy the residency requirement of two consecutive semesters of full-time residence or an approved equivalence.
3. Satisfy the course requirements for the degree program in which he/she enrolled, including the forty-six (46) non-dissertation semester hours of approved graduate-level course work.
4. Pass the doctoral comprehensive examination.
5. Presentation and acceptance of dissertation proposal.

DISSERTATION AND ORAL DEFENSE

The dissertation serves a number of purposes, among them, satisfying the academic community, the university, and the supervisory committee that the student is capable of undertaking and successfully completing independent, scholarly research on a problem of significance to urban planning and environmental policy. Hence, concerted work on the dissertation will not normally begin until the student has passed the comprehensive examination. A successful dissertation will require original research and will be expected to produce significant advances in knowledge of the field.

After achieving candidacy, the candidate in consultation with the advisor will select and submit for approval the names of members form a dissertation committee to the Dean of the Graduate School. The committee will consist of at least three graduate faculty members, inclusive of the dissertation Chair. The Chair must be faculty from the UPEP Department.

In addition, the Dean of the School of Public Affairs will appoint a graduate school representative to the committee. When the dissertation proposal has been approved, the candidate will prepare a dissertation and upon its completion, give an oral defense before the committee. If the defense fails, the candidate must petition the Dean through his department for permission to make a second defense. A second defense will not be permitted within a period of one semester after a failure is recorded on the first attempt.

DISSERTATION

The dissertation serves a number of purposes, among them, satisfying the academic community, the university, and the supervisory committee that the student is capable of undertaking and successfully completing independent, scholarly research on a problem of significance to urban planning and environmental policy. Hence, concerted work on the dissertation will not normally begin until the student has passed the comprehensive examination. A successful dissertation will require original research and will be expected to produce significant advances in knowledge of the subject.

TIME LIMIT FOR THE COMPLETION OF THE DOCTOR OF PHILOSOPHY DEGREE

After being admitted to a program leading to the Doctor of Philosophy degree, a student will be allowed seven calendar years in which to complete all the program requirements.

A student's Doctoral Degree Advisory Committee and the Dean of the Graduate School can approve, under extenuating circumstances, continuation in the doctoral degree program beyond the seven-year limit. The maximum time allowed to complete the doctoral program, including an approved extension, is nine (9) calendar years. This time limit does not include work performed as part of the requirements for the master's degree. Credits earned more than seven (7) years prior to the date of completion of doctoral degree requirements cannot count toward satisfying the doctoral degree requirements, unless a student has been given special permission by the Graduate School Dean.

STANDARDS OF PERFORMANCE

To continue in the program, a student must make reasonable and timely progress toward the degree in terms of course work completed and examinations. A determination that a student is not making satisfactory progress and should be terminated from the program may be made at several points in his or her program, including failure to achieve and maintain a doctoral GPA of at least 3.00, failure to pass twelve (12) credit hours within a twelve-month period, failure of the qualifying or comprehensive examinations, or failure to defend successfully a dissertation proposal or dissertation. In all such cases, a recommendation of dismissal must be made to the Admission Committee and Program Coordinator, both of whom will review the case and issue a final decision regarding termination from the program.

CURRICULUM SUMMARY

The overall requirements for the doctoral program are as follows:

Core courses	21 credit hours
Specialization/electives	21 credit hours
Dissertation	12 credit hours
Total	54 credit hours

CORE CURRICULUM REQUIREMENTS

All doctoral students in urban planning and environmental policy will be required to take twenty-one (21) semester credit hours of core courses in three (3) areas (planning theory, methods and planning, and environmental policy) and participate in the doctoral research curriculum. The core curriculum is designed to provide all students with a general introduction to planning through analytical methods, planning techniques and environmental issues and policies. The core curriculum will consists of twenty-one (21) hours as shown below:

Planning Theory Requirements

- UPEP 900 – Advanced Planning Theory and Practice
- UPEP 901 – Advanced Urban Theory

Methods and Planning Requirements

UPEP 902 – Advanced Planning Analysis (I)
UPEP 903 – Advanced Planning Analysis (II)

Environmental Policy Requirements

UPEP 904 – Environmental Planning and Policy
UPEP 905 – Environmental Planning and Natural Resources Management
UPEP 906 – Air Environmental Monitoring and Analysis

COURSE DESCRIPTIONS

UPEP 900 – Advanced Planning Theory and Practice (3)

Examines the intellectual and professional roots of contemporary planning theory and practice. Effort is directed toward analyzing these roots with an eye to stimulating new perspectives and concepts for a sustainable community orientation.

UPEP 901 – Advanced Urban Theory (3)

Studies the evolution of Urban Theory. Genesis and structure of planning thought and methods; economic, political, and social factors influencing the development of urban theories and policies; the theory and development of urban structure; and the history of cities.

UPEP 902 – Advanced Planning Analysis (3)

Studies methods for investigation and analysis of urban and environmental phenomena; models, data-gathering techniques; sources and applications of aggregate data; data preparation and data processing; measures of association and statistical significance.

UPEP 903 – Advanced Planning Analysis (3)

Studies applied statistics and computing, inferential statistics; multivariate statistical methods; selecting the appropriate statistical test for analyzing bivariate relationships and procedures for more complex designs.

UPEP 904 – Environmental Planning and Policy (3)

Examines contemporary environmental policy and practice and the institutional framework for establishing policy and programs. Analysis of case studies of environmental planning at the federal, state, and local levels.

UPEP 905 – Environmental Planning and Natural Resources Management (3)

Examines the problems related to resources management and environmental planning. Relationship between the physical environment and the quality of urban life. Global population impacts on local air pollution control and management.

UPEP 906 – Environmental Monitoring and Analysis (3)

Studies the interpretation and analysis of scientific information: examination of the chemistry of atmospheric, land and water environment with particular emphasis on pollution encountered in urban and industrial sectors.

UPEP 907 – Environmental Legislation and Policy (3)

Studies legal principles and institutions involved in protecting the environments, including air, water, and noise pollution. The approach of lawyers and courts, as differentiated from that of planners.

UPEP 908 – Pollution Control (3)

Examines the technological and management options for controlling and preventing air, water, and solid waste pollution.

UPEP 909 – Population and Development Planning (3)

Examines issues, methods, strategies and problems related to the integration of population information with policies for guiding the social and economic development of third world countries.

UPEP 910 – Comprehensive Planning and Growth Management (3)

Explores the comprehensive planning process by developing a plan for a local jurisdiction. Problems and needs for growth management; planning approaches and methods for controlling growth in the urban environment.

UPEP 941 – Research Colloquium (3)

Seminars for doctoral students addressing issues of interests in research, teaching, and career development.

UPEP 942 – Dissertation (3)

Supervised research and dissertation preparation.

UPEP 942 – Dissertation (6)

Supervised research and dissertation preparation

UPEP 977 – Independent Study (3)

Advisor-supervised preparation for the comprehensive examination.

COLLEGE OF SCIENCE, ENGINEERING AND TECHNOLOGY

MISSION STATEMENT

The College of Science, Engineering and Technology at Texas Southern University is dedicated to integrating sciences and contemporary technologies, through education, scholarly activities, and community service, and meeting the needs of a diverse graduate and undergraduate student population while addressing critical urban issues within a global economy.

As an instructional agent of the University, the College of Science, Engineering and Technology has an additional service mission as stated below:

1. To provide students of varied scholastic levels access to higher education by providing the academic foundations necessary for accessing educational programs at the University.
2. To prepare competent professionals and leaders capable of providing effective service and developing solutions to the problems of the nation and the world, especially in urban environs.

In pursuing its missions, the College embraces the following goals:

1. Provide High Quality Instruction
2. Perform Basic and Applied Research
3. Engage in Community Service
4. Optimize enrollment of college-ready undergraduate students and enhance graduate student enrollment
5. Strive for steady increase in external funding
6. Ensure that the College's administrative units function effectively and efficiently so that they support the mission of the College and the University

ADMISSION POLICIES

Applicants wishing to enroll in one of the programs of study leading to graduate degrees offered through the College of Science, Engineering and Technology must gain admission to Texas Southern University through adherence to the policies and procedures established by the Graduate School.

STUDENT ORGANIZATIONS

Student participation in a number of professional organizations and societies having student affiliated chapters on the Campus is encouraged. The principle organizations operating in the College are listed below:

- American Chemical Society Student Chapter (ACS)
- Beta Beta Beta Biological Honor Society
- Beta Kappa Chi Scientific Honor Society
- Chinese Students and Scholars Association (CSSA)
- Conference of Minority Transportation Officials (COMTO)
- Cyber Internet Security Student Association
- Environmental Student Club (ESC)
- Environmental Toxicology Graduate Students Association (ETGSA)
- Institute of Transportation Engineers (ITE)
- Intelligent Transportation Society of Texas (ITSA), TSU Student Chapter
- Mobil Application Development (MAD) Group
- National Organization for the Professional Advancement of Black Chemists and Chemical Engineers (NOBCCChE)
- National Society of Black Engineers (NSBE) Student Chapter
- National Technical Association (NTA) TSU Student Chapter
- Texas Southern Computing Society (TSCS)
- Texas Southern University Chemistry Club
- Texas Southern University Student Chapter of Society of Environmental Toxicology and Chemistry (SETAC)
- Texas Southern University Society of Young Engineers (SYE)

Students should seek additional information on these organizations through the Office of the Dean or through the Department offices in the College.

DEPARTMENT OF BIOLOGY

The Department of Biology offers one graduate degree, the Masters of Science in Biology. This degree is primarily designed to:

1. Prepare students who will seek further advanced (e.g., Doctor of Philosophy (Ph.D.) degrees in related areas of research specialization in the biological sciences.
2. Prepare those who wish to teach biology in public and private schools and two- and four-year colleges and universities.
3. In collaboration with the Department of Curriculum and Instruction, prepare teachers interested in achieving professional certification for teacher of biology at the secondary school level.
4. Prepare those who wish to seek career advancement in government, industry and related areas with applicable, research-based credentials.

In summary, this program is designed to provide instructional enhancement to meet the needs of teachers, practitioners, and others who wish to supplement their undergraduate education and expand their research capabilities in biology through study beyond the master's degree.

ADMISSION REQUIREMENTS

In addition to meeting the previously stated general requirements for admission to the Graduate School of Texas Southern University, applicants for admission to graduate standing within the department must present verified proof of having completed the following:

1. Graduation with a Bachelor of Science Degree in a Biological Science of related academic area.
2. A satisfactory sequence of courses in the natural and physical sciences to minimally include the following:
 - Biology: 31 Semester credit hours
 - Chemistry: General Chemistry with laboratory (8 SCH); Organic Chemistry with laboratory (8 SCH)
 - Mathematics: College Algebra (3 SCH); Pre-calculus (3 SCH); Calculus (4 SCH)
 - Physics: College or University Physics I and II with laboratory (8 SCH)
3. An undergraduate grade point average (GPA) of 3.0 on a 4.0 system. Transcripts from international academic institutions must have been evaluated by a recognized, appropriate agency.

DEGREE REQUIREMENTS:

1. A Comprehensive Examination based upon a required core set of courses offered during the first year in the M.S. Program. This examination is to be given during the third semester following their admission into the graduate program. Students must achieve a minimum passing score of 70 percent on each of the four (4) areas covered. If a score of less than 70 percent is earned in any of the four areas, a retest will be given in said area. Students will only be allowed one retake in a given area. Additionally, students not meeting this standard will not be allowed to proceed to the research phase of the program.
2. Demonstration of proficiency in English prior to admission to candidacy either by a score of 3.5 on the analytical writing section of the GRE or by satisfactory performance in English 501. GRE or English requirements must be met by the end of the first semester of admission.
3. A minimum of thirty (30) semester credit hours, six (6) of which might be earned in research.
4. During the first semester after entering the program, the student should consult with the graduate faculty with the goal of selecting a mentor and laboratory for research studies.

5. Once a committee has been chosen, students should meet with their thesis committee members on a regular basis throughout their research study. Students must meet with set committee at the end of the semester prior to their thesis defense.
6. An acceptable thesis resulting from approved, independently conducted and lab-based research. The thesis research may not be initiated prior to admission to candidacy, and it remains the responsibility of the student to seek acceptance into ongoing research efforts led by research mentors.
7. Completion and presentation (through an oral defense) of one's thesis to a committee composed of members of the Departmental Graduate faculty and a representative of the Graduate School.

In addition to the program described above for the Master of Science degree, the Department of Biology, in cooperation with the Department of Curriculum and Instruction in the College of Education, participates in a program for teachers interested in achieving professional certification for teachers of biology at the secondary school level.

The Department of Biology offers the Master of Science degree, which requires a minimum of thirty (30) semester credit hours including an acceptable research project. Students must meet the general requirements for all graduate students as prescribed in this bulletin. Degree plans must be approved by the graduate program advisor prior to submission to the Graduate School.

This program is designed to provide instructional enhancement to meet the needs of teachers, practitioners and others who wish to supplement their undergraduate education and expand their research capabilities in biology through study beyond the master's degree.

CURRICULUM SUMMARY for
Master of Science in Biology
Total Credits Required Thesis: 30 Hours

Required Core Courses (6 SCH)	Electives (18 SCH)	Thesis (6 SCH)
BIOL 452* (3)	BIOL 526 (3)	BIOL 861 (3)
BIOL 715 (3)	BIOL 527 (3)	BIOL 862 (3)
	BIOL 534 (3)	
	BIOL 631 (3)	
	BIOL 623 (3)	
	BIOL 636 (3)	
	BIOL 647 (4)	
	BIOL 648 (4)	
	BIOL 650 (3)	
	BIOL 710 (3)	
	BIOL 712 (3)	
	BIOL 725 (3)	
	BIOL 775 (3)	
	BIOL 777 (3)	
	BIOL 785 (3)	
	BIOL 795 (3)	

* BIOL 4352 is an advanced undergraduate course and will be offered temporarily as part of the Core Curriculum until a more permanent replacement is assigned.

**Master of Science in Biology
Degree Plan - Total Credits: 30**

First Semester	SCH	Second Semester	SCH
BIOL 452	3	BIOL 715	3
BIOL ELECTIVE	3	BIOL ELECTIVE	3
BIOL ELECTIVE	3	BIOL ELECTIVE	3
	9 hours		9 hours

Third Semester		Fourth Semester	
BIOL ELECTIVE	3	BIOL ELECTIVE	3
BIOL 861	3	BIOL 862	3
	6 hours		6 hours

ALLOCATION OF THIRTY SEMESTER CREDIT HOUR COURSE REQUIREMENTS

General Requirements: a minimum of thirty (30) semester credit hours, of which six (6) hours of thesis research credit should be satisfied by taking Biology 8361 and 8362.

COURSE DESCRIPTIONS

Advanced Undergraduate/Graduate

BIOL 452 Intermediary and Cellular Metabolism (3)

Quantitative bioenergetics; patterns of breakdown and synthesis of cellular metabolites, metabolic and hormonal regulations, integration and pathological disorders, and relevance of metabolism to medicine.

Graduate

BIOL 526 Topics in Biology (3)

Discussion of published papers covering a broad spectrum of biological disciplines. Three (3) hours of lecture a week. (Prerequisite: Graduate standing in biology, chemistry or toxicology).

BIOL 527 Advanced Plant Physiology (3)

Consideration of the chemistry and biochemistry of plant growth and development with emphasis on growth regulators, plant mineral nutrition, nitrogen-fixation, photosynthesis and photoperiodism. Three (3) hours of lecture a week. (Prerequisite: Graduate standing in biology, chemistry or toxicology).

BIOL 623 Neurobiology (3)

Structure and function of the brain and of the nervous system as a whole with emphasis on cellular and molecular mechanisms. Lectures, discussion, student reports. Three (3) hours of lecture per week. (Prerequisite: Graduate standing in biology)

BIOL 631 Diagnostic Bacteriology (3)

Fundamental training in isolation and identification of microorganisms obtained from a clinical laboratory specimen. One (1) hour of lecture per week and two (2) three-hour laboratory classes. (Prerequisite: BIOL 347)

BIOL 636 Endocrinology (3)

Through lectures and discussions an examination of the glands of internal secretion with special reference to humans. Three (3) hours of lecture per week. (Prerequisite: Graduate standing in biology)

BIOL 647 Experimental Biology I (4)

Current topics in biological research utilizing published literature as lecture material and as the basis for student presentations and experimentation. One (1) hour of lecture and four (4) hours of laboratory a week. (Prerequisite: Graduate standing in biology.)

BIOL 648 Experimental Biology II (4)

A continuation of Biology 6447, emphasizing the application of modern biological, chemical and physical methods to the study of the biological sciences. One (1) hour of lecture and four (4) hours of laboratory a week. (Prerequisite: Graduate standing in biology)

BIOL 650 Enzymology (3)

A study of enzyme classification, structure, kinetic models, rapid and relaxation kinetics for complex enzyme mechanisms. Three (3) hours of lecture. (Prerequisite: Graduate standing in biology)

BIOL 710 Microbial Genetics (3)

An examination of the nature, expression and regulation of the genetic process in microorganisms. Three (3) hours of lecture a week; (Prerequisite: Graduate standing in biology).

BIOL 712 Biosynthetic Mechanisms (3)

Molecular processes involved in the DNA function, biosynthesis replication, translation, transcription; biochemical mechanisms in RNA synthesis and protein biosynthesis. Molecular aspects of evolution and carcinogenesis. Three (3) hours of lecture a week. (Prerequisite: Graduate standing in biology)

BIOL 715 Advanced Human Genetics (3)

Comprehensive treatment of various normal aspects of human heredity as well as those aspects due to abnormal inheritance causing malfunctioning in metabolism. Three (3) hours of lecture a week. (Prerequisite: Graduate standing in biology)

BIOL 725 Biochemical Ecology (3)

An advanced in depth biochemical study of structure and function of ecosystems and of their changes due to natural and anthropogenic causes. Three (3) hours of lecture a week. (Prerequisite: Graduate standing in biology, chemistry, or toxicology)

BIOL 775 Bio-Organic Chemistry (3)

A comprehensive treatment of the structure and function of various organic compounds occurring in living organisms. Three (3) hours of lecture a week. (Prerequisite: Graduate standing in biology, chemistry, or toxicology)

BIOL 777 Biophysics (3)

A comprehensive treatment of the concepts in physics and physical chemistry as applicable to biological systems. Three (3) hours of lecture a week. (Prerequisite: Graduate standing in biology or chemistry)

BIOL 785 Advanced Plant Physiology and Plant Biochemistry (3)

An in depth treatment of photosynthesis, photoperiodism, nitrogen-fixation and plant molecular biology. Three (3) hours of lecture a week. (Prerequisite: Graduate standing in biology)

BIOL 795 Graduate Biology Seminar (3)

Review and in depth critical discussion of current published papers in selected areas of biological and biochemical sciences. Three (3) hours of presentation a week. (Prerequisite: Graduate standing in biology, chemistry, or toxicology)

BIOL 861 Research Problems (3)

An individual investigation of a specific research problem in biological sciences through literature search and laboratory experimentation. Consent of the Department. Supervised by members of the Graduate Faculty.

BIOL 862 Research Problems II (3)

A continuation of BIOL 861. Required of all candidates for the degree of Master of Science in Biology. An individual investigation of a specific research problem in biological sciences through literature search and laboratory experimentation. Consent of the Department. Supervised by members of the Graduate Faculty. (Prerequisite: BIOL 861).

DEPARTMENT OF CHEMISTRY

The Department of Chemistry offers the Master of Science in Chemistry. It is designed to

1. Prepare students for additional study toward the Ph.D. degree.
2. Prepare well-trained chemists for positions in industry and governmental agencies.
3. Provide continuing education for working chemists.
4. Provide upper-level service courses for public school and junior college teachers seeking either a professional certificate or the M.Ed. degree for teachers of chemistry offered through the College of Education.

ADMISSION CRITERIA

In addition to the general requirements for admission to the Graduate School (see the General Information Section of this bulletin), applicants for admission to graduate standing in chemistry are expected to present evidence of having completed the following courses with the indicated semester credit hours :

- General inorganic chemistry with laboratory (8)
- General organic chemistry with laboratory (8)
- Quantitative analysis with laboratory (4)
- Elementary physical chemistry with laboratory (8)
- Instrumental methods of analysis (3)
- College physics (6)
- Differential and integral calculus (6)

A diagnostic examination or qualifying examination covering the fundamentals of chemistry is required of all applicants prior to official admission to candidacy for the Master of Science in Chemistry degree. Only two attempts to pass this examination are permitted.

DEGREE REQUIREMENTS

The requirements for the Master of Science in Chemistry are summarized below:

1. Satisfactory performance on the qualifying examination.
2. Completion of a total of thirty (30) semester credit hours of graduate level courses (usually 500 level or above). A minimum of twenty-four (24) of these credit hours must be in chemistry, including six (6) hours of research (CHEM 861 taken twice). The remaining six (6) hours may be taken in related disciplines such as biology and/ or mathematics.
3. Completion and presentation (through an oral defense) of a thesis to a committee composed of members of the Department of Chemistry and representatives of the Graduate School.
4. Fulfillment of general requirements for graduation as outlined by the Graduate School (see the General Information Section of this bulletin).

Persons wishing to acquire the Professional Certificate for Teachers of Chemistry or wishing to earn the M.Ed. for Teachers of Chemistry should contact an advisor in the College of Education.

CURRICULUM SUMMARY DEGREE PLAN

Students must meet the general requirements for all graduate students as prescribed in this bulletin. Degree Plans must be approved by the graduate program advisor prior to submission to the Graduate School.

MASTER OF SCIENCE (THESIS)

This plan is designed to provide instructional enhancement to meet the needs of teachers, practitioners and others who wish to supplement their undergraduate education and expand their research capabilities in chemistry through study beyond the master's degree.

ALLOCATION OF THIRTY SEMESTER HOUR COURSE REQUIREMENTS

General Requirements: Minimum thirty (30) semester credit hours and a research project (thesis).

1. Core Courses (Required) 18 SCH

CHEM 531 (3) CHEM 543 (3) CHEM 633 (3) CHEM 635 (3) CHEM 861 (3)**

2. Elective Courses12 SCH

CHEM 445 (4)* CHEM 499 (1)* CHEM 533 (3) CHEM 623 (3) CHEM 624 (3) CHEM 625 (3) CHEM 634 (3) CHEM 636 (3)
MATH 439 (3)* MATH 577 (3) MATH 578 (3)

TOTAL30 SCH

Approved selected ES (Environmental Toxicology) courses.

*Undergraduate/graduate credit

**Enroll twice

COURSE DESCRIPTIONS

Graduate

CHEM 531 ADVANCED INORGANIC CHEMISTRY (3)

A study of atomic structure; chemical bonding, including valence-bond, molecular orbital, crystal- field, and ligand-field theories; stereochemistry and the chemistry of coordination compounds. Three (3) lecture hours per week. (Prerequisite: Approval of the graduate advisor)

CHEM 533 ORGANIC REACTIONS (3)

A detailed study of the mechanisms associated with the important substitution, elimination, and addition reactions of aliphatic and aromatic molecules. Three (3) lecture hours per week. (Prerequisite: CHEM 232)

CHEM 543 ADVANCED ANALYTICAL CHEMISTRY (3)

An in-depth study of the principles of ionic equilibria, acid-base chemistry, oxidation-reduction, and precipitation as they apply to processes occurring in both aqueous and non-aqueous media. Three (3) lecture hours per week. (Prerequisite: Approval of the graduate advisor or the department chair)

CHEM 623 SPECIAL TOPICS (3)

Consideration of special topics in chemistry. Three (3) lecture hours per week. (Prerequisite: Approval of the graduate advisor or the department chair)

CHEM 624 SPECIAL TOPICS (3)

Consideration of special topics in chemistry. Three (3) lecture hours per week. (Prerequisite: Approval of the graduate advisor or the department chair)

CHEM 625 SPECIAL TOPICS (3)

Consideration of special topics in chemistry. Three (3) lecture hours per week. (Prerequisite: Approval of the graduate advisor or the department chair)

CHEM 633 ADVANCED ORGANIC CHEMISTRY (3)

A study of the mechanisms of reactions of aliphatic and aromatic molecules; both carbocyclic and heterocyclic systems are considered. The effects of changes in structure and stereochemistry on the rate of reaction are also discussed. Three (3) lecture hours per week. (Prerequisite: Approval of the graduate advisor or the department chair)

CHEM 634 ADVANCED ORGANIC CHEMISTRY (3)

A continuation of CHEM 633. Three (3) lecture hours per week. (Prerequisite: CHEM 633)

CHEM 635 ADVANCED PHYSICAL CHEMISTRY (3)

A discussion of important concepts in thermodynamics. Three (3) lecture hours per week. (Prerequisite: Approval of the graduate advisor or the department chair)

CHEM 636 ADVANCED PHYSICAL CHEMISTRY (3)

A discussion of fundamental quantum chemistry and other advanced topics in physical chemistry. (Prerequisite: Approval of the graduate advisor or the department chair)

CHEM 861 RESEARCH PROBLEMS (3)

An individual investigation of a specific problem in chemistry by laboratory experiments or by an exhaustive study of the literature. The results of this work will constitute the student's thesis for the M.S. degree. (Prerequisite: Approval of the graduate advisor or the department chair)

DEPARTMENT OF COMPUTER SCIENCE

MASTER OF SCIENCE IN COMPUTER SCIENCE

The M.S. in Computer Science has been designed to provide a flexible graduate curriculum for students who matriculate through its associated degree program. The main objectives in offering this degree are as follows:

1. Prepare students for successful and productive careers as specialized CS professionals in industry and society.
2. Prepare students for positions in research and development (R&D) and for leadership roles in industry,
3. Prepare students to continue into advanced graduate studies (PhD) in computer science.
4. Prepare students with the necessary skills and ethics to function in a dynamic multidisciplinary technological environment and serve their community

Students who matriculate from the Department of Computer Science Master's program will be able to:

1. formulate and solve advanced software applications;
2. apply knowledge in a specialized area of the discipline;
3. compile, analyze and document research literature;
4. design and conduct research projects;
5. communicate ideas effectively by completing a graduate project or thesis involving an investigative computer science project, together with oral and written examinations;
6. undertake doctoral studies in the field of Computer Science
7. understand the role, ethics and responsibility of computer scientists in society;

ADMISSION REQUIREMENTS

Admission to the Program is accomplished in accord with the requirements for admission to the Graduate School at Texas Southern University. The entire admission process will be under the direction of the Graduate Committee in the Department of Computer Science and the Graduate Council in the Graduate School at the University.

For unconditional admission, the University requirements, as well as the Program requirements, are as follows:

1. Graduation with the bachelor's degree, or its equivalent, from an accredited college or university. An example of the "equivalent," as indicated may be an international student who has graduated from a college or university that issues a diploma or certificate instead of a degree.
2. A satisfactory undergraduate sequence of courses in the proposed major.
3. A grade point average in all undergraduate work of 2.50 (C+) or better or a grade point average of 3.0 for the last 60 semester hours of undergraduate course work.
4. A score on the aptitude section of the Graduate Record Examination that will be used in conjunction with other admission factors.
5. A score of at least 550 on the TOEFL, if the applicant has a degree from a non US university

Conditional admission may be given to applicants who do not satisfy all of the requirements for unconditional admission in accord with existing University procedures. However, final disposition of these cases ultimately rests with the Dean of the Graduate School.

In addition to the general requirements for admission referenced above, applicants for admission to graduate standing in Computer Science are expected to present evidence of having completed the following courses with the minimum number of semester credit hours indicated with grades of "C" or better:

- Object Oriented Programming/C++ or JAVA (3)
- Computer Architecture (3)/Computer Networks (3)
- Data Structures (3)

DEGREE REQUIREMENTS

After successfully completing the course requirements to be described below, students admitted to the Program must pass a department-administered Qualifying Examination upon completion of those courses designated as “core courses” for the M.S. in Computer Science. This examination must be passed after no more than two attempts and prior to embarking upon a thesis, if the curriculum plan described below that requires a thesis (Plan A) is followed.

A student cannot be accepted to “candidacy status” for the M.S. in Computer Science until the Qualifying Examination is successfully completed.

An overall summary of the general requirements for the M.S. in Computer Science follows:

1. Completion of a total of thirty (31) semester credit hours in Computer Science (500 and 600 Level) as described in detail below through Plan A or Plan B with a grade point average of 3.00 or better.
2. Completion and presentation (through an oral defense) of a thesis to a committee composed of members of the Department of Computer Science and representatives of the Graduate School, if the Plan A curriculum of study is selected.
3. Completion of a total of six (6) semester credit hours advanced electives (600 level) and an Independent Master’s Project if the Plan B curriculum of study is selected.
4. Completion of an application for graduation.

CURRICULUM SUMMARY

In designing the overall curriculum of study for the M.S. in Computer Science, the guidelines for computer science curriculum content from the Association for Computing Machinery (ACM) were consulted. The ACM is a highly respected professional organization that has guided the development of computer science educational programs for many years. Essentially, the ACM recognizes a set of fourteen (14) content areas that represent the body of knowledge for computer science. These areas are as follows:

1. Discrete Structures (DS)
2. Programming Fundamentals (PF)
3. Algorithms and Complexity (AL)
4. Architecture and Organization (AR)
5. Operating Systems (OS)
6. Net-Centric Computing (NC)
7. Programming Languages (PL)
8. Human-Computer Interaction (HC)
9. Graphics and Visual Computing (GV)
10. Intelligent Systems (IS)
11. Information Management (IM)
12. Social and Professional Issues (SP)
13. Software Engineering (SE)
14. Computational Science (CN)

The M.S. in Computer Science, as proposed, requires the completion of thirty (31) semester credit hours to be completed over a two-year period. Students enrolled will have the option of either doing a thesis (Plan A) or not doing one (Plan B). For the Plan A curriculum, six (6) semester credit hours are devoted to original research, while Plan B curriculum requires the completion of six (6) extra elective credits and an independent Master’s project.

For Plans A and B, 13 semester credit hours through five courses constitute a core curriculum that must be completed before a student is allowed to establish his/her candidacy for the M.S. Degree Plan A. If the student elects to follow Plan A, he/she is appointed a Thesis Advisor by the Chairperson of the Department of Computer Science in accord with the regulations of the Graduate School.

The five core courses address the first seven content areas of the fourteen total areas referenced by the ACM. The remaining content areas are addressed in elective offerings in accord with the backgrounds and research interests of the faculty members to anchor the overall graduate program.

Thus, the Plan A curriculum requires completion of 5 core courses for 13 semester credit hours, 4 elective courses for 12 semester credit hours, and 6 semester credit hours of thesis research for a total of 31 semester credit hours.

The Plan B curriculum requires completion of four core courses for 13 semester credit hours, and 5 elective courses for 15 semester credit hours, and one course of independent master's project for 3 semester credit hours for a total of thirty (31) semester credit hours. These overall plans are designed for students to complete at Texas Southern University once admitted. Transfer students will not be recruited. However, in the event that a student wants to transfer credits from an accredited institution of higher learning to the University for use in fulfilling requirements for the M.S. in Computer Science, the Dean of the Graduate School must be contacted directly for review of the request. If the request for transfer credits is approved by the Dean, official notification is provided to the Office of the University Registrar to include these credits on the student's official transcript. The following two restrictions apply to these transfer credits: no more than six (6) semester credit hours may be transferred at the graduate level, and credits accepted for transfer must have been earned with grades of "B" (3.00) or better.

The five core courses are listed below. Reference is made to the ACM content area(s) addressed at the end of each course title.

CS 511	Algorithmic Analysis and Data Structures, 3 semester credit hours, ACM content areas: PF, PL and AL
CS 531	Advanced Computer Architectures, 3 semester credit hours, ACM content area: AR
CS 541	Operating Systems, 3 semester credit hours, ACM content areas: OS and NC
CS 551	Theory of Computation, 3 semester credit hours, ACM content areas: DS and AL
CS 599	Graduate Seminar in CS, 1 semester credit hour, ACM content areas: NC, HC, and PL

The following courses are intended as electives for the degree program with ACM content areas noted:

CS 545	Computer Networks, 3 semester credit hours, ACM content areas: NC and OS
CS 547	Cryptography and Computer Security, 3 semester credit hours, ACM content areas: SP and NC.
CS 553	Formal Languages and Automata, 3 semester credit hours, ACM content areas: PL, AL
CS 571	Artificial Intelligence, 3 semester credit hours, ACM content area: IS
CS 583	Data Mining, 3 semester credit hours, ACM content area: IM
CS 591	Web Services, 3 semester credit hours, ACM content areas: NC, HC, and PL
CS 661	Advanced Topics in Software Engineering, 3 semester credit hours, ACM content area: SE
CS 681	Advanced Database Management Systems, 3 semester credit hours, ACM content area: IM
CS 696	Special Topics in Computer Science, 3 semester credit hours, ACM content areas: All Possible
CS 697	Independent Master's Project, 3 semester credit hours, ACM content areas: All Possible
CS 698	Master's Thesis Research I, 1-3 semester credit hours, ACM content areas: All Possible
CS 699	Master's Thesis Research II, 1-3 semester credit hours, ACM content areas: All Possible

Degree Plan - Total Credits: 31

First Year	First Semester		Second Semester	
	CS 511 Algorithmic Analysis and Data Structures	3	CS 541 Operating Systems	3
	CS 531 Computer Architectures	3	CS 551 Theory of Computation	3
	CS Elective (500 or 600 Level)	3	CS 599 Graduate Seminar in CS	1
		9 hrs		7 hrs

Second Year Plan -A (Thesis)	First Semester		Second Semester	
	CS 698 Thesis Research	3	CS 699 Thesis Research	3
	CS Elective (5XX or 6XX)	3	CS Elective (5XX or 6XX)	3
	CS Elective (5XX or 6XX)	3		
	9 hrs		6 hrs	

Second Year Plan -B (Non-Thesis)	First Semester		Second Semester	
	CS Elective (5XX or 6XX)	3	CS 697 Independent Master's Project	3
	CS Elective (5XX or 6XX)	3	CS Elective (5XX or 6XX)	3
	CS Elective (5XX or 6XX)	3		
	9 hrs		6 hrs	

COURSE DESCRIPTIONS

- CS 511** Algorithmic Analysis and Data Structures (3 semester credit hours)
Design, implementation, and analysis of abstract data types; data structures and their algorithms. Also included: data and procedural abstraction, linked list, stacks, queues, binary trees, priority queues, heaps, searching, and sorting. Specific algorithmic design techniques to be addressed are divide and conquer, the greedy method, backtracking, branch-and-bound, and dynamic programming. Three hours of lecture per week.
- CS 531** Advanced Computer Architectures (3 semester credit hours)
Architecture of computer hardware, including memory hierarchies, I/O mechanisms, instruction set and data level parallelism, symbolic computation, multiprocessor networks and consistency, and performance modeling. Operational units and their interconnections, which result from architectural specifications, discussed. Also included: memory hierarchies, pipelining, RISC vs. CISC architectures, super scalar processors, and microprogramming. (Contemporary illustrations included). Three hours of lecture per week.
- CS 541** Advanced Operating Systems (3 semester credit hours)
Design principles and construction techniques for operating systems discussed. Also included: kernel, process management, memory management, multi-threading, auxiliary storage management, and resource allocation. Comparative structures of different kinds of operating systems included. Three hours of lecture per week.

- CS 545 Computer Networks (3 semester credit hours)
 Presentation of Functions required to operate computer communications networks and methodology procedures for implementing these functions. Broad area of wireless data networks addressed. Other topics included: ad hoc radio nets, wireless LAN's, 2.5 G and 3 G cellular network architectures, and Internet protocols. Main focus on the TCP and network layer. Prerequisite: consent of the instructor or undergraduate course in networking. Three hours of lecture per week.
- CS 547 Cryptography and Computer Security (3 semester credit hours)
 Fundamentals of security principles; security policies; access control systems and methodology; identification, authentication, and accountability; computational number theory and cryptography; strategies of cryptography; and methods of cryptanalysis. Implications and relationships of security in different areas discussed along with applications. Prerequisite: Consent of the instructor. Three hours of lecture per week.
- CS 551 Theory of Computation (3 semester credit hours)
 Topics include finite automata; regular sets, expressions and their properties; push-down automata; standard, universal, and linear-bounded Turing machines; relationships between formal languages and automata; Church-Turing thesis; computational view of P and NP problems, undecidability and its consequences. Three hours of lecture per week.
- CS 553 Formal Languages and Automata (3 semester credit hours)
 In depth presentation of the foundations, design and implementation of programming languages. The major emphasis will be placed on formal specification of syntax and semantics and a variety of programming language paradigms including, statement-oriented and procedural, logic, functional, object-oriented and parallel programming languages. Prerequisite: CS 551. Three hours of lecture per week.
- CS 571 Artificial Intelligence (3 semester credit hours)
 In depth study of artificial intelligence (AI) systems. Specific topics include: intelligent agent, problem solving, knowledge representation and reasoning, uncertain knowledge and non-monotonic reasoning, uncertain reasoning and statistical methods, planning, machine learning, natural language processing, image processing, and robotics. Prerequisite: Consent of the instructor. Three hours of lecture per week.
- CS 583 Data Mining (3 semester credit hours)
 Presentation of concepts of data mining, including applications, data preparation, model building and evaluation, scoring, data warehousing, architecture data capture, ETL, schema modeling, query design, and optimization. Prerequisite: Consent of the instructor. Three hours of lecture per week.
- CS 591 Web Services (3 semester credit hours)
 Provides understanding and experience in modeling essential aspects of Web-based business application systems, including basic processes to the analyze information requirements and to design appropriate solutions leading to web-based applications in an e-business environment. Emphasis on object-oriented analysis and design, client/server system development methods, and human-computer interaction techniques. Prerequisite: Consent of the instructor. Three hours of lecture per week.
- CS 599 Graduate Seminar in CS (1 semester credit hour)
 A series of seminars held every semester in which students are exposed to various research topics in computer sciences. Students are required to attend thesis seminars and provide a written review to each topic presented. Prerequisite: Consent of the instructor. One hour of seminar per week
- CS 661 Advanced Topics in Software Engineering (3 semester credit hours)
 Software measurement and analysis theory, applications, and techniques. Also included: process and product metrics, risk and hazard assessment, quality assurance certification techniques, COCOMO model for cost estimation, re-use, re-engineering, and software safety. Prerequisite: Consent of the instructor. Three hours of lecture per week.
- CS 681 Advanced Database Management Systems (3 semester credit hours)
 Advanced issues related to database design, data modeling and normalization, query optimization, functional dependencies, data integrity, and data security. Prerequisite: Consent of the instructor. Three hours of lecture per week.

- CS 696 Special Topics in Computer Science (3 semester credit hours)
Consideration of contemporary topics and issues in computer science and associated technology. Prerequisite: Consent of the instructor. Three hours of lecture per week. This course can be repeated for different topics.
- CS 697 Independent Master's Project (3 semester credit hours)
Opportunity for students to do an independent in-depth study on a contemporary topic under the mentorship of a faculty member. Required of students pursuing the Plan B (non-thesis) option. Prerequisites: Completion of 18 semester credit hours including core courses
- CS 698 Master's Thesis Research I (1-3 semester credit hours)
Required independent research project under the mentorship of a faculty member that leads toward the completion of a written thesis for students pursuing the Plan A (thesis) option. Prerequisites: Completion of 18 semester credit hours including core courses.
- CS 699 Master's Thesis Research II (1-3 semester credit hours)
Continuation of CS 698. Prerequisites: CS 698.

DEPARTMENT OF ENVIRONMENTAL AND INTERDISCIPLINARY SCIENCES

The **Environmental Toxicology** degree program is offered through the Graduate School and housed in the Department of Environmental and Interdisciplinary Sciences within the College of Science, Engineering and Technology. The program is interdisciplinary with support provided by faculty mainly from the College of Science, Engineering and Technology and the College of Pharmacy and Health Sciences.

The department offers two degree programs which lead to a Master of Science in Environmental Toxicology or a Doctor of Philosophy in Environmental Toxicology. In offering these degrees, the program is designed to:

1. Prepare students for professional careers in industry, government, and higher education
2. Produce independent, hypothesis-driven researchers
3. Prepare scientists who have knowledge of the basic mechanisms by which pollutants act in the natural environment.
4. Produce qualified graduates capable of conducting environmentally relevant research in the biological, chemical, or physical Sciences
5. Prepare professionals who are capable of making an impact on the environment by completing environmental risk assessments and developing appropriate environmental planning and management models that will be used in formulating environmental policy.
6. Train environmental toxicologists who are trained to anticipate, assess, and recommend action on a wide spectrum of environmental problems.
7. Increase the number of underrepresented minority researchers in the field of environmental toxicology.

MASTER OF SCIENCE IN ENVIRONMENTAL TOXICOLOGY

ADMISSION CRITERIA

Applicants must present Graduate Record Examination (GRE) scores (combined verbal and quantitative) which are considered along with the applicant's undergraduate grade point average that must be at least 2.75 overall or 3.0 in the last sixty (60) hours. In addition to the aforementioned requirements, the socioeconomic background of applicants will be considered in the admission process.

1. Economic status of family when applicant attended elementary, secondary, and undergraduate school.
2. Applicant's status of first-generation to attend undergraduate school.
3. Applicant's status of first-generation to attend graduate or professional school.
4. Applicant is multilingual.
5. Applicant's employment while attending undergraduate school.
6. Applicant's role in helping rear other children in family.
7. Applicant's geographic residence in Texas at time of application.
8. Geographic region wherein applicant's high school is located.
9. Applicant's demonstration of performance in community activities.
10. Applicant's demonstration of commitment to a particular field of study.
11. The presence of role models with comparable graduate school training in the applicant's region of residence.
12. The applicant's performance during a personal interview.

The applicants are expected to present evidence of having completed the following courses with the indicated total semester credit hours (in parentheses):

- General Chemistry w/laboratory (8)
- General Organic Chemistry w/laboratory (8)
- Biology w/laboratory (8)
- Physics (8)
- Calculus (4)

DEGREE REQUIREMENTS

Thesis Track

The requirements for the Master of Science in Environmental Toxicology are summarized below:

1. Satisfactory performance on the Qualifying Examination.
2. Completion of a total of twenty-four (24) semester credit hours of graduate level courses. A minimum of nine (9) of these credit hours must be in core courses. A total of fifteen (15) credit hours of electives must be taken. Six (6) credit hours are required for the research thesis.
3. Completion and presentation (through an oral defense) of a thesis to a committee composed of members of the environmental toxicology faculty and representatives of the Graduate School.
4. Fulfillment of general requirements for graduation as outlined by the Graduate School (see the General Information Section of this bulletin).

ADMISSION TO CANDIDACY

Master's degree students will achieve candidacy after passing the qualifying examination, the English proficiency examination, and course work requirements.

RESIDENCY REQUIREMENT

Master's students will achieve residency after completing course requirements.

THESIS

Students pursuing the master's degree must write and defend a thesis based on research done on an approved problem in environmental toxicology. The defense of the thesis will be made before the student's thesis committee.

Non-Thesis Track

The requirements for the Master of Science in Environmental Toxicology, non-thesis track, are summarized below:

1. Satisfactory performance on the Qualifying Examination.
2. Completion of a total of thirty-six (36) semester credit hours of graduate level credits. A minimum of nine (9) of these credit hours must be in core courses. A total of twenty-four (27) credit hours of electives must be taken.
3. Completion and presentation (through an oral defense) of a full review (paper) of an environmental toxicology issue to a committee composed of members of the environmental toxicology faculty.
4. Fulfillment of general requirements for graduation as outlined by the Graduate School (See the General Information Section of this bulletin).

ADMISSION TO CANDIDACY

Master's degree students will achieve candidacy after passing the qualifying examination, the English proficiency examination, and course work requirements.

REVIEW OF AN ENVIRONMENTAL TOXICOLOGY ISSUE

Students pursuing the master's degree in the non-thesis track must write and present paper based on an approved problem in environmental toxicology. The presentation of the paper will be made before a committee composed of members of the environmental toxicology faculty.

DOCTOR OF PHILOSOPHY IN ENVIRONMENTAL TOXICOLOGY

ADMISSION CRITERIA

The admission criteria for applicants to the Doctor of Philosophy Degree Program in Environmental Toxicology are summarized below.

1. Applicants for the Ph.D. degree program in environmental toxicology must meet the requirements for admission to the Graduate School. To be considered, the applicant must have earned the Master's degree in an appropriate field of the natural sciences or in an equivalent discipline acceptable to the admissions committee. Exceptional applicants without a Master's degree may be granted a probationary admission but will be required to complete a total of eighteen (18) credit hours of coursework at the master's level in biology, chemistry, and/or the Environmental Toxicology Program as approved by the department.
2. Applicants who have earned the master's degree must have a cumulative 3.3 grade point average on a 4.0 scale in their graduate work.
3. Applicants must present a Graduate Record Examination (GRE) score (combined verbal and quantitative), which is considered along with the applicant's grade point average. In addition to the above requirements, the socioeconomic background of applicants will be considered in the admission process.
4. Economic status of family when applicant attended elementary, secondary, and undergraduate school.
 - Applicant's status of first-generation to attend undergraduate school. Applicant's status of first-generation to attend graduate or professional school.
 - Applicant is multilingual.
 - Applicant's employment while attending undergraduate school.
 - Applicant's role in helping rear other children in family.
 - Applicant's geographic residence in Texas at time of application.
 - Geographic region wherein applicant's high school is located.
 - Applicant's demonstration of performance in community activities.
 - Applicant's demonstration of commitment to a particular field of study.
 - The presence or absence of role models with comparable graduate school training in the applicant's region of residence.
5. Applicants must demonstrate acceptable proficiency in the use of the English language based upon performance on a standardized English Proficiency Test. (Performance on the analytical writing portion of the GRE may be considered as adequate by the Admissions Committee.)
6. International applicants, in addition to the above requirements, must present a TOEFL score of at least 550 or appropriate evidence of proficiency in the English language.
7. The formal application must include the following:
 - i. A completed application form and a non-refundable application fee.
 - ii. At least three (3) recommendations from persons qualified to give an evaluation of the applicant's past scholastic performance, research and scientific abilities, and personal motivation.
 - iii. An official transcript of credits earned at all colleges and/or universities attended by the applicant.
 - iv. Scores from the Graduate Record Examination (general test). In addition, international applicants must provide TOEFL scores.

DEGREE REQUIREMENTS

The overall requirements for the Doctor of Philosophy Degree in Environmental toxicology are summarized as follows:

1. Satisfactory performance on qualifying examinations.
2. Completion of a total of sixty (60) semester credit hours above the master's degree. A minimum of twelve (12) credit hours must be completed in core courses and a minimum of twelve (12) credit hours of electives must be completed. Thirty-six (36) credit hours are required for research and dissertation.
3. Of the total 60 credit hours, not more than nine (9) (not including the dissertation) can be transferred into the program from another university. Such transferred credits must have been earned in a doctoral program and must be of grade "B" (3.00) or better.
4. Satisfactory performance on the Comprehensive Examination.

5. Completion of residency requirement.
6. Completion of the research for an acceptable dissertation.
7. Satisfactory performance on an oral examination covering the dissertation.

QUALIFYING EXAMINATION

After the student has completed the core coursework requirements and, if necessary, other background courses in biology, chemistry, and mathematics, he/she must pass the qualifying examinations. These examinations will consist of subject matter contained in the core coursework. A student will be allowed two attempts to pass the qualifying examinations and may petition to take them a third time. Students completing the Master of Science degree in Environmental Toxicology at TSU will be exempt from this requirement.

RESIDENCY REQUIREMENT

The residency requirement may be met by one of the following:

Enrollment in a minimum full-time course load in two consecutive semesters or a minimum full-time course load taken in a regular semester immediately preceding or following full-time enrollment in each of the summer terms.

ADMISSION TO CANDIDACY

As a condition for admission to doctoral candidacy, the student must complete all course work, except for the dissertation research, satisfy residency, pass the qualifying examination and successfully defend his/her research proposal.

COMPREHENSIVE EXAMINATION

A comprehensive examination is required of all doctoral students. It is recommended that the comprehensive examination be taken in the same semester of the student's dissertation defense. However, it can be taken after the all course work in the degree plan has been satisfied, the qualifying examinations have been passed and the dissertation proposal has been approved and accepted by the graduate school. The comprehensive examination will be composed of test items from the student's specialization area and questions from the basic core and related courses in environmental toxicology. The student will be allowed two attempts to pass the comprehensive examination and may petition the department to take it a third time.

DISSERTATION

The Ph.D. degree is primarily a research degree. The student is expected to demonstrate the ability to design a research project, implement it, contribute new knowledge to the field of study, and write an acceptable dissertation. The dissertation topic and nature and extent of the research will be recommended by the student and his/her adviser for approval by the dissertation committee.

The format of the dissertation, described in a booklet from the Office of the Graduate School, must be followed. The dissertation must be defended before the committee in an oral examination. Certification of successful completion of the oral examination requires the signature of all members of the dissertation committee. A student who fails the final oral examination on the dissertation may petition the Dean of the Graduate School through the department for a second attempt to pass the examination. All changes in the dissertation suggested by the committee after the Oral Examination must be made before the dissertation can receive the final approval of the Graduate School. In addition to the dissertation, the student is required to condense the dissertation or a portion of it into a paper suitable for publication in a refereed journal. This paper must accompany the dissertation when it is presented to the members of the committee. In addition, an abstract not exceeding 350 words must be prepared for submission to University Microfilms Incorporated.

CURRICULUM SUMMARY

The objective of the environmental toxicology program is to provide training which will enable students to apply the principles and methods of the physical and biological sciences to the study of toxicants as a basis for solving problems associated with the presence of toxicants in the environment. Although the emphasis in the master's program will be on course work, the Ph.D. degree curriculum is designed to produce graduates who are highly skilled in designing and implementing research studies, analyzing data, and applying results that may be used in the formulation of policies and plans for a healthier environment.

Students in both the M.S. and Ph.D. degree programs will study the properties, fate, biological effects, detection and regulation of natural and/or man-made toxicants present in the environment. Toxicants may include air, water and soil pollutants, such as pesticides, industrial chemicals, and poisons produced by microbes, plants, and animals. The program for Ph.D. degree students will have a strong emphasis on research.

RESEARCH TOPICS

Students may pursue research problems in the following areas: air, water, soil pollution; genetic toxicology; chemistry and fate of pesticides; pathogenesis of toxicants; risk assessment, and natural toxicants.

TIME LIMIT FOR THE DOCTOR OF PHILOSOPHY DEGREE

After being admitted to a program leading to the Doctor of Philosophy degree, a student will be allowed seven (7) calendar years in which to complete all of the requirements for the degree, including transferred credit and prior credit at Texas Southern University. Continuation in the doctoral degree program beyond the seven-year limit must be approved by the student's doctoral degree advisory committee and the dean of the Graduate School.

The maximum time allowed to complete the doctoral program, including an approved extension is nine (9) calendar years. This time limit does not include work done as part of the requirements for a master's degree or that needed to complete any course work deficiencies as noted by a probationary admission.

COURSE DESCRIPTIONS

ES 701 PRINCIPLES OF TOXICOLOGY (3)

This course presents the fundamental and basic concepts of toxicology, including dose-response relationships, pathogenesis of toxic exposures, metabolism of toxicants, toxic kinetics, activation and detoxification mechanisms, biologic and chemical factors that influence toxicity, mechanisms of carcinogenesis and mutagenesis target organ toxicology, the principles of testing for toxic effects, epidemiology and concepts of risk assessment.

ES 702 ENVIRONMENTAL TOXICOLOGY I (3)

This course presents topics illustrating toxic chemicals, their occurrence, structure, and the reactions underlying detection, toxicity, fate, and ecological importance.

ES 703 ENVIRONMENTAL SCIENCE (3)

This course will provide students with the scientific principles, concepts, and methodologies required to understand and identify environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

ES 704 AQUATIC RESOURCES AND POLLUTION (3)

This course presents a survey of global aquatic systems and resources and the impacts of mankind on these resources. Topics include impacts of chemicals on aquatic ecosystems and man's utilization of marine resources. Scientific method applied to the processes. Biota and history of the aquatic systems and major scientific breakthroughs will be explored.

ES 705 ENVIRONMENTAL POLICY and MANAGEMENT (3)

This course presents an examination of selected topics in the formulation and implementation of environmental policy with a principal emphasis on conceptual and methodological issues. Examination of recent research and practice in the evaluation of environmentally related policies, programs, and plans will be reviewed.

ES 707 GROUNDWATER CONTAMINATION (3)

The emphasis of this course will be on acquiring extensive working knowledge of the concepts, principles and professional practices underlying groundwater pollution, hydrology and remediation.

ES 711 AIR POLLUTION (3)

This course is designed to study the influence of man-caused pollution on the atmosphere and its effect on human health and economy. Techniques for the measurement of atmosphere pollutant concentrations and determination of local and regional air quality will also be covered. Detailed presentation of air pollution sources and methods for their control will be covered. The role of local, state and federal government in air pollution control will be reviewed.

ES 718 SPECIAL TOPICS IN ENVIRONMENTAL TOXICOLOGY (3)

Special topics will be assigned and discussed in relation to new findings and trends in environmental toxicological study and research. (Prerequisite: Consent of the professor)

ES 720 GEOGRAPHIC INFORMATION SYSTEMS FOR ENVIRONMENTAL SCIENCES (3)

Geographical Information Systems for environmental sciences is an introductory course to the concepts and use of geospatial (GIS and GPS) technology. It involves introducing the hardware and software component of the Geographic Information Systems (GIS) and review of GIS applications for the field of environmental studies. This course comprises two hours of lecture and one hour of laboratory per week

ES 730 INTRODUCTION TO REMOTE SENSING AND IMAGE INTERPRETATION (3)

Introduction to remote sensing and image interpretation is an introductory course to the principles and applications of remote sensing technology. It involves introducing the concept and techniques of the remote sensing and exploring the importance and application of remote sensing in different disciplines. This course comprises two hours of lecture and one hour of laboratory per week.

ES 724 RESEARCH PROBLEMS - MASTER'S DEGREE STUDENTS (6)

This course provides supervised student research on approved problems suitable for the preparation of a thesis.

ES 902 ENVIRONMENTAL TOXICOLOGY II (3)

This course presents biochemical and physiological mechanisms underlying toxicity and detoxification. (Prerequisite: ES 702)

ES 906 ENVIRONMENTAL GEOLOGY (3)

This course presents a study of the influence of geologic processes and hazards on human activities. Emphasis will be placed upon topics of interest to students in environmental science and toxicology.

ES 908 SAMPLE ANALYSIS (3)

This course presents the principles of the microanalysis of toxicants. The course addresses theoretical microanalysis of toxicants, separation, detection, and quantitative determination of toxicants using chemical and instrumental methods. (Prerequisite: CHEM 332 Analytical Chemistry and consent of instructor)

ES 909 SAMPLE ANALYSIS LABORATORY (3)

This course presents laboratory techniques for microanalysis of toxicants. The course addresses separation, detection, and quantitative determination of toxicants using chemical and instrumental methods. (Prerequisite: ES 908 [may be taken concurrently] or by consent of instructor)

ES 910 REPRODUCTIVE TOXICOLOGY (3)

This course introduces students into the field of reproductive toxicology. Specific topics include exposure to chemicals during pregnancy, the teratology of chemical exposure, folic acid and the classical and the environmental estrogen saga. Special attention is given to the interpretation of animal reproductive toxicity studies which form the basis for human risk assessment of chemicals.

ES 912 NEUROTOXICOLOGY (3)

This course presents mechanism of action of a number of different neurotoxins, including marine toxins, insecticides and heavy metals. The course gives examples of ways toxins may act on the nervous system and techniques for the study of neurotoxicology.

ES 913 ADVANCED SIMULATION MODELING (3)

This course presents advanced techniques in simulation modeling, optimization and simulation, dynamic parameter estimation, linear model error propagation, and sensitivity testing; model evaluation in ecological and social systems.

ES 914 MODELING LABORATORY (3)

Students must complete a series of exercises on advanced topics in modeling and a term project based on their graduate research.

ES 915 ADVANCED PHYSICAL CHEMISTRY (3)

This course presents principles and applications of statistical mechanics; ensemble theory; statistical thermodynamics of gases, solids, liquids, electrolyte solutions, polymers and chemical equilibriums. (Prerequisite: Chemistry 432 or equivalent)

ES 916 CHEMISTRY OF NATURAL PRODUCTS (3)

This course presents advanced treatment of chemistry of naturally occurring compounds isolated from a variety of sources. Topics will include isolation, structure determination, chemical transformations, total synthesis, biological activity, and biosynthesis. (Prerequisite: CHEM 232 or equivalent)

ES 919 SPECIAL TOPICS IN ENVIRONMENTAL TOXICOLOGY (3)

Special topics will be assigned and discussed in relation to new findings and trends in environmental toxicological study and research. (Prerequisite: Consent of the professor)

ES 920 SPECIAL TOPICS IN ENVIRONMENTAL TOXICOLOGY (3)

Special topics will be assigned and discussed in relation to new findings and trends in environmental toxicological study and research. (Prerequisite: Consent of the professor)

ES 921 SEMINAR IN ENVIRONMENTAL TOXICOLOGY (2)

This course discusses pertinent diverse issues related to the field of environmental toxicology based on reports, lectures and field experiences. Attendance and/or viewing with written reports on seminar presentations is required. (Prerequisite: Consent of the professor)

ES 922 SEMINAR IN ENVIRONMENTAL TOXICOLOGY (2)

This course discusses pertinent diverse issues related to the field of environmental toxicology based on reports, lectures and field experiences. Attendance and/or viewing with written reports on seminar presentations is required. (Prerequisite: Consent of the professor)

ES 923 SEMINAR IN ENVIRONMENTAL TOXICOLOGY (2)

This course discusses pertinent diverse issues related to the field of environmental toxicology based on reports, lectures and field experiences. Attendance and/or viewing with written reports on seminar presentations is required. (Prerequisite: Consent of the professor)

ES 925 RESEARCH AND DISSERTATION (3-12)

This course provides supervised research and dissertation preparation.

ES 926 INTERNSHIP (6)

This course requires departmental approval

ES 927 RESEARCH DESIGN AND DATA ANALYSIS (3)

This course will review the practices of research design and data collection and the use of statistics for data interpretation with emphasis on proper presentation of data in the scientific format.

ES 929 ADVANCED HUMAN TOXICOLOGY (3)

This course examines the advanced concepts of toxicology. Distribution, absorption, metabolic conversion, and elimination of toxic agents are discussed. Mechanisms of injury to various body systems following exposure to toxic chemicals are explored at the systemic, organ, and cellular levels. Topics also include classes of toxicants, methods for detecting and evaluating their effects, and the scientific basis for risk estimation in humans.

ES 930 BIOCHEMISTRY (3)

Topics covered include chemical principles of biologic systems; chemical and physical properties of nucleotides, amino acids, proteins and water; protein structure and stability; introduction to steady-state kinetics; enzyme mechanism; controlling enzyme activity; metabolic circuitry; glucose transport and metabolism; pyruvate metabolism; the TCA cycle; electron flow and Ox-Phos; glycogen metabolism; gluconeogenesis and the pentose shunt; fatty acid catabolism and synthesis; disposal of nitrogen: the urea cycle; amino acid catabolism and synthesis; integrating metabolism: fed and fasted states and exercise; structure of nucleic acids; physical properties of nucleic acids, DNA replication and repair; transcription and its control; RNA processing and Translation.

ES 931 ETHICS (3)

This course will enhance students' understanding of core ethical issues in research. Focus will be made on IRBs (Institutional Review Boards), IACUC (Institutional Animal Care and Use Committees), roles of ethical theories, principles, and human rights. Topics in scientific research will include elements of good science and conflicts of interest.

ES 933 MUTAGENESIS/CARCINOGENESIS (3)

This course analyzes the modes by which organisms handle damage to DNA by physical and chemical agents, the mechanisms of converting damage to mutations, and the theoretical basis for carcinogenesis screening methods utilizing mutagenesis. Topics include systems for mutagenesis testing, mutational spectra, and inducible responses to DNA damage

ES 934 MOLECULAR BASIS OF GENE ACTION (3)

This course examines advanced topics related to prokaryotic and eukaryotic gene expression and regulation. Conventional and non-conventional cloning tools will also be discussed as they relate to gene expression. The course will also cover topics in genomics and transcriptomics.

ES 935 STATISTICAL ASPECT OF RISK ASSESSMENT (3)

This course is designed to introduce the potential environmental toxicology specialist to the comprehensive coverage of environmental impact and risk assessment disciplines as tools to environmental planning and management, policy decision making and regulatory standard setting of exposure limits to toxic substances.

ES 936 OCCUPATIONAL AND ENVIRONMENTAL EPIDEMIOLOGY (3)

This course will introduce students to environmental and occupational epidemiologic study designs, basic and novel methods of exposure assessment, and methodologies to improve study validity within this focus area.

DEPARTMENT OF TRANSPORTATION STUDIES

GENERAL INFORMATION

Graduate study in Transportation Planning and Management at Texas Southern University focuses on developing an interdisciplinary program designed to train outstanding students for successful careers in the field of Transportation. Programmatic emphasis is on preparing the student to enter the public and private sector with considerable training and advanced knowledge concerning transportation planning and policy, highway traffic operations, transportation systems and technology, transportation logistics and management, maritime transportation management and security, and homeland security. Emphasis is on technical and economic as well as public policy aspects of transportation systems.

For those focusing on planning or operations careers, the TSU transportation program has a strong foundation in traffic operations, transportation planning, public transportation and Intelligent Transportation Systems (ITS). Students may structure degree programs to build on these strengths. For those pursuing management careers, TSU transportation programs have strong foundations in transportation principles, transportation systems and technologies, highway traffic operations, economics and finance, logistics, maritime transportation, homeland security, and transportation policy and management.

Through a rigorous graduate program of instruction, students will develop problem solving and analytical thinking skills by study of transport system design, planning, and analysis. Students will also master appropriate research skills for use in both public and private transportation-related agencies and organizations. Graduate students and their faculty advisors will form research partnerships based upon their particular interest and the current needs of the transportation industry.

Majors in transportation are provided with unique opportunities to work with transportation experts through the Center for Transportation Training and Research (CTTR), the National Transportation Security Center of Excellence for Petrochemical (NTSCE-P), and the Innovative Transportation Research Institute (ITRI) at Texas Southern University. The CTTR, NTSCE-P and ITRI provide training programs with specialized internships and research opportunities through ongoing applied and empirical research and include demonstration activities.

VISION

We envision an education, research, training, and technology transfer program designed to develop a skilled and educated workforce that is highly competitive in a global market. The academic research and training program serves as an important resource of traffic and transportation engineers, planners, systems analyst, policy makers, business and industry leaders, logistics specialists, port managers, and security specialists for local, state, and federal governments, community organizations and agencies, and consulting companies in the nation.

MISSION

In keeping with the traditional and urban mission of Texas Southern University, the Division of Transportation Studies in the College of Science and Technology will provide education that builds on the latest data, systems and technologies in transportation. In preparing the next generation of transportation professionals, particular attention will be given to attracting and retaining individuals who represent diverse backgrounds socially, economically, and academically, and especially those who have not been well represented among transportation professionals in the past. There is a strong commitment to partnership development and a climate wherein various racial/ethnic and culturally diverse groups can develop their full potential.

GOALS AND OBJECTIVES

The primary goal of the academic program is to educate transportation planners, engineers, specialists, and managers who are able to plan, functionally design, and operate facilities and systems which satisfy the demand for both passenger and freight transportation services. To fulfill both the traditional and urban mission of Texas Southern University, the Transportation Studies Department has established strategic planning initiatives to fulfill both short and long term needs. The Transportation Studies Department shall

- Improve and expand transportation education, training and research.
- Advance technology transfer and expertise.

- Foster sound linkages between the department, other University units, and the public and the private transportation sectors.
- Participate in local, state and federal research and training initiatives.

The principal objectives of graduate study in transportation are (1) to provide students with the professional knowledge and skills needed to compete successfully in a global economy; (2) to enhance students' abilities to develop creative solutions to complex problems in the context of socioeconomic and environmental considerations; and (3) to develop innovative ways to address transportation needs and problems.

The central focus of the academic program is to identify and respond to the training needs of the transportation industry; provide an environment which enables students to develop maximum potential; encourage visionary and creative thinking; provide varied internships and research opportunities which acquaint students with human knowledge and actual work experiences; offer transportation education and training programs directed toward career development in cooperation with business, industry, labor, and public service agencies; and identify and meet professional and in service training needs through specialized short-courses, conferences, symposia, and/or seminars.

REQUIREMENTS FOR ADMISSION

Applicants must hold a bachelor's degree from an institution of acceptable standing and have a grade point average point of "B" or better in work completed during the last two years of undergraduate study. The applicant who will receive the bachelor's degree at the end of the semester or term when applying for admission will be considered for a conditional admission. The bachelor's degree may be in engineering, natural sciences, urban/city planning, business, public administration, political studies, geography, sociology, airway science/aviation, avionics, economics, or other transportation-related fields.

The applicant must meet the criteria for admission to the Graduate School. Applications cannot be evaluated until these requirements are met and the Graduate School receives the completed application. Application for admission forms may be obtained from: The Graduate School, Texas Southern University, 3100 Cleburne Avenue, Houston, Texas 77004. For information call the Graduate School at (713) 313-7233, or visit the department website and detailed information on the application steps can be found and downloaded at <http://transportation.tsu.edu/>.

ADMISSION OF INTERNATIONAL STUDENTS

Applications from international students are evaluated in the same manner as those of students from the United States. However, international students who have not received any degree or diploma in an institution whose official language is English must satisfactorily pass the Test of English as a Foreign Language (TOEFL) examination. This requirement is designed to determine whether or not students have a sufficient command of English to enable them to pursue their graduate studies effectively.

DEGREE REQUIREMENTS

The Master of Science in Transportation Planning and Management degree program is structured to provide a common core of educational and training experiences as well as to provide the flexibility for interfacing with a variety of related disciplines. Efforts are made to equip students with the basic analytical, managerial, and planning competencies necessary either to work in the transportation industry immediately or to advance to doctoral study successfully.

BASIC REQUIREMENTS

1. Completion of a total of thirty-nine (39) semester credit hours of prescribed coursework.
2. A minimum 3.0 (A = 4.00) quality point average for all graduate work attempted.
3. Demonstration of acceptable grasp of the core courses by successful completion of the written comprehensive examination.
4. Completion of an internship/project report for all non-thesis option students.
5. Completion and successful defense of a thesis with the quality of scientific research for all thesis option students.
6. Demonstration of English proficiency by successfully completing the course English 501 Graduate Professional Writing, or by taking Graduate Record Examination (GRE) or Graduate Management Admission Test (GMAT) and getting score 3.5 or better on the analytical writing portion of the GRE or GMAT.
7. All other requirements of the Graduate School in Texas Southern University.

COMPUTER LITERACY

Students will be exposed to uses of computers and computer packages in transportation as part of the curricula. Emphasis is on personal and microcomputers. Students will use packages in highway capacity, traffic signal timing and coordination, traffic simulation and travel demand models in required course work. Students have access to TSU's personal computer laboratories with access to the Internet.

THESIS

The culmination of the program is the successful completion and defense of a thesis which is based upon independent research. The thesis must be prepared in a way that demonstrates rigorous, independent, empirical or applied research. This option will require that the final product of independent research is prepared in a way that demonstrates that the student has acquired a high level analytical ability. The research must exhibit substantive depth, logical organization, high level of creativity, and clarity of ideas. A faculty committee guides the student's work and evaluates the thesis. Students choosing this track must enroll in the thesis course for a total of 6-9 hours, 3 of which can be substituted for by the internship class. The thesis course receive grade of satisfactory or unsatisfactory only. Grades are assigned only after the defense of the thesis. A successful defense and submission of the thesis requires the supervising member of faculty to assign a satisfactory grade for the thesis course.

INTERNSHIP

Students electing the non-thesis option are required to submit a final report on an investigation conducted while completing the internship or a project report assigned by the faculty advisor. Placements of internships will be sought with various public/private transportation agencies and firms. Students choosing this track must enroll in the 3-hour internship class.

CURRICULUM SUMMARY
Master of Science in Transportation Planning and Management

Total Credits Required Thesis: 39 Hours

Core Courses (15 SCH)	Specialization (15-21 SCH)	Thesis (9 SCH)
	Electives/Concentrations	
	Planning and Policy	
Maritime Management and Security	TMGT 811 (3)	
	TMGT 820 (3)	
TMGT 810 (3)	TMGT 825 (3)	
TMGT 811 (3)	TMGT 840 (3)	
	TMGT 842 (3)	
TMGT 815 (3)	TMGT 845 (3)	
TMGT 823 (3)	TMGT 850 (3)	
TMGT 826 (3)	TMGT 855 (3)	Integrative Component
Other Concentrations	TMGT 862 (3)	TMGT 895 (1-3)
TMGT 810 (3)	TMGT 865 (3)	TMGT 899 (1-6)
TMGT 812 (3)	TMGT 870 (3)	
TMGT 815 (3)	TMGT 880 (3)	
TMGT 823 (3)	TMGT 882 (3)	
TMGT 830 (3)	TMGT 885 (3)	
	TMGT 890 (3)	
	TMGT 818 (3)	
	Systems and Technology	
	TMGT 811 (3)	
	TMGT 825 (3)	
	TMGT 840 (3)	
	TMGT 842 (3)	
	TMGT 845 (3)	
	TMGT 846 (3)	
	TMGT 850 (3)	
	TMGT 855 (3)	
	TMGT 862 (3)	
	TMGT 865 (3)	
	TMGT 880 (3)	
	TMGT 882 (3)	
	TMGT 885 (3)	
	TMGT 890 (3)	
	TMGT 818 (3)	
	Logistics and Management	
	TMGT 811 (3)	
	TMGT 820 (3)	
	TMGT 825 (3)	
	TMGT 826 (3)	
	TMGT 842 (3)	
	TMGT 845 (3)	
	TMGT 850 (3)	
	TMGT 860 (3)	
	TMGT 865 (3)	
	TMGT 870 (3)	
	TMGT 875 (3)	
	TMGT 880 (3)	
	TMGT 882 (3)	
	TMGT 885 (3)	
	TMGT 890 (3)	
	TMGT 818 (3)	

	Maritime Management and Security	
	TMGT 820 (3)	
	TMGT 825 (3)	
	TMGT 830 (3)	
	TMGT 842 (3)	
	TMGT 850 (3)	
	TMGT 866 (3)	
	TMGT 867 (3)	
	TMGT 868 (3)	
	TMGT 869 (3)	
	TMGT 870 (3)	
	TMGT 875 (3)	
	TMGT 871 (3)	
	TMGT 872 (3)	
	TMGT 880 (3)	
	TMGT 882 (3)	
	TMGT 885 (3)	
	TMGT 890 (3)	
	TMGT 818 (3)	
	Homeland Security	
	TMGT 820 (3)	
	TMGT 825 (3)	
	TMGT 870 (3)	
	TMGT 880(3)	
	TMGT 882 (3)	
	TMGT 890 (3)	
	TMGT 818 (3)	
	AJ 614 (3)	
	HSM 650 (3)	
	HSM 655 (3)	

Course requirements: Total Semester Credit Hours required: 39

- **Core Curriculum: 15 SCH**
- **Thesis Option**
 - **Electives 15-18 SCH**
 - **Thesis/Internship - 6-9 SCH**
- **Non-thesis Option**
 - **Electives 21 SCH**
 - **Internship - 3 SCH**

COURSE DESCRIPTIONS

TMGT 810 Fundamentals of Transportation (3)

This course presents an introduction to the organizational, economic, social, and environmental aspects of transportation; historical development and characteristics of various modes of travel, including rail, highway, air, pipeline and water transportation; comparative analysis of domestic and international systems; and administration of public transportation by providers, carriers and government.

TNGT 811 Fundamentals of Shipping (3)

This course is designed to provide graduate students with nonmaritime backgrounds an overview of the shipping industry. It presents elements of commercial shipping, shipping terminology, maritime geography, sea transport, cargo vessel types, vessel size groups, the liners, liner conferences, chartering, shipping documentation, the bill of lading, multimodal transport, marine insurance and general average.

TMGT 812 Principles of Transportation Design and Engineering (3)

This course presents criteria and parameters for the design and engineering of streets and highways, railroads and transit guideways, land transportation terminals, and air and water transportation facilities. Design considerations include system components, such as human factors, environmental constraints, and operational factors; Intelligent Transportation Systems (ITS), and other emerging technologies.

TMGT 815 Computer Applications in Transportation (3)

This course is an introduction to basic computer software for planning and analysis of transportation operations. Both general purpose and specialized software in such areas as traffic engineering, highway operations, transit operations and transportation planning will be considered. Examples of software to be covered include CORSIM, TRANSYT-7F, INTEGRATION, SYNCHRO, HCS, QRS II, etc.

TMGT 818 Transportation Research Methods (3)

This course is designed to provide graduate students with the foundational knowledge required to conduct transportation related research. It introduces the basics of compositing a research question and objectives, determining appropriate methodological applications, linking literature with study objectives and identified methodologies, applying statistics and computer based tools for transportation operation and planning analysis and writing technically for transportation reports.

TMGT 820 Transportation Management and Policy (3)

This course presents elements of the transportation environment; formulation and determinants of national, regional and urban/rural transportation policy; roles of regulation and community attitudes; and other impacts on transportation policy.

TMGT 823 Economics of Transportation (3)

This course presents economic characteristics of selected transportation technologies; capital and operational costs of highway and public transportation modes; financing mechanisms and revenue sources for various modes; economic evaluation of alternative systems; cost effectiveness; micro-economic theoretical tools, investment appraisal, pricing techniques; role of domestic and international shipping in the U.S. economy; economic characteristics of waterborne transportation, including the nature of transport demand and cost functions; economic dimension of transportation service; and transportation market structures and transport pricing theory and practice.

TMGT 825 Marine Transport Systems (3)

This course presents types of ocean transportation and port facilities, role of port authorities in international transportation; domestic waterway operations; international water carriage; and elements and factors involved in international trade and their impact on transportation and marketing.

TMGT 826 Ship Operations and Management (3)

This course presents thorough knowledge of key functions in ship management and responsibilities in each area, i.e. commercial, operational, technical, crewing, bunkers, finance and administration; different types of organizational structure from all functions in-house, partly contracted or fully contracted out. Students are expected to understand thoroughly the structure and essential components of a ship management contract and become aware of standard documents including BIMCO Shipman, FUELCON, Lloyds Open Form 2000.

TMGT 830 Urban Transportation Planning (3)

This course presents perspectives on the context of and approaches to planning for public transportation services; long range versus short range planning; the program development process for transportation systems management (TSM) strategies and the comprehensive planning process; and alternative approaches to planning and citizen participation.

TMGT 840 Quantitative Analysis of Transportation (3)

This course is an introduction to analytic tools for operational and managerial decision making in transportation, including linear programming, dynamic programming, network analysis, queuing analysis and simulation.

TMGT 842 Transportation Project Implementation (3)

Project implementation is a key outcome of the transportation planning and management process. Environmental impact statement, and citizen involvement are critical elements leading to implementation. Students enrolled in this course will learn the federal requirements and environmental process relating to transportation projects, project management strategies and software and learn how to incorporate citizen input into the design and implementation process.

TMGT 845 Transportation Systems Analysis (3)

This course presents the system approach and its application to transportation engineering and planning; the transportation industry as a productive system; the use of Transportation System Management (TSM) strategies; and systems analysis techniques including optimization, evaluation and systems modeling.

TMGT 846 Transportation Infrastructure Management (3)

This course presents an integrated approach to the management of infrastructure systems. Analysis methods are developed recognizing the multidimensional nature of performance of facilities, resource constraints and technological innovations and institutional factors. Emphasis on an integrated approach to the design, construction, operations, maintenance and rehabilitation of facilities is through an understanding of the performance of facilities, approaches to management and available tools and developing technologies.

TMGT 850 Travel Demand Forecasting and Analysis (3)

This course presents travel demand forecasting theories and applications. It presents traditional four-step travel demand forecasting models: trip generation, trip distribution, modal split, and traffic assignment, as well as activity-based travel demand forecasting methods. Computer models to be covered include QRS II, EMM2, TransCad, and TRANSIM.

TMGT 855 Site Traffic Analysis (3)

This course presents the basic theory and methodologies in site traffic analysis, including statistical applications in traffic engineering; volume studies and characteristics; speed, travel time, and delay studies; crash studies; and parking studies. Students will be trained through several field surveys of volume, speed and delay, and are expected to have the basic ability to conduct on-site traffic analysis.

TMGT 860 Transportation Special Lectures (3)

This course invites transportation engineers, planners, and managers from both public and private organizations to give special lectures on various transportation topics.

TMGT 862 Highway Traffic Operations (3)

This course presents factors related to freeway operations and traffic signal operations: macroscopic and microscopic traffic stream characteristics, capacity analysis techniques, shockwave theory, freeway traffic management systems, freeway traffic simulations, and evaluation and optimization of traffic signal timings. Software to be covered in this course includes HCS, INTEGRATION, CORSIM, and TRANSYT-7F.

TMGT 865 Traffic Signals and Signal Control (3)

This course presents the basic elements of traffic signals and signal timings including controllers, cycle length, phase structure, offset, change interval, all-red-interval, and split-phase; signal warrants that are included in the Manual on Uniform Traffic Control Devices (MUTCD); traffic signal timing optimization and evaluation software such as TRANSYT-7F, PASSER, TEAPAC, SYNCHRO, CORSIM, etc.; real-time traffic signal control systems such as SCOOT, SCATS and RT-TRACS; and relations of traffic signal operations with other elements of ITS applications.

TMGT 866 Marketing of Maritime Transportation Services (3)

This course presents the basic knowledge and skills about marketing, planning, and analysis applicable to maritime related service firms, including both ship operators and ship owners. Topics include the assessment of internal vs. external customer needs; quality control; competitive strategies; applications of marketing principles and practices to the maritime industry.

TMGT 867 Marine Transportation System Design and Policy (3)

This course presents a historical review of the interaction between American shipping policy, and the design of Vessels, Fleets, and Port Systems. It will also introduce the effects of market structure on economics and finance; port performance and performance measures; the impact of Cabotage Laws, CDS and ODS subsidies, and fleets of a Planned Economy upon domestic and global trade.

TMGT 868 Maritime Operations and Technology (3)

This course examines the role of technology in the maritime business environment. Topics include the technical knowledge of selected aspects in vessel design and operation and/or related maritime land-based or offshore structures, sub-sea engineering/mining, maritime related research, smart locks, use of Physical Oceanographic Real-Time System (PORTS®), AIS, VTS, VDR, GPS, AVRA in vessel and cargo tracking, safety and accident investigations, economic efficiency, coastal resource protection, litigation, and risk assessment.

TMGT 869 Marine Insurance and Cargo Loss Control (3)

This course presents the theory, techniques, participants and background of risk assessment and management with emphasis given to contemporary issues in marine insurance law. Topics include admiralty salvage claims, general average history and evolution into its present form, marine liability coverage, cause of loss, additional perils, exclusions, warranties, duration of risk, adjustment clauses, operating clauses, civil commotions, war insurance, and project risk management techniques.

TMGT 870 Freight and Logistics Management (3)

This course presents U.S. and international movement of goods, including railroads, trucking, air carriers and ocean transport; coordination between the modes; principles of logistics management.

TMGT 871 Maritime Global Trading System (3)

This course introduces the theory of international waterborne trade. It provides a basis for examining American foreign trade policy, and regional and world trade institutions such as the WTO, ASEAN, the EU, GATT, and NAFTA. Topics include: International trade theory and policy, open-economy macroeconomic policy, tariffs, non-tariff barriers and enhancements, multinational enterprises and foreign direct investment, global competition and integration.

TMGT 872 Maritime Ship and Port Security (3)

This course examines ground-level issues, tasks, and responsibilities managed by the Port Security, Officer, Port Director, Federal and local law enforcement agencies to deal with various levels of Threat Analysis as well as responses by Vessels, Companies, and Terminals to various emergencies such as disasters from fire, explosion, petrochemical releases, or hurricanes that may require evacuations of various scale. It will also examine the role of third party contractors in Vessel and Facility Threat Assessment and countermeasures used as response to Piracy and Terrorism.

TMGT 875 Ports and Waterway (3)

This course presents problems and issues related to ports and waterway transportation.

TMGT 876 Advanced Maritime Law (3)

This course introduces the American legal system and analysis of the public policy behind the law. Fundamental and advanced concepts of maritime law to give the students an understanding of the role and importance of maritime law in inland and ocean shipping transportation. Topics include: nature and sources of the law, jurisdiction, constitutional law, administrative law, torts, contracts, seaman rights, collision, pollution, and salvage.

TMGT 880 ITS Technologies and Applications (3)

This course introduces the basic concepts and applications of the Intelligent Transportation Systems (ITS) technologies. Selected technologies in each category of ITS User Services that are defined in *The National Architecture for ITS* are introduced. Methodologies for evaluating the effectiveness and efficiency of ITS systems will be introduced with an emphasis on the advanced simulation models. The selected deployment examples of ITS systems will be examined to identify the policy, institutional and technological barriers that effect the ITS development and deployment.

TMGT 882 Geographical Information Systems for Transportation (3)

This course will include three parts. The first part will introduce the basic concepts of GIS system, including the definition of GIS, the data structures that support spatial and attribute data, coordinate system, map projections and so on. In the second part, the basic skills of ArcGIS software package will be taught through lectures and laboratory work. The third part will introduce some feature GIS applications in transportation, such as GPS data analysis for deriving travel time information, transit bus stops and routes design, hurricane evacuation route design and monitoring, identifying hot spots of accidents, etc.

TMGT 885 Quantitative Assessment of Transportation Environmental Impact (3)

This course will include five parts. The first part will discuss the overall effects of transportation and related activities on the environment and present the indicators of these impacts. The second part will introduce the environmental laws and regulations in transportation and their roles in the project development process. The third part will focus on the air quality impacts of transportation. The fourth part of this course will focus on the transportation noise issues. In the last part of this course, the solutions or the traffic management strategies for mitigating the environmental impacts of transportation will be introduced.

TMGT 890 Transportation Seminar (3)

This course provides an opportunity for students and the instructor to discuss recent developments and issues in transportation, i.e., policies, energy and environmental issues, notably implementation of the Clean Air Act Amendments (CAAA); urban air quality and the economic impact of various strategies, and applications of advanced technologies in transportation including the Intelligent Transportation Systems (ITS).

TMGT 892 Problems in Transportation (3)

This course is an individual study of special problems, current and emerging issues in transportation conducted under supervision of a faculty member. Student must complete core curriculum prior to enrolling in this course. Approval of graduate advisor is required.

TMGT 895 Internship (3)

Students enrolled in this course are required to submit a written report of the internship or project experience, detailing the specific tasks performed, contributions and the organizational setting is required.

TMGT 899 Thesis (3)

Students enrolled in this course are required to submit a written research thesis. Thesis must be the product of independent research and must exhibit substantive depth, logical organization, and clarity of presentation. A faculty committee will evaluate the student's progress, and the thesis. A thesis option student needs to enroll three times in this course in order to get the required 9 semester credit hours.

AJ 614 Issues in Terrorism and the Administration of Justice (3)

This course presents an analysis of the impact of terrorism on administration and management of justice agencies. Topics covered include domestic and international terrorism, integrated terrorism information systems, secure confinement, and technological developments. (Prerequisites: AJ 501, 607.)

HSM 650 Border and Transportation Security

This course examines the critical tasks and complex challenges involved in securing the nation's airspace and its land and maritime borders, including efforts to prevent intrusions while facilitating the lawful movement of goods and persons. Border and transportation security issues are examined in terms of their impact on the economy, national security, and public safety, with particular emphasis on the interaction between federal, state and local entities with the military and various private sector industries and organizations.

HSM 655 Critical Infrastructure and Key Resource (CI/KR) Protection

The terrorist attacks on September 11, 2001 and effects of Hurricane Katrina in the summer of 2005, poignantly illustrated to the world just how vulnerable some of our critical infrastructures (CI) and key resources (KR) were to manmade and natural disasters. This course provides the student with a detailed overview of the way in which public and private leaders are addressing critical CI/KR vulnerabilities that affect our way of life. It will explore and analyze the subsequent National Infrastructure Protection Plan and supporting Sector-Specific Plans to determine if they provide the coordinated approach necessary to set national priorities, goals, and requirements for CI/KR protection. Based on assigned readings of key government documents, independent reports and expert analyses, the student will gain a base of knowledge about the vast scope of effort and activities required to protect the nation's most essential assets. The student will also be able to reiterate the details required to reduce CI/KR vulnerabilities, deter threats, and minimize the consequences of attacks and other natural incidents across the nation.

DEPARTMENT OF MATHEMATICS

No graduate degree is offered in Mathematics. Graduate courses are available for students working towards a degree in other disciplines.

COURSE DESCRIPTIONS

Advanced Undergraduate/Graduate

MATH 430 The History of Mathematics (3)

General view of the development of the elementary branches of mathematics, growth of higher mathematics in the eighteenth and nineteenth centuries. (Prerequisite: Twelve (12) hours of college mathematics)

MATH 433 Concepts and Structure of Mathematics (3)

Structure of the number system, elements of set theory, properties of real numbers, and basic concepts of the mathematical systems. (Prerequisite: Instructor's consent)

MATH 437 Contemporary Mathematics and Its Applications (3)

Applications of various mathematical topics and mathematical needs of people in some of the trades, professions and scientific disciplines. (Prerequisite: MATH243 or instructor's consent)

MATH 439 Advanced Calculus I (3)

The real number system; elementary point set theory; sequences and series; continuity; possibly topics from differentiation and integration. Three hours of lecture per week. (Prerequisites: MATH 243 and MATH 331)

MATH 460 Introduction to Complex Analysis (3)

Complex numbers and complex geometry; limits, continuity, derivatives, and the Cauchy-Riemann equations; analytic and harmonic functions; Cauchy's Integral Theorem and its consequences. Three hours of lecture per week. (Prerequisites: MATH 243 and MATH 331)

MATH 462 Introduction to Topology (3)

Topics include metric spaces, connectedness, and compactness. The topology of Euclidean spaces discussed in detail as well as its generalization to nonmetric topological spaces. Three hours of lecture per week. (Prerequisites: MATH 243 and MATH 331)

MATH 471 Topics in Mathematics I (3)

New developments and trends in mathematics discussed. Three hours of lecture per week. (Prerequisite: Consent of the instructor)

MATH 473 Probability and Statistics I (3)

Introduction to probability and statistical inference making use of the calculus developed in MATH 241 and MATH 242. Three hours of lecture per week. (Prerequisite: MATH 242)

MATH 474 Probability and Statistics II (3)

Moments of distributions and Stieltjes integral; joint density functions; conditional means; moment generating functions; sequences of random variables; distribution theory; and hypothesis testing. Three hours of lecture per week. (Prerequisite: MATH 473)

MATH 475 Introduction to Modern Algebra (3)

Group theory; Lagrange's Theorem; Isomorphism Theorem; Cayley's Theorem; rings and fields. Three hours of lecture per week. (Prerequisite: MATH 336 or consent of the instructor)

MATH 490 Independent Study: Undergraduate (3)

Intensive study of a topic in mathematics under the direction of a faculty member. (Prerequisites: Senior standing and consent of the instructor)

MATH 499 Seminar (3)

Various topics in mathematics discussed. Three hours of lecture per week. (Prerequisite: Consent of the instructor)

Graduate

MATH 532 Introduction to Number Systems (3)

Background concepts and terminology in sets, relations, mapping. Cartesian products; equivalence relations; elementary properties of the counting numbers; numeration systems; arithmetic in base 10 and bases other than 10; divisibility and primes; Euclidean Algorithm; Fundamental Theorem of Arithmetic consequences; the ring of integers modulo m ; Fermat's Theorem, elementary properties of the rational numbers; existence of irrational numbers.

MATH 535 Algebra for Teachers (3)

Sets, real number system, theory of polynomials, elementary functions, determinants and matrices. (Prerequisite: MATH 242 or consent of the instructor)

MATH 536 Geometry for Teachers (3)

Foundations of geometry, nature of proof, coordinate systems, Euclidean, non- Euclidean and protective geometry.

MATH 577 Fourier Series (3)

Study of approximations of functions by orthogonal systems of functions; Fourier series; orthonormal systems and generalized Fourier series, applications to boundary value problems. (Prerequisites: MATH 243 and 251)

MATH 578 Laplace Transforms (3)

Definitions and elementary properties; transform of discontinuous functions; inverse transformations; convolution theorems, application to ordinary differential equations. (Prerequisites: MATH 242 and 251)

MATH 599 Research and Conference (3)

May not be repeated for graduate credit. (Prerequisite-site: Graduate standing and twelve [12] hours of senior undergraduate or graduate mathematics)

MATH 631 Introduction to the Foundation of Mathematics (3)

Evolution of Math-metical ideals and methods, relations to logic; the axiomatic method; the infinite paradoxes; contradictions. (Prerequisite: Graduate standing)

MATH 633 Theory of Functions of Variables (3)

The fundamental part of the theory of functions of a real variable; the topology of the real line, limit, continuity, differentiation, integration, sequences and series of functions. (Prerequisite: MATH 439)

MATH 634 Theory of Functions of Complex Variables (3)

The fundamental part of the theory of functions of a complex variable; complex number system, limits continuity, derivatives of complex functions, integration in the complex domain. (Prerequisite: MATH 460 or consent of instructor)

MATH 636 Topology (3)

Introduction to the study of point set topology: topological spaces, metric space, the topology of the real line and real plane, continuous functions, homeomorphisms, product spaces, compactness, connectivity, separation theorems. (Prerequisites: MATH 439 or instructor's consent)

MATH 637 Functional Analysis (3)

Introduction to functional analysis: finite and infinite dimensional vector spaces norms and inner products, Banach space, Hilbert space, L-space, linear operators. (Prerequisites: MATH 636 and MATH 633 or instructor's consent)

MATH 638 Partial Differential Equations (3)

Definitions of equations and their solutions: method of Jacobi and Mange, solutions by quadrature, existence theorems, separation of variables, elliptic, parabolic and hyperbolic systems, and operational methods. (Prerequisites: MATH 251)

MATH 732 Theory of Numbers (3)

Elementary properties of integers, the theorems of Fermat and Wilson the theory of congruencies, quadratic residues, the reciprocity theorem, Diophantine equations, definite and indefinite binary quadratic forms, ternary quadratic forms, regular and irregular forms. (Prerequisite: MATH 331)

MATH 733 Abstract Algebra (3)

Advanced topics in modern algebra: generally the topics will be in one or more of the areas: group theory, theory of rings and fields, homological algebra. (Prerequisite: MATH 331 or consent of instructor)

MATH 790 Independent Study (3)

Graduate standing / approval of advisor.

MATH 831 Theory of Probability (3)

Theory of expectation, dependent and independent variables, Tchebycheff's inequality, the probability integral applications to statistical theory. (Prerequisite: MATH 473 and 474)

MATH 832 Finite Differences (3)

Tables of differences, difference formulas, finite integration with applications, interpolation, approximate integration, beta and gamma functions, difference equations.

MATH 832 Mathematical Statistics (3)

Moments, distributions of functions of random variable, internal estimation, limiting distributions, sufficient statistics, point estimation, and statistical hypothesis. (Prerequisite: MATH 474)

MATH 832 Research Problems (3)

Investigation by the student of a specific problem in mathematics. (Prerequisite: Approval of the department chairperson)



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211 Hannah Hall

3100 Cleburne St., Houston, Texas 77004

www.tsu.edu/graduateschool