

College of Education and Human Development

The College of Education and Human Development offers graduate programs of study leading to the Doctor of Education degree in Educational Leadership and the Master of Education degree in eight different areas. The Master of Science degree in Kinesiology and in Family and Consumer Sciences are also offered.

Persons seeking admission to these programs must meet the general admission requirements of the College of Graduate Studies and of the individual department in which they plan to enroll. Admission to a degree program does not imply admission to candidacy for a degree.

Degrees Offered

- Doctor of Education in Educational Leadership
- Master of Education in Counseling and Development
- Master of Education in Educational Administration
- Master of Educational Technology Leadership
- Master of Education in Elementary Education
- Master of Education in Reading
- Master of Education in Secondary Education
- Master of Education in Special Education
- Master of Education in Supervision
- Master of Science in Kinesiology
- Master of Science in Family and Consumer Sciences

Professional Certificates Available

- Counselor
- Educational Diagnostician
- Generic Special Education
- Principal
- School Superintendent

General Information Concerning Professional Certificates

The Professional Certificate is now a five-year renewable certificate. It gives the holder legal authority to perform duties in the specialized areas designated on the face of the certificate. Information about requirements for a particular certificate can be obtained from the department offering the certification program. Once all requirements for a certificate are completed it is the responsibility of the student to go to the Office of Professional Services in the College of Education and Human Development and make application for the certificate to be awarded by the Texas Education Agency.

Department of Educational Leadership

Department Chair: Dr. Carolyn Crawford

204 Education Bldg.

Program Advisors:

Phone: 880-8689

Counseling and Development: Dr. Patti Buxton, Dr. Carolyn Crawford,
Dr. William Holmes

Educational Administration: Dr. Janiece Buck, Dr. Elvis Arterbury

Supervision: Dr. Elvis Arterbury and Dr. Carolyn Crawford

Educational Technology: Dr. Desmond Rice

Doctoral Program: Dr. Sandra Harris, Dr. Jane Irons

The Department of Educational Leadership offers graduate programs leading to the Doctor of Education (Ed.D.) in Educational Leadership and the Master of Education (M.Ed.) degrees in Educational Administration, Supervision, Counseling and Development, and Educational Technology Leadership. For students already holding a master's degree and teacher certification, the Department offers course work leading to certification as a Superintendent, Principal, and School Counselor. A teaching certificate in Technology Applications is also available.

Course requirements for the state examination for Licensed Professional Counselor certification are also offered by this department.

Admission

Admission to a master's degree program or a post-master's "certificate only" program is required of all students taking courses in the Educational Leadership Department. A maximum of six semester hours may be taken prior to admission. Non-admitted students wishing to transfer courses from another department or another university must have permission of the department chair before registering.

Admission to a Masters' Degree Program

To be admitted to a program leading to a Master's degree in Educational Administration, Counseling and Development, Supervision, or Educational Technology Leadership students must fulfill the general requirements for admission to the Graduate College as stated elsewhere in this bulletin plus the departmental requirements. The Educational Leadership Department requires a minimum score of 400 on the Verbal and Quantitative sections of the Graduate Record Exam with a minimum combined Verbal and Quantitative score of 800. Students whose scores are below this standard but who meet the entrance requirements of the Graduate College will be considered on an individual basis and may be admitted by the Department. Test of English as a Foreign Language (TOEFL) is not accepted as a substitute for minimum scores on the Graduate Record Exam. If a student has applied for admission to a degree program and has not received notification of acceptance (or non-acceptance) within 30 days after application the student should check with the Graduate Admissions Office.

Admission to Candidacy for Master's Degree

After completing at least 12 semester hours of course work on the master's degree the student should apply for Admission to Degree Candidacy. Forms for admission to candidacy should be obtained from the Educational Leadership Department Office and

returned there upon completion. (NOTE: University regulations require the student be admitted to candidacy prior to beginning the last nine hours of course work). If a student does not have a letter certifying admission to candidacy within 30 days after making application the student should check with the department office.

Step by step procedure for admission to a Master's degree program

1. Apply for Admission to the Graduate College of Lamar University.
 - A. Obtain application packet from the Graduate Admissions Office in Room 118 of the Wimberly Building or call (409) 880-8356.
 - B. Complete the Graduate Record Examination and have scores sent to Graduate Admissions, Lamar University, P.O. Box 10078, Beaumont, TX 77710.
 - C. Have all transcripts sent to Graduate Admissions as in B above.
2. Meet with program advisor to develop a degree plan. **NOTE:** No deviations from the degree plan will be permitted without prior written permission of advisor or department head.
3. In consultation with graduate advisor, select members of graduate committee. (The program advisor will chair this committee.)
4. Complete at least 12 hours of course work from their degree plan (at least six semester hours must be from courses in their major) and apply for Admission to Candidacy. **NOTE:** A Student must be admitted to candidacy **prior to beginning** the last nine hours of course work.
5. Complete remaining course work.
6. Complete requirements for graduation.
 - A. Apply for graduation in the Graduate College office (219 Wimberly).
 - B. Take and pass comprehensive examination during the last semester of attendance. To take the comprehensive examination a student must be in his/her last semester of coursework, have no incompletes ("I" grade) or unsatisfactory ("D" or "F" grades) on their transcripts and have met all other requirements for graduation.
7. Graduate.

NOTE: Completion of some Master's programs also includes completion of all course requirements for an additional certification. Student desiring the additional certificate must apply to take the appropriate TExES Exam at the Office of Professional Services and Admissions. After successfully passing the exam, the student should apply at the Certification Office for the certificate.

Admission to a "Certification Only"

The Educational Leadership Department offers post master's certification programs leading to certification as a Superintendent, Principal, and School Counselor. Students who hold a master's degree and teacher certification and seek an additional certification offered by this department should apply to the Educational Leadership department for admission to the appropriate certification program. Those admitted to "Certification Only" are expected to have equivalent and recent coursework for substitutions to be made for required courses. Upon completion of the application and receipt of an official transcript, a program advisor will be assigned. The advisor will develop a certification plan for the student. After completion of the certification plan requirements the student must apply

for and pass the TExES examination and file for the certificate at the Certification Office. Students seeking a program leading to examination for certification as a Licensed Professional Counselor should follow the process designated above and then contact the State Board of Examiners for Professional Counselors in Austin, Texas to apply for licensure and take the licensure exam.

Master's Degree in Counseling and Development

The Master's Degree in Counseling and Development requires the successful completion of a comprehensive 45-semester-hour program of study. Students interested in pursuing a degree in Counseling and Development can secure an up-to-date degree plan from the Department of Educational Leadership, in the Education Building, by writing to the Department of Educational Leadership, P.O. Box 10034, Lamar University, Beaumont, Texas 77710, or by consulting the web page.

Certification In Counseling and Development

Professional School Counselor's Certificate

A student who completes requirements for a Master of Education degree in Counseling and Development will have fulfilled all curriculum requirements for a Professional School Counselor's Certificate.

Students already holding a Master's degree from an accredited university may enter the "Certification Only" program by making application in the office of the Department of Educational Leadership and providing an official transcript of all applicable graduate work. Once admitted, students will be assigned an advisor who will develop a certification plan for the student.

After completion of the certification plan the student must take and pass the TExES examination and apply for the certificate at the Office of Professional Services in the Education Building. Prerequisites for the certificate include Texas teacher certification and three years of acceptable classroom teaching experience. Approval to take the TExES is normally granted in the last semester of student's course work.

Licensed Professional Counselor (LPC)

The Texas State Board of Examiners of Professional Counselors regulates licensing requirements for counselors to render services in the state of Texas through private practice, group practice, institutions, organizations and similar types of arrangements. This Board requires a master's degree and 48 hours of coursework that is primarily counseling or counseling related coursework. Students who need additional information or wish to complete academic work toward licensure as a Licensed Professional Counselor (LPC) should see the Counseling and Development faculty in the Department of Educational Leadership or contact the Texas State Board of Examiners of Professional Counselors in Austin, Texas.

Master's Degree in Educational Administration

The Master's degree in Educational Administration requires successful completion of a 36 semester hour program of study. Certification as a Principal requires 36 hours of prescribed course work.

Doctor of Education in Educational Leadership (Ed.D.)

The Ed.D in Educational Leadership, with concentrations in Effective Schooling and Diversity and Multiculturalism, is designed for scholar/practitioners who desire to create positive lasting change in schools and organizations. The Ed.D. prepares educators for advanced professional responsibility, leadership and accountability for effective schooling in diverse school and learning communities. This includes creating a transforming school culture to accomplish lasting school reform; putting into practice standards-based curriculum and performance-based assessment to produce higher achievement for all students; and creating and utilizing research-based data to enhance decision making.

Degree Requirements

The Ed.D. requires the completion of 60 semester hours: 24 hours of core courses, 12 hours in research, 12 hours in dissertation, and 12 hours in the concentration(s) and electives. All coursework, including successful defense of the dissertation, must be completed within ten years.

Admission Considerations

Applicants should request an application packet and submit all necessary documents and transcripts by the end of January for admission to the next cohort, which begins in the fall semester of each academic year. Prospective students should contact the doctoral program office for a current application at 409-880-8676 or by emailing sandra.harris@lamar.edu.

The Doctoral Selection Committee considers all applicants and makes recommendations regarding acceptance. Entrance into the program is competitive. Interviews with candidates under consideration for admission are scheduled in the Spring semester. Applicants should submit the following information for admission consideration:

- 1) Evidence of a completed master's degree from an accredited university in an area related to the proposed studies, with a minimum grade point average of 3.5 on a 4.0 scale for courses applied toward a master's degree.
- 2) Undergraduate transcript with GPA
- 3) Graduate Record Examination scores
- 4) Commitment and demonstration of interest in education as a career and to the advancement of education through professional leadership. This is evidenced by the submission of an essay of approximately 500 words on the applicant's background, professional career goals, and reason for pursuing a doctoral degree.
- 5) Students should be currently or previously involved in and have educational leadership experience encompassing a number of settings, including schools, colleges and universities, health and human service agencies, and communitybased organizations.
- 6) Three (3) professional references

Principal Certification

A student who completes requirements for a Master of Education degree in Educational Administration will have fulfilled the hours required for a Principal certificate. The student's degree plan will include any additional courses required for certification.

Students already holding a Master's Degree from an accredited university may enter the "Certification Only" program for Principal Certification by making application in the Graduate College and office of the Department of Education Leadership and providing an official transcript of all applicable graduate work. Once admitted, students will be assigned an advisor who will develop a certification plan, which depending on age of coursework, will require a minimum of 21 hours with additional hours required as appropriate.

To receive the Principal certificate, a student must complete all course requirements, hold a valid Texas Teacher certificate, have two years of classroom teaching experience, take and pass the TExES examination, and apply for the certificate at the Office of Professional Services in the Education Building. Students normally register for the TExES in their last semester of course work.

Professional Superintendent Certificate

Prerequisites for the Professional Superintendent Certificate include a Master's degree and Professional Mid-Management Administrator or Principal certification. Students who meet these prerequisites and wish to seek certification as a school superintendent should apply to the Department of Educational Leadership. Admissions may be limited. Applicants are expected to meet the GPA and GRE requirements for admission to the Graduate School for graduate work. Upon completion of the application and receipt of an official transcript of graduate work an advisor will be assigned to develop a certification plan for the student. Students meeting the prerequisites can usually obtain certification as a superintendent by completing twelve semester hours plus a year-long internship of six hours. After completion of the certification plan the student must take and pass the TExES examination and apply for the certificate at the Office of Professional Services in the Education Building. Students normally register for the TExES in their last semester of course work.

Master's Degrees in Supervision and Educational Technology Leadership

Students interested in pursuing these master's degrees can secure an up-to-date degree plan from the Department of Educational Leadership in the Education Building or request a copy by writing to the Department of Educational Leadership, P.O. Box 10034, Lamar University, Beaumont, Texas 77710, or by consulting the web page.

Teaching Certification in Technology Applications

Twelve to fifteen hours are required for individuals already holding a teaching credential. Those holding a baccalaureate degree and desiring admissions should contact the department for advisement.

Graduate Faculty

Professor Elvis Arterbury Educational Leadership	Professor Jane Irons Educational Leadership
Associate Professor Janiece Buck Educational Leadership	Associate Professor Desmond Rice Educational Technology
Associate Professor Patti Buxton Counseling and Development	Professor Bob Thompson Educational Leadership
Associate Professor Carolyn Crawford Counseling and Development	Associate Professor Curtis E. Wills Counseling and Development
Associate Professor William R. Holmes Counseling and Development	Associate Professor Paula Nichols Educational Technology
Professor Sandy Harris Educational Leadership	

Counseling and Development Courses (CNDV)

5301 Human Growth and Development	3:3:0
A study of normal human development and the stages of physical intellectual, social and emotional growth from prenatal origins through old age.	
5310 Individual and Group Facilitation Skills	3:3:0
An introduction of facilitation skills and theory. In-depth analysis and demonstration of various facilitation techniques for use with both individuals and groups. (This is a pre-practicum course.) <i>Prerequisite: CNDV 5311 or CNDV 5312 or permission of instructor.</i>	
5311 Individual Counseling Theories and Techniques	3:3:0
Theories of individual counseling with an emphasis on techniques and applications.	
5312 Group Counseling Theories and Techniques	3:3:0
An analysis of group counseling theories, processes and techniques. <i>Prerequisite: CNDV 5311 or permission of instructor.</i>	
5320 Cross Cultural Counseling	3:3:0
Studies in human diversity and cultural issues. Identifies the implications for counseling and learning and strategies for cross cultural effectiveness in various settings.	
5321 Test Administration and Interpretation	3:3:0
Theoretical and practical study emphasizing the administration, scoring and basic interpretation of individual psychological tests. Students will be trained to administer the Wechsler tests, the Stanford-Binet or other individual assessment instruments. <i>Prerequisites: EDDL 5334, CNDV 5334, or permission of instructor.</i>	
5322 Professionalism, Ethics and the Law	3:3:0
An overview of the profession with an emphasis on legal issues, ethical principles and professional standards of conduct in the area of counseling.	
5323 Career Development	3:3:0
A focus on theories of vocational choice, vocational assessment, sources of occupational and educational information and the career decision process. <i>Prerequisites: CNDV 5301 or permission of instructor.</i>	
5330 Developmental Guidance and Counseling	3:3:0
Designed to advance the professional competence of the counselor, the course is a study of the design and management of a comprehensive developmental guidance program. Emphasis is placed on the planning and implementation of a guidance curriculum appropriate for the needs of school age children and youth.	

5334	Measurement and Assessment	3:3:0
	Provides an understanding of individual and group approaches to assessment and evaluation to include basic statistical concepts; standardized and nonstandardized testing; strategies for selecting, administering and interpreting assessment; and evaluation instruments in educational and counseling settings.	
5350	Abnormal Human Behavior	3:3:0
	A study of various symptom categories in psychopathology. The course will include an analysis of the diagnostic categories as well as the research concerning etiology and treatment. <i>Prerequisites: Approval of instructor and 18 semester hours of CNDV coursework.</i>	
5351	Consultation	3:3:0
	This course has an emphasis on developing consultation skills for the counselor. Methods and techniques to assist the counselor in implementing appropriate consultation skills for problem management, intervention or prevention. <i>Prerequisite: EDLD 5301.</i>	
5380	Seminar in Counseling and Development	3:3:0
	Designed to advance the professional competence of participants. For each seminar, a description of the particular area of study will be indicated. May be repeated for credit when nature of seminar differs sufficiently from one previously taken. <i>Prerequisites: CNDV 5311 or approval of instructor.</i>	
5381	Advanced Seminar in Social and Family Relations	3:3:0
	An intensive exploration of the dynamics of interpersonal relationships, including family and social issues. A critical analysis of various techniques and approaches will be established. Development of personal counseling skills will be of major concern. <i>Prerequisites: CNDV 5322, CNDV 5311.</i>	
5382	Selected Instruction Topics	3:3:0
	Significant topics in Counseling and Development. The description of the particular area of study will appear on the printed schedules of Lamar University each semester. With permission of advisor in student's major field, course may be repeated when topic varies.	
5390/5391	School Counseling Practicum	3:3:0
	A field-based course with supervised observation and practice of guidance and counseling in a school setting during the school day. <i>Prerequisite: Must be within 6 semester hours (excluding practicum) of completing program requirements before beginning internship. A maximum of one additional course may be taken any semester in which a student is enrolled in a practicum.</i>	
5392/5393	Community Counseling Practicum	3:3:0
	A field-based course of supervised observation and practice of guidance and counseling in an agency setting. <i>Prerequisite: Must be within 6 semester hours (excluding practicum) of completing program requirements before beginning internship. A maximum of one additional course may be taken any semester in which a student is enrolled in a practicum.</i>	

Educational Leadership Courses (EDLD)

5301	Research	3:3:0
	Introduction to skills and techniques necessary for inferential and descriptive research in education and counseling. Emphasis on planning, designing, and methodology leading to a research proposal.	
5306	Concepts of Educational Technology	3:3:0
	The course provides a functional knowledge of educational computing and technology on topics such as internet access, acceptable use policies, ethics, technology and the curriculum, multimedia overview and related topics. The course is a prerequisite to all other technology courses.	
5311	Fundamentals of Leadership	3:3:0
	A study of the relationships between and among human behavior, belief systems and administrative style.	
5326	School-Community Relations	3:3:0
	Developing personal and mass media communication skills with emphasis on improving school-community relationships through effective communication techniques. <i>Prerequisites: EDLD 5311, EDLD 5339 and admission to the program.</i>	
5333	Leadership for Accountability	3:3:0
	A study of short and long-range planning and problem solving techniques of effective school leaders. Special emphasis will be given to applications in an individual campus and the relationship to district planning processes.	
5334	Tests, Measurement, and Evaluation	3:3:0
	Analysis and evaluation of types of tests and measurement devices will be conducted. Methods of determining the reliability and validity of tests are investigated. Designs for testing programs and selection of appropriate tests will be included. Evaluation systems of individuals and programs will be discussed.	

- 5335 Curriculum Management** 3:3:0
Models of curriculum development and evaluation with particular emphasis on the management of these functions.
Prerequisites: EDDL 5311, EDDL 5352 and admission to the program.
- 5339 Organizational and Management Issues** 3:3:0
Study of school as an organization and how individuals behave in organizations. Students will assess and compare their own personal competencies to the administrative needs of a selected school. Management issues include: operations, resources, facilities, and safety.
Prerequisite: EDDL 5311
- 5342 School Finance** 3:3:0
Analysis of principles of school finance to include problems of budgeting, accounting, and administration of funds.
Prerequisites: EDDL 5311, EDDL 5339 and admission to the program.
- 5343 Educational Facilities Planning** 3:3:0
Evaluation and administration of school facilities and the relationship of facilities to the achievement of educational objectives.
- 5344 School Law** 3:3:0
Interpretation and implementation of school law including a study of the Texas Education Code and the Handbook for Public School Law.
Prerequisites: EDDL 5311, EDDL 5339.
- 5345 Human Resource Development** 3:3:0
Fundamentals of human relations and organizational behavior in developing programs of recruitment, selection, assignment, evaluation, promotion and termination of personnel. *Prerequisites: EDDL 5311, EDDL 5339 and admission to the program.*
- 5352 Instructional Leadership** 3:3:0
Techniques of improving instruction through application of research on effective schools and models of instruction.
- 5354 Team Facilitation** 3:3:0
Role of peers in school evaluation and improvement initiatives. Emphasis on team approaches, team leadership, and models to improve group processes.
Prerequisite: Advisor's approval.
- 5356 Educator Evaluation** 3:3:0
Study of techniques of effective educator evaluations with emphasis on appraisal as a component of professional development. All requirements for PDAS training are included as are requirements for other administrative assessments.
Prerequisites: EDDL 5352.
- 5361 Distance Learning/Telecommunications** 3:3:0
Study of distance learning methodologies and the implementation and application of current and emerging telecommunications for teaching and learning.
Prerequisite: EDDL 5306. (approval pending)
- 5362 Informational Systems Management** 3:3:0
Overview of information technology (IT) core concepts, management, and IT operations as they relate to information systems management (ISM). Research, review, and discussion of the interrelations between emerging technology, old technologies, the organization, and their IT management. Review of current trends in IT: networking, E-Business, intranets, extranets, firewalls, computing security, chip advancements, software engineering, and emerging technologies and organizational trends in ISM.
Prerequisite: EDDL 5306.
- 5363 Multimedia and Video Technology** 3:3:0
Introduction to video design and production in the education area involving the use of hardware, software and conversion tools. Principles of multimedia design and production including the tools for presentation of instruction.
Prerequisite: EDDL 5306.
- 5364 Teaching with Technology** 3:3:0
This course focuses on the design, development, and integration of educational technology for teaching, learning, and personal productivity, including access networks, intranets/internet.
Prerequisite: EDDL 5306.
- 5365 Web Mastering**
Overview of the principles of web mastering that includes web design and roles and behaviors associated with the position of webmaster including design, copyright, legal issues, security, and maintenance of web sites.
Prerequisite: EDDL 5306.

- 5366 Digital Graphics and Desktop Publishing**
This course provides an overview of computer generated graphics and animations along with the design and development of electronic documents and printbased page layout.
Prerequisite: EDLD 5306.
- 5367 Cognition and Instruction** **3:3:0**
Overview of the study of cognition, learning theories, psychology of learning, and related research that is most significant for the learning and instruction processes. An introduction to the relationship and the impact of human cognition on the design of instruction, and the employment of current technologies to construct cognitive learning tools.
- 5368 Instructional Design** **3:3:0**
Research and theory about instructional strategies and the process for developing and implementation of those strategies. An analysis of learning needs and goals and the development of a delivery system to meet those needs.
- 5369 Human Computer Interaction (HCI)** **3:3:0**
Study of the computer interface design that considers human capabilities, possibilities, limitations, and psycho-educational implications of complex human-computer interactions. A course focused on research topics and applications in the HCI field and requiring an HCI research project.
- 5371 The School Superintendent** **3:3:0**
Role and responsibilities of the superintendent as chief administrative officer of the district.
Prerequisite: Certification in Mid-Management and admission to the program.
- 5381 Independent Study** **3:3:0**
Supervised investigation into special areas of education under the direction of a graduate faculty member. May be repeated for credit when topic of investigation varies.
Prerequisite: Consent of department chair.
- 5387 Seminar in School Administration** **3:3:0**
Study of concepts and principles of school administration as applied to selected topics. Special attention will be given to new and developing programs and to administrators' roles in these programs.
Prerequisites: Permission of instructor/admission to program.
- 5388 Selected Instructional Topics** **3-6:3:0**
Study of significant topics related to administration and supervision of schools. The description of the particular area of study will appear on the printed schedules of Lamar University each semester. Contact hours are the same as those required by a formal instructional course. With permission of advisor in the student's major field, course may be repeated when topic varies.
Prerequisites: Permission of advisor.
- 5395 Internship in Educational Technology Leadership** **3:3:0**
Provides opportunities for hands-on, field based experience in applying technology leadership skills and knowledge. Provide structured opportunities in a supervised situation to complement and enhance academic preparation.
- 5396 Internship in Administration** **3:3:0**
Designed to develop administrator proficiencies and skills specific to a job title under the joint supervision of a school administrator and faculty of Lamar University.
- 5397 Internship for Supervision** **3:A:0**
Designed to give the prospective supervisor job-related experience under the joint supervision of a school district supervisor and faculty of Lamar University.
Prerequisite: Must have completed all courses in the major and be within 3 semester hours (excluding internship) of completing certification requirements.
- 5398 Internship for School Principal** **3:3:0**
Designed to give the prospective principal or middle level administrator job-related experience under the joint supervision of a school administrator and faculty of Lamar University. Management issues include: operations resources, facilities, and safety. Study of the administrative proficiencies necessary in the organization and administration of an effective school. Should be the last course taken. May be repeated once for credit.
Prerequisites: Masters Degree in Educational Administration and within 3 semester hours (excluding internship) of completing mid-management certification.
- 5399 Internship for School Superintendent** **6:A:0**
Designed to give the prospective superintendent job-related experience under the joint supervision of a school superintendent and faculty of Lamar University. Must be completed in consecutive semesters (Fall & Spring) in the same academic year.
Prerequisites: Certification in Mid-Management or Principal and within 6 semester hours (excluding internship) of completing superintendency certification. A maximum of one additional course may be taken in any semester in which a student is enrolled in an internship.

Doctoral Courses (EDUD)

6301	Teaching and Learning Theory and Practice Application of principles of learning to create a learner-centered, constructivist environment to support high academic achievement in multiculturally diverse populations.	3:3:0
6302	Leadership Theories, Ethics and Values Foundations of educational philosophy, leadership theories, and the functions and ethics of leadership in application to building learning communities in schools.	3:3:0
6303*	Cultural Influences on American Education Social justice issues reflected in cultural and societal patterns affecting the American educational system examined through an analysis of American educational history, multicultural and critical pedagogy and contextualized in terms of equitable leadership for today.	3:3:0
6304	Accountability and Standards The application of evaluation, accountability, and standards to improve the efficiency and effectiveness of the classroom, the campus, and the system.	3:3:0
6305	Creativity and Change Exploration of the role of creativity and change in promoting continuous school improvement and in modifying educational practice to result in innovative outcomes.	3:3:0
6306	Dynamics of Leadership The study of leadership theory as it applies to the school setting and extends into the community.	3:3:0
6307	Educational Policy The theory and practice of policy making and the political influences brought to bear on policy issues in education.	3:3:0
6315	Directed Action-Research Field-Based Internship 1 The completion of an action research project that addresses an approved topic or school-based project.	3:3:0
6350	Applied Research A review of research methods related to informed decision-making addressing school problems/issues. Application of these principles to a current school-based problem is required.	3:3:0
6351	Quantitative Research Application and review of descriptive and inferential statistics, selection of research topics and hypothesis testing.	3:3:0
6352	Qualitative Research Exploration of naturalistic observation, archival research, ethnographic studies, case studies, and surveys. A field study will be conducted for application.	3:3:0
6353*	Synthesis Seminar Completion of a student proficiency assessment comprised of a portfolio, synthesis paper and oral presentation. Successful completion is required to apply for candidacy. Note: Must be taken concurrently with Dissertation I - Proposal Writing	3:3:0
6360*	Dissertation I -Proposal Writing Dissertation II - Proposal Defense Successful completion required for advancement to candidacy Dissertation III Dissertation IV <i>Prerequisite: Approval of Doctoral Director</i> <i>Note: Students must maintain continuous enrollment from the time of advancement to candidacy and register for at least 3 credit hours each semester until successful dissertation defense, not to exceed 3 years of advancement to candidacy. Maximum number of dissertation credit hours is 12.</i>	3:3:0

Concentration and Elective Courses

6311 *	Adult Learners in the Learning Organization Study of effective professional development standards and methods, adult learning models and the connections between staff development and student learning in PK - 16.	3:3:0
6312*	Relationships for Leadership in a Multicultural Environment Study of theoretical foundations of relationships, communication, and group behavior and dynamics applied to the learning centered culture and climate.	3:3:0

6313*	Seminar: Contemporary Issues	3:3:0
	Examination of current trends, emerging issues, and research-based practices in education organized around broad themes to complement doctoral course requirements. May be repeated for credit when the topic varies.	
6316*	Directed Action Research Field-Based Internship II	3:3:0
	Completion of internship and action research project that engages in scholarship activities within an organizational setting to improve individual practice, the practice of an identified group, and/or the practices within the organization conducted under the guidance of a mentor.	
6318*	Special Topic	3:3:0
	Study of significant topics in educational leadership which complement doctoral course requirements. May be repeated for credit when the topic varies.	
6319*	Independent Study	3:3:0
	Supervised investigation into special areas of education under the direction of a graduate faculty member. May be repeated for credit when topic of investigation varies. Prerequisite: Consent of doctoral director.	
6321*	Leading Educational Programs for Special Populations	3:3:0
	Examination of the backgrounds and special needs of diverse learners and how background and special needs influence interaction with educational practices and learning environments.	
6322*	Trends and Issues in Multicultural Education	3:3:0
	Examination of current trends, emerging issues, and research-based practices in multicultural education. May be repeated for credit when the topic varies.	
6323*	Psychological Frameworks for Education	3:3:0
	Analysis of learner-centered framework for addressing social and emotional needs of today's diverse student population. Strategies for integrating unique needs within a psychological framework to design guidelines for appropriate curriculum and instruction are developed with an emphasis on resiliency and brain-based research.	
6324	Diversity and Learning Issues	3-3-0
	Study of current knowledge and research related to diversity and of best practices in teaching in diverse classrooms and schools to develop environments for success.	

**Pending approval by the Texas Higher Education Coordinating Board*

Department of Professional Pedagogy

Department Chair: Dr. Cristina Rios

202 Education Building
Phone: 880-8217

Graduate Coordinator: Dr. Cristina Rios

The Department of Professional Pedagogy offers programs leading to the Master of Education (M.Ed.) degree in Elementary Education, Reading, Secondary Education, and Special Education. In addition, the Department offers course work leading to two different Professional Certificates. It is the goal of the Master of Education and the Professional Certificate programs to provide the academic climate and practical experience necessary to produce teachers and other specialists of superior competence in their chosen areas of specialization.

Students who wish to pursue a Master of Education and/or a Professional Certificate should contact the Graduate Coordinator well before the beginning of the semester in which they plan to enroll.

Master of Education (M.Ed.)

General Requirements

To be accepted into a program leading to a Master's Degree in Education the student must:

1. Fulfill the general requirements for admission and the general degree requirements as stated elsewhere in this bulletin.
2. Meet the undergraduate prerequisites appropriate to the chosen program of study. These requirements include:
 - A. The applicant in elementary education must have completed 18 semester hours in education, including 6 semester hours in elementary education methods and materials courses.
 - B. The applicant in secondary education must have completed a minimum of 18 semester hours in education. At least 12 of the 18 hours must be at the 3000 level or higher.
 - C. The applicant in special education must have completed a minimum of 18 semester hours in education. At least 12 of the 18 hours must be at the 3000 level or higher.
3. The student may elect to write a thesis or an action research project. The student is required to complete a minimum of 30 hours plus the thesis or research project.
4. Students who complete a master's degree plan that does not require a thesis or research project must earn a minimum of 36 hours of graduate credit and are required to pass a written comprehensive examination administered during the last semester of attendance.

Step-by-Step Procedure

1. Apply for Admission to the Graduate College of Lamar University.
 - A. Obtain application packet from the Graduate Admissions Office in Room 118 of the Wimberly Building or call (409) 880-8356.
 - B. Take the Graduate Record Examination and have scores sent to: Graduate Admissions, Lamar University, P.O. Box 10078, Beaumont, Texas 77710.
 - C. Have all transcripts sent to Graduate Admissions as in B above.
2. Meet with Graduate Coordinator to develop a degree plan. **NOTE:** No deviations from the degree plan will be permitted without written permission of the Graduate Coordinator.
3. In consultation with the Graduate Coordinator, select members of graduate committee. (The program advisor will chair this committee.)
4. Complete at least 12 hours of graduate-level course work in the department and apply for Admission to Candidacy. **NOTE:** Students must be admitted to candidacy before beginning their last nine hours of course work.
5. Complete remaining course work.
6. Complete requirements for graduation
 - A. Apply for graduation in the Graduate College office (219 Wimberly).
 - B. Defend thesis/research project.
7. Graduate

Degree Plan in Elementary Education

To meet individual needs, considerable flexibility is allowed in planning the student's program; however, the usual pattern of course work is as follows:

1. **Professional Core.** 18 semester hours are required:
 - EDLD 5301 Research Methods
 - PEDG 5320 Research/Current Issues in Education
 - PEDG 5370 The Public School Curriculum
 - PEDG 5334 Tests, Measurements, and Evaluation
 - PEDG 5350 The Learning Process
 - PEDG 5344 School Law
2. **Academic Support Courses.** 12 semester hours must be selected from the following courses:
 - PEDG 5367 Diversity/Multi-Culturalism
 - PEDG 5380 Modern Mathematics in the Elementary School
 - PEDG 5360 Problems in Teaching Science and Social Studies in the Elementary School
 - PEDG 5387 Teaching Reading in the Elementary School
 - PEDG 5389 Diagnostic/Prescriptive Procedures in Reading
 - PEDG 5356 The Gifted Learner
3. **Thesis or Research Project.** 6 semester hours are required:
 - PEDG 53905391 Thesis or Research Project

Both courses must be completed as a sixhour block. Enrollment contingent on approval of advisor. The research can be contentcentered (secondary or elementary levels) or primarily pedagogical in nature.

Degree Plan in Reading

1. To fulfill requirements concurrently for a Master's degree in Reading, the student:
 - A. Must meet general requirements for a Master of Education degree.
 - B. Must hold a valid Texas Provisional or Lifetime Certificate.
2. A. **Professional Core.** 18 semester hours are required:
 - EDLD 5301 Research Methods
 - PEDG 5320 Research/Current Issues in Education
 - PEDG 5367 Diversity/MultiCulturalism
 - PEDG 5334 Tests, Measurement, and Evaluation
 - PEDG 5350 The Learning Process
 - PEDG 5344 School Law
- B. **Academic Support Courses.** 18 semester hours are required:
 - PEDG 5387 Teaching Reading in the Elementary School
 - PEDG 5375 Content Area Reading
 - PEDG 5385 Literature: Pre K 12
 - PEDG 5353 Seminar in Language Arts
 - PEDG 5389 Diagnostic/Prescriptive Procedures in Reading
 - ENGL 5310 The Teaching of Writing and Research Techniques

Degree Plan in Secondary Education

To meet individual needs, considerable flexibility is allowed in developing the student's plan; however, the usual pattern of course work is as follows:

1. **Professional Core.** 18 semester hours are required:
 - EDLD 5301 Research Methods
 - PEDG 5320 Research/Current Issues in Education
 - PEDG 5370 The Public School Curriculum
 - PEDG 5334 Tests, Measurement, and Evaluation
 - PEDG 5350 The Learning Process
 - PEDG 5344 School Law
2. **Academic Content Discipline.** 12 semester hours of graduate work must be completed in one of the approved disciplines. A plan listing the specific courses required to be completed before recommendation for graduation is available through the Director of Professional Services. Specialization areas are available in the following disciplines:

Biology	Kinesiology
Chemistry	History
Earth Science	Mathematics
Physics	English
Speech	Political Science
3. **Thesis or Research Project.** 6 semester hours are required:
 - PEDG 5390 5391 Thesis or Research Project
 Both courses must be completed as a six-hour block. Enrollment contingent on approval of advisor. The research can be content-centered (secondary or elementary levels) or primarily pedagogical in nature.

Degree Plans in Special Education

To meet individual needs, some flexibility is allowed in planning the student's program; however, the usual pattern of course work is indicated below. If a student desires, he/she may complete requirements for a standard five-year renewable Certificate as an Educational Diagnostician. In addition, the student may complete requirements for a Certificate in Special Education-Generic as part of the degree plan. This degree, if the student is pursuing one of the described certifications, is planned as a 36 semester hour non-thesis program. A student not seeking a certificate within the degree hours may complete a degree with a minimum of 30 semester hours plus a thesis.

The student should secure information concerning requirements for certification from the Director of Professional Services. General information concerning Professional Certificates is presented in another portion of the College of Education and Human Development section of this bulletin.

- A. **M.Ed. in Special Education Generic Certification**
 1. **Professional Development Area.** 9 semester hours are required:
 - PEDG 5310 Research for Teachers (Req)
 - PEDG 5320 Research/Current Issues in Education
 - PEDG 5340 Normal Human Growth and Development
 - PEDG 5350 The Learning Process
 - PEDG 5370 Public School Curriculum

2. **Resource Area.** 12 semester hours are required:
 - PEDG 5334 Tests, Measurement, and Evaluation (Req)
 - PEDG 5361 Survey of Learning Potentials of Exceptional Children (Req)
 - PEDG 5351 Advanced Study in Early Childhood Education
 - PEDG 5388 Reading/Language Arts for the Exceptional Learner
 3. **Specialization Area.** 15 semester hours are required:
 - PEDG 5362 Psychoeducational Evaluation of Exceptional Children
 - PEDG 5363 Practicum in Psychoeducational Procedures
 - PEDG 5364 Behavior Modification and Contingency Management of Disabled Learners
 - PEDG 5365 Instructional Processes with Exceptional Children
 - PEDG 5366 Modification of Curriculum and Instruction for the Atypical Learner
 - PEDG 5375 Content Area Reading
- B. **M.Ed. in Special Education Educational Diagnostician Certification**
1. **Professional Development Area.** 9 semester hours are required:
 - PEDG 5310 Research for Teachers (Req)
 - PEDG 5340 Normal Human Growth and Development (Req)
 - PEDG 5350 The Learning Process (Req)
 2. **Resource Area.** 12 semester hours are required:
 - PEDG 5334 Tests, Measurement, and Evaluation (Req)
 - PEDG 5335 Individual Testing (Req)
 - PEDG 5351 Advanced Study in Early Childhood Curriculum
 - PEDG 5361 Survey of Learning Potentials of Exceptional Children
 - PEDG 5388 Reading/Language Arts for the Exceptional Learner
 - PEDG 5375 Content Area Reading
 3. **Specialization Area.** 15 semester hours are required:
 - PEDG 5362 Psychoeducational Evaluation of Exceptional Children
 - PEDG 5363 Practicum in Psychoeducational Procedures
 - PEDG 5364 Behavior Modification and Contingency Management of Disabled Learners
 - PEDG 5365 Instructional Processes with Disabled Children
 - PEDG 5366 Modification of Curriculum and Instruction for the Atypical Learner

General Information Concerning Professional Certificates

The Professional Certificate is a standard five-year renewable certificate, and gives the holder legal authority to perform duties in the public schools of Texas in the specialized areas designated on the face of the certificate. It is the responsibility of the student to initiate the process of applying for certification by contacting the College Director of Professional Services.

Graduate Faculty

Assistant Professor Nancy Carlson Special Education	Professor Andrea Karlin Reading
Associate Professor Vicky Farrow Educational Psychology	Assistant Professor Sandra Richardson Mathematics and Professional Pedagogy
Associate Professor Fara Goulas Special Education	Associate Professor Cristina Rios Professional Pedagogy
Associate Professor Kimberly Griffith Special Education, Educational Psychology	Professor Dorothy Sisk Gifted and Talented
Associate Professor Mohammad K. Hamza Educational Psychology	Assistant Professor Mary E. Wilkinson Mathematics and Professional Pedagogy

Professional Pedagogy Courses (PEDG)

5310	Research for Teachers Introduction to skills and techniques necessary for descriptive research as applied to teacher education, with an emphasis on planning, designing and methodology. Research proposal required.	3:3:0
5311	Individual Study in Education Supervised investigation into special areas of education under the direction of a graduate faculty member. May be repeated for credit when topic of investigation differs. <i>Prerequisite: Consent of department head.</i>	3:A:0
5320	Research/Current Issues in Education Implications of research findings for school practices. Current influences and trends affecting education.	3:3:0
5330	Effective Teaching The course is designed for Post-Baccalaureate students to receive in depth study of elementary and secondary classroom practices. <i>Prerequisite: PEDG 5385, 5387</i>	3:3:0
5334	Tests, Measurement and Evaluation Analysis and evaluation types of tests and measurement devices will be conducted. Methods of determining the reliability and validity of tests are investigated. Designs for testing programs and selection of appropriate test will be included. Evaluation systems of individuals and programs will be discussed.	3:3:0
5340	Normal Human Growth and Development A study of development and nature of the human personality. Emphasis on recent psychological and biological experiments.	3:3:0
5341	Microcomputers for Educators Designed to give teachers an awareness level of computer literacy and allow them to use the computer as an additional tool in the classroom.	3:3:0
5345	Instruction Design and Assessment of Academic Achievement The structure and organization of the curriculum, materials and methods used and types of evaluation in K-12 classrooms. <i>Prerequisite: PEDG 5330</i>	3:3:0
5350	The Learning Process History and systems of learning which have application to the classroom. Current theories and research in pedagogy.	3:3:0
5351	Advanced Study in Early Childhood Curriculum A comprehensive study of the organization, methods and materials used for instruction in Kindergarten and other programs for young children.	3:3:0
5352	Creative Activities in Early Childhood Education Teaching methods and materials for releasing creative expression with music, art and literature. Workshop approach with demonstration of art and music processes.	3:3:0

5355	Analysis of Program Implementation in Early Education	3:3:0
	The inductive analysis and application of specific program and program implementation strategies to the development of cognitive, psychomotor and affective behaviors among young children.	
5356	The Gifted Learner	3:3:0
	In-depth study of the characteristics and unique needs of gifted/talented students as they relate to both school and family settings. Understanding of adaptations required for effective instruction of gifted learners.	
5357	Creativity and the Gifted Learner	3:3:0
	Introduction to theoretical constructs related to creative behavior. Emphasis on the development of competence in identifying the student's creative potential through the administration and interpretation of tests of creative behaviors and on strategies for enhancing the learner's creative behavior.	
5358	Identification and Assessment of Gifted/Talented Students	3:3:0
	Theoretical and practical study emphasizing the selection, administration, and interpretation of tests related to identification and curricular planning for gifted and talented students. Attention to state/federal identification mandates and the design of an identification matrix and guidelines for its use in specific educational settings.	
5359	Gifted and Talented: Curriculum	3:3:0
	Survey of models of gifted/talented education with attention to the development of appropriate goals and objectives for curriculum differentiation. Understanding of appropriate evaluation criteria at state/district/classroom levels.	
5360	Practicum in Gifted Education	3:3:0
	Supervised internship in gifted/talented education providing the intern with an opportunity to demonstrate competence in program planning and instructional delivery in classroom/district settings. May not be taken until all four courses (12 semester hours) are completed.	
5360	Problems in Teaching Science and Social Studies in the Elementary School	3:3:0
	A study of current developments, recent trends and innovative methods of teaching science and social studies in the elementary school, with emphasis upon individual teaching problems and research.	
5361	Survey of Learning Potentials of Exceptional Children	3:3:0
	General survey of the learning potentials of those children deficient in basic integrities which can be categorized into central peripheral nervous system dysfunction and/or behavioral disorder.	
5362	Psychoeducational Evaluation of Exceptional Children	3:3:0
	Simulated experiences in the use of formal and informal methods of appraising and communicating pupils' educational status and progress.	
5363	Practicum in Psychoeducational Procedures	3:3:0
	Practicum experience in the use of formal and informal instruments in the evaluation of the psychoeducational and social development of children and the utilization of education and clinical data in individual teaching plans. This is the capstone experience of the program. Candidates are expected to have all the prerequisites before taking the practicum. <i>Prerequisite: PEDG 5362; PEDG 5334 or a Test, Measurements & Evaluation Course and CDNV 5321 or an individualized intelligence testing course.</i>	
5364	Behavior Modification and Contingency Management of Disabled Learners	3:3:0
	The description of specific types of learning, the sequence in learning school-related tasks and the competencies to manipulate events to effect desired learning.	
5365	Instructional Processes with Exceptional Children	3:3:0
	Competency in developing educational strategies for the remediation, amelioration or compensation of exceptional-ity as it interferes with achievement or adjustment in school.	
5366	Modification of Curriculum and Instruction for the Atypical Learner	3:3:0
	Information and familiarity with instructional materials necessary for meeting the special needs of exceptional learners. Utilization of Special Educational Instructional Materials Centers.	
5367	Diversity/Multi-Culturalism	3:3:0
	Studies of diverse learners in multi-cultural settings. Implications for strategies in instruction and support.	
5370	The Public School Curriculum	3:3:0
	Analysis of the objectives, organization and content of the different areas of the public school curriculum in grades K-12. Emphasis is given to models of curriculum development and to techniques for curriculum improvement.	
5375	Content Area Reading	3:3:0
	This course is designed to provide concepts and procedures incorporating reading instructional techniques effectively in the content areas. Emphasis on current teaching practices within the content area classroom. <i>Prerequisite: PEDG 5330</i>	
5380	Modern Mathematics in the Elementary School	3:3:0
	Problems, research and innovative instruction in elementary mathematics.	

5383 Internship	A semester of teaching under the guidance of a university professor. The professor will provide mentoring and supervision during the semester. <i>Prerequisite: PEDG 5330, 5345, 5375, 5383</i>	3:3:0
5385 Literature: Pre K-12	Emphasis on the selection of literature for children and adolescents, and the development of methods for using literature to develop skills in reading. Provision of experiences which will enable teachers to locate and select age level appropriate literature and to incorporate literacy studies in the curriculum at all grade levels.	3:3:0
5387 Teaching of Reading in the Elementary School	Implications of current research for reading instruction in the elementary school.	3:3:0
5388, 5490 Selected Instructional Topics	Significant topics in Elementary, Secondary, Special Education, Supervision, Counseling, and Educational Administration. The description of the particular area of study will appear on the printed schedules of Lamar University each semester. Contact hours must be the same as those required by a formal instructional course. With permission of advisor in the student's major field, course may be repeated when topic varies.	3-4:3-4:0
5389 Diagnostic/Prescriptive Procedures in Reading	Study of the nature and causes of reading problems including observations, demonstrations, and supervised practice in the techniques of diagnosis; attention is given to interview procedures, standard and informal diagnostic instruments, the interpretation and utilization of standardized test data, and report writing. <i>Prerequisites: PEDG 5387, 5385, 5353</i>	3:3:0
5390-5391 Thesis or Research Project	<i>Prerequisite: Approval of graduate advisor. Must complete both for required 6 credits.</i>	6:A:0

Graduate Resource Courses

These courses are not offered by the College of Education and Human Development but are required or suggested for certain degree plans.

Department of Health and Kinesiology

Department Chair:

Charles Nix

Office: 103 Health and Human Performance Complex A

Phone: 409 880 2226

Email: nixcl@hal.lamar.edu

Graduate Coordinator:

Daniel Chilek

Office: 218 Health and Human Performance Complex A

Phone: 409 880 8090

Email: chilekdr@hal.lamar.edu

Graduate Faculty

Kinesiology

Dr. Douglas Boatwright

Dr. Charles Nix

Dr. Julio Morales

Dr. Daniel Chilek

Health

Dr. Joel Barton

Dr. Barbara Hernandez

Dr. George Strickland

The Department of Health and Kinesiology offers a program of study leading to the Master of Science degree in Kinesiology. The program is designed to enhance the professional competence of graduates in Health, Kinesiology, and related fields of study. Primary focus is placed upon advance knowledge in pedagogy, sport, exercise and wellness issues.

Admissions:

1. Candidates for admissions to the Master of Science in Kinesiology must meet all the admission requirements of the College of Graduate Studies as listed in this bulletin.
2. Candidates must also have a 2.5 or greater GPA on a 4.0 scale or a 2.75 GPA in the last 60 hours of their undergraduate degree program.
3. Candidates must satisfy the necessary undergraduate prerequisites as prescribed for a particular area of specialization.

Degree Requirements:

1. The candidates for the Master of Science degree in Kinesiology must meet all of the College of Graduate Studies general degree requirements as listed in this bulletin.
2. Nine semester hours (curriculum core) to include KINT 5340 (Scientific Basis of Exercise), KINT 5365 (Statistical Applications in Kinesiology) and 5360 (Research Methods)
3. Completion of degree option:
 - a. Thesis – (30 hours) to include 24 hours of course work and a minimum of 6 hours of thesis.
 - b. Non-Thesis – (36 hours) to include a minimum of 36 hours of course work.

Kinesiology Courses (KINT)

5300	Problems	3:A:0
	Biological, physiological, social, psychological and other outcomes; selection and distribution of activities; facilities; teacher preparation; literature; research problems. Course may be repeated for a maximum of nine semester hours as the topic varies.	
5310	Trends and Issues	3:A:0
	Designed to assist the student to become knowledgeable on current trends and issues in the area of Kinesiology. Study will include historical, analytical, and projective approaches. Course may be repeated for a maximum of six semester hours as the topic varies.	
5311	Seminar	3:A:0
	Designed to develop abilities in locating and evaluating literature and research in Kinesiology and in allied fields. Course may be repeated for a maximum of nine semester hours as the topic varies.	
5312	Independent Study	3:A:0
	Intensive study in an area of special interest. Course may be repeated for a maximum of six semester hours as the topic varies. <i>Prerequisite: Demonstrated competence for independent work and research methods, and consent of active teaching member of graduate faculty.</i>	
5320	Kinesiology and Sport Pedagogy	3:3:0
	A comprehensive introduction for Kinesiology teachers, Kinesiology supervisors, teacher educators and coaches to apply research to enhance instruction. Bridging the gap between research and practice in Kinesiology and sport.	
5322	Curriculum Development*	3:3:0
	Emphasis given to models of curriculum development and to techniques for curriculum improvement. Analysis of objectives, organization and content.	
5324	Instructional Models	3:3:0
	Application of instructional and motor learning theories in the designing of instructional models in physical education.	
5326	Motor Learning	3:3:0
	A formalized and scientific study of learning, performance and related factors as applied to gross motor skills.	
5330	Sport Administration	3:3:0
	Developing analytical skills and attitudes of top management in administering the organization as a whole and the interrelationships of all problems in the organization. Establishment of strategic objectives, analysis of changing environments, developing strategies, formulating policies, decision making and problem analysis.	

5333 Sport in Society	3:3:0
An analysis of sport in American society. The study of the sociological processes that affect the individual as an active participant in sport and physical activity.	
5340 Scientific Basis of Exercise	3:3:0
A study of professional literature and laboratory experimentation on the role of physical activities and their effects on the human organism.	
5342 Environmental Exercise Physiology	3:3:0
A study as to how environmental factors affect physical performance and physiological adaptations of training in extreme environments.	
5344 Strength and Conditioning	3:3:0
Theoretical and practical concepts for the development and monitoring of training programs for strength, fitness and conditioning. Survey of relevant literature and practical applications.	
5360 Research Methods	3:3:0
Familiarity with types of research in Kinesiology with emphasis on tools and techniques of research and research design.	
5365 Statistical Application in Kinesiology	3:3:0
A study of statistical theory with application of quantitative and qualitative techniques commonly used in Kinesiology research.	
5390 -5391 Thesis	6:A:0
<i>Prerequisite: Approval of Graduate advisor. Must complete both for required 6 hours.</i>	

Department of Family and Consumer Sciences

The Master of Science Degree in Family and Consumer Sciences (FCSC) allows students to choose courses in foods and nutrition, family studies, child development and other areas within the field. An internship in Dietetics (DI) is available at Lamar. Fifteen of the eighteen credit hours required in the DI may be applied toward the M.S. degree. Workshops and travel/study tours, along with daytime, evening and weekend classes are offered.

The Department of FCSC has adopted the admission requirements of the Lamar University College of Graduate Studies outlined elsewhere in this catalog.

A limited number of scholarships and graduate assistantships are available. Contact the Department for details.

If a student's undergraduate degree is in a discipline other than FCSC or one of its subject matter areas, the student is required to complete undergraduate course work. The graduate advisor works closely with the student to determine any undergraduate deficiencies. No more than 15 undergraduate credit hours will be required.

Degree Requirements

All graduate students in the Department are required to complete FCSC 5300 and a graduate statistics course. The remainder of each student's program of study is developed according to the student's professional goals and interests.

Thesis route: This option consists of 30 credit hours. The thesis counts for six hours and the course work comprises 24 hours. Six credit hours may be taken in other departments.

Nonthesis route: A student electing this option will complete 36 hours of course work, 12 of which may be taken in other departments. Non-thesis students are required to pass a comprehensive written and oral exam covering all course work completed during the graduate program.

Graduate Faculty in Family and Consumer Sciences

Assistant Professor Frances Droddy
Child Development, FCS Education
Associate Professor Connie Ruiz, R.D.
Foods, nutrition/dietetics

Associate Professor Amy Shows, R.D.
Foods, nutrition/dietetics
Associate Professor Kim Wallet-Chalambaga
Family Studies.

Family and Consumer Sciences Courses (FCSC)

- 5101, 5201, 5301 Workshop in Family and Consumer Sciences**
Workshops designed to strengthen professional competence needed for addressing societal issues related to family and consumer sciences. May be repeated for credit when topic of interest varies. Credit: one to three hours.
- 5300 Research Methods in Family and Consumer Sciences** 3:3:0
Introduction to skills and techniques necessary for conducting research in family and consumer sciences subject matter areas. Emphasis on research strategies, data preparation and analysis and research reporting. Research proposal required.
- 5304 Dietetic Seminar I** 3:3:0
Study of the delivery of nutritional services and consultation for individuals, families, and institutions. Students complete projects in menu analysis, client education, clinical nutrition, public health, food service management and related activities.
Prerequisite: Acceptance into Dietetic Internship.
- 5305 Dietetic Seminar II** 3:3:0
Continuation of 5304.
- 5306 Dietetic Practicum I** 3:3:0
Supervised practice which includes an average of 32 hours per week field experience in the areas of clinical nutrition, community nutrition, and food service management. Rotations include hospitals and other health care facilities, community nutrition sites, and food service facilities. May not be applied toward a graduate degree.
Prerequisite: Acceptance into Dietetic Internship.
- 5307 Dietetic Practicum II** 3:3:0
Continuation of 5306.
- 5308 World of Work in Family and Consumer Sciences** 3:3:0
A study of occupational education within the secondary curriculum focusing on development and supervision of occupational programs.
- 5310 Recent Advances in Foods and Nutrition** 3:3:0
Readings in and discussion of selected studies and recent developments in the field of nutrition and foods. Implications for dietitians, nutritionists, teachers, extension workers and others. May be repeated for credit when topic varies.
- 5313 Current Topics in Family and Consumer Sciences** 3:3:0
Intensive study of a current problem of professional interest in family and consumer sciences. The description of the particular area of study will appear on the printed semester schedule. May be repeated for credit when topic of investigation varies.
- 5314 Statistical Theory and Analysis** 3:3:0
A study of statistical theory with application of quantitative techniques commonly used in family and consumer sciences research.
- 5315 Independent Study** 3:3:0
Independent study in an area of interest; review of current literature and research related to individual problems; selection and/or design of instruments used in collecting data. May be repeated for credit when topic of investigation varies.
- 5316 Family Violence and Therapeutic Intervention** 3:3:0
Exploration of interpersonal violence throughout the life cycle from immediate and extended family members. Topics will include physical abuse, sexual abuse, and neglect perpetrated against children, spouses, and the elderly. The perspectives of law enforcement and treatment strategies will be explored.

5317	Lifespan Human Development Advanced study of human development across the lifespan from the prenatal period through senescence. Social, emotional, physical, and cognitive development are addressed.	3:3:0
5318	Parenting Contemporary issues facing both parents and professionals who work with them; specific study of parenting skills, parenting in families with special needs and parent-school relationships.	3:3:0
5319	Single Parent Families Exploration of the formation of singleparent families with their varied memberships. Topics will include divorce, widowhood, economics, and support resources. The perspectives of law enforcement, social service agencies, and financial experts will be invited.	3:3:0
5321	Diet Therapy Diets and nutritional support for selected diseases, surgery, and trauma. Diet counseling, medical terminology, calculation of nutrient needs for specific diseases, case studies.	3:3:0
5323	Nutrition Throughout the Life Cycle Physiological, biochemical and sociological factors that affect nutrient requirements and recommendations over the life cycle.	3:3:0
5324	Prenatal/Infant Development Study of physical, social, emotional and cognitive development from conception to age two.	3:3:0
5325	Community Nutrition Effects of social, economic, environmental, and political factors on the health and nutritional status of population groups. Students learn instructional techniques appropriate for conducting nutrition education with various groups.	3:3:0
5328	Consumer Housing A study of the home as the environment that shapes human lives. Designed to create an awareness of the social responsibilities related to housing and to provide experiences associated with planning and selecting suitable homes. Includes public housing.	3:3:0
5329	Family Resource Management A conceptual study of philosophies and principles of the systems approach to family management. Practical applications through individual and group approaches to problem solving. <i>Prerequisite: 24 hrs in FCS or consent of instructor.</i>	3:3:0
5350	Cultural Foods An overview of cultural influences on primitive and modern human dietary practices. Emphasis on how humans use culture to adapt to the physical, social and supernatural environments.	3:3:0
5351	Weight Management Diagnosis, etiology, classification, and treatment of weight problems.	3:3:0
5357	Operation Analysis-Hospitality Manager Use of the microcomputer and the electronic spreadsheet for hospitality industry financial recordkeeping and reporting. Emphasis on the practical use of spreadsheets, report analysis, and the planning and control functions of budgets. Designed to develop and/or refine those competencies needed to solve practical management problems utilizing a structured approach to decision-making.	3:3:0
5359	Sports Nutrition The role of nutrition is discussed as it relates to athletic performance and physical activity.	3:3:0
5360	Organizational Behavior and Management in the Service Industry Understanding the conceptual theories related to the management process. The impact of individual and group behavior on management decisions and actions in the service industry.	3:3:0
5370	Resource Management Across the Lifespan Socio-economic changes, public policies and programs and management practices related to individual and family well-being through the various life cycle stages.	3:3:0
5380	Occupational Family and Consumer Sciences Philosophy and development of vocational family and consumer sciences education for secondary schools, colleges or universities with emphasis on occupational family and consumer sciences careers and jobs, curriculum trends and developments. Credit for course applied to six hours required for teaching in occupational family and consumer sciences programs. <i>Prerequisite: FCSC 5308.</i>	3:3:0
5390-5391	Thesis <i>Prerequisite: Approval of graduate advisor. Must complete both for required 6 credits.</i>	6:A:0