

Instructional Systems Design and Technology (ISDT)

Master's Program Handbook

Department of Library Science and Technology

Sam Houston State University

Updated: 6/7/2021¹



Sam Houston State University

Note: It is a student's responsibility to read this handbook, be knowledgeable of its contents, and comply with the standards set forth herein.

¹This handbook is subject to revision for the purpose of supporting ISDT students effectively.



Revision Note for the 6/7/2021 Version

- The initial draft of the handbook

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CHAPTER 1. INTRODUCTION

I. Program Contact and Faculty Information

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2. Program Core Faculty

- Donggil Song, Ph.D. (Doctoral Program Director, Master's Program Coordinator, Associate Professor, song@shsu.edu)
- Kimberly N. LaPrairie, Ph.D. (Associate Professor, Dr.L@shsu.edu)
- Marilyn Rice, Ph.D. (Professor, edu_mpr@shsu.edu)
- Shonn Sheng-Lun Cheng, Ph.D. (Assistant Professor, scheng@shsu.edu)

3. Program Assistant

- Ms. Maggie Jahnke (COE Grad Hub: 936-294-4857, COEGradHub@shsu.edu)
- Student Resources (Grad Hub)
 - <https://www.shsu.edu/academics/education/graduate-programs/student-resources>

4. Website

- Program Page: <https://www.shsu.edu/programs/graduate/instructional-systems-design-and-technology/>
- Faculty page: <https://www.shsu.edu/academics/library-science/isdt-faculty.html>



II. Background of Sam Houston State University

Sam Houston State University, located in Huntsville, Texas, is committed to the development of its creative resources so that it can adapt to the changing educational needs of a diverse constituency while maintaining the highest quality in the traditional curricula. The institution was created by the Texas legislature in 1879 as Sam Houston Normal Institute to train teachers for the public schools of Texas. During the following four decades, instruction was offered in the natural sciences, agriculture, home economics, manual training, geography, sociology, and foreign languages. The baccalaureate degree was first awarded in 1919.

The next twenty years witnessed rapid and dramatic changes, including a name change to Sam Houston State Teachers College in 1923. Two years later, the college was admitted to membership in the Southern Association of Colleges and Schools (SACS) as an accredited institution of higher learning. The institution began to expand its programs, and a graduate degree was authorized in 1936, a development which expanded the curriculum from its sole emphasis on teacher training to emphasize preparation in a variety of fields.

Following World War II, an increase in students and faculty, as well as a wide range of faculty-research activities provided impetus for the emergence of a multipurpose institution. By 1960, about 25% of the graduating seniors were receiving degrees in fields other than teaching. Degrees were offered in the social and communication sciences, the biological, physical and soil sciences; business administration; the fine arts; the humanities; and education. A growing emphasis on research allowed faculty to make significant contributions in their fields beyond the classroom and these activities were accompanied by an increasing diversity in the student body, as more out-of-state and foreign students began seeking degrees at Sam Houston. In recognition of these developments, the institution's name was changed by the Texas legislature to Sam Houston State College in 1965, and in that year the Texas legislature established The Institute of Contemporary Corrections and the Behavioral Sciences as an integral part of the institution. During the following years, there was a rapid increase in the enrollment of students with diversified backgrounds, interests, and aspirations, which necessitated continuous examination of programs, faculty, and facilities. The number of graduate degrees conferred increased significantly in the late 1960's, and the Texas legislature, recognizing the changes that had taken place during the course of the institution's history, changed the name to Sam Houston State University in 1969.

With more than 90 bachelor's degree programs, more than 60 master's degree programs, and 11 doctoral programs—including the nation's first Ph.D. in forensic science—SHSU offers an exceptional college experience and continually strives to meet the needs of contemporary students. Students can earn degrees at three locations: Huntsville; The Woodlands Center; and the College of Osteopathic Medicine as well as through SHSU Online. The SHSU College of Osteopathic Medicine is the university's eighth college and only the third college of osteopathic medicine in Texas. Its mission is to develop osteopathic physicians, grounded in osteopathic principles, who will serve the healthcare needs of rural and underserved Texans.



Sam Houston State University

Small class sizes, a student/faculty ratio of 24:1, and classes taught by full-time, tenured, and tenure-track faculty create an engaging learning experience for students. Competitive tuition rates combined with personal attention, exceptional faculty, and outstanding academic programs make Sam Houston State University a great name in Texas education and one of the best educational values in Texas



III. Vision, Mission, and Goals, Instructional Systems Design and Technology M.Ed.

1. Vision

The vision for the Instructional Systems Design and Technology Master's Program is to be a national scholar and leader in producing quality instructional/learning/training technology experts and professionals with the knowledge, skills, and dispositions to positively impact the scholarship and practice in instructional, learning, and training technology fields.

2. Mission

This program prepares future-ready technology leaders and scholars to direct and guide the integration of technology, facilitating collaboration in life-long learning. It is crucial that we embrace the ever-increasing development of technological tools and support educational/instructional/training practitioners in implementing them more effectively. This bolsters the success and learning of P-16 students, strengthens the country's education system, and improves the effectiveness of employees in public/private industry. Furthermore, doing so will not only increase the quality of instruction, but will also teach learners the value of technology both in educational institutions and in the workplace.

3. Goals

The objectives of the Master's of Education Degree (M.Ed.) Program in Instructional Systems Design and Technology exemplify the best research-based educational practices in assessment, service delivery, research, and collaboration. Specifically, the core elements are organized around:

- Outcomes of learning the practice of research (having substantive knowledge of the field, designing research),
- Acquiring knowledge and skills (understanding major controversies or theoretical positions, articulating researchable questions, etc.), and
- Developing habits of mind (being curious about how others have thought about an area, willing to change one's mind based on argument or evidence).

Candidates will be prepared to fill leadership roles in domains of research, consultation, and personnel preparation. The program seeks to prepare educators who can fulfill professional roles, primarily in school-based settings, higher education institutions, and business and industry organizations.

4. Marketable Skills

The Texas Higher Education Coordinating Board marketable skills initiative is part of the State's 60x30TX plan and was designed to help students articulate their skills to employers. Marketable skills are those skills valued by employers and/or graduate programs that can be applied in a variety of work or education settings and may include interpersonal, cognitive, and applied skill areas.

- Identify learning, instructional, and training problems and needs
- Use technology to solve learning, instructional, and training problems
- Design theory and research-based learning, instructional, and training environments
- Evaluate and assess learning, instructional, and training environments and programs
- Analyze learning, instructional, and training data using statistical and computational methods
- Write, edit, proofread, and critique scholarly research papers and grant proposals
- Present learning, instructional, and training ideas creatively using technology
- Work on a virtual team efficiently and effectively



5. Program Description and Objectives

The Master's in Instructional Systems Design and Technology is an online professional practice and scholarly master's program designed to prepare individuals to lead the integration of technology in instructional systems. Primarily, this program prepares individuals as leaders of instructional technology in PK-16 education. These prepared technology leaders will guide districts, campuses, and instructors toward achieving meaningful integration of technology. Secondly, the program prepares people in business and industry to lead in the improvement of technology integration as it relates to training and continuing education programs. Tertiary to the first two categories, the degree produces instructional technology leaders who are working in a school district, community college, university, or business in a support and service role regarding instructional design, assessment of learning/management systems, networking, and assessment/implementation of instructional software.

The online Master of Education in Instructional Systems Design and Technology program at Sam Houston State University is a combination of courses specially designed to prepare candidates for careers as instructional designers in all areas of instruction and training. With a curriculum that teaches established learning and instructional theories as well as research-based instructional design methodology and best practices, graduates have opportunities for careers as instructional designers and coaches in business and industry, healthcare, military, government, and higher education institutions; as well as in the traditional K-12 venue.

The 30 credit hour program is entirely online and designed to provide individuals with the skills to effectively use instructional technology for classroom or professional training. The online Masters in Instructional Systems Design and Technology program promotes a strong, working knowledge of digital-age learning environments.

The program consists of 30 credit hours, utilizing a variety of methods to provide the most beneficial online learning experience. Coursework exceeds the level of expectations regarding student interaction and usability and consists of ten online courses.

In this online program, Modules/Assignments will be posted in Blackboard. You will submit assignments online. You will be expected to be vigilant and prompt in responding online to the instructor and your cohort members. Also, you will be expected to "meet" online, possibly, with group members; but that is dependent upon what your group's arrangement is.

Candidates who complete the master's degree, serving as leaders in instructional/learning technology, will be able to:

1. Inspire and lead the development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.
2. Create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all learners.
3. Promote an environment of professional learning and innovation that empowers educators to enhance learning through the infusion of contemporary technologies and digital resources.
4. Provide digital-age leadership and management to continually improve the organization through the effective use of information and technology resources.
5. Model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture.



CHAPTER 2. GETTING STARTED

I. Application

1. Application Requirements

- A Graduate Admissions Application with the application fee.
- Official transcripts showing receipt of a baccalaureate degree and a master's degree from an accredited institution. Candidates for admission to the professional practice Master's Program in Instructional Systems Design and Technology must have a Masters Degree in Instructional Systems Design and Technology or a similar degree which includes the foundational knowledge required for this proposed program. Documentation of the candidate's graduation from accredited institutions at the baccalaureate and masters level will be required.
- Three letters of recommendation from education or direct service settings, two of which should refer to direct experiences with instructional technology design and can speak to the candidate's potential for success in a master's program.
- A sample of the candidate's professional work such as a published article and/or an example of experience in instructional technology design. This product should provide evidence of the candidate's potential for master's-level scholarship and should be accompanied by a Statement of Purpose. This Statement of Purpose will include the candidate's professional goals, research interests, and experience in the coursework.
- A current résumé or vita.
- Preferred: A minimum of three years of teaching, direct services, administrative experience with technology, instructional design either in school, administrative, or business/industry. The types of professional experiences in an applicant's background will be viewed as evidence of both direct service tools, as well as commitment to the field of instructional technology.
- Applicants should hold a master's degree in a related field and have a graduate GPA of 3.5 or higher. In addition, three years of full-time professional experience in a credible school, agency, or organization is required.
- Applicants meeting the above criteria may be asked to complete the interview stream interview, and the candidate's recorded responses to the program admissions committee's questions will be reviewed. This interview stream provides the candidate an opportunity to demonstrate potential leadership, commitment to service, and an interest in applied research. An applicant who fails to meet one of the criteria may receive probationary admission if the applicant is sponsored by a faculty member.
- All application materials are to be submitted to: Office of Graduate Admissions, Sam Houston State University Box 2478, Huntsville, TX 77341-2478
- Information about admission to the Instructional Systems Design and Technology M.Ed. Program and relevant links can be found at <https://www.shsu.edu/programs/graduate/instructional-systems-design-and-technology/>
- The application deadline:
 - Fall: August 1
 - Spring: December 1



CHAPTER 3. THE PROGRAM

I. Coursework

New candidates will receive an orientation from a program representative via video conference. Each semester candidates will be advised of particular courses in which to enroll. Before registering for classes, candidates will be required to activate a computer account, establish an SHSU email address, and obtain an official university (Bearkat One) identification card. The SHSU email account should be monitored daily as it will be a primary means of communication with candidates throughout the program. The bacterial meningitis vaccination typically required for new SHSU students will be waived because of the program's online format. Additionally, this degree does not have a residency requirement. Initial steps for beginning candidates, payment instructions, and links to helpful resources can be found on the Graduate Studies' website at <https://www.shsu.edu/dept/accepted-students-bearkat-orientation/accepted/checklist/graduate.html>

Please understand that this program is taught in a cohort model. The courses are sequenced and paired accordingly, with two ISDT courses each semester. If you choose to only take one course at a time, it defeats the design of this program. If you are unable to take more than one course, you may want to consider your decision to join this particular program at this point. You may want to wait to start the program when you are better capable to take the courses, as designed.

If you should, for some reason, get out of sync with the schedule of courses, it might be confusing for you and your classmates. It is highly recommended that you plan your timing as much as possible and begin the program when you feel that you can best commit to completing the courses as designed.

1. Course List²

- Semester #1
 - ISDT 5319. Critical Analysis of Instructional Software
 - ISDT 5367. Reading & Trends in Instructional Technology
- Semester #2
 - ISDT 5336. Educational Multimedia
 - ISDT 5365. Technology and Cognition
- Semester #3
 - ISDT 5337. Designing Instructional Materials for the Web
 - ISDT 5363. Role of the Technology Liaison
- Semester #4
 - ISDT 5338. Development of Technology Infrastructure
 - ISDT 5369. Practicum for Technology Facilitation
- Semester #5
 - ISDT 6335. Management Application Analysis
 - ISDT 6351. Distance Learning

² Subject to Change; All Courses are full 15-week courses.



2. Sequence

- Fall Cohort
 - Semester #1, Fall (Year 1): ISDT 5319, ISDT 5367
 - Semester #2, Spring (Year 1): ISDT 5336, ISDT 5365
 - Semester #3, Summer (Year 1): ISDT 5337, ISDT 5363
 - Semester #4, Fall (Year 2): ISDT 5338, ISDT 5369
 - Semester #5, Spring (Year 2): ISDT 6335, ISDT 6351
- Spring Cohort
 - Semester #1, Spring (Year 1): ISDT 5319, ISDT 5367
 - Semester #2, Summer (Year 1): ISDT 5336, ISDT 5365
 - Semester #3, Fall (Year 1): ISDT 5337, ISDT 5363
 - Semester #4, Spring (Year 2): ISDT 5338, ISDT 5369
 - Semester #5, Summer (Year 2): ISDT 6335, ISDT 6351

A complete list of program courses with descriptions can be found in the graduate catalog and on the program websites:

- <http://catalog.shsu.edu/graduate-and-professional/college-departments/education/library-science-and-technology/instructional-systems-design-and-technology-med/>



CHAPTER 4. ADDITIONAL INFORMATION

I. Policies

Professionalism is expected, both in the online classroom and in the interactions with others both in the course and those you come into contact with as a result of being engaged in assignments as a student at SHSU.

If individual assignments possess a striking similarity to another student's work, penalty may be, minimally, the drop of one letter grade (refer to course syllabi).

While working with mentors/community members in the assignments in the courses, proper dress is expected. The students should practice appropriate dress and behavior simultaneously as they practice the application of instructional strategies they are learning in the classroom.

In order to achieve and remain in academic good standing at Sam Houston State University, a graduate student must maintain an overall grade point average of at least 3.0 on all graduate coursework attempted.

A 3.0 overall grade point average is the absolute minimum required for graduation. A graduate student who falls below a 3.0 overall grade point average at the close of any semester during which one or more semester credit hours are attempted will be placed on probation. If an enrolled student on probation fails to achieve a minimum 3.0 overall grade point average at the close of the next semester or summer school following the starting of the probation, the student will be terminated.

A committee of the department or college graduate faculty will review the graduate status for any student earning two grades of "C" in any combination of graduate courses. The committee will consider the advisability of the student's continued enrollment in the graduate program. A student who earns three grades of "C" or one grade of "F" will be terminated from graduate studies. A student who earns a third grade of "C" or a grade of "F" during the semester or summer of the anticipated graduation will be terminated from graduate studies and will not be eligible to graduate. The appropriate academic dean may place on probation, retain on probation, or terminate any student deficient in grade points without regard to the regulations previously stated.

Any appeal for a review of the termination of graduate status should be directed in writing through the graduate advisor of the program, to the chair of the department, to the academic dean of the college, and finally to the Dean of Graduate Studies for final approval or denial.

For more complete details on Academic Policy, go to

1. Academic Policy Manual – Students at:
<https://www.shsu.edu/dept/academic-affairs/policies.html> and the
2. Student Guidelines at:
<https://www.shsu.edu/dept/dean-of-students/guidelines/student-guidelines>



II. Scholarship

1. Financial Aid and Scholarships

Graduate candidates may be eligible for financial aid, scholarships, or loans through several loan programs. The Scholarship Team at SHSU coordinates and administers more than 500 SHSU scholarship programs annually, with awards ranging from a few hundred to several thousand dollars. Information about popular scholarships, useful scholarship information, and SHSU's Scholarship application can be found at <https://www.shsu.edu/dept/financial-aid/aid/scholarships>.

2. 100% Online Students Scholarship

Scholarships are available for new 100% online students. The information can be found at <https://online.shsu.edu/cost/financial-aid-and-scholarships.html>

3. Program Scholarship Funds

Scholarship funds may be made available through the College of Education. The Program Coordinator will send the application information. The Program Coordinator decides how to allocate these funds to candidates in good standing.



III. Candidate Performance

1. Retention/Dismissal Related to Academic Performance

Academic dismissal will result from failure to maintain the university's required grade point average. The student should consult the graduate catalog (<http://www.shsu.edu/home/catalog.html>) regarding academic probation and suspension from degree programs. Any student who wishes to contest a final grade shall follow the provisions outlined in the Sam Houston State University Grievance Policy.

Faculty will make efforts to advise candidates early when they are at risk of course failure, but the responsibility rests with the candidate to monitor his/her performance and seek support when needed.

2. Expectation for Ethical and Professional Behavior

Students are expected to demonstrate exemplary behavior in the classroom and field settings. To understand the university's definition of "exemplary behavior in the classroom" and field settings, each student should review the *Code of Student Conduct and Discipline*, specifically Section 5.2, examples 3, 4, 10, and 19, and Section 5.3 at: <https://www.shsu.edu/dept/dean-of-students/guidelines/student-conduct>.

3. Withdrawal and Reinstatement in the Program

Should a candidate need to withdraw from the program while in good academic standing, reinstatement may remain an option at the discretion of the Program Director. Upon consultation with the Director, the candidate would be advised to provide a written statement that:

- Lists and discusses the challenges faced that require withdrawal,
- States how the candidate intends to overcome those challenges,
- Describes a strategy (including support systems that will be accessed) for succeeding in the program upon return, and
- Acknowledges that only one chance at reinstatement will be considered

Once this document has been shared with the Program Director and Department Chair, the candidate will be advised about reinstatement.



4. Graduation

As specified in the Graduate Catalog, the candidate must file for graduation in the Registrar's Office by the deadline indicated in the schedule of classes or the Graduate Catalog for that particular semester (check the minimum degree requirements at <http://catalog.shsu.edu/graduate-and-professional/academic-policies-procedures/degree-requirements-academic-guidelines/>). The degree is conferred at the commencement following the fulfillment of all requirements. The candidate is encouraged to be present at the ceremony.

5. Program Evaluation

The College of Education conducts ongoing research regarding the effectiveness of the degree programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

6. Transfer of Credit

- Graduate courses completed at other accredited colleges and universities may be applied as transfer credit toward a graduate degree at Sam Houston State University at the discretion of each graduate program and the college in which it is housed. Review this: <http://catalog.shsu.edu/graduate-and-professional/academic-policies-procedures/degree-requirements-academic-guidelines/#transfer-credit>
- To request the transfer of credit, you need to submit a justification document that includes:
 - The information (course prefix, number, and name) of the course you have taken and a target ISDT course (course prefix, number, and name)
 - The syllabus of the course you have taken
 - A written statement that justifies why and how much the course you have taken is similar to the target ISDT course
 - Your transcript



IV. SHSU Policy

1. SHSU Grievance Policy

Academic grievances include (a) Course and/or assignment grades, except cases of academic dishonesty, (b) Unauthorized class absences or tardiness, (c) An instructor's alleged unprofessional conduct related to academic matters, and (d) Withdrawal or suspension of privileges related to degree-required clinical rotation, internships, or other clinical service delivery in professional degree programs

(<https://www.shsu.edu/dept/academic-affairs/documents/aps/students/900823%20Academic%20Grievance%20Procedures%20for%20Students%202018.pdf>). The grievance form can be found at [https://www.shsu.edu/dept/academic-affairs/documents/aps/students/900823%20Academic%20Grievance%20Form%20for%20Students%20\(1\).pdf](https://www.shsu.edu/dept/academic-affairs/documents/aps/students/900823%20Academic%20Grievance%20Form%20for%20Students%20(1).pdf)

2. Equal Opportunity – Affirmative Action

SHSU policy and practice strongly support the goals of equal opportunity and affirmative action in its educational programs and activities. SHSU does not discriminate on the basis of sex, religion, race, color, national origin, age, disability or other criteria prohibited by law in employment of faculty and staff, or admission and treatment of students, and both in terms of staff and programs, we are moving ahead to comply with the goals and objectives of Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments Act of 1972 and Executive Order 11246.

3. Accommodations for Students with Disabilities

One of SHSU's biggest strengths is the diversity of its student body. This diversity exists in many forms, including students who enroll with any disability. The Services for Students with Disabilities program supports students so they can enjoy the complete SHSU experience. Their goal is to create a campus community where all students may participate fully in university programs and activities and are valued as contributing members to the school.

The Director of Counseling and ADA Services is the university's compliance coordinator for Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. In this capacity, the Director arranges for students and coordinates workplace accommodations.

The Counseling Center location and information can be found at <https://www.shsu.edu/dept/counseling/> You may also contact Counseling and ADA Services by email at disability@shsu.edu, or by telephone at (936) 294-1720. For additional information and useful links, please refer to SHSU's Counseling & Disabilities website at http://www.shsu.edu/services/counseling_disability_services.html .

4. Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974, as amended, is a federal law which provides that colleges and universities will maintain the confidentiality of student education records. This law also affords students certain rights with respect to their education records. The law basically says that no one outside the institution shall have access to students' education records nor will the institution disclose any information from those records without the written consent of the student.

There are exceptions, of course, so that certain personnel within the institution may see the records, including persons in an emergency in order to protect the health or safety of students or other persons. Additionally, under FERPA, students have the right to:



- Inspect and review their education records
- Seek to amend their education records
- Have some control over the disclosure of information from their education records (Buckley Amendment)
- File a complaint for an alleged violation of FERPA rights

FERPA law provides that an institution of higher education shall state what information in a student’s education record is to be considered Directory Information which may be released without prior student consent. Under FERPA, SHSU has established the following as directory information:

- Name
- Local/Home/Email Addresses
- Major/Minor
- Local/Home Telephone Numbers
- Degrees, Diplomas, Certificates and Date of Award
- Honors and Awards
- Classification
- Extracurricular Activities
- Birth Date and Place of Birth
- Names and Addresses of Parents/Legal Guardians
- Weight, Height, and Related Information of Athletic Team Member

The above directory information will be available for release to the general public. However, the Buckley Amendment under FERPA, states that each student has the right to inform SHSU that any or all of the above information is not to be released. SHSU will honor the student’s request to restrict the release of “Directory Information” as listed.

A student may restrict the release of directory information by submitting the Buckley Amendment Form (found on the website given below) to the Registrar’s Office. Forms must be submitted to the Registrar’s Office prior to the twelfth class day of the fall and spring terms and the fourth class day of the summer term. Additionally, the restriction of information remains on the students’ record until the student takes action to remove it. If the student restricts their information, the university campus staff and faculty will view a confidential message on all student records found in our current Banner student information system and no information can be released on that student without the written permission of the student. This includes the restriction of the student’s name being listed in the commencement program, the honor’s list, and the Dean’s/President’s list. Release of information contained on a student’s academic transcript without the written consent of the person(s) identified on the document is in violation of Sec. 438 Public Law 90-247 (FERPA).

Additional FERPA information regarding our University policies on student rights is available under the Student Guidelines maintained by the Dean of Students. For more information, visit <http://www.shsu.edu/dept/registrar/students/privacy-rights/>.

APPROVED BY:

Michael T. Stephenson, Ph.D.
Provost and Senior Vice President for Academic Affairs

Date