

# DEPARTMENT OF MATHEMATICS & STATISTICS

---

**Chair:** Dustin Jones (dljones@shsu.edu) (936) 294-4859

**Website:** Department of Mathematics and Statistics (<http://www.shsu.edu/academics/mathematics-and-statistics/>)

Mathematics is a powerful tool for solving practical problems, combining logic and precision with intuition and imagination. The basic goal of mathematics is to reveal and explain patterns - whether the pattern appears as electrical impulses in an animal's nervous system, as fluctuations in stock market prices, or as fine detail of an abstract geometric figure.

## Mission

The Department of Mathematics and Statistics provides all students with the opportunity to receive an educational experience in mathematics and statistics of the highest quality, both inside and outside the classroom. By actively engaging in research and professional development, the faculty promote quality scholarship among themselves as well as our students.

## Goals

**The Department of Mathematics and Statistics strives to:**

- advance the disciplines of mathematics, mathematics education, and statistics through quality research and teaching;
- prepare future mathematicians, mathematics educators and statisticians through high quality classroom and research experiences for undergraduate and graduate students; and
- offer high quality educational experiences for undergraduates of all majors through mathematics, mathematics education, and statistics service courses.

**The Department undertakes the following efforts to support these goals:**

- Houses the Reeves Center for Mathematics Education
- Directs a variety of undergraduate research programs
- Provides opportunities for undergraduate and graduate student travel to professional conferences
- Coordinates numerous grants with government and education agencies
- Offers discipline related employment opportunities to students

## Career Opportunities

- Accounting and Finance
- Computer Programming
- Data Science
- Sales and Marketing
- Management and Related Positions
- Actuarial Science
- Computer Systems Analysis
- Engineering
- Statistics
- Mathematics
- Operations Research
- Modeling
- Academic Positions - High School or College

## Suggested Minors

- Chemistry
- Computer Science
- Economics
- Music
- Physics
- Pre-Med/Biology
- Statistics

## Program Specific Requirements

Anyone considering a degree in Mathematics should consult an advisor in the Mathematics department prior to registering for any courses. Visit LDB 420 for more information.

- Bachelor of Arts, Major in Mathematics (<http://catalog.shsu.edu/archives/2021-2022/undergraduate/colleges-academic-departments/science-and-engineering-technology/mathematics-statistics/ba-mathematics/>)
- Bachelor of Science, Major in Mathematics (<http://catalog.shsu.edu/archives/2021-2022/undergraduate/colleges-academic-departments/science-and-engineering-technology/mathematics-statistics/bs-mathematics/>)
- Bachelor of Science, Double Major in Education and Mathematics (<http://catalog.shsu.edu/archives/2021-2022/undergraduate/colleges-academic-departments/education/school-of-teaching-and-learning/bs-education-and-mathematics/>)
- Minor in Mathematics (<http://catalog.shsu.edu/archives/2021-2022/undergraduate/colleges-academic-departments/science-and-engineering-technology/mathematics-statistics/minor-mathematics-without-teacher-certification/>)
- Minor in Statistical Methods (<http://catalog.shsu.edu/archives/2021-2022/undergraduate/colleges-academic-departments/science-and-engineering-technology/mathematics-statistics/minor-statistical-method/>)
- Minor in Statistical Theory (<http://catalog.shsu.edu/archives/2021-2022/undergraduate/colleges-academic-departments/science-and-engineering-technology/mathematics-statistics/minor-statistical-theory/>)

## Student Organizations

- Student chapter of the Mathematical Association of America (MAA)
- Student chapter of the American Mathematical Society (AMS)
- Pi-Mu-Epsilon Mathematics Honor Society
- Stat Club

## Internships

Possible internships exist with NASA, the National Security Agency, Actuarial Firms, and the Oil Industry. However, federally-funded Research Experiences for Undergraduates (REUs) are the most popular programs among mathematicians over the summer. REU students spend 8 weeks of the summer at a different university, doing mathematics or statistics research. Not only are all expenses paid, a pretty generous stipend is earned at the end of the summer. For more information, see the NSF page on REUs. ([http://www.nsf.gov/crssprgm/reu/list\\_result.jsp?unitid=5044](http://www.nsf.gov/crssprgm/reu/list_result.jsp?unitid=5044))

## Scholarships

The Department of Mathematics and Statistics offers several scholarships each year and Sam Houston State University offers additional, university-wide scholarships. Additional fellowships are available for students engaged in undergraduate research. For information on departmental scholarships, contact the Department of Mathematics and Statistics. Information on University scholarships may be obtained at Office of Academic Scholarships (<http://www.shsu.edu/dept/financial-aid/scholarships/>).

## Mathematics

### **MATH 0001. Math Intervention. 0 Hours.**

NCBO Math Intervention. By department approval only.

### **MATH 0333. Developmental Mathematics NCBO. 3 Hours.**

Students in this course accelerate through the developmental mathematics sequence at Sam Houston State University in one term using innovative learning techniques and individualized programming. Topics include arithmetic operations, basic algebraic concepts and notation, geometry, and real and complex number systems, as well as study of relations and functions, inequalities, algebraic expressions and equations, with a special emphasis on linear and quadratic expressions and equations. This course is required for students who have not met readiness standards for math. Credit in this course will not be allowed to count toward graduation or computation of grade point average or classification of students by hours completed. (Course does not fulfill University degree requirements.)

### **MATH 1314. Pre Calculus Algebra. 3 Hours. [TCCN: MATH 2312]**

Students engage in a brief review of introductory algebra, variation, elementary theory of equations, functions (including exponential and logarithmic), inequalities, systems of equations, and other related topics.

**Prerequisite:** Passing score on the MATH TSI Assessment or equivalent.

### **MATH 1316. Plane Trigonometry. 3 Hours. [TCCN: MATH 1316]**

Students study coordinate systems, circular functions, solutions of triangles, identities, trigonometric equations, and inverse functions.

**Prerequisite:** Passing score on the MATH TSI Assessment or equivalent.

**MATH 1324. Mth for Mngl Decision Making. 3 Hours. [TCCN: MATH 1324]**

Students engage in a review of introductory algebra, equations, relations, functions, graphs, linear programming, systems of equations and matrices, and mathematics of finance.

**Prerequisite:** Passing score on the MATH TSI Assessment or equivalent.

**MATH 1332. College Mathematics. 3 Hours. [TCCN: MATH 1332]**

This course is designed to meet the objectives of Component Area 2 of the Core curriculum for non-business and non-science related majors. Topics may include sets, counting principles, probability, logic, linear algebra, linear programming, and mathematics of finance, geometry, and calculus.

**Prerequisite:** Passing score on the MATH TSI Assessment or equivalent.

**MATH 1342. Elementary Statistics. 3 Hours.**

Students engage in a survey in elementary statistics in order to acquaint students with the role of statistics in society. Coverage may include graphical descriptive methods, measures of central tendency and variation, the basic concepts of statistical inference, the notion of estimators, confidence intervals, and tests of hypotheses.

**Prerequisite:** Passing score on the MATH TSI Assessment or equivalent.

**MATH 1370. Intro Biomedical Statistics. 3 Hours.**

Specifically suited to those seeking entrance into the Nursing profession, this elementary statistics course is designed to foster critical thinking about data. Coverage may include graphical and numerical descriptive methods; measures of central tendency and variation; the basic concepts of statistical inference; the notion of estimators, confidence intervals and tests of hypotheses. Data is analyzed with the help of software currently used in the profession, such as SPSS and/or Minitab. Also offered as STAT 1370.

**Prerequisite:** Passing score on the MATH TSI Assessment or equivalent.

**MATH 1384. Intro Foundations of Math I. 3 Hours. [TCCN: MATH 1350]**

Students study sets, systems of numeration, natural numbers, integers, number theory and rational numbers. Credit in this course is applicable only toward elementary/middle school certification.

**Prerequisite:** Passing score on the MATH TSI Assessment or equivalent.

**MATH 1385. Intro Foundations of Math II. 3 Hours. [TCCN: MATH 1351]**

Students explore basic notions of Euclidean Geometry in two and three dimensions, ratio, proportions, concepts of congruence and similarity, transformational geometry and measurement. Credit in this course is applicable only toward elementary/middle school certification.

**Prerequisite:** MATH 1384 with a grade of C or better.

**MATH 1410. Elementary Functions. 4 Hours. [TCCN: MATH 2412]**

Elementary Functions and their applications, including topics from algebra, trigonometry and analytic geometry, are used to assist in the algebraic and graphical description of the following elementary functions: polynomial, rational, exponential, logarithmic, and trigonometric functions. This course is for students intending to take calculus (MATH 1420).

**Prerequisite:** Passing score on the MATH TSI Assessment or equivalent.

**MATH 1420. Calculus I. 4 Hours. [TCCN: MATH 2413]**

Students study limits and continuity, the derivative, techniques for differentiation of algebraic, logarithmic, exponential and trigonometric functions, applications of the derivative and anti-differentiation, definite integral, Fundamental Theorem of Calculus.

**Prerequisite:** C or better in MATH 1410 or MATH 1314 and MATH 1316 with a grade of C or higher; or high school equivalent.

**MATH 1430. Calculus II. 4 Hours. [TCCN: MATH 2414]**

Students study the definite integral and its applications, techniques of integration, improper integrals, Taylor's formula and infinite series.

**Prerequisite:** MATH 1420 with a grade of C or better.

**MATH 2384. Functions and Graphs. 3 Hours.**

The emphasis of this course is on functions and their multiple representations including linear, polynomial, logarithmic, exponential and logistic functions. This course may be applied only toward middle school teacher certification.

**Prerequisite:** MATH 1385 with grade of C or better.

**MATH 2385. Fundamentals of Calculus. 3 Hours.**

Students are introduced to the concepts and applications of calculus. This course may be applied only toward middle school teacher certification. Normally offered in the Fall and Spring.

**Prerequisite:** C or better in MATH 2384.

**MATH 2395. Discrete Mathematics. 3 Hours. [TCCN: MATH 2305]**

This is an applied course in discrete mathematical structures. Topics may include sets, logic, mathematical proof, computational complexity, relations, graphs, trees, boolean algebra, number theory, combinatorics, probability, recurrence relations, and finite state machines. This course is designed for computer science majors, so programming applications are emphasized.

**Prerequisite:** MATH 1420 and COSC 1436 with a grade of C or better.

**MATH 2399. Mth for Mngl Decision Making. 3 Hours.**

Students explore differential and integral calculus with applications in areas such as business and economics.

**Prerequisite:** MATH 1324 or MATH 1314.

**MATH 2440. Calculus III. 4 Hours. [TCCN: MATH 2415]**

Students study the calculus functions of several variables and topics in vector calculus including line and surface integrals, Green's Theorem, Divergence Theorem, and Stoke's Theorem.

**Prerequisite:** MATH 1430 with a grade of C or better.

**MATH 3300. Introduction to Math Thought. 3 Hours.**

Students are introduced to sets, logic, the axiomatic method and proof. Writing enhanced. Normally offered in the Fall and Spring.

**Prerequisite:** Grade of C or better in MATH 1430 or consent of instructor.

**MATH 3350. Theory of Interest. 3 Hours.**

Students derive the mathematical principles behind financial instruments involving interest. Topics may include amount functions, interest rates and yields, force of interest, special annuity types, bonds, yield curves, and interest rate sensitivity. Also included is a discussion of the mathematics of financial derivatives. This course covers the content on which the joint Society of Actuaries/Casualty Actuarial Society Exam FM/2 on mathematical interest theory is based.

**Prerequisite:** Grade of C or better in Math 1430.

**MATH 3363. Euclidean Geometry. 3 Hours.**

Students study the modern development of Euclidean geometry and are provided a limited introduction to non-Euclidean geometry. Writing enhanced.

**Prerequisite:** MATH 3300 or consent of instructor.

**MATH 3376. Differential Equations. 3 Hours. [TCCN: MATH 2320]**

This course, in conjunction with MATH 4376, is intended to develop a basic competence in areas of mathematics that are used in solving problems from the physical sciences. This first course emphasizes the general solution of ordinary differential equations, including the Laplace transform and infinite series methods.

**Prerequisite:** Grade of C or better in MATH 2440 or concurrent enrollment.

**MATH 3377. Intro to Linear Alg & Matrics. 3 Hours. [TCCN: MATH 2318]**

Students study solving systems of linear equations, fundamental matrix theory (invertibility theorems, determinants), eigenvectors, and properties of linear transformations. Remaining topics are chosen from: Properties of general vector spaces, inner product spaces, and/or diagonalization of symmetric matrices.

**Prerequisite:** Grade of C or better in MATH 1420.

**MATH 3379. Statistical Mthods in Practice. 3 Hours.**

Students study the organization and presentation of data, measures of central tendency, dispersion, and position, probability distributions for discrete and continuous random variables, sampling techniques, parameter estimation, and hypothesis testing. Emphasis is given to the use of statistics packages. Normally offered in the Fall, Spring, Summer I. Also offered as STAT 3379.

**Prerequisite:** Three (3) semester hours of college mathematics.

**MATH 3380. Historical Perspec of Math. 3 Hours.**

(SH Prior Course ID: MTH 380); This course is designed to present mathematical topics from a historical perspective. The number systems and computational methods of past cultures and civilizations are discussed, along with the development of number theory and trigonometry. Credit in this course is applicable only toward elementary/middle school teacher certification.

**Prerequisite:** C or better in MATH 1385.

**MATH 3381. Intro - Foundation of Math III. 3 Hours.**

Students study topics in proportions, percents, probability, data analysis, algebraic reasoning, and problem solving. Credit in this course is applicable only toward elementary/middle school certification. Normally offered in the Fall, Spring, and Summer.

**Prerequisite:** C or better in MATH 1385.

**MATH 3382. Foundations of Middle Sch Math. 3 Hours.**

Students study relations, functions, coordinate geometry, logic, and history of mathematics. Credit in this course is applicable only toward middle school certification.

**Prerequisite:** C or better in MATH 2384.

**MATH 3383. Geometric Meas./Transformation. 3 Hours.**

Students study measurement in one, two, and three dimensions, the metric system, transformational geometry, congruencies, similarities, geometric constructions, and coordinate systems. This course may be applied only toward middle school certification.

**Prerequisite:** C or better in MATH 2385.

**MATH 3384. Foundations of Mathematics. 3 Hours.**

Students are introduced to logic, concepts of proof, proof techniques, induction, and sets. The course may be applied only toward middle school certification. Writing enhanced.

**Prerequisite:** C or better in MATH 2385 or equivalent.

**MATH 3386. Fundmtls of Probability/Stats. 3 Hours.**

Students are introduced to probability, descriptive statistics, and inferential statistics, including regression, confidence intervals, and the construction and interpretation of tables, graphs, and charts. Technology related to the above topics are incorporated into the course. This course may be applied only toward middle school certification.

**Prerequisite:** C or better in MATH 2385.

**MATH 3387. Problem Solving-Middle Sch Mth. 3 Hours.**

Students study problem-solving strategies appropriate for middle school or junior high mathematics. The course may be applied only toward middle school certification.

**Prerequisite:** C or better in Math 2385.

**MATH 3394. Numerical Methods. 3 Hours.**

Students study interpolation, approximations, solutions of equations, and the solution of both linear and nonlinear systems of equations.

**Prerequisite:** COSC 1436 and MATH 1430 with a grade of C or higher.

**MATH 3396. Operations Research I. 3 Hours.**

Students explore techniques for the application of the scientific method to decision making in business and government, which are presented through the formulation and interpretation of mathematical models for various specific real life problems.

**Prerequisite:** MATH 1430 with a grade of C or higher.

**MATH 4090. Independent Study. 1-3 Hours.**

This course is designed for advanced students to engage in independent study of an area of interest in mathematics under the close guidance of a faculty mentor. Variable credit (1 to 3).

**Prerequisite:** Consent of instructor.

**MATH 4332. Topology. 3 Hours.**

Students explore properties of geometric spaces that are preserved under deformation-stretching or twisting, but not breaking. Topics may include topological spaces, connectedness, compactness, manifolds, cell complexes, knot theory, knot invariants, Euler characteristic, fundamental group, classification of surfaces, and covering spaces.

**Prerequisite:** C or better in Math 3300.

**MATH 4361. Introductory Analysis. 3 Hours.**

Students engage in a more thorough treatment of the material traditionally considered in elementary calculus. Topics may include sets, functions, properties of the real number system and sequences. Normally offered in the Fall.

**Prerequisite:** C or better in MATH 3300 or consent of the instructor.

**MATH 4366. Elementary Analysis. 3 Hours.**

Students study limits, continuity, differentiation, Riemann integration, infinite series and sequences, and series of functions. Normally offered in the Spring.

**Prerequisite:** MATH 4361 with a grade of C or better.

**MATH 4367. The Evolution of Mathematics. 3 Hours.**

Students are introduced to the historical development of fundamental mathematical ideas from antiquity to the present. Writing Enhanced. Normally offered in the Fall.

**Prerequisite:** Grade of C or better in MATH 1430.

**MATH 4368. Introduction to Number Theory. 3 Hours.**

Students explore the theory of integers in depth. Topics may include: the division algorithm and Euclidean Algorithm; primes and the Fundamental Theorem of Arithmetic; modular arithmetic; Euler's phi function; the ring of units of an integer; quadratic reciprocity; and arithmetic functions.

**Prerequisite:** C or Better in Math 3300.

**MATH 4370. Special Topics in Mathematics. 3 Hours.**

Normally, this course consists of readings and individual research appropriate for the undergraduate level with subject matter for study selected by mutual agreement of student and supervisor. However, special classes may be organized when there is sufficient student interest in a particular project. Writing enhanced. This course may be taken for Academic Distinction Credit. See Academic Distinction Program in this catalog.

**Prerequisite:** Six (6) semester hours of advanced college math and instructor consent.

**MATH 4371. Thry & Appl of Prob & Stat I. 3 Hours.**

Students explore basic concepts and properties of probability, random variables, statistical distributions, measures of central tendency, variance, covariance, correlation, functions of random variables, sampling distributions, and the Central Limit Theorem. Also offered as STAT 4371. Normally offered in the Fall.

**Prerequisite:** MATH 1430.

**MATH 4372. Thry & Appl-Probability & Stat. 3 Hours.**

Topics include multivariate, conditional and marginal distributions, point and interval estimation, theory of estimation, maximum likelihood estimates, hypothesis testing, likelihood ratio tests, contingency analysis, and nonparametric statistics. Also offered as STAT 4372. Normally offered in the Spring.

**Prerequisite:** MATH 4371.

**MATH 4375. Partial Differential Equations. 3 Hours.**

Students solve problems involving partial differential equations from the natural sciences. Topics may include derivation of the heat/diffusion and wave equations, the method of separation of variables to solve the heat, wave, and Laplace equations on finite domains, Fourier series, Sturm-Liouville eigenvalue problems, the Fourier transform method to solve equations on infinite domains, the method of characteristics, and D'Alembert's solution of the wave equation.

**Prerequisite:** C or better in Math 3376.

**MATH 4377. Algebraic Structures. 3 Hours.**

Students study basic structures of abstract algebra: groups, rings, and fields. Topics may include elementary number theory, equivalence relations, groups, homomorphisms, cosets, Cayley's Theorem, symmetric groups, rings, polynomial rings, quotient fields, principal ideal domains, and Euclidean domains. Writing enhanced.

**Prerequisite:** C or better in MATH 3300 and MATH 3377.

**MATH 4379. Complex Variables. 3 Hours.**

Students explore the foundation of complex variables and analytic functions on the complex plane. Topics may include basic properties of complex-valued functions, such as domain, range, branch cuts, limits, and continuity. These topics are followed by the central property of analyticity and the use of Cauchy's Theorem in evaluating contour integrals.

**Prerequisite:** C or better in Math 2440.

**MATH 4384. Survey of Mathematical Ideas. 3 Hours.**

This course is designed to bring together and supplement the technical material of other mathematics courses in the mathematics teacher-education program and relate it to the mathematics curriculum of the secondary school. This course may be applied only toward teacher certification.

**Prerequisite:** Grade of C or better in MATH 3300; Advanced standing in mathematics.

**MATH 4385. Mathematical Problem Solving. 3 Hours.**

Students focus on solving mathematical problems, including the use of proof as well as graphical and numerical methods. The course extends and connects concepts from algebra, geometry, and calculus, including functions, graphs, complex numbers and number systems. This course may be applied only toward teacher certification.

**Prerequisite:** Grade of C or better in MATH 3300; Advanced standing in mathematics.

**MATH 4395. Undergraduate Research. 3 Hours.**

Students engage in special projects or topics in theoretical or applied mathematics. Each student pursues an approved project of interest guided by a mathematics faculty member. Each student is expected to demonstrate individual initiative in planning and conducting the research program or topic. This course may be taken for Academic Distinction credit.

**Prerequisite:** C or better in MATH 3300 and department approval.

**MATH 4397. Combinatorics. 3 Hours.**

Students examine permutations, combinations, Stirling numbers, Bell numbers, Catalan numbers, combinatorial proofs, the principle of inclusion-exclusion, the binomial theorem, integer partitions, recurrence relations, and generating functions. Additional topics may include graph theory, poset theory, matroid theory, computational complexity, Burnside's lemma, Ramsey numbers, and error-correcting codes.

**Prerequisite:** C or better in Math 3300.

**MATH N014. Support for Pre-Calculus Algebra. 2 Hours.**

This course is an accelerated introduction to the concepts of relations and functions, inequalities, algebraic expressions, and equations. Particular attention is given to absolute value, polynomial, rational, and radical expressions. Special emphasis will be given to linear and quadratic expressions and equations. Credit in this course may not be applied toward graduation or classification of students by hours completed. Variable Credit (0 to 2).

Corequisite: This course must be taken concurrently with MATH 1314.

**Prerequisite:** A score of 310-349 on the TSI Assessment Test.

**MATH N024. Support Math for Managerial Decision Making. 2 Hours.**

This course is an accelerated introduction to the concepts of relations and functions, inequalities, algebraic expressions, and equations. Particular attention is given to absolute value, polynomial, rational, and radical expressions. Special emphasis will be given to linear and quadratic expressions and equations. Credit in this course may not be applied toward graduation or classification of students by hours completed. Variable Credit (0 to 2).

Corequisite: This course must be taken concurrently with MATH 1324.

**Prerequisite:** A score of 310-349 on the TSI Assessment Test.

**MATH N032. Support for College Math. 2 Hours.**

This course is an accelerated introduction to the concepts of relations and functions, inequalities, algebraic expressions, and equations. Particular attention is given to absolute value, polynomial, rational, and radical expressions. Special emphasis will be given to linear and quadratic expressions and equations. Credit in this course may not be applied toward graduation or classification of students by hours completed. Variable Credit (0 to 2).

Corequisite: This course must be taken concurrently with MATH 1332.

**Prerequisite:** A score of 310-349 on the TSI Assessment Test.

**MATH N042. Support for Elementary Statistics. 2 Hours.**

This course is an accelerated introduction designed to support students enrolled in MATH 1342. Students are expected to acquaint themselves with the role of statistics in society. Topics include graphical descriptive methods, measures of central tendency and variation, basic concepts of statistical inference, notion of estimators, confidence intervals, and tests of hypotheses. Credit in this course will not be applied toward graduation or classification of students by hours completed. Variable Credit (0 to 2). Corequisite: This course must be taken concurrently with MATH 1342.

**Prerequisite:** A score of 310-349 on the TSI Assessment Test.

**MATH N084. Support for Intro Foundations of Math I. 2 Hours.**

This course is an accelerated introduction designed to support students enrolled in MATH 1384. Students are expected to practice communication skills and participate in hands-on activities, including the use of mathematics manipulatives and technology. Topics will include problem solving, reasoning, communication, connections, and representation. Credit in this course may not be applied toward graduation or classification of students by hours completed. Variable Credit (0 to 2). Corequisite: This course must be taken concurrently with MATH 1384.

**Prerequisite:** A score of 310-349 on the TSI Assessment Test.

## Statistics

**STAT 3379. Statistical Methods in Practice. 3 Hours.**

Students study organization and presentation of data; measures of central tendency, dispersion, and position; probability distributions for discrete and continuous random variables, sampling techniques, parameter estimation, and hypothesis testing. Emphasis is given to the use of statistical packages. Also offered as MATH 3379.

**Prerequisite:** Three (3) semester hours of college mathematics.

**STAT 3380. Stat Design & Anal of Experiments. 3 Hours.**

Students study sampling designs and hypothesis testing in analysis of variance, analysis of covariance, and regression analysis. Design characteristics, model diagnostics, and hypothesis testing are emphasized and work is required on real data. The MINITAB and SAS statistics packages are applied. Normally offered in the Spring semester.

**Prerequisite:** STAT 3379 or MATH 3379.

**STAT 3381. Sample Survey Methods. 3 Hours.**

Students study the principles needed in planning and conducting sample surveys. Topics may include random, stratified, systematic, and cluster sampling methods as well as sub sampling techniques.

**Prerequisite:** STAT 3379 or MATH 3379.

**STAT 3382. Intro to Statistical Computing. 3 Hours.**

Students examine introductory topics in statistical computing and learn to use various software products related to statistical computing, such as the SAS, SPSS, and R statistical packages. Students also write code to perform calculations.

**Prerequisite:** STAT 3379.

**STAT 4090. Independent Study. 1-3 Hours.**

This course is designed for advanced students to engage in independent study of an area of interest in statistics under the close guidance of a faculty mentor. Prerequisite: Consent of instructor. Variable credit (1 to 3).

**Prerequisite:** Consent of instructor.

**STAT 4370. Special Topics in Statistics. 3 Hours.**

This course is designed to accommodate independent study and research with content determined by mutual agreement of student and supervisor. However, it may also be taught as a special organized class when there is sufficient student interest in a particular project. Such topics as survival analysis, modeling and analysis, categorical data analysis, biostatistics, Monte-Carlo techniques, and bootstrapping may be included. This course may be taken for Academic Distinction credit. (See Academic Distinction Program in this catalog.) May be repeated for credit.

**Prerequisite:** MATH 3379 or STAT 3379, and consent of instructor.

**STAT 4371. Thry & Appl of Prob & Stat I. 3 Hours.**

Students explore basic concepts and properties of probability, random variables, statistical distributions, measures of central tendency, variance, covariance, correlation, functions of random variables, sampling distributions, and the Central Limit Theorem. Also offered as MATH 4371. Normally offered in the Fall semester.

**Prerequisite:** MATH 1430.

**STAT 4372. Thry & Aplctn of Prob & Sta II. 3 Hours.**

Topics include multivariate, conditional and marginal distributions, point and interval estimation, theory of estimation, maximum likelihood estimates, hypothesis testing, likelihood ratio tests, contingency analysis, and nonparametric statistics. Also offered as MATH 4372. Normally offered in the Spring.

**Prerequisite:** STAT 4371.

**STAT 4373. Nonparametric Statistics. 3 Hours.**

Students study chi-square goodness-of-fit testing and inferences concerning location and scale. Specific tests include the sign test, Wilcoxon signed-rank test, the Kruskal-Wallis test, tests for randomness and trends, and contingency analyses.

**Prerequisite:** STAT 3379 or MATH 3379.

**STAT 4374. Regression Modeling & Analysis. 3 Hours.**

Student study model estimation and testing, model diagnostics, residual analysis, variables selection, and multicollinearity. Work is required on real data with the use of the MINITAB and SAS statistics packages.

**Prerequisite:** STAT 3379 or MATH 3379.

**STAT 4375. Quality Control & Reliability. 3 Hours.**

Students examine topics, such as attribute and variables control charts, process capability, acceptance sampling, probabilistic foundations of reliability, hazard functions, failure laws, and system reliability.

**Prerequisite:** MATH 3379 or STAT 3379.

**STAT 4376. Time Series and Forecasting. 3 Hours.**

Students examine topics, such as types and classification of time series, methods of forecasting, errors in forecasting, regression analysis for time series, decomposition methods, exponential smoothing, Box-Jenkins methods, nonseasonal and seasonal modeling, and transfer function and intervention models.

**Prerequisite:** MATH 3379 or STAT 3379.

**STAT 4377. Intro Applied Bayesian Analy. 3 Hours.**

Students employ statistical methods and their applications using the Bayesian paradigm. Topics may include conditional probability, Bayes' Rule, likelihood ratios, hypothesis testing and credible intervals for population means and population proportions, and simple linear regression using Bayesian estimators. Software such as R, JAGS, WinBugs, and SAS may be used for data analysis.

**Prerequisite:** MATH 1430.

**STAT 4390. Intro. to Statistical Learning. 3 Hours.**

Students apply the tools needed for modeling and understanding complex data sets. Topics may include regression, logistic regression, Ridge Regression, Lasso Regression, classification and regression techniques, decision trees, and model selection techniques.

**Prerequisite:** STAT 3379.

Director/Chair: **Melinda Ann Holt**

Director/Chair: **Dustin L Jones**

John G Alford, PHD (jga001@shsu.edu), *Professor of Mathematics, Department of Math and Statistics*, PHD, Univ of Houston-Main; MS, Univ of Houston-Main; BS, Univ of Calif-Los Angeles

Emma Kathleen Price Bullock, PHD (exb051@shsu.edu), *Assistant Professor of Mathematics, Department of Math and Statistics*, PHD, Utah State University; MMATH, Utah State University; BS, Brigham Young University

Ferry B Butar, PHD (mth\_fbb@shsu.edu), *Professor of Statistics, Department of Math and Statistics*, PHD, Univ of Nebraska-Lincoln; MA, Univ of Nebraska-Lincoln; MS, Univ of Nebraska-Lincoln; BS, Academy of Statistics; DRS, University of Indonesia

Scott Thomas Chapman, PHD (stc008@shsu.edu), *Distinguished Professor of Mathematics, Department of Math and Statistics*, PHD, Univ of North Texas; MS, Univ of N Carolina-Chapel Hill; BS, Wake Forest University; BS, Wake Forest University

Beth L Cory, PHD (blc006@shsu.edu), *Associate Professor of Mathematics Education, Department of Math and Statistics*, PHD, University of Virginia - SFS; MS, Florida State University; BS, Liberty University

Brandy Guntel Doleshal, PHD (bdoleshal@shsu.edu), *Associate Professor of Mathematics, Department of Math and Statistics*, PHD, Univ of Texas At Austin; BA, Indiana University; BS, Indiana University

Tiffany Nicole Fruge Jones, PHD (tfjones@shsu.edu), *Assistant Professor of Mathematics, Department of Math and Statistics*, PHD, Baylor University; MS, McNeese State University; BS, McNeese State University

Di Gao, PHD (dxg085@shsu.edu), *Assistant Professor of Statistics, Department of Math and Statistics*, PHD, North Dakota State University; MA, Univ of Missouri-Columbia; BEC, Tianjin University; BBA, Tianjin University

Rebecca E Garcia, PHD (mth\_reg@shsu.edu), *Professor of Mathematics, Department of Math and Statistics*, PHD, New Mexico State University; MA, Univ of Calif-Berkeley; BS, Loyola Marymount University

Damon Martin Hay, PHD (dhay@shsu.edu), *Associate Professor of Mathematics, Department of Math and Statistics*, PHD, Univ of Houston-Main; MS, Univ of Houston-Main; BS, Univ of Texas At Austin

Melinda Ann Holt, PHD (mxm014@shsu.edu), *Professor of Statistics and Chair of Mathematics and Statistics, Department of Math and Statistics*, PHD, Baylor University; MA, Baylor University; BA, Baylor University

William A. Jasper, PHD (mth\_waj@shsu.edu), *Professor of Mathematics Education, Department of Math and Statistics*, PHD, Texas A&M University; MS, Univ of Southern California; BS, Lafayette College

Dustin L Jones, PHD (dljones@shsu.edu), *Professor of Mathematics Education and Chair, Mathematics and Statistics, Department of Math and Statistics*, PHD, Univ of Missouri-Columbia; MS, Texas A&M University; BS, Southwest Baptist University

Ram Chandra Kafle, PHD (rckafle@shsu.edu), *Associate Professor of Statistics, Department of Math and Statistics*, PHD, Univ of South Florida; MS, Univ of Akron; MS, Tribhuvan University; BS, Tribhuvan University



Doo Young Kim, PHD (dkim@shsu.edu), *Assistant Professor of Statistics, Department of Math and Statistics*, PHD, Univ of South Florida; MA, Ball State University; BS, Gachon University

Naomi Lynne Krawzik, PHD (stdnlv11@shsu.edu), *Assistant Professor of Mathematics, Department of Math and Statistics*, PHD, Univ of North Texas; MS, Sam Houston State University; BS, Alma College

Brian M Loft, PHD (mth\_bml@shsu.edu), *Associate Professor of Mathematics, Faculty Administrative Fellow, Department of Math and Statistics*, PHD, Univ of Oregon; MS, Texas State Univ-San Marcos; BS, Louisiana Tech University

Martin E Malandro, PHD (mem037@shsu.edu), *Associate Professor of Mathematics, Department of Math and Statistics*, PHD, Dartmouth College; AM, Dartmouth College; BS, Texas Tech University

Ananda Bandulasiri Manage, PHD (wxb001@shsu.edu), *Professor of Statistics, Department of Math and Statistics*, PHD, Texas Tech University; MS, Texas Tech University; MS, Sam Houston State University; BS, University of Kelaniya

Taylor Elizabeth Martin, PHD (taylor.martin@shsu.edu), *Associate Professor of Mathematics, Department of Math and Statistics*, PHD, Rice University; MA, Rice University; BA, Univ of Rochester; BS, Univ of Rochester

Amy E Ray, PHD (aer066@shsu.edu), *Assistant Professor of Mathematics, Department of Math and Statistics*, PHD, Michigan State University; MS, Michigan State University; MED, Texas Christian University; BS, Texas Christian University

Stephen Mark Scariano, PHD (sms049@shsu.edu), *Professor of Statistics, Department of Math and Statistics*, PHD, Texas Tech University; MS, Texas Tech University; BS, Loyola Univ-New Orleans

Mary B Swarthout, PHD (mbs001@shsu.edu), *Associate Professor of Mathematics Education, Department of Math and Statistics*, PHD, Ohio State Univ; MA, Miami University; BA, Berea College

Edward W. Swim, PHD (ews007@shsu.edu), *Associate Professor of Mathematics, Department of Math and Statistics*, PHD, Texas Tech University; MS, Colorado School of Mines; BS, Angelo State University

Timothy O Trujillo, PHD (txt031@shsu.edu), *Assistant Professor of Mathematics, Department of Math and Statistics*, PHD, Univ of Denver; MS, New Mexico Inst/Mining/Tech; BS, New Mexico Inst/Mining/Tech

Jianzhong Wang, PHD (jzwang@shsu.edu), *Professor of Mathematics, Department of Math and Statistics*, PHD, Wuhan University; MS, Zhejiang University; BS, Peking University

Linda Reichwein Zientek, PHD (lrz002@shsu.edu), *Professor of Mathematics, Department of Math and Statistics*, PHD, Texas A&M University; MS, Sam Houston State University; BS, Sam Houston State University

## Interim Faculty

Sheri Christi Aajul, MS (sca022@shsu.edu), *Lecturer of Mathematics and Statistics, Department of Math and Statistics*, MS, Univ of Florida; BS, Univ of Florida

Julie Nicholson Albert, MA (jna003@shsu.edu), *Lecturer of Mathematics, Department of Math and Statistics*, MA, Sam Houston State University; BS, Appalachian State University

Sabrin Ahmad Assi, PHD (saa084@shsu.edu), *Lecturer of Mathematics, Department of Math and Statistics*, PHD, Univ of Houston-Main; MS, Univ of Houston-Main; BS, Univ of Houston-Main

Brandon Hartl Bavier, PHD (bhb015@shsu.edu), *Visiting Assistant Professor of Mathematics, Department of Math and Statistics*, PHD, Michigan State University; BA, Boston College; BS, Boston College

Spurgeon Busby, MS (sxb037@shsu.edu), *Lecturer of Mathematics, Department of Math and Statistics*, MS, Univ of Texas-San Antonio; BS, St Mary'S University

Samantha Beck Casper, MS (slb013@shsu.edu), *Lecturer of Mathematics, Department of Math and Statistics*, MS, Sam Houston State University; BS, Sam Houston State University

David A. Dippel, EDD (dad052@shsu.edu), *Lecturer of Mathematics, Department of Math and Statistics*, EDD, Argosy University; MS, Univ of Houston-Main; BS, Stephen F Austin University

Ryanne Elizabeth Dugas, MS (rdm053@shsu.edu), *Lecturer of Mathematics, Department of Math and Statistics*, MS, Univ of Southern Mississippi; BS, Mississippi State University

Sarah Jill Fritsch, MS (sarah.fritsch@shsu.edu), *Lecturer of Mathematics, Department of Math and Statistics*, MS, Sam Houston State University; BS, Sam Houston State University

Marsie Colburn Grant, MAT (mcg004@shsu.edu), *Lecturer of Mathematics and Statistics, Department of Math and Statistics*, MAT, Tulane University; BA, Florida State University

Cheri Hudgeons, MS (cxh022@shsu.edu), *Lecturer of Mathematics, Department of Math and Statistics*, MS, Sam Houston State University; BS, Sam Houston State University

Maya E Johnson, PHD (mej030@shsu.edu), *Lecturer of Mathematics, Department of Math and Statistics*, PHD, Texas A&M University; MS, Texas A&M University; BS, Lincoln University

Shirley Ann Kitchens, MA (sak037@shsu.edu), *Lecturer of Mathematics, Department of Math and Statistics*, MA, Texas Tech University; BSED, Texas Tech University

Mark Lanser Klespis, PHD (mth\_mlk@shsu.edu), *Lecturer of Mathematics, Department of Math and Statistics*, PHD, Univ of Texas At Austin; MS, Univ of Texas-El Paso; BS, Univ of Texas-El Paso

Marilyn K. Knappen, MS (mkk027@shsu.edu), *Lecturer of Mathematics, Department of Math and Statistics*, MS, Univ of Illinois-Urbana; BA, University of Iowa

Derek James Lemons, MS (djl035@shsu.edu), *Lecturer of Statistics, Department of Math and Statistics*, MS, Sam Houston State University; BS, Sam Houston State University

Cathy Lynn Lockwood, MS (cll011@shsu.edu), *Lecturer of Mathematics, Department of Math and Statistics*, MS, Sam Houston State University; BS, Sam Houston State University

Jonathan B Mackey, JD (jbm054@shsu.edu), *Lecturer of Mathematics, Department of Math and Statistics*, JD, Texas Tech University; MS, Univ of Texas At Dallas; MS, Univ of Texas-San Antonio; BS, Univ of Texas At Austin; BA, Univ of Texas At Austin; BBA, Univ of Texas At Austin

Farzana Noorzahan, MS (fxn002@shsu.edu), *Lecturer of Mathematics and Statistics, Department of Math and Statistics*, MS, Sam Houston State University; MEDI, University of Dhaka; BEDI, University of Dhaka

Chi Hoang Do Phan, PHD (chp007@shsu.edu), *Visiting Assistant Professor of Mathematics, Department of Math and Statistics*, PHD, Univ of South Florida; MA, Univ of South Florida; BA, Univ of South Florida

Mary Lou Shelton, MA (mlshelton@shsu.edu), *Lecturer of Mathematics, Department of Math and Statistics*, MA, Sam Houston State University; BS, Texas A&M University

Kenneth Woodward Smith, PHD (kws006@shsu.edu), *Lecturer of Mathematics, Department of Math and Statistics*, PHD, Colorado State University; MS, Univ of Illinois-Urbana; BS, Western Illinois University

Clarissa Renee Stone, MS (crs031@shsu.edu), *Lecturer of Mathematics, Department of Math and Statistics*, MS, Sam Houston State University; BS, Sam Houston State University

Rawya Ahmad Tubaishat, MS (rat037@shsu.edu), *Lecturer of Mathematics and Statistics, Department of Math and Statistics*, MS, Prairie View A&M University; BS, Yarmouk University

Ellen Lorraine Weld, PHD (elw028@shsu.edu), *Assistant Professor of Mathematics, Department of Math and Statistics*, PHD, Purdue University; BS, Ball State University

Kameryn J Williams, PHD (kjj059@shsu.edu), *Visiting Assistant Professor of Mathematics, Department of Math and Statistics*, PHD, Grad Sch & Univ Center; BS, Boise State University

Margaret Sucec Young, MED (msyoung@shsu.edu), *Lecturer of Mathematics, Department of Math and Statistics*, MED, Sam Houston State University; BS, Texas A&M University