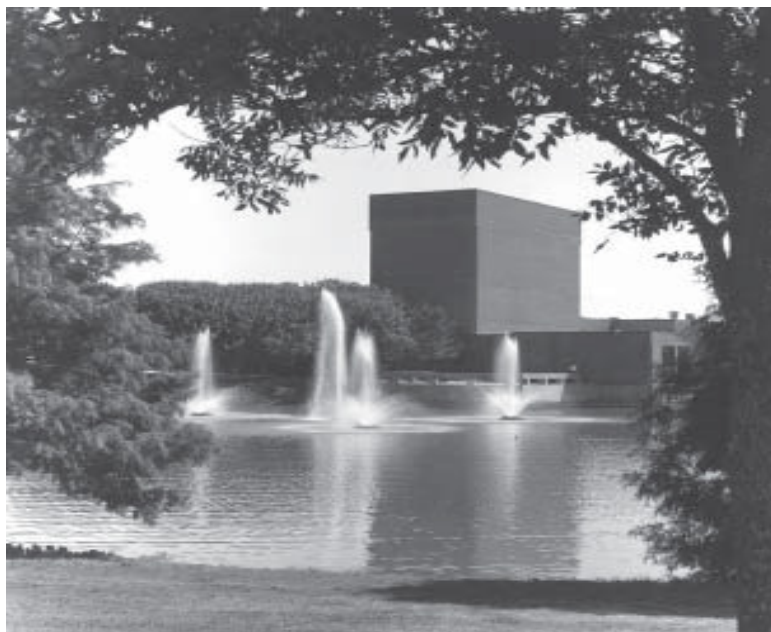


# Texas A&M University – Commerce



**2015-2016**

## **Graduate Catalog**



[www.tamuc.edu](http://www.tamuc.edu)

# An Equal Opportunity University

It is the policy of Texas A&M University-Commerce to recruit, hire, and promote for all university academic and nonacademic staff without regard to race, color, national origin, gender, disability, age or religion.

Admission to A&M-Commerce is based upon stated academic requirements regardless of race, color, national origin, gender, disability, age or religion.

## Directory Information and Its Release

In compliance with Section 438 of the General Education Provisions Act (Title IV of Public Law 90-247 as amended) and generally known as the Privacy Rights of Parents and Students, effective November 19, 1974, Texas A&M University-Commerce gives notice that the following directory information may be released upon request: student's name, address (permanent or local), telephone listing, email address, classification, class standing, date(s) of attendance, date of graduation, degrees/honors/awards received, programs of study, previous educational agencies and sports participation. Any student who objects to the release of all or any part of the directory information on file in his or her name must notify the Registrar's Office, Student Access & Success, in writing, that he or she does not wish to have such information released. Information and a form are located on the Registrar's website at: <http://www.tamuc.edu/admissions/registrar/FERPA/directoryInformation.aspx>

This request will be honored, and all or any portion of the information which the student requests to be withheld will be held confidential by the Registrar's Office. Any questions concerning this policy may be directed to the Registrar's Office, Student Access & Success, Texas A&M University-Commerce, P O Box 3011, Commerce, Texas 75429.

## University Statement of Policies

The policies, procedures, and regulations governing the conduct of students at A&M Commerce are outlined in the *Student Guidebook*. The *Guidebook* is available online at <http://www.tamuc.edu/CampusLife/documents/studentGuidebook.pdf>. It is the responsibility of the student to make himself/herself aware of all policies. Disciplinary matters are handled by the Dean of Students Office. University policies and procedures are subject to change without prior notice.

Texas A&M University-Commerce reserves the right to change regulations, rules, procedures, and fees in this catalog at any time during the period this publication is in effect. Effective date of this Graduate Catalog is fall 2015. Graduate students are expected to be familiar with all University policies, regulations, rules, and procedures that affect admission, retention, and graduation. Official rules and procedures are maintained and updated on the University website at <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/default.aspx>.

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

To inquire about Texas A&M University-Commerce's accreditation status, please contact Dr. Marila Palmer, [marila.palmer@tamuc.edu](mailto:marila.palmer@tamuc.edu) or 903-886-5936.

### **Program Accreditations**

- The American Chemical Society (ACS) approves the chemistry program at A&M-Commerce as meeting the ACS guidelines. ACS authorizes the chair for the ACS-approved program to certify graduating students who complete a Bachelor of Science in Chemistry as meeting the ACS guidelines.
- The College of Business at Texas A&M University-Commerce is an accredited member of the AACSB International-Association to Advance Collegiate Schools of Business.
- The baccalaureate degree in nursing at Texas A&M University-Commerce is accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>)
- The Master of Science in Community Counseling, the Master of Science in School Counseling and the Doctor of Philosophy in Counselor Education and Supervision are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).
- The Bachelors and Masters Programs in Social Work at Texas A&M University-Commerce are accredited by the Council on Social Work Education (CSWE).
- The Bachelor of Science in Industrial Engineering is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>
- The Masters in Applied Psychology is accredited by the Masters Psychology Accreditation Council (MPAC).
- Texas A&M University-Commerce is an accredited Institutional member of the National Association of Schools of Art and Design (NASAD).
- Texas A&M University-Commerce is an accredited Institutional member of the National Association of Schools of Music (NASM).
- The Educational Specialist in School Psychology is National Association of School Psychologists (NASP) approved.
- The State Board of Educator Certification (SBEC) accredits all programs leading to educational certification in the College of Education and Human Services.

### **Professional Affiliations, Memberships, and Licensing Agencies**

- |   |   |
|---|---|
| • American Association for Paralegal Educators            | • Non-Land-Grant Agricultural and Renewable Resources Universities          |
| • American Association of Colleges of Nursing             | • Southeastern Association for Research in Astronomy                        |
| • American Association of Colleges for Teacher Education  | • Texas Association of Deans and Directors of Professional Nursing Programs |
| • American Association of State Colleges and Universities | • Texas Association of Social Work Deans and Directors                      |
| • American Association of University Women                | • Texas Field Educators Consortium  |
| • American Kinesiology Association                        | • Texas Organization of Baccalaureate and Graduate Nursing Education        |
| • Association of Certified Fraud Examiners                | • Texas Space Grant Consortium  |
| • Association of Texas Graduate Schools                   | • Texas State Board of Public Accountancy for CPA Exam                      |
| • Council of Colleges of Arts and Sciences                | • Trainers of School Psychology   |
| • Council of Graduate Schools in the United States        |   |
| • Council for Higher Education Accreditation              |   |
| • Inter-University Council of the North Texas Area        |   |

**The provisions of this catalog do not constitute a contract, expressed or implied, between any applicant, student, faculty or staff member of Texas A&M University-Commerce or The Texas A&M University System.**

**This catalog is for informational purposes only. The University reserves the right to change or alter any statement herein without prior notice. This catalog should not be interpreted to allow a student that begins his or her education under the catalog to continue the program under the provisions of the catalog.**

**Students are held individually responsible for the information contained in the University Catalog. Failure to read and comply with University regulations will not exempt students from whatever penalties they may incur.**

# Introduction to the University

Click on any of the following links for information:

- [Overview of Campuses](#)
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- [Texas Higher Education Coordinating Board](#)
- [Our Vision](#)
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- [Our Programs](#)
- [Cooperative Alliance Among Universities](#)
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## Overview of Campuses

Texas A&M University-Commerce is a multi-campus university with over 11,000 students in Commerce and the Metroplex Center in Mesquite that provides graduate courses to a large Dallas/Ft. Worth constituency. Courses also are offered at Navarro Partnership in Corsicana, Higher Education Center in Midlothian, the Rockwall Facility, and the Universities Center at Dallas (downtown). This catalog serves the graduate student population of all six campuses.

In addition to classes that are taught in the traditional classroom setting on the Commerce campus and at off-campus sites, a large array of graduate courses are offered via telecommunications and by internet-based instruction.

### **Texas A&M University-Commerce**

*Hwy 50, Commerce, Texas*

*903-886-5163*

Texas A&M University-Commerce main campus covers 1,883 acres, and the 140-acre campus proper is located eight blocks southwest of Commerce's business center. The town of Commerce has a population of 8,650 and is located 65 miles northeast of Dallas, one of the world's leading metropolitan areas. Surrounding the Commerce campus are several recreational lake areas. Commerce is in Hunt County, and Greenville, the county seat, has a population of more than 25,700 and is located just 14 miles west of Commerce.

### **Texas A&M University-Commerce Metroplex Center**

*2600 Motley Dr., Mesquite, Texas*

*972-613-7591*

Texas A&M University-Commerce Mesquite Metroplex is conveniently located between I-30, LBJ 635 and Hwy 80 in Mesquite, approximately 1.4 miles south of Eastfield Community College. This facility consists of 15 traditional classrooms, three distance learning rooms, two computer labs, a teaching computer lab, seminar area, library, conference room and faculty/staff offices. This facility is shared by Texas A&M University-Commerce and the Mesquite Independent School District. Available at this facility are master's degrees in educational leadership, curriculum & instruction, secondary education, special education, and global e-learning as well as courses supporting other programs such as psychology and social work. Onsite security and free parking are provided.

### **Navarro Partnership-Corsicana Campus**

*3200 W. 7th Ave., Corsicana, Texas*

*903-875-7617*

Bachelor's degree options through the Navarro Partnership in Corsicana include Computer Information Systems, Computer Science, Criminal Justice and Environmental Science, and Interdisciplinary Studies with concentrations in EC-6, 4-8 Math, 4-8 Science, and 4-8

Math & Science for students pursuing a career in teaching. A Master's in Mathematics is also available at the Navarro Partnership located in Corsicana. Advising is available for various online bachelors and master's degrees including business and education concentrations.

## **Midlothian Higher Education Center**

*899 Mt. Zion, Midlothian, Texas*  
*972-775-7231*

Bachelor's degree options through the Midlothian Higher Education Center include Interdisciplinary with concentrations in EC-6, and EC-6 Bilingual Education for students pursuing a career in teaching. Advising is also available for various online bachelor's and master's degrees including business and education concentrations.

## **A&M-Commerce at Rockwall**

<http://www.tamuc.edu/academics/locations/rockwall/default.aspx>

Located at 2610 Observation Trail, Rockwall, Texas 75032, the Rockwall center is located 45 minutes from A&M-Commerce's main campus. The College of Education and Human Services offers a full master's program for RISD educators in Curriculum, and Instruction, and a doctoral program in Supervision Curriculum, and Instruction - Elementary Education. The College of Humanities, Social Sciences and Art offers courses leading to a degree in Paralegal Studies. The College of Business offers an MS Management, its MBA program and both its bachelors and masters programs in finance, as well as a number of classes in business related programs. The College of Science and Engineering offers its masters program in mathematics. Contact A&M-Commerce at Rockwall at 214-771-4570 or email at [rockwall@tamuc.edu](mailto:rockwall@tamuc.edu).

## **Collin Higher Education Center**

<http://www.tamuc.edu/academics/locations/collinHigherEducationCenter/default.aspx>

Located at 3452 Spur 399, McKinney, Texas 75069, Texas, A&M University-Commerce has partnered with three area universities to provide undergraduate and graduate degrees at the Collin Higher Education Center (CHEC) in McKinney. CHEC is a great alternative for students that live in the Collin County area and want an education from A&M-Commerce minutes from their home. Students who have already earned an associates degree or have a substantial number of college academic credit hours are able to complete their baccalaureate and graduate degrees offered at the CHEC. A&M-Commerce offers four undergraduate degree programs, BA/BS Interdisciplinary Studies in Elementary Education (with Teacher Certification), BS in Business Administration, BS in Psychology, and BA in Spanish, and four graduate degrees, MED in Curriculum and Instruction, MSW in Social Work, MED in Counseling and a PhD in Counseling. Contact the CHEC at 972-599-3100 or email at [chec@tamuc.edu](mailto:chec@tamuc.edu).

## **Universities Center at Dallas (UCD)**

*1910 Pacific Avenue, Suite 2070, Dallas, Texas*  
*214-954-3600*  
[www.ucddowntown.org](http://www.ucddowntown.org)

The Universities Center at Dallas was the first multi-institutional teaching center (MITC) for higher education in Texas and was established by the Texas Higher Education Coordinating Board 20 years ago, to provide access to public higher education at the upper division and graduate levels to citizens who live, work and find it convenient to obtain their education in downtown Dallas.

The Universities Center at Dallas conveniently offers a variety of undergraduate and graduate degree programs from Texas A&M University-Commerce in Downtown Dallas. Undergraduate programs include courses toward a Bachelor of Business Administration (Accounting, Finance, General Business or Management), Bachelor of Fine Arts in Arts in Visual Communication (Art Direction, Design Communication or New Media). Graduate programs include the MBA, MSA in Accounting, MSF in Finance, MS in Higher Education, MS in Management and courses toward a Doctorate in Higher Education. For additional information, please don't hesitate to contact our administrative offices.

Berri O'Neal, Executive Director (214) 954-3600  
**Instagram and Twitter**

Universities Center at Dallas **Join us on Facebook,**

## **International Studies Program**

903-468-6034

Texas A&M University-Commerce promotes a number of international studies programs as part of its globalization strategy. Students have the opportunity to participate in the British Studies Program (London), Spanish Culture and Language in Spain (Madrid or Valladolid), and Global Business (China). Other programs are available in Australia, Austria, China, Costa Rica, Czech Republic, England, France, Germany, Ireland, Italy, Peru, Russia, South Africa, and Spain. For information on these and other international studies programs, contact the director of International Studies at 903-468-6034.

## **Our History**

Texas A&M University-Commerce began as East Texas Normal College in 1889 when founder William Leonidas Mayo opened the doors to a one-building campus in Cooper. After the original campus was destroyed by fire in 1894, Mayo moved the college 16 miles to Commerce, Texas to take advantage of westward railroad lines to Dallas and other parts of the state. His creed, which continues today, was "ceaseless industry, fearless investigation, unfettered thought and unselfish service to others." The State of Texas took over the campus in 1917 and the name was changed to East Texas State Normal College. In 1923, the school was renamed East Texas State Teachers College. The graduate program was added in 1935, and in 1957 the Legislature, recognizing that the purpose of the institution had broadened from teacher education, changed the name to East Texas State College. Following the inauguration of the first doctoral program in 1962, the name was changed to East Texas State University. In 1996, the institution entered The Texas A&M University System and became Texas A&M University-Commerce. Today, on the Commerce campus, the Metroplex Center, the Rockwall Facility, the Universities Center at Dallas, Navarro College Partnership, and through state-of-the-art distance learning, the University meets the undergraduate, graduate and professional needs of the citizens of Northeast Texas and beyond. Its mission is achieved through teaching, scholarship and service activities on its campuses, and in the community and region.

For the past 18 years the University has grown both in stature and student population, expanding its foundations to include agriculture, science, engineering, music, nursing, and distance education programs.

## **Texas Higher Education Coordinating Board**

The Texas Higher Education Coordinating Board provides leadership and coordination for the Texas higher education system. Since being created by the Texas Legislature in 1965, the Board has worked to achieve excellence for the college education of Texas students. The Texas Higher Education Coordinating Board's mission is to work closely with policymakers and education stakeholders to develop and implement a higher education framework focused on initiatives to:

- Dramatically increase the number of postsecondary completions;
- Keep college affordable and accessible for all Texans; and
- Align higher education outcomes with current and future workforce needs.

Source: <http://www.thecb.state.tx.us>

## **Our Vision**

Texas A&M University-Commerce will be recognized as a premier regional university, distinctive for high expectations, a nurturing environment, and innovations in the enhancement of learning to produce graduates who distinguish themselves in their chosen careers and as active, contributing members of society.

By focusing on access, participation, and success of students in quality undergraduate and graduate degree programs, Texas A&M University-Commerce will become the University of Choice for those seeking a higher education in the Northeast Texas area. As a result, Texas A&M University-Commerce will be recognized for the creation of partnerships and initiatives that promote intellectual, social, environmental, economic, and cultural advancement of the region and state.

## **Our Mission**

Texas A&M University-Commerce provides a personal educational experience for a diverse community of life-long learners. Our purpose is to discover and disseminate knowledge for leadership and service in an interconnected and dynamic world. Our challenge is to nurture partnerships for the intellectual, cultural, social, and economic vitality of Texas and beyond.

## **Our Programs**

Texas A&M University-Commerce offers graduate programs in 23 academic departments with more than 40 major areas of study. Five departments offer six doctoral degrees.

Graduate degrees now offered by A&M-Commerce are:

- Master of Science in Accounting
- Master of Arts
- Master of Business Administration
- Master of Education
- Master of Fine Arts
- Master of Music
- Master of Science
- Master of Science in Finance
- Master of Social Work
- Specialist
- Doctor of Education
- Doctor of Philosophy

The Office of Graduate Studies is a component of the Academic Affairs division of the University. The other components are the College of Science and Engineering, the School of Agriculture, the College of Humanities, Social Sciences and Arts, the College of Business and the College of Education and Human Services.

The School of Agriculture includes the department of Agricultural Sciences.

The College of Science and Engineering includes the departments of Biological and Environmental Sciences, Chemistry, Computer Science and Information Systems, Engineering and Technology, Mathematics, and Physics and Astronomy.

The College of Humanities, Social Sciences and Arts includes the departments of Art, History, Literature and Languages, Music, Political Science, Sociology and Criminal Justice and Theatre.

The College of Business includes the departments of Accounting, Economics and Finance, Management, and Marketing and Business Analytics.

The College of Education and Human Services includes the departments of Curriculum and Instruction, Educational Leadership, Psychology, Counseling and Special Education, Health and Human Performance, and the School of Social Work.

## **Cooperative Alliance - Among Universities**

### **Academic Common Market**

The Academic Common Market (ACM) is an interstate agreement for sharing academic programs through an exchange of students across state lines. Students have access to selected programs not offered in their home states without having to pay nonresident tuition charges. Each of the participating states has designated a state coordinator for the program. In addition, each institution that has one or more academic programs in the ACM has named an institutional coordinator as contact person for that institution. The application can be found online at the Texas Higher Education Coordinating Board website. Contact the Office of Graduate Studies for additional information.

### **Federation of North Texas Area Universities**

The Federation of North Texas Area Universities, created by the Texas Higher Education Coordinating Board, is a consortium composed of Texas A&M University-Commerce, Texas Woman's University, and the University of North Texas. The Federation is designed to strengthen the resources of higher education in north central Texas through inter-institutional cooperation in graduate research and instruction. To this end, the Federation universities offer joint educational opportunities to their students in numerous program areas with

some universities authorized to grant degrees and others authorized to provide support services for the degree programs. The following degrees are awarded through the Federation of North Texas Area Universities:

- MFA in art
- MS in computer science
- MA, MS, MEd in reading
- MS, MEd in early childhood education

A student who wishes to enroll in one of the above programs should submit an application to the A&M-Commerce Office of Graduate Studies.

## **The Texas A&M University System and the University of Texas System**

A cooperative arrangement between The University of Texas System and The Texas A&M University System allows graduate students at one institution to use unique facilities or courses at other institutions with little paperwork. The graduate student registers and pays tuition and fees at the home institution and may retain any fellowship or financial assistance awarded by it. Space must be readily available, and the instructor or laboratory director of the proposed work must consent to the arrangement. In addition, approval must be given by the graduate dean of each institution.

## **Campus Facilities**

### **Texas A&M University-Commerce Libraries**

*903-886-5718*

The Texas A&M University-Commerce Libraries are comprised of the James G. Gee Library on the Commerce campus and the Metroplex Center Library in Mesquite. Together, they offer the University community nearly one million print and electronic items. Access to e-books, e-journals, and electronic databases is available 24/7.

The main facility, James G. Gee Library, provides an 84-computer Nexus lab which is open continuously from 2:00 pm on Sunday through 8:00 pm on Friday during the regular semester. Additional services include a multimedia studio and 2 study dens. Twenty-two study rooms are available to students for group work or individual study. Multimedia equipment, including sound systems, cameras, recorders, tripods, etc., is available for checkout. Laptops and iPads are also available for checkout. Photocopy machines are available in the library, as well as an account management kiosk for university Lion Cards.

In support of undergraduate and graduate programs, the libraries provide interlibrary loan and document delivery services. The Interlibrary Loan Department borrows books and articles from libraries around the world and provides electronic document delivery service for articles and book chapters held by the A&M Commerce libraries.

A&M-Commerce Libraries are members of the Texas A&M University System, Amigos, TexShare, and the Greater Western Library Alliance. These alliances allow A&M-Commerce students access to all state-supported academic libraries plus many of the regional private universities as supplementary resources to the Gee Library collections.

### **Other Research Facilities**

Among other research facilities at A&M-Commerce are the laboratories for arts and sciences and the University Farms.

### **IT Support Services**

*903-468-6000*

The IT Support Center is located in the Business Administration Building in room number 156. The IT Support Center provides end-user support for hardware and software issues for computers, Macs and printers, telecommunications; ethernet, on-campus wireless access, myLeo portal, LEOmail, cell phones and access account management. Support Services also provides software support for personal computers including but not limited to, computer virus and spyware scanning and removal.



The mission of IT Support Services (ITSS) is to become a value-centric organization that provides the highest level of service while focusing on continuous process improvement and knowledge transfer. ITSS seeks to establish trust with customers through professionalism, high quality customer service and a commitment to partnership and collaboration. The IT Support Center may be reached via email at [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu) and by calling the 24/7 helpdesk at 903-468-6000. The helpdesk observes University holidays.

## **Alumni Relations**

*903-886-5765*

The Office of Alumni Relations is responsible for maintaining positive relationships between the University and its more than 60,000 alumni. The office plans and conducts an array of special events to maintain contacts and recognize alumni, including class and organization reunions, commencement receptions, alumni chapter activities, the Alumni Ambassador Forum, and the annual Homecoming celebration. The Alumni Relations Office is housed in the Alumni Center and serves as the headquarters for the Texas A&M University-Commerce Alumni Association and supports the operation of the Association Board of Directors. A variety of services are provided to individual alumni and groups. This office maintains addresses and other data files on the alumni constituency. Records maintained include membership in campus organizations, degrees and majors, biographical data, and employment information. All A&M-Commerce graduates are placed automatically on the mailing list of the Alumni Association. Alumni Relations also facilitates production of the *Pride*, the semi-annual magazine for alumni and friends. Other programs and services include discounted auto and medical insurance for graduates, legacy scholarships for children of alumni, and recognition of alumni for distinguished achievement and service.

## **Student Services Building**

Built in 1970, the three-story D. Whitney Halladay Student Services Building houses the offices of the Assistant Vice President and Dean of Campus Life & Student Development, Assistant Dean of Campus Life & Student Development and Judicial Affairs, Counseling Center, Residential Living & Learning, International Student & Scholar Services, and TRIO Programs.

The Department Residential Living & Learning at Texas A&M University-Commerce offers a variety of living environments: traditional residence halls, suite-style residence halls, and single student apartments. The Department of Residential Living & Learning strives to create a living-learning environment in each residence hall that will enable each resident to succeed academically and developmentally. Residential Living and Learning is located in D. Whitney Halladay Students Services Building. For more information about student housing, please contact Residential Living & Learning and/or visit the departmental website at [Residential Living and Learning](#).

## **Rayburn Student Center (RSC)**

As a department, the Rayburn Student Center provides premier programs and activities, service with excellence, and state-of-the-art facilities for the campus community to gather, connect, and experience. The Rayburn Student Center is one of the newest facilities on campus, recently expanded to provide 120,000 square feet of modern meeting rooms, a food court, dining room, student Club, Pride Shop for graphic design needs, game room, informal lounges, patios and the Student Involvement Suite ((SIS). In addition the RSC features a University Bookstore, the Mane Card student ID office, the Serving Engaged, Empowered, & Diverse Students (S.E.E.D.S.), and the Leadership Engagement and Development (L.E.A.D.) suite.

### **SERVICES/RESOURCES:**

- First Floor: Welcome Desk, the Club, Campus Bookstore, Convenience Store, Mane Card Office, Special Events Room, Campus Dining and Food Court. The S.E.E.D.S. office is a new addition to the 1st floor! The office is a great place to hang out and get to know other students on campus!
- Second Floor: The Student Involvement Suite (SIS) is the hub for student organizations, Fraternity & Sorority Life, Campus Activities Board, Student Government Association, & RSC Scheduling Office. The Center for Leadership Engagement and Development (L.E.A.D.) offers leadership programs and activities for students. A large combo Conference Room and 15 additional rooms for meetings, luncheons and presentations can be utilized by students, faculty, staff and community guests.

### **THE STUDENT INVOLVEMENT SUITE (SIS)**

The Student Involvement Suite (SIS) provides many services and opportunities to help maximize students' college experiences. Much of what we do is centered on providing resources, increasing involvement, and enhancing learning experiences. Students are encouraged to

get involved and make the most of their college experience! Being involved helps students to connect with one another, their campus, and their community. Students have opportunities to participate in events, join organizations, access resources and develop their leadership skills through our programs and services. The SIS is home to the Campus Activities Board, Student Government, Fraternity & Sorority Life, Golden Leos, and over 100 other student organizations.

The student center is located on the corner of Neal and Stonewall streets right across from the Science Center. <http://tamuc.edu/RSC>

## **Recreational and Cultural Facilities**

### **Morris Recreation Center (MRC)**

*903-468-3180*

The Morris Recreation Center is a \$12 million state-of-the-art recreation facility that is a focal point of the campus life at Texas A&M University-Commerce. The facility features the following activity areas: two multipurpose basketball courts, a 45 foot climbing wall and bouldering wall, three lane jogging track, four multipurpose racquetball courts, large fitness room with cardiovascular machines and weight equipment, fitness activity room, classroom, lounge, and men's and women's locker rooms. The outside area includes: heated leisure pool, two-tier hot tub, two sand volleyball courts, picnic tables, barbeque pits, and a sunbathing area. The newest addition to the facility will include an outdoor multipurpose activity court that will house numerous intramural and special events as well as be available for informal recreation. The Morris Recreation Center serves as the "heartbeat" of student life where participants can learn, engage, grow, and recreate. Additional information about our services is available at the department's website: [www.tamuc.edu/campusrec](http://www.tamuc.edu/campusrec) or by calling our business center at 903-468-8128.

### **Cain Sports Complex**

Located on the western edge of campus, the Cain Sports Complex is a multi-purpose outdoor facility for Texas A&M University-Commerce. It features multiple sport fields, multipurpose green space, two barbeque grills, and eight picnic tables. Home to Campus Recreation's intramural program, the Cain Sports Complex plays host to numerous outdoor Intramural events. This area is great for parties, organizational events, or simply a fun weekend with family or friends with an approved reservation.

### **Outdoor Adventure Center**

The Outdoor Adventure program provides adventure and educational opportunities promoting active lifestyles, appreciation for natural environments and personal development. Activities include day and weekend trips, cycling and a bike shop, clinics, disc golf course, and outdoor gear rental. The Outdoor Adventure center also features a challenge course which offers adventure-based learning opportunities to enhance leadership, decision-making and communication skills through an interactive process for groups to develop as a team. This hands-on approach is designed to help individuals learn from their interaction with others and then apply those principles to their life situations. The course offers 13 low challenge course elements and 18 high element challenges. The newest addition to the Outdoor Adventure program will feature a 7 to 10 mile bike trail that winds through 179 acres of dense wood and grassland with an anticipated opening date of fall 2015.

### **Crabtree Tennis Courts**

The Crabtree Tennis Court complex is a four court fenced off tennis complex that is open for informal play and tournaments. The complex is well-lit and open for play seven days a week.

### **Other Recreational Facilities**

A&M-Commerce's Memorial Stadium, which seats 10,000, is used for athletics and other special events. In intercollegiate athletics, A&M-Commerce competes in football, basketball, track and field, cross country, golf, soccer, and volleyball. Texas A&M University-Commerce is a member of the Lone Star Conference of Texas and the National Collegiate Athletic Association (NCAA) Division II.

The Performing Arts Center has two theatres, a revolving stage in the main playhouse, scene shop, dressing rooms, makeup rooms, and studios for the public radio stations KETRFM (100,000 watts) and KKOM and studios for KETV-Television cable Channel 3. The University Playhouse produces several plays during the school year. The Department of Music sponsors 14 musical groups, including A&M-Commerce's Show Band.

The 1,200-seat University Auditorium is housed in the Ferguson Social Sciences Building.

Student publications are *The East Texan*, a weekly newspaper; *A&M-Commerce Special*, a feature magazine; and *Forthcoming*, a magazine of prose and poetry.

More than 100 social, departmental, special interest, and religious organizations offer many opportunities for students.

## **University Police Department**

*Emergency—911; Non-Emergency—(903) 886-5868*

This office provides police services and all security functions for the university. The University Police Department also provides many services for the faculty, staff, students, and visitors on campus. The department is responsible for investigation of criminal activity, crime prevention programs, safety awareness, public service assistance for motorists, event security, and parking enforcement. The department is responsible for the enforcement of university parking regulations as well as motor vehicle laws. All motor vehicles parking on the Commerce campus must be registered at the cashier and the parking permit properly displayed.

Officers of the department are certified by the State of Texas as commissioned peace officers, the same as other Texas municipal police officers, and have full law enforcement authority.

The department publishes a weekly crime log in order to better inform the University of current crime trends. Anyone wishing more information on crime statistics should contact the University Police or visit our website at [www.tamuc.edu/crimestats](http://www.tamuc.edu/crimestats).

The University Police Department is open 24 hours a day for assistance. The office is located on the first floor of Henderson Hall on Monroe Street. Emergency—911; Non-Emergency—(903) 886-5868.

# Student Services

Click on any of the following links for information:

- [The Assistant Dean of Students](#)
- [Student Health Services](#)
- [Counseling Center](#)
- [Residential Living and Learning](#)
- [Children's Learning Center](#)
- [Student Disability Resources & Services](#)
- [Fraternity & Sorority Life](#)
- [International Student Services](#)
- [Veterans & Military Services](#)
- [Career Development](#)
- [Financial Aid & Scholarship Office](#)
- [Withdrawing of Financial Aid/Return of Title IV Aid](#)
- [Satisfactory Academic Progress Policy](#)

Areas of student services and activities at A&M-Commerce are organized and administered by the Office of Student Access and Success. Included in the components are the following:

## **The Assistant Dean of Students**

**(903) 886-5153**

Working collaboratively with the Assistant Vice President and Dean of Students, the Assistant Dean of Students provides leadership within areas of Student Affairs. The Assistant Dean of Students is responsible for student personnel records, student service fee advisory committee, Student Government Association, the student judicial process, and working with faculty regarding student concerns.

## **Student Health Services**

**(903) 886-5853**

Located in Henderson Hall, the Health Services office offers affordable health care to undergraduate and graduate students as well as to the faculty and staff of A&M-Commerce. Some of the primary Health care services include acute care and injuries, allergy injections, birth control, EKG's, immunizations, flu shots, TB testing, labs, minor surgical procedures, physical exams, splints, STD/STI testing and treatment, stitches, women's health, wound care, x-rays, diabetic and smoking cessation classes, and health related presentations and workshops.

### ***Bacterial Meningitis Vaccination Requirement***

The State of Texas has passed a law (SB 62) that requires all first-time freshman and transfer students who wish to live in campus residence halls or apartments to have a vaccination against bacterial meningitis. All first-time freshmen and transfer students wishing to live on campus after October 1, 2013, must provide the following before moving into campus housing:

1. Certification from physician evidencing that the student has been vaccinated at least ten (10) days prior to moving into the residence halls; or
2. An affidavit or a certificate from a physician stating that the vaccination would be injurious to the health and well-being of the student or stating that the vaccination has been declined for reasons of conscience. Contact Residential Living and Learning for help obtaining the affidavit.

## **Counseling Center**

**(903) 886-5145**

The Counseling Center provides free services to currently enrolled university students. Counselors are available to listen, lend support and help students meet the daily challenges of college life. Programs and services are offered that will help to maximize students' potential for academic and personal success. Services include individual, couples, and group counseling, consultation and referral, crisis intervention, and educational outreach. Also available to students are legal advising, psychiatric evaluation, sand tray therapy, and a relaxation room with biofeedback and massage chairs. The Counseling Center is a warm and welcoming environment. Confidentiality is respected and counseling records are not included as part of a student's academic record. For more information about services or to schedule an appointment, come by the Counseling Center in the Halladay Student Services Building, #204, or call 903-886-5145. We encourage all students to take advantage of the services the Counseling Center has to offer. Sometimes a little help can make a big difference.

## **Residential Living and Learning**

**(903) 886-5797**

Residential Living and Learning at Texas A&M University-Commerce offers a variety of living environments: traditional residence halls, suite-style residence halls, single student apartments, and family housing apartments.

Single student and family housing includes cable and utility services, central heat/air-conditioning and continuous maintenance service. The hall designated for family housing also offers furnished or unfurnished apartments.

Residential Living and Learning strives to create a living-learning environment in each residence hall that will enable each resident to succeed academically and developmentally. Residential Living and Learning is located on the first floor of the Halladay Student Services Building, Suite 100.

For more information about student housing, please contact Residential Living and Learning at 903-886-5797 or email [ResidenceLife@tamuc.edu](mailto:ResidenceLife@tamuc.edu). You may visit the department's website at [Residential Living & Learning](#).

## **Children's Learning Center**

**(903) 886-5769**

The nationally accredited, four-star designated Children's Learning Center is located on campus and serves children six weeks to five years of age. The CLC also offers an after-school and summer KID CAMP program for children ages 6-12 years of age. The Children's Learning Center provides the latest in curricula and educational play experiences and now offers a Nature Learning Environment which allows for outside gardening and working in the outdoors to learn about nature. The CLC prides itself on exceptional, quality care in an academic environment.

## **Student Disability Resources & Services**

[www.tamuc.edu/SDRS](http://www.tamuc.edu/SDRS)

Texas A&M University-Commerce is committed to promoting an academic, recreational, and social experience for students with disabilities that is fully inclusive and accessible. Students with disabilities at A&M-Commerce are encouraged to participate in all aspects of campus life. Student Disability Resources and Services (SDRS) offers accommodations counseling, disability-related resources, access to adaptive technology, assistive equipment, and academic/non-academic accommodations.

All students with disabilities who need accommodations must file an application for eligibility, as well as provide current documentation of disability. Applications are available in the Office of Student Disability Resources and Services and website at <http://www.tamuc.edu/studentLife/campusServices/studentDisabilityResourcesAndServices/studentResources.aspx>.

CONTACT INFORMATION  
Phone: 903-886-5150

E-mail: [StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)  
Location: James Gee Library/Room 132

## **Fraternity & Sorority Life**

*(903) 468-3087*

The mission of Fraternity & Sorority Life is to provide high quality student development programming that enhances the academic mission of the University by facilitating opportunities for scholarly success, community service, campus leadership, and fraternal friendships in a safe, nurturing environment. The Office of Fraternity & Sorority Life, which oversees 21 social/service Greek-lettered organizations across 4 Councils, along with the National Order of Omega Greek Honor Society, is charged with the development of better men and women in preparation for the world outside of Texas A&M University-Commerce.

Facilitating an excellent co-curricular education is the primary purpose of Fraternity & Sorority Life. Our 450+ fraternity and sorority members are provided the opportunity to participate in educational programs that focus on alcohol/drug awareness, risk management, leadership/community building, identity development/diversity, and academic enhancement throughout their college career.

For more information, please visit the Fraternity & Sorority Life website at: [www.tamuc.edu/campuslife/studentcenter/FSL/default.aspx](http://www.tamuc.edu/campuslife/studentcenter/FSL/default.aspx)

## **International Student Services**

*Phone (903) 886-5097, Fax (903) 468-3200*

The office of International Student Services offers assistance to international students and exchange visitors in regards to academic, personal, and immigration-related concerns and refers them to other services (on and off campus) as needed. Services include issuance of I-20 and DS-2019 documents, new international student orientation, and coordination of special activities for international students. Other services include liaison with the Department of Homeland Security (DHS), formerly known as the INS, regarding nonimmigrant students and exchange visitors, reentry authorization for traveling outside the United States, employment authorization, and extension of stay. The office is located in the Student Services Building, Halladay Building, 1st floor, Room 104. E-mail [Intl.Stu@tamuc.edu](mailto:Intl.Stu@tamuc.edu).

## **Veterans & Military Services**

Located in the Student Access and Success Center at 2200 Campbell Street, the Veterans and Military Services Office administers Veterans' Administration educational benefit programs for veterans and their dependents who may be eligible to receive benefits under any one of several programs. Applications and further information are available in the Veterans and Military Services Office or by calling 903-886-5123.

## **Career Development**

Located in the Student Access and Success Center at 2200 Campbell Street, the mission of Career Development is "to educate students and provide opportunities throughout their college career to achieve employment success." The office provides a number of programs and services throughout the year for students as they prepare for a successful transition into their careers. Programs available on campus or by scheduled event at off-site locations include: career fairs, both on-campus and off-site, job search related workshops for professional development, mock interviews, lion job shadow, business etiquette dinners, and networking events as well as a career closet (dress for success). Services available to all students, at off-site locations and online include résumé and cover letter consultation, career assessment and counseling (MyPlan.com) job search resources, mock interviews (interview stream), and applications and letter for professional schools or employment. Career Development provides a guide, "Make the Connection Handbook", available online for undergraduates, graduates and alumni. All students and alumni may register and receive access to the job/internship database, hirealoin. Contact the Office of Career Development at 903-468-3212 or visit the website at [www.tamuc.edu/careerdevelopment](http://www.tamuc.edu/careerdevelopment).

## **Financial Aid & Scholarship Office**

*(903) 886-5096*

Graduate students who have full or conditional admission to a graduate degree program or a teacher certification program may be eligible for several forms of financial aid. These programs include the Texas Public Education Grant, College Work-Study, and several loan programs. Departmental scholarships are available for admitted graduate students with a high GPA. Admitted students can apply for departmental scholarships through their myLEO portal. Graduate Teaching and Research Assistantship appointments are done by the individual departments and approved through the Provost Office. Graduate students should contact the department directly for Graduate Teaching and Research Assistant appointments. The Office of Financial Aid & Scholarships is located in the One-Stop Shop.

## **Withdrawing of Financial Aid/Return of Title IV Aid**

A student who receives Title IV aid and withdraws or is suspended from the University during a term in which the student began attendance, will have his or her eligibility for aid recalculated as prescribed by the 1998 amendments to the Higher Education Act of 1965. Title IV aid is earned in a prorated manner on a per diem basis up to and including the 60% point in the term. After the 60% point, all aid is considered earned. The percentage earned is calculated by dividing the number of days completed by the total number of days in the term. It is the unearned percentage of aid that determines the amount that must be returned to the Title IV program(s).

The University, as well as the student, may be required to return to the federal government the unearned portion of the Title IV funds. When the University returns its unearned portion of the Title IV funds, a portion of the student's institutional charges may be left outstanding. The University will require students to pay any portion of institutional charges that are left outstanding after the University returns Title IV funds. This may cause the student to owe both the University and the Federal government.

Students considering withdrawing should contact the Office of Financial Aid for a thorough explanation of how this policy will affect them. Additional information on the Return of Title IV Aid policy, including examples, is available from the Office of Financial Aid. This policy is accessible on the A&M-Commerce Financial Aid website, [Financial Aid](#).

## **Satisfactory Academic Progress Policy**

The Higher Education Amendment Act of 1965, as amended, mandates institutions of higher education to establish a minimum standard of "Satisfactory Academic Progress" for students receiving financial aid.

For additional information visit the Office of Financial Aid website at [Financial Aid](#). A copy of the policy is also available in the Office of Financial Aid located in the One-Stop Shop.

# Office of Graduate Studies

Click on any of the following links for information:

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- [Doctoral Degree Programs](#)
- [Admission to Doctoral Degree Programs](#)
- [Requirements for the Doctoral Degree](#)

## **Arlene Horne, Vice Provost for Research and Dean of Graduate Studies**

Business Administration Building

Internet: <http://www.tamuc.edu/gradschool>

E-Mail: [graduate\\_school@tamuc.edu](mailto:graduate_school@tamuc.edu)

Phone: 903-886-5163

Fax: 903-886-5165

### **Mailing Address**

Texas A&M University-Commerce  
Office of Graduate Studies  
P. O. Box 3011  
Commerce, TX 75429

### **Physical Address**

Texas A&M University-Commerce  
Office of Graduate Studies  
2600 S. Neal Street  
Commerce, TX 75428

## **Mission**

The mission of the Office of Graduate Studies is to provide leadership and direction for all aspects of graduate education and to promote graduate student research at Texas A&M University-Commerce.

## **Purpose and Nature of the Office of Graduate Studies**

Graduate work offered by the University is distinguished from undergraduate work in that the graduate student is expected to show increased maturity in scholarship, seriousness of purpose, and ability to think independently. In accordance with this distinction, graduate courses are designed to develop the student's ability to gather relevant facts, to analyze them, and to make reasonable generalizations and sound conclusions through independent research.

Graduate programs provide for the needs of students seeking professional employment, research opportunities, advanced degrees, including the master's/specialist, doctoral degrees, educator certification or personal satisfaction by increasing their depth of knowledge in their fields of specialization. Our students are prepared to be school and college teachers and administrators and advanced professionals in business, technology management, social work, the arts and various science disciplines. Some of our programs also prepare students for professional and administrative certificates.

The doctoral programs are distinct in purpose and more selective in admitting candidates than the master's programs. The purpose of the doctoral program is to produce a graduate who has developed breadth of vision, a capacity for interpretation, and the ability to carry out critical investigation.



From association with fellow scholars, the doctoral student is expected to gain many new concepts, a zeal for adding to the sum of human knowledge, and development of ability to conduct original research and to think clearly and independently. The student also must develop the professional competencies necessary for giving application of knowledge in the essential areas of human and public interest. Guidance toward extended reading and research is an integral part of graduate study.

## **Major Areas of Study**

*We offer a master's degree with the following majors:*

- Accounting\*
- Agricultural Sciences
- Applied Criminology\*\*
- Applied Linguistics
- Art
- Biological Sciences\*
- Business Administration\*
- Business Analytics
- Chemistry
- Computer Science
- Computational Science
- Counseling
- Curriculum & Instruction\*
- Early Childhood Education\*
- Educational Administration\*\*
- Educational Technology Leadership\*\*
- Educational Technology Library Science\*\*
- English
- Global E-Learning\*\*
- Finance\*
- Health, Kinesiology, and Sports Studies\*
- Higher Education\*
- History
- Management\*
- Marketing\*
- Mathematics
- Music
- Political Science
- Physics
- Psychology
- Reading\*
- Secondary Education
- Social Work
- Sociology
- Spanish
- Special Education
- Technology Management\*
- The Art of Teaching
- Theatre

*We offer a specialist degree with the following major:*

- School Psychology

*We offer doctoral degrees with the following majors:*

- Counseling (PhD)

- Educational Administration (EdD)\*\*
- Educational Psychology (PhD)
- English (PhD)
- Higher Education Leadership (EdD)\*
- Supervision, Curriculum and Instruction—Elementary Education (EdD)

\* Also Available As Online Program

\*\* Only Available Online

### ***We offer Educator Teacher Certification***

### ***We offer graduate certificates in the following areas:***

- Creative Writing
- Film Studies
- Holocaust Studies
- Psychology of Gerontology and Positive Aging
- Teacher Leadership in Bilingual/ESL Instruction
- Chemical Dependency Counseling
- Criminal Justice Management
- Environmental Science
- Studies in Children's and Adolescent Literature and Culture
- Teaching English to Speakers of Other Languages (TESOL)
- Computational Linguistics

## **Graduate Faculty**

Since the academic reputation of any graduate program rests upon the quality of its faculty, great care is given to the awarding of graduate faculty status. The selection of graduate faculty rests with the Graduate Council.

Graduate Faculty membership is limited to full-time faculty who have a terminal degree or its equivalent. There are two types of membership Graduate Faculty or Visiting Member. Visiting Members are eligible to teach graduate courses, direct master's theses, and serve on doctoral committees, while Graduate Faculty can teach graduate classes and direct both master's theses and doctoral dissertations.

Qualifications for graduate faculty membership are (a) holds academic rank of assistant professor or above or rank of assistant professional track faculty or above; (b) holds the highest earned terminal degree in the teaching discipline; (c) competence as a scholar, including research capabilities and/or creative activities as evidenced by publications and creative endeavors. The University will recognize the graduate faculty status that the visiting member holds at his/her home institution. Anyone not affiliated with an institution of higher education will be evaluated on an individual basis.

Requests for Graduate Faculty membership and for visiting member status may be initiated by the faculty member or by the head of the department in which the faculty member serves. The request is forwarded to the Graduate Dean through the department head and college dean with a recommendation from both. It is then sent to the Graduate Council, which makes a recommendation to the Graduate Dean as to the type of membership to be awarded.

Each Graduate Faculty member's scholarly research, creative activity, involvement in the discipline, and graduate education is reviewed by the Graduate Council every 6 years. The purpose of this review is to determine if the faculty member's current graduate faculty membership is appropriate and warranted.

The review process is the same as for the initial selection process; however, the options open to the Council should include one of the following:

1. Approve continued membership in the current status for 6 years.
2. Refuse to approve graduate faculty membership.

3. Provide a 3-year provisional term as graduate faculty. If this option is chosen, the faculty member must be reviewed again after 3 years and either approved for a regular 6-year membership or dropped from Graduate Faculty membership. Graduate Faculty whose status is terminated may, after 1 calendar year, reapply for graduate faculty status.

Under extenuating circumstances, the Dean of Graduate Studies can grant temporary exception for other faculty members who do not hold graduate faculty status to teach graduate courses and/or serve on thesis or dissertation committees. Information on such exceptions is submitted to the Graduate Council and does not require Council action except in such cases as it deems necessary. Questions relating to Graduate Faculty membership should be directed to the Dean of Graduate Studies.

Graduate faculty membership may be terminated at any time if the faculty member has been negligent and/or ineffective in the performance of his or her responsibilities (without warranting dismissal for Good Cause as set forth in the [University Procedure 12.99.99.R0.12 "Graduate Faculty Membership"](#)). In such cases termination of graduate faculty membership will be initiated by the Dean of Graduate Studies either independently or upon recommendation of the faculty member's department head or academic dean.

## **Texas A&M University System Graduate Faculty**

The Texas A&M University System has established a System Graduate Faculty, which enables and facilitates the collaborative research and teaching among faculty members of the nine universities and the Health Science Center within the System. By acquiring status through the System Graduate Faculty, a member of The Texas A&M University System Graduate Faculty may teach graduate courses and serve as member or co-chair but not as chair) with a member of the Texas A&M University Graduate Faculty.

### *System Graduate Faculty Guidelines*

1. Purpose. The Texas A&M University System Graduate Faculty has been developed for the following purposes:
  - a) To facilitate participation in graduate education for The Texas A&M University System students.
  - b) To provide graduate students access to the expertise of faculty members throughout the System.
  - c) To increase inter-institutional faculty collaboration throughout The Texas A&M University System.
  - d) To promote the development of multidisciplinary educational and research programs and the capacity to study complex scientific and social issues.
2. Membership Background
  - a) Membership on The Texas A&M University System Graduate Faculty provides the opportunity to participate in graduate education at The Texas A&M University System universities through serving on graduate committees, advising graduate students, and teaching graduate courses.
  - b) Appointment to membership on The Texas A&M University System Graduate Faculty is designed to assure rigor in the directing, counseling, and teaching of graduate students.
  - c) All of The Texas A&M University System Graduate Faculty members can serve as members of any graduate committee.
  - d) The chair of a graduate committee must be from the institution that is conferring the graduate degree.
3. Membership Qualifications. Consideration for membership on The Texas A&M University System Graduate Faculty requires meeting the following qualifications.
  - a) The individual must hold the terminal degree, usually an earned doctorate. Exceptions will be considered only if justified in accordance with the Commission on Colleges of the Southern Association of Colleges and Schools.
  - b) The individual must be a tenured or a tenure-track faculty member of a Texas A&M University System university and hold a professional rank.
  - c) A person holding the title of instructor or lecturer may not be considered for membership on The Texas A&M University System Graduate Faculty.
  - d) Individuals holding professorial rank at an agency of The Texas A&M University System are eligible for membership.
  - e) The individual must be a member of the graduate faculty at his/her home institution.
  - f) The individual must be an active participant in his/her graduate program through teaching, directing, or administering graduate work.
  - g) The individual must show evidence of active research and scholarly work within the past 5 years. This should include publication as primary author of scholarly books, presentations at professional meetings, or creative works, such as performances, work in juried exhibitions, or other creative works appropriate to the individual's discipline.
  - h) A graduate student at any Texas A&M University System institution may not be a member of The Texas A&M University System Graduate Faculty. Membership on The Texas A&M University System Graduate Faculty is forfeited upon a faculty or staff member's admission to a graduate program at any institution in The Texas A&M University System.
4. Nomination, Appointment and Review Process
  - a) Nomination for membership to The Texas A&M University System Graduate Faculty is made by submission of an official application by a faculty member and an accompanying letter of endorsement from the individual's department head or chair and college dean. The application and letter of endorsement are sent to the graduate dean,

- who certifies institutional graduate faculty appointment status and forwards the nomination to the Texas A&M University System Council of Graduate Deans for consideration and action.
- b) The application from the faculty member must identify the institutional graduate faculty of which he or she is a member, specify the graduate degree(s) that he or she is qualified to supervise under the conditions of the institutional appointment, and specify the graduate program(s) in which he or she wishes to participate as a System graduate faculty member. The application should be accompanied by a current curriculum vitae.
  - c) The Council of Graduate Deans will appoint faculty from member institutions as needed to a Graduate Faculty Review Advisory Committee to consider applications and reappointments and to make recommendations to the Council of Graduate Deans.
  - d) A Graduate Faculty member of The Texas A&M University System is appointed for a 5-year term. At the end of the 5-year term, the member will be re-evaluated for reappointment by the Council of Graduate Deans. Failure to maintain membership criteria will result in removal from The Texas A&M University System Graduate Faculty. The Council of Graduate Deans will notify by letter a faculty member who is non-voluntarily removed from membership on The Texas A&M University System Graduate Faculty. The faculty member's department head, dean, provost, and graduate dean will also receive notification.
5. Graduate Faculty Membership List. A list of the current membership of The Texas A&M System Graduate Faculty will be maintained in the Office of the Vice Chancellor for Academic and Student Affairs and the graduate office at each System university.

## **Administrative Procedures**

Administration of the Office of Graduate Studies is entrusted to the Dean of Graduate Studies. A Graduate Council, consisting of elected members formulates and recommends to the President of the University procedures related to graduate education. The Dean of Graduate Studies is the executive officer of the Council and has authority to act for the administration and the Council. Faculty membership on the Graduate Council is limited to members of the Graduate Faculty. Student membership is limited to graduate students. All Council members have full voting rights.

## **Class Attendance Rule**

Students are expected to be present for all class meetings of any course for which they are enrolled. Students are responsible for learning about and complying with the attendance policy stated in the catalog, *Student's Guidebook*, and/or faculty syllabus. Faculty members will provide details on requirements and guidelines for attendance in their classes in their course syllabi. Faculty members will keep students' attendance records.

Students are responsible for requesting makeup work when they are absent. They will be permitted to make up work for absences that are considered excused by the faculty member. The method of making up this work shall be determined by the faculty member.

The student is responsible for providing the faculty member reason(s) for his/her absence. The faculty member then determines the validity of the reason(s) for the absence and whether the student is to be excused for the absence. Faculty members may consider the following as excusable reasons for absence.

1. Participation in a required/authorized university activity.
2. Verified illness.
3. Death in a student's immediate family.
4. Obligation of a student at legal proceedings in fulfilling responsibility as a citizen.
5. Others determined by individual faculty to be excusable (e.g., elective University activities, etc.).

Appeals can be made through normal administrative channels.

A record of excused and unexcused absences will be maintained by a faculty member for reference since certain financial assistance and other programs may require attendance records.

When requested by the student, teachers will inform the student who has been absent whether make-up work is allowed and whether absences jeopardize the student's standing in a class.

It is the prerogative of the faculty to drop students from courses in which they have accrued excessive absences as defined in the course syllabus. In such cases, faculty recommends through the department head to the appropriate college dean that a student be dropped from a class. The faculty member will document absences and will make a reasonable effort to communicate with the student prior to recommending the drop. If approved, the college dean will forward the recommendation to the Registrar's Office.

Students who wish to drop a course or withdraw from the university are responsible for initiating this action.

If a student believes the final course grade is unfairly impacted by attendance requirements, an appeal can be made. This appeal process is explained in [University Procedure 13.99.99.R0.05](#) "Student Appeal of Instructor Evaluation".

## Good Standing

This procedure defines good standing for graduate students enrolled at Texas A&M University-Commerce. Entering students who have been fully admitted (without any type of conditional admission, provisional admission, or other restriction) will be considered in good standing. A student will remain in good standing if, and only if, he or she has a cumulative graduate grade point average of at least 3.00 and is free of the following holds: holds indicating delinquent financial indebtedness, academic suspension, academic probation, provisional status, and disciplinary suspension.

**Students who are not in good standing are not eligible to graduate until good standing has been achieved.**

## Academic Honesty of Students

Graduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work. Faculty and staff members are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. Conduct that violates generally accepted standards of academic honesty is defined as academically dishonest. "Academic dishonesty" includes, but is not limited to:

**CHEATING:** Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise. Unauthorized materials may include anything or anyone that gives a student assistance, and has not been specifically approved in advance by the instructor.

**COMPLICITY:** Intentionally or knowingly helping, or attempting to help, another to commit an act of academic dishonesty.

**EXAMPLES: ABUSE AND MISUSE OF ACCESS AND UNAUTHORIZED ACCESS:** Students may not abuse or misuse computer access or gain unauthorized access to information in any academic exercise.

**FABRICATION:** Making up data or results, and recording or reporting them; submitting fabricated documents.

**FALSIFICATION:** Manipulating research materials, equipment, or processes, or changing or omitting data or results such as that the research is not accurately represented in the research record.

**FORGERY:** Making a fictitious document, or altering an existing document, with the intent to deceive or gain advantage.

**MULTIPLE SUBMISSIONS:** Submitting substantial portions of the same work (including oral reports) for credit more than once without authorization from the instructor of the class for which the student submits the work.

**PLAGIARISM:** The appropriation of another person's ideas, processes, results, or words without giving appropriate credit.

**SPECIAL NOTE REGARDING GROUP PROJECTS:** If someone in a group commits academic misconduct the entire group could be held responsible for it as well. It is important to document clearly who contributes what parts to the joint project, to know what group members are doing, and how they are acquiring the material they provide.

**UNIVERSITY RULES ON RESEARCH:** Students involved in conducting research and/or scholarly activities at Texas A&M University-Commerce must also adhere to standards set forth in [University Procedure 15.99.03.R1](#), "Ethics in Research and Scholarship".

**VIOLATION OF DEPARTMENTAL OR COLLEGE RULES:** Students may not violate any departmental or college rule relating to academic matters.

If a graduate student is accused of academic dishonesty, the [University Procedure 13.99.99.R0.10](#), "Graduate Student Academic Dishonesty" will be followed.

## **Academic Honesty of Faculty and Professional Staff**

Graduate faculty and professional staff at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work. Faculty are expected to uphold and support integrity and honesty by maintaining conditions that encourage and enforce academic honesty.

If a faculty or staff member is accused of academic dishonesty, the department head or supervisor is responsible for initiating a timely investigation. Any necessary disciplinary actions that result from this investigation should be related to the severity of the infraction.

If a faculty or staff member disagrees with the charge or level of penalty, he/she is entitled to due process in accordance with the usual procedures available to faculty who are accused of any other infraction.

## **Responsible Conduct in Research and Scholarship Training**

To ensure integrity and compliance in research, all students, faculty, and staff involved in research activities must successfully complete training in *Responsible Conduct in Research and Scholarship* (<http://www.tamuc.edu/research/compliance/responsible-conduct-of-research-training.aspx>).

Additional training is required for individuals whose research involves human/animal subjects or biological agents.

## **Student Conduct (Hazing)**

The Texas Education Code prohibits hazing at institutions of higher education. Hazing is defined as “any intentional, knowing, or reckless act occurring on or off the campus of an educational institution, by one person or acting with others, directed against a student, that endangers the mental or physical health or safety of a student for the purpose of pledging, being initiated into, affiliating with, holding office in, or maintaining membership in an organization.” Hazing is a criminal violation under Texas law. A person may be found guilty of criminal conduct for hazing, encouraging hazing, permitting hazing, or having knowledge of the planning of hazing incidents and failing to report in writing his/her knowledge to the Dean of Students.

## **Registration**

Registration dates, times, and instructions are available on the Registrar’s website at <http://www.tamuc.edu/admissions/registrar/default.aspx>. MyLeo (A&M-Commerce WEB application for Students) allows eligible students to register through the Internet. Students can access MyLeo through <http://leo.tamuc.edu>.

The academic year is divided into two long semesters, fall and spring, and a summer semester of two terms. Additional terms and sub-terms may be available.

## **Courses: Definition, Value and Number**

*A Course:* A course is one subject carrying three or four graduate semester credit hours of credit. One and two semester hour subjects may, in certain cases, be converted to course equivalents by adding the semester hours and dividing by three. Subjects carrying 6 semester hours of credit count as two courses. Each major or minor department has the right to refuse substitution of 1 hour courses or their equivalents to a graduate program when it deems such substitution inappropriate for the planned program of study.

*Semester Hour:* The semester hour is a unit of credit. It is defined as 1 hour of lecture per week, or its equivalent in laboratory work, for 1 semester or its equivalent, as defined by the Texas Higher Education Coordinating Board. Each course has a value of 3 semester hours unless otherwise specified.

*Course Numbers:* Graduate courses are numbered at the 500, 600, and 700 levels.

## **Graduate Student Course Load**

During the fall or spring semester, a student taking (9) or more graduate semester credit hours is considered full time. The maximum course load for a full-time graduate student during the fall or spring semester is fifteen (15) graduate semester credit hours. To enroll in more than 15 graduate semester credit hours, the student must have approval from the Dean of Graduate Studies. A student taking 6 graduate semester credit hours is considered half-time.

The maximum course load for a full-time graduate student during each summer term is 7 graduate semester credit hours. A student taking 6 graduate semester credit hours in a summer term (summer I or II) is considered full-time for that term. A student taking 9 graduate semester credit hours (combination of summer I and II) is considered full-time for the entire summer (summer I and II).

A graduate student holding a full time graduate assistantship enrolled in 6 graduate semester credit hours is considered a full time student.

The maximum course load for a mini-term is 3 graduate semester credit hours.

A master's/specialist student who has completed all other course work and is enrolled in 3 graduate semester credit hours of 518 thesis credit is considered half-time.

Only in unusual circumstances shall a doctoral student register for more than 12 graduate semester credit hours in a given semester (fall or spring), and then only if approved in advance by the Dean of Graduate Studies or other comparable official.

Doctoral students admitted to candidacy and enrolled in 3 graduate semester credit hours of 718 dissertation credit are considered half-time. Doctoral students who are enrolled in 9 graduate semester credit hours of organized classes and who are performing research related to their dissertation may be required to register for an additional 3 graduate semester credit hours of dissertation for a total of 12 graduate semester credit hours.

See the section "Graduate Assistantships" for information about course loads for graduate assistants.

## Student Class Schedule Adjustments

Students are expected to make all necessary adjustments in their class schedules by the 4th class day of a regular semester and the 2nd class day of a summer semester. Eligible students may use MyLeo (Texas A&M University-Commerce Web Applications for Students) to process drops/adds. Students not eligible to use MyLeo may obtain a drop/add sheet at the Registrar's Office. The student must obtain approval to add and drop courses from the department/instructor and return the drop/add sheet to the Registrar's Office. Students may add classes until 4th class day during the fall and spring semesters and 2nd class day during the summer terms. Students may drop a class with a full refund (if remaining enrolled) until the 12th class day during the fall and spring semesters and 4th class day during the summer terms.

The student desiring to add a course(s) after the 4th class day of a regular semester or 2nd class day of a summer semester should pick up a drop/add sheet at the Registrar's Office. The student should proceed to the department(s) where he/she obtains department/instructor approval and then to the appropriate dean for approval. The drop/add sheet is then returned to the Registrar's Office. Students will not be allowed to add classes after the 12th class day during fall/spring or the 4th class day during a summer semester.

No course may be added to student schedules after the last day to change schedules as stated in the university calendar, except in very special cases and then only by approval of the instructor and appropriate dean.

## Auditing Courses

Students desiring to audit a course may do so with the consent of the instructor and department head. Enrollment for audit courses occurs on the first day of classes. Students auditing courses must meet the same admission requirements and pay the same tuition and fees required for credit courses. Students enrolling for a course for audit must notify the Registrar's Office prior to completing registration for the course. A student may not change from credit to audit after the 12th class day during the fall or spring semester or after the 4th class day in a summer term.

## Withdrawal from the University

A student wishing to withdraw from all courses **before the end** of a semester or summer term for which he/she is registered must clear his record by filing an application for voluntary withdrawal on a form which can be secured online at: [Withdrawal Form](#) or from the Office of the Registrar. This is a withdrawal from the semester, not the university.

This action must be taken by the date stated in the <https://ems.tamuc.edu/MasterCalendar/MasterCalendar.aspx> as the last day to drop a class or withdraw. Any student who withdraws from the University is subject to the conditions outlined in the section regarding Scholastic Probation or Suspension. **It is the students' responsibility to withdraw from classes if they do not plan to attend during the semester in which they have enrolled.** A student has one year from the first day of a semester to appeal a withdrawal refund.

## Refund of Fees

A student officially withdrawing will receive a refund of his fees according to the following scale:

\*Class days refer to the **university** Class Days, not particular class days. \*\*For example: If a class meets MWF, the 12th class day is not the 12th day of the students' actual class; it is the 12th day of the University Class Days. See the <https://ems.tamuc.edu/MasterCalendar/MasterCalendar.aspx> for specific date.

### Sixteen-Week Fall/Spring Semester:

- 100 percent prior to the first class day of the semester
- 80 percent during the first five class days of the semester
- 70 percent during the second five class days of the semester
- 50 percent during the third five class days of the semester
- 25 percent during the fourth five class days of the semester
- No refund after the fourth five class days of the semester

### Thirteen-Week Semester:

- 100 percent prior to the first class day of the session
- 80 percent during the first, second, third and fourth class days of the session
- 50 percent during the fifth, sixth, seventh and eighth class days of the session
- 25 percent during ninth, tenth, eleventh and twelfth class days of the session
- No refund after the twelfth class day of the semester

### Twelve-Week Semester:

- 100 percent prior to the first class day of the session
- 80 percent during the first, second, third and fourth class days of the session
- 50 percent during the fifth, sixth, seventh and eighth class days of the session
- No refund after the eighth class day of the semester

### Ten-Week Semester:

- 100 percent prior to the first class day of the session
- 80 percent during the first, second, third and fourth class days of the session
- 50 percent during the fifth, sixth, seventh and eighth class days of the session
- No refund after the eighth class day of the semester

### Five, Six, Seven & Eight-Week Semester:

- 100 percent prior to the first class day of the session
- 80 percent during the first, second or third class day of the session
- 50 percent during the fourth, fifth, or sixth class day of the session
- No refund on the seventh day of class of the session and thereafter.

### Four-Week Semester:

- 100 percent prior to the first class day of the summer session
- 80 percent during the first, second or third class day of the summer session
- 50 percent during the fourth, fifth, or sixth class day of the summer session
- No refund on the seventh day of class of the summer session and thereafter



### **Three-Week Mini Semester:**

- 100 percent prior to the first class day of the session
- 80 percent during the first and second class days of the session
- 50 percent during the third and fourth class days of the session
- No refund after the fourth day of class and the session thereafter

### **Thirty Two-Week Semester:**

- 100 percent prior to the first class day of the semester
- 80 percent during the first five class days of the semester
- 70 percent during the second five class days of the semester
- 50 percent during the third five class days of the semester
- 25 percent during the fourth five class days of the semester
- No refund after the fourth five class days of the semester

### **Refund Information:**

- Refunds will be the applicable percentage of the total fees due for the semester, less any amount not paid.
- If a scheduled course of instruction fails to materialize, by reason of lack of required students, all tuition for same will be refunded. Late fees and installment fees are not refunded.
- No refunds will be made unless application is made within the same school year as withdrawal.
- No refunds will be made on auditor's fees.

Withdrawal refunds for students receiving federal funds is based on how much Title IV aid a student has received and not earned at the time of withdrawal. The amount of aid earned is calculated on a pro-rata basis through 60 percent of the term. Contact the [Financial Aid Office](#) before withdrawing for additional information about this new law.

A student leaving the University before the end of a semester or summer term for which he/she is registered must clear his/her record by filing an application for voluntary withdrawal on a form available in the Registrar's Office or at [Withdrawal Form](#). This action must be taken by the date stated in the University Calendar as the last day to drop a class or withdraw.

Additional information and the withdrawal form are also available on the website at <http://www.tamuc.edu/admissions/registrar/default.aspx>.

## **Grading System**

### **Grades—Their Meaning and Value**

<b>Grade Marks</b>	<b>Grade Meaning</b>	<b>Grade points Per Semester Hour</b>
A	Excellent	4
B	Good	3
C*	Average	2
D**	Passing (Minimum)	1
F	Failure	0
S	Satisfactory	0
U	Unsatisfactory	0
X	Incomplete	0
I	Incomplete (thesis & dissertation only)	0
IP	In Progress	0
W	Withdrew	0
Q	Course Drop	0
DP	Dropped Passing	0
DF	Dropped Failing	0

<b>Grade Marks</b>	<b>Grade Meaning</b>	<b>Grade points Per Semester Hour</b>
DS	Dropped Satisfactory	0
DU	Dropped Unsatisfactory	0
*	No more than 3 graduate courses with a grade of C can be used toward a Master's degree.	
**	No grades below C can be used towards a graduate program.	
***	No grades of C or below can be used towards a doctoral degree.	

## **Satisfactory-Unsatisfactory (S-U) Grading**

In certain graduate courses, students will be evaluated on a satisfactory-unsatisfactory (S-U) grading basis rather than by the traditional letter grade system. Students in these specially designated courses will receive the grade of "S," or "satisfactory," for graduate level work equivalent to a regular "B" grade or better. Grades of "U," or "unsatisfactory," will be assigned to those students whose work falls below the "B" level. In such courses, only a grade of "S" may be counted toward fulfillment of degree requirements. Neither "S" nor "U" grades will be included in the calculation of grade point average to determine academic standing. The courses in which the satisfactory-unsatisfactory grading system will be used are indicated by their separate course descriptions in the current *Graduate Catalog*. All other courses not so identified will be graded on the traditional letter grade basis. Each department may prescribe further rules regulating the use of the satisfactory-unsatisfactory grade system within its specific graduate degree programs, but in no case may more than 50% of the courses presented toward fulfillment of the requirements for any graduate degree have been graded on the satisfactory-unsatisfactory basis.

## **Dropped Courses**

Beginning Fall 2008 DP, DF, DS, and DU are no longer assigned to dropped courses. A grade of "Q" denotes a dropped course.

After the census date in a term (see University Academic Calendar for specific dates), a student who drops a course will receive a grade of "Q." Students who officially withdraw from school prior to the date stated in the current University Calendar will receive a grade of "W." *Courses withdrawn are counted as attempted hours and count towards the three-peat rule.*

Additional information and the withdrawal form are also available on the website at <http://www.tamuc.edu/admissions/registrar/default.aspx>.

## **Incomplete Courses**

Students, who because of circumstances beyond their control are unable to attend classes will, upon approval of their instructor, receive a mark of "X" (incomplete) in all courses in which they were maintaining passing grades.

When an "X" is given for a grade in a course, the credit hours are not included for one year calculating the grade point averages. A grade of "X" reverts to a grade of "F" one year from the close of the semester/term in which the grade was originally recorded if the course requirements have not been satisfied and the hours are included in the number of hours attempted.

Recording a grade of "X" requires the filing of a plan for completion. The plan will be submitted with the official grade record sent to the department head who will forward it to the dean's office. The plan will include: (1) why the grade was given and (2) steps necessary for the student to receive the final grade.

Once an incomplete has been assigned, the course cannot be dropped; a grade must be assigned.

A grade of "IP" (in progress) will be used for courses that are scheduled over more than 1 semester. The grade of "IP" will not be computed in the grade point average and will be removed when the final grade is filed by the instructor.

A grade of "I" will be given for courses in dissertation and thesis (518 and 718) for all registrations prior to the semester in which the final document is completed. The time limit imposed on the grade of "X" (one year) does not apply for these courses.

## Computation of Grade Point Averages

All grade point averages will be computed by dividing grade points accumulated by the number of hours attempted, with grades of "X", "I", "IP", "Q", "W", being excluded. Only grades earned at Texas A&M University-Commerce are calculated into the student's GPA.

## Repeating a Course

When a course is repeated, only the last enrollment for the course will be used in computing the grade point average. Any student who enrolls in the same course a second time must notify the Registrar's Office during the semester in which the course is being repeated. When the semester is completed, the Registrar's Office will then update the grade point average to reflect the duplication of the course. After a degree is awarded, courses taken before the degree was awarded (regardless of whether the course is applied to the degree) cannot be repeated and the grade point average recalculated.

Enacted in the 78th Legislative session, HB1 mandates that students repeating a course for a third time or more may be subject to an additional fee for the repeated courses. *Courses withdrawn are counted as attempted hours and count towards the "Three-Peat Rule."*

## Semester Grade Reports

At the end of each semester of the regular session and the end of the summer session, grades will be updated to the student information system. Students may check the status of their grades by accessing MyLeo at <https://leo.tamuc.edu/login.aspx>

## Student Appeal of Instructor Evaluation

1. The final grades awarded by faculty members are their expert judgment concerning student performance. Students challenging a final grade must show that the instructor's judgment was unfair based on one of the following:
  - a) Some basis other than performance.
  - b) Standards different from those applied to other students in the same course section.
  - c) A substantial, unreasonable, and unannounced departure from previously articulated standards or the syllabus.
2. Students who believe their grade to be unfair must first discuss the matter with the instructor.
3. If no satisfactory resolution is reached with the instructor, or if the instructor is unavailable, the student shall appeal to the department head. A grade appeal must be initiated in writing with the department head (or dean of the college if the department head is the instructor) within 6 months of the last day of the semester in which the grade was awarded. The department head will examine the student's appeal to determine whether the student has established an apparent case of unfair academic evaluation.
4. The instructor or the student may appeal the department head's decision (with respect to findings and remedies) to the dean of the college in which the course is offered within 30 days of the date on which the department head offered his or her judgment.
5. Upon receipt of a written appeal, the dean will appoint a three-person advisory committee of faculty to hear the case. The chair of the committee will be from a department other than the one offering the course in question. The two remaining will be from the department offering the course. One of these faculty members may be suggested by the author of the appeal. The instructor and the student may file additional statements. The committee will review all written materials and may seek other information, as they deem appropriate. After reviewing all information, the committee will communicate their findings and suggested remedies, if any, to the dean of the college.
6. The dean of the college is the final authority on issues of fairness in course evaluation. He or she will consider the recommendations of the committee but has wide latitude in resolving the matter.

## Graduate Assistantships

Assistantships that require teaching, laboratory instruction, and/or research (GAT, GAR, GANT) are available to masters and doctoral students in most departments. The awarding of assistantships is a staffing function of the department making the appointment. Inquiries about applications should be addressed to the head of the department in which the applicant wishes to undertake graduate study. Applicants for such positions must satisfy requirements of both the Office of Graduate Studies and the department. Additional information available on line at: <http://www.tamuc.edu/academics/graduateSchool/funding/assistantships/default.aspx>.

Academic and creative excellence and maturity are the primary qualifications considered in the appointments. Graduate students whose native language is not English must demonstrate a sufficient level of oral and written proficiency (TOEFL, IELTS, or Texas A&M University-Commerce ELI program) before they can be awarded a teaching assistantship.

Minimum requirements for holding assistantships are:

1. Graduate assistants must be admitted (full or conditional) to a graduate degree program, enrolled in graduate courses, and evaluated by the department based on student qualifications and need. Students with a provisional or non-degree admission status are not eligible to hold a graduate assistantship.
2. Graduate assistants must maintain a graduate GPA of 3.0 or higher and be in academic good standing.
3. Teaching assistants are required to have a minimum of 18 graduate semester credit hours in the field to be taught.
4. Assistantship positions must be held on one of the Texas A&M University-Commerce campuses.
5. Course-load requirements:
  - o Full-time GAs must be registered in 6 graduate hours or more for fall/spring semester.
  - o Half-time GAs must be registered in at least 3 graduate hours for fall/spring semester.
  - o Full-time GAs must be registered in 3 graduate hours or more for summer I semester.
  - o Half-time GAs must be registered in at least 3 graduate hours for summer I semester.
  - o Full-time GAs must be registered in 3 graduate hours or more for summer II semester.
  - o Half-time GAs must be registered in at least 3 graduate hours for summer II semester.

Once an assistantship is offered and the graduate student has accepted verbally or in writing, the student has an obligation to stay in that position for the duration of the semester.

## **Tuition Remission**

A Graduate Assistant (GA) receiving tuition remission must be a full-time Graduate Assistant Teaching (GAT) or a full time Graduate Assistant Research (GAR). Payment is based on resident, designated graduate tuition. Fees are not included and only six graduate hours of enrollment (no undergraduate courses) at Texas A&M University-Commerce will be paid. Departments will be required to submit accountability reports each semester for all students receiving tuition remission. Accountability reports can be found online at the Graduate Studies website at <http://www.tamuc.edu/academics/graduateSchool/funding/assistantships/tuitionRemission.aspx>. A student who resigns his/her graduate assistantship or whose graduate assistantship is terminated before at least three-fourths of the academic term/semester is completed, loses a portion of the tuition remission and is responsible the tuition payment.

## **Waiver for Out-of-State Tuition**

Graduate Assistants who have not established residency in Texas and who hold full-time assistantships in their academic area are entitled to a waiver of out-of-state tuition. Students must be employed by the 12th class day for fall or spring semesters and by the 4th class day for summer terms to receive this waiver.

## **Work Load**

Graduate Assistants begin work 1st class day and end work last class day of each semester/term.

- Full-time GANT/GAR- works 20 hours per week each semester/term of assistantship
- Full-time GAT- teaches 6 hours per week of undergraduate courses in the fall/spring semester
- Full-time GAT- teaches 3 hours per week of undergraduate courses each summer semester
- Half-time GANT/GAR- works 10 hours per week each semester/term of assistantship
- Half-time GAT- teaches 3 hours of undergraduate courses each semester/term of assistantship

## **Course Load for Graduate Assistants**

The course load for a full-time graduate assistant is 6-12 hours for the fall or spring semester and 3-7 hours for each summer term. A doctoral student shall not be required to register for more than 9 credit hours during any semester, with the exception of a doctoral student who also is doing research related to his or her dissertation who may be required to register for an additional 3 hours of research or dissertation, for a total of 12 credit hours. A graduate student holding a full time graduate assistantship enrolled in 6 graduate semester credit hours is considered a full time student.

## **Teaching Appointments**

Graduate assistants who have primary responsibility for teaching a course for credit and/or for assigning final grades for such a course must, according to the Southern Association of Colleges and Schools Criteria for Accreditation, be under the direct supervision of a faculty member experienced in the teaching field, receive regular in-service training, be regularly evaluated, and have earned at least 18 graduate semester hours in their teaching discipline. Graduate students whose native language is not English must demonstrate a

sufficient level of oral and written proficiency (TOEFL, IELTS or ELI-Texas A&M University-Commerce) before they can be awarded a teaching assistantship.

## **Time Limitations**

Assistantships may be held for a maximum of four semesters (exclusive of summer sessions) for graduate students in a graduate degree program consisting of less than 60 graduate hours. Assistantships may be held for a maximum of six semesters (exclusive of summer sessions) for graduate students in a graduate degree program consisting of 60 graduate hours or more. All appointments are subject to satisfactory performance of assigned duties and progress toward the degree.

## **Performance and Evaluation**

All appointments are subject to satisfactory performance of assigned duties, progress toward the degree or program goal, and maintenance of a 3.00 graduate grade point average and academic good standing. Appointment corrective action may be initiated by the department head at any time during the semester. In case of termination, the graduate assistant shall have the right to appeal through normal administrative channels.

Persons holding graduate assistantships have the right to develop to the best of their ability, both academically and professionally, and to be treated fairly and with respect. It is the responsibility of the assistant to carry out, in a professional manner, such duties as may be reasonably assigned by the department head or supervisor.

Individuals holding teaching assistantships will be assessed by their students every semester and evaluated annually by the department head or faculty supervisor. Such evaluations will be maintained in the department office. The department shall retain these evaluations for at least 3 years.

## **Termination**

Graduate assistants may have their assistantship terminated for any of the following:

1. A student does not abide by the appointment conditions.
2. A student fails to perform tasks as assigned.
3. A student does not make adequate degree progress.
4. A student is placed on Academic Probation.
5. A student does not make satisfactory research progress.
6. A student fails to maintain minimum registration.
7. A student persistently refuses to follow reasonable advice and counsel of faculty in carrying out assistantship obligations.
8. A student fails to comply with responsibilities as an employee set forth in university procedures, department rules governing assistantships, or the terms of sponsored research agreements that fund the assistantship.
9. A student violates the standards of student conduct in accordance with [University Procedure 13.02.99.R0.06](#) "*Standards of Student Conduct*".

## **Tuition and Fees for the 2015-2016 Academic Year**

Tuition rates are subject to change by the Legislature. Current rates are available on the University webpage. <http://www.tamuc.edu/admissions/tuitionCosts/default.aspx>

## **State Residency**

A student's tuition and fees are impacted by the student's state of residency. The Texas Legislature, the Texas Higher Education Coordinating Board, and Texas College and University System have established guidelines for determining residency status. Texas residency for tuition purposes is generally obtained by working in Texas for 12 months immediately prior to enrollment in any college or university, by being a dependent of a Texas resident, or by being classified as a Texas resident for the first 5 of the 6 years immediately preceding registration.

Any student who has lived outside of Texas or who has a possibility of being a nonresident is coded accordingly. Upon receipt of a completed residency questionnaire and appropriate documents, determination of eligibility to pay in-state tuition will be finalized.

It is the student's responsibility to insure that the application for admission is properly completed for tuition purposes. Any change in residency status must be reported to the Office of Graduate Studies and Research.

Students who reside in bordering states (Arkansas, Oklahoma, Louisiana, and New Mexico) are eligible to receive a reduced rate in nonresident tuition.

Due to legislative changes, doctoral students who have accumulated over 99 doctoral hours will be charged nonresident tuition and fees.

## Estimated Special Fees

Motor vehicle operation and parking permits are issued for the academic year. They are \$40 if purchased in the fall, \$32 in the spring, and \$24 in the summer. All permits expire August 31 of each academic year.

<b>Description</b>	<b>Fee</b>
Diploma fee (payable when applying for degree)	\$40
Educator Certification	Fee based on type of certification earned
Late registration fee	\$100
Processing fee	\$35
Late installment payment plan fee	\$25
Returned check fee	\$30
Lab fees	\$5 TO \$45
Graduate Business Course Program Fees	\$25 per hour
Reinstatement Fees	\$200

### *Testing Fees:*

<b>Description</b>	<b>Fee</b>
THEA	\$40
Practice TExES	\$20
CLEP Test	\$107
TExES	\$120

### *Graduate Application Fees:*

<b>Description</b>	<b>Fee</b>
Domestic	\$50
International	\$75
	<b>Fee</b>
<b>Description</b>	
Master Thesis Fees:	\$73
Doctoral Dissertation Fees:	\$83

**Note:** All fees are subject to change.

## Room and Board

For specific room and board costs, contact the Department of Residential Living and Learning at (903-886-5797) or check online at <http://www.tamuc.edu/CampusLife/housing/default.aspx>.

## **Overdue Financial Obligations**

In the case of overdue financial obligations to Texas A&M University-Commerce by the student, future registrations, transcripts, and other benefits may be withheld.

## **Admission to Graduate Studies**

Admission to Graduate Studies permits the student to enroll in graduate courses, but does not guarantee admission to a program leading to a masters/specialist or doctoral degree. Departments have the right, and many exercise that right, to have program admission requirements that are higher than those set by Graduate Studies. In no case, however, can a department set criteria lower than the Graduate Council minimum. Additional information regarding admission can be found online at <http://www.tamuc.edu/academics/graduateSchool/graduateAdmissions/default.aspx>.

## **General Requirements for Admission to Graduate Studies for Domestic Students**

An applicant to Graduate Studies who is seeking admission must hold a bachelor's degree from a regionally accredited institution. The bachelor's degree must be substantially equivalent in content to degrees granted by Texas A&M University-Commerce. Each domestic applicant will submit to the Office of Graduate Studies the following:

1. An application for admission to Graduate Studies, available online: [Online Application](#)
  2. A \$50.00 non-refundable application fee.
  3. An official bachelor's degree transcript from a regionally accredited institution and a transcript from any school at which the student has completed graduate courses (these transcripts should be sent directly to the Office of Graduate Studies by the issuing institutions).
  4. GRE/GMAT Scores. Some departments have options for meeting the GRE/GMAT requirements.
- To view specific departmental requirements go to: <http://www.tamuc.edu/academics/graduateSchool/programs/default.aspx>
  - Applicants holding a master's degree from a regionally accredited institution who are seeking a second master's degree may be able to use their First Master's degree as an option to meet the GRE/GMAT requirement, subject to *departmental approval*.

## **Admission for Students Receiving Their Bachelor's Degree from an Unaccredited Institution**

Students desiring admission to Graduate Studies at Texas A&M University-Commerce who have received their bachelor's degree from an institution not recognized and accredited by one of the regional accrediting agencies must be approved for admission by the Dean of Graduate Studies. Materials must be submitted to the Office of Graduate Studies 30 days in advance of the initial enrollment. In addition to the General Requirements for Admission (covered in the previous section), students may be required to submit additional supportive documentation. Factors considered by the Dean in making the determination include, but are not limited to, GRE/GMAT scores, undergraduate grade point average, nature of undergraduate program, and educational qualifications of the undergraduate institution's faculty.

## **Suspension from other Universities**

Students on academic suspension from another institution are not eligible for graduate admission consideration to Texas A&M University-Commerce until their specific period of suspension expires.

## **Incorrect Information, or Omission of Facts**

Graduate admission is invalid if granted on the basis of incorrect information or on the omission of facts which, if known, would have caused the applicant to be ineligible.

## **International Students**

An international graduate student is any degree-seeking student holding a nonimmigrant visa. International students who desire to enter the university must submit all admission documents to the Office of Graduate Studies a minimum of 90 days prior to the semester in which they wish to enroll. Each applicant must submit the following documents:

1. An application for admission to Graduate Studies, available online: at [Online Application](#)

2. A \$75.00 USD non-refundable application fee.
3. Official transcripts and official copies of diplomas, translated into English, from each college or university attended. The bachelor's degree earned at a foreign institution must be equivalent to an accredited U.S. institution's 4 year degree or selected 3 year bachelor's degrees using the guidelines established by World Education Services. Approval requires university accreditation with an A, A+, or A++ rating from National Assessment and Accreditation Council (NAAC), and student standing of *first class or first division*.
4. A sponsor's statement with a current bank statement showing a balance of at least \$26,024.82 in U.S. currency.
5. Applicants whose native language is not English are required to submit proof of English proficiency, which is satisfied by one of the following:
  - a. A minimum TOEFL score of 550 for paper-based testing (PBT) or 213 on computer-based testing (CBT) or 79 internet-based testing (IBT).
  - b. A minimum IELTS score of 6.0 overall band.
  - c. Successful completion of Texas A&M University-Commerce English Language Institute program (ELI) with an overall grade of B or better.
  - d. Completing all years of a Bachelor's degree or higher degree at a U.S. regionally accredited university.
6. Some departments have options for meeting the GRE/GMAT requirements.

- To view specific departmental requirements go to: <http://www.tamuc.edu/academics/graduateSchool/programs/default.aspx>

Each applicant is subject to departmental approval. Individual departments may establish additional requirements for admission. International students must be admitted to a degree program in order to enroll in graduate courses unless visa classification indicates otherwise.

International students who hold a F-1 visa are not eligible for non-degree student status or provisional admission status.

All international students are required to attend New Student Orientation conducted by the International Student Office. New international students must bring their immigration documents with them to orientation.

All F-1, J-1 international students, and J-2 dependents are automatically enrolled in the A&M System insurance plan every semester unless they meet one of the exemption requirements. Please contact the International Student Services Office at 903-886-5097 or email: [Intl.Stu@tamuc.edu](mailto:Intl.Stu@tamuc.edu) for more information or student may visit [Academic Health Plans](#). Due to the mandatory coverage requirements medical and repatriation/evacuation insurance is required the entire year (including summer).

## Submitting an Application (Domestic/International)

Texas A&M University-Commerce Graduate Studies practices an open enrollment. Most programs do not require a submission deadline. For programs that do require a submission deadline, the dates are listed on the [specific program area webpages](#). **Below are the general application deadlines for international applicants:**

- To be considered for spring, the deadline is October 1
- To be considered for summer, the deadline is February 15
- To be considered for fall, the deadline is May 15

Applications can be submitted online at [Online Application](#). All admission documents need to be mailed to:

### Mailing Address

Texas A&M University-Commerce  
Office of Graduate Studies  
P. O. Box 3011  
Commerce, TX 75429

### Physical Address

Texas A&M University-Commerce  
Office of Graduate Studies  
2600 S. Neal St.  
Commerce, TX 75428

## Non-degree Admission Status

Students who hold a bachelor's degree from a regionally accredited institution, but who are not seeking a graduate degree may enroll in graduate courses for educator certification, career enhancement, a graduate certificate, or personal development. International students are ineligible to enroll under non-degree student status. Financial Aid is not available for students in a non-degree status.



### **Applicants for non-degree status must submit the following:**

1. An application for admission to non-degree status [Online Application](#).
2. A \$50.00 nonrefundable application fee.
3. An official bachelor's transcript from a regionally accredited institution.

Non-degree students are not subject to the academic suspension policies applicable to degree-seeking students.

### **Certification Status**

Students holding a bachelor's degree from a regionally accredited institution and who are not seeking a degree but are working toward a state or professionally mandated certification may enroll in graduate courses. Certification students are not subject to the academic suspension policies applicable to degree-seeking students. Educator Certification programs may be eligible for Financial Aid.

Applicants must submit the following:

1. An application for admission to Graduate Studies for certification [Online Application](#).
2. A \$50.00 non-refundable application fee.
3. An official bachelor's transcript from a regionally accredited institution.

Applicants should consult with a departmental advisor for specific requirements.

<http://www.tamuc.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/default.aspx>

### **Graduate Certificates**

Graduate Certificates are a planned course of study designed to meet the academic and career needs of graduate students and employed professionals in a wide variety of disciplines. Students holding a bachelor's degree from a regionally accredited institution and who are not seeking a degree may enroll in graduate courses. Graduate Certificate programs must follow a planned course of study with minimum of twelve graduate semester hours and no more than twenty-four graduate semester hours. Course substitutions will not be allowed and all courses required in a certificate program must be earned from Texas A&M University-Commerce. Graduate Studies requires students to have a 3.0 GPA on all courses used for the certificate; however departments may establish more rigorous GPA requirements. Additional information regarding Graduate Certificates can be found online at <http://www.tamuc.edu/academics/graduateSchool/programs/gradCertificates.aspx>.

### **Applicants must submit the following:**

1. An application for admission to non-degree status: [Online Application](#).
2. A \$50.00 non-refundable application fee.
3. An official bachelor's transcript from a regionally accredited institution.

Applicants should consult with a departmental advisor for specific departmental requirements.

### **Changing from Non-Degree or Certification Status to a Degree Program**

A student wishing to change status from non-degree student status to a degree program must file a new application for admission to the Office of Graduate Studies and satisfy all admission requirements for the specific degree program. A student must have at least an overall Texas A&M University-Commerce graduate GPA of 3.0 in order to change from non-degree or certification status to a degree program.

No more than 12 graduate semester credit hours taken in non-degree status may be applied toward a master's/specialist or a doctoral degree. Individual departments will make the final determination on how many semester credit hours (up to 18) a student may transfer from certification status to a master's/specialist degree program. All students should consult with the degree granting program concerning specific departmental transfer criteria.

## DegreeWorks

DegreeWorks is a web based planning tool to help students and advisors monitor student's progress toward degree completion. DegreeWorks is not a substitution for consultation with an academic advisor. DegreeWorks shows the student an easy way to read format, the courses that must be completed to achieve their chosen degree. All currently enrolled graduate students who attend Texas A&M University-Commerce can use DegreeWorks. To generate a degree audit for graduate students a student must be enrolled in the catalog year beginning fall of 2010 and forward.

## Master's/Specialist Degree Program Status

Students desiring acceptance into a graduate master's or specialist program first must meet the general requirements for admission to Graduate Studies. For master's/specialist degree students, there are three types of admission status: full, conditional, and provisional. Financial aid is available for full and conditional admission status only.

### Full Admission Status

The applicant must satisfy the following requirements for full admission status:

1. Hold a bachelor's degree from a regionally accredited institution or equivalent degree from a foreign institution. The bachelor's degree must be substantially equivalent in content to degrees granted by Texas A&M University-Commerce.
2. Have an overall undergraduate grade point average of 2.75 on a 4.00 scale, or a 3.00 on the last 60 undergraduate hours.
3. Meet all departmental requirements.
4. GRE/GMAT Scores. Some departments have options for meeting the GRE/GMAT requirements.

### Conditional Admission Status

Applicants not qualifying for full admission may be granted conditional admission status.

Conditional status will be changed to full admission once the student has met one of the following sets of requirements:

- Complete 12 semester hours of Texas A&M University-Commerce graduate coursework with a graduate GPA of at least 3.0, or

Failure to achieve a 3.0 GPA after completing 12 graduate hours will result in suspension of the student from further graduate study in any degree program for 3 years.

### Provisional Admission Status

Most programs will allow a student to enroll for one-semester under provisional status (initial semester of enrollment in graduate studies) with an application for admission and an application fee. International students are not eligible for provisional admission status.

Students admitted provisionally must be sure all outstanding admission documents are received before the end of the first semester of enrollment. Students whose files are not complete during the semester of provisional enrollment will not be permitted to enroll in future semesters until the necessary documentation is received and a full/conditional admission decision is determined. Provisional admission status does not guarantee admission to a degree program. Financial aid is not available for students in provisional status.

## Academic Probation and Suspension from Master's/Specialist Degree Programs

1. Students with **full admission status** who fail to achieve and maintain an overall graduate GPA of 3.00 after the completion of 12 semester hours of graduate enrollment will be placed on academic probation. A student who fails to achieve a 3.00 overall graduate GPA by the end of the next semester of enrollment will be placed on academic suspension for a period of 2 semesters (Two summer terms count as one semester). After the academic suspension is served, the student may be allowed to re-enroll only upon the recommendation of the major department head and with the approval of the graduate dean. Failure to achieve an overall 3.00 graduate GPA during any subsequent semester of enrollment will result in suspension, and the student will not be allowed to pursue further graduate study in a degree program for 3 years.
2. Students with **conditional admission status** who fail to achieve a 3.00 graduate GPA after the completion of 12 semester hours will be suspended and will not be allowed to pursue further graduate study in a degree program for 3 years. This provision applies to all courses taken, with the exception of duplicated courses (courses with the same prefix, number, and title), in which

case only the most recent grade will be used. This provision also applies to all drop/fail courses and all incomplete courses in which an “X” has changed to an “F.”

3. Students with provisional **admission status** who fail to achieve a 3.00 graduate GPA after the completion of 12 semester hours will be suspended and will not be allowed to pursue further graduate study in a degree program for 3 years.
4. Courses taken from other institutions will not be transferable if taken during a period of suspension from Texas A&M University-Commerce.
5. A student who fails to meet the professional expectation of the field for which he/she is preparing may be suspended from further study in that program by the department administering that program.

A graduate student who has not been enrolled for a period of at least 6 years may submit a graduate petition for removal of grades after 6 years to the Dean of Graduate Studies to have previous graduate grades eliminated from the calculation of the official grade point average. No courses eliminated from such calculation could be used toward a graduate degree.

## **Requirements for the Master’s/Specialist Degree**

All Master's/Specialist degrees must meet the requirements in this section. Additional degree requirements are listed in each departmental section of this catalog.

- **Prerequisite Coursework.** Admission to Graduate Studies, does not imply that the applicant has the necessary background to earn a degree in a specific department. To major or minor in a department, the candidate must have or must obtain adequate preparation to assure successful graduate work. Background leveling courses cannot be applied toward the graduate major.
- **Course Requirements.** All master’s degrees require completion of at least 30 graduate hours.
  - **Major.** A minimum of 18 graduate hours is necessary to complete a major. The student should check the major department section of this catalog for specific course requirements. A student desiring to change majors, must be in academic good standing with the Office of Graduate Studies, and must complete a [Change of Major/Degree form](#). A minimum of 24 graduate hours in three fields arranged in a 12-6-6 pattern is required for a broad-field major. Broad-field majors may be available for some MA/MED/MS degrees.
  - **Minor.** A student may complete a minor (approved sequence of 12 graduate hours (4 courses), upon receiving approval from the major and minor departments. Completion of a minor is not a mandatory requirement. Minors are not available for all programs and must be approved within a master's program. A student receiving a minor must satisfy candidacy and comprehensive examination requirements of the minor department.
  - **Foreign Language Requirement.** The candidate for the Master of Arts degree must meet the language requirement for the Bachelor of Arts degree at this institution.  
That requirement can be met with one of the following:
    1. Completion of at least 12 semester hours (four courses) in one foreign language.
    2. Completion of 6 semester hours (above elementary courses) if 2 years of high school credit in the language have been submitted as part of the regular university admission requirements.
    3. Completion of 3 semester hours if the student presents 3 or 4 years of high school credit.
    4. American Sign Language (ASL) is considered an acceptable foreign language. Students should consult with departmental Director of Graduate Studies regarding this requirement.
- **Grade Point Average.** A GPA of 3.00 or better on all graduate work completed at Texas A&M University-Commerce, all graduate courses taken toward the degree, all major courses in the student’s major field, and an overall GPA of 3.00 or better on all graduate courses completed is required for graduation. If a course is retaken, the last grade will be counted in the computation of the overall GPA. A course in which an “F” is received is considered a course completed. Only grades earned at Texas A&M University-Commerce are calculated into the student’s GPA.
  - No grade of “D” or below will count toward a master's/specialist degree.
  - No more than three grades of "C" can be used toward a master's degree.
- **Master's/Specialist Degree Residency.** A minimum of two-thirds of the course work applied to a master’s/specialist degree must be taken from Texas A&M University-Commerce. Students should check with the department for any departmental residency requirements.
- **Time Limitation.** All work for the master’s/specialist degree must be completed during the 6 years immediately preceding the date on which the degree is to be awarded. Credit earned over 6 years prior to graduation requires specific written departmental justification and approval by the Dean of Graduate Studies to be counted toward a master’s/specialist degree. The discipline in which the course(s) was taken shall be involved in the validation of an old course. In no case may courses more than 10 years old be applied toward the master’s/specialist degree. These same limitations apply to all transfer courses.
- **Catalog Privileges.** A student is entitled to use the degree provisions of any catalog in effect between the semester the student is admitted to the master’s/specialist degree program and the semester the student’s degree is conferred, provided the catalog used is not more than 6 years old at the time the degree is conferred.
- **Admission to Candidacy for Master’s/Specialist Degree.** In those programs requiring candidacy, the student must apply and be admitted to candidacy at least one semester prior to graduation. Not all programs require candidacy. Students should check with the major department to determine candidacy requirements. Minimum candidacy requirements are:

- Full admission into the master's program and satisfactory completion of all background courses and other departmental requirements.
- Completion of at least four and not more than six Texas A&M University-Commerce graduate courses. Three of the courses must be in the major field.
- A grade point average of 3.00 or higher on all graduate work at Texas A&M University-Commerce and on all graduate courses in the major.

When the above requirements have been met, the student should petition the major and/or (minor, if applicable) department for admission to candidacy. The major and/or minor department may require a written and/or oral qualifying examination before granting approval. It is the student's responsibility to see that the candidacy forms are submitted to the Office of Graduate Studies prior to the semester in which the student expects to graduate.

- **Thesis (518) and Research Literature and Techniques (595) Credit.** All degree programs require the satisfactory completion of either the thesis (518) or the (595) course at Texas A&M University-Commerce. These courses cannot be transferred from another institution. A student who is writing a thesis is required to register for (518) to receive guidance from a member of the faculty or while utilizing university facilities. Only 6 graduate hours of credit for (518) or 3 graduate hours of credit for (595) per degree will be given upon satisfactory completion of the requirement. Unless approved by the department and the Graduate Dean, (518 or 595) must be taken in the student's major department. A reduced fee for (518) may be approved by the Registrar's Office after all other course work for the degree is completed. Students writing a thesis must be enrolled in (518) during the semester the thesis is approved by the Office of Graduate Studies. A student's completion of the (595) course must result in a product available for reference in the department for a minimum of 3 years.
- **Final Comprehensive Examinations.** The candidate must pass a comprehensive examination administered by the advisory committee or major department and covering all the work within the master's/specialist degree program, including an acceptable defense of the thesis, if applicable. The student must be fully admitted to a master's/specialist degree program and be in good academic standing with the Office of Graduate Studies to be eligible to take the final examination. The Final Comprehensive Examination Report form must be submitted to the Office of Graduate Studies prior to graduation according to the <https://ems.tamuc.edu/MasterCalendar/MasterCalendar.aspx>. A candidate who fails this examination must complete whatever further courses or additional study are stipulated by the advisory committee or by the major department to correct the weaknesses or deficiencies revealed by the examination. The candidate who fails the examination may retake it when the department head deems it appropriate. Should the candidate fail the examination upon the second attempt, a third/final attempt may be taken only with the recommendation of the advisory committee or major department and approval of the Dean of Graduate Studies.
- **Graduation and Commencement.** Commencement exercises are held three times each academic year in May, August, and December. Students must file for graduation with the Registrar's Office during the semester they plan to graduate. Students will be approved for graduation and the degree after they have satisfactorily completed all degree requirements and been approved by the academic department and the Graduate Studies. Please check the [Academic Calendar](#) for deadline dates for filing. Graduation information is available online at <http://www.tamuc.edu/admissions/registrar/default.aspx> Students may apply for graduation online through [MyLeo](#). A student must be in good academic standing in order to complete graduation requirements. Participation in the commencement ceremony does not guarantee conferring of any degree. Texas A&M University-Commerce has the right to rescind any conferred degree if the University becomes aware that the student did not meet all degree requirements including :
  - Good Academic Standing
  - No more than 3 Grades of "C" in the degree program
  - Overall graduate GPA of 3.0 or better
  - Departmental Course Requirements are met
  - Successful Completion of Comprehensive Examination

Students that have applied for graduation and are concurrently enrolled at another institution during the final semester in a program will be required to submit an official transcript before final clearance can be completed and degree can be awarded.

## Earning Graduate Credit

### *Graduate Courses*

Graduate courses that are applied toward a masters/specialist degree are numbered 500 to 999. Course requirements for specific degree programs can be found in the academic department section of this catalog.

## *Undergraduate Courses Taken for Graduate Credit*

Under some circumstances a student may take a 300 or 400 level course for graduate credit. In such cases a student will be expected to complete additional work beyond the normal course requirements at a level commensurate with graduate instruction. In order to obtain graduate credit for a 300 or 400 level course, the student must, prior to enrollment, submit a Graduate Credit for a 300 or 400 Level Course form with a copy of the course syllabus detailing the additional requirements for graduate credit to the Office of Graduate Studies for final approval by the Dean of Graduate Studies. In addition, the syllabus must include enhanced learning outcomes for the graduate student. Up to two such courses may be applied toward a master's degree. The course must be taught by a Graduate Faculty member.

Graduate Credit for a 300 or 400 Level Course form: <http://www.tamuc.edu/academics/graduateSchool/graduateForms.aspx>

## *Transfer of Credit*

Up to one-third of the credit required for a master's/specialist degree program (excluding leveling courses) may be accepted as transfer credit from another regionally accredited institution in the United States. For example, a maximum of 12 graduate semester hours can be transferred for a 36-hour program; for a 30-hour program, a maximum of 9 graduate hours can be transferred. Transfer courses applied toward a master's/specialist degree must be in a graduate academic area taught at Texas A&M University-Commerce.

- Transfer credit will be granted for only those courses in which the student received a grade of "B" or better.
- 595 or 518 courses must be taken at Texas A&M University-Commerce and cannot be transferred in from another institution.
- Only grades earned at Texas A&M University-Commerce will be calculated into the student's grade point average.
- Time limitations on transfer courses are the same as Texas A&M University-Commerce courses.
  - All work for the masters/specialist degree must be completed during the 6 years immediately preceding the date on which the degree is to be awarded.
- Transfer courses will only be used from a Regionally Accredited University.

Students desiring to use transfer courses toward their degree requirements must have full or conditional admission to a degree program. A transfer request must be submitted and approved by the student's Academic Advisor via the [Transfer / Substitution Course Request](#) form or through a petition submitted by the academic advisor through DegreeWorks. An official transcript must be sent directly from the institution to the Office of Graduate Studies. These courses will be evaluated and, if approved, posted to the Texas A&M University-Commerce transcript. Approval from both the major department and the Dean of Graduate Studies is required before these courses can be applied toward masters/specialist degree.

Students that have applied for graduation and are concurrently enrolled at another institution during the final semester in a program will be required to submit an official transcript before final clearance can be completed and degree can be awarded.

The combination of transfer credit and courses from a previous graduate degree cannot exceed one third of the credit required for the master's/specialist degree.

## *Correspondence Courses*

Credit earned by correspondence will not apply toward a master's/specialist degree.

## *Seniors in Graduate Courses*

Texas A&M University-Commerce seniors in their last semester of coursework, who lack no more than 12 semester hours to graduate and have an overall undergraduate grade point average of 2.75 or higher, may enroll for 3 to 6 semester hours of graduate credit. Prior written recommendation from the major undergraduate department head and approval by the Dean of Graduate Studies is required.

1. Graduate hours taken cannot apply toward an undergraduate degree.
2. Students in the 5-year MBA (accountancy) program may be exempt from the requirements for seniors taking graduate courses with the approval of the department head and the Dean of Graduate Studies.
3. The maximum load for seniors who register for graduate and undergraduate credit is 12 credit hours per semester or 6 hours per summer term.

## *Independent Studies Courses*

The maximum number of individually arranged courses ("589" and "689") permissible toward a master's/specialist degree program is 25% of the required coursework. Doctoral degree programs (excluding master's credit) are limited to 12 semester hours.

## *Enrollment Limitation or Administrative Withdrawal*

Enrollment in any graduate course is subject to approval by the academic dean, the department offering the course, the instructor teaching the course, and the Dean of Graduate Studies, whether or not such is specifically stated in the course description. A student may be prevented from enrolling in the course or dropped from the course if the student is not academically qualified, becomes a threat to the health and/or safety of anyone in the class (including the student), interferes with the educational process, and/or is disruptive in any way. In such cases, the Graduate Dean will confer with the faculty member, department head, and academic dean involved and then take appropriate action. Any tuition refund to which the student is entitled will be determined according to the University schedule for refunds and will be based on the date in which the student was dropped from the course.

## **Second Master's Degree**

Subject to the approval of the Graduate Dean and the department head, students holding master's degrees from a regionally accredited graduate institution in the United States may apply certain courses that were a part of a previously earned graduate degree toward a second master's degree, provided such courses are not more than 6 years old at the time the second master's degree is conferred.

The number of courses permitted will be as follows:

- For 30-semester-hour programs, no more than 9 approved hours.
- For 36-semester-hour programs, no more than 12 approved hours.
- For 60-semester-hour programs, no more than 20 approved hours.
- For the 62-semester-hour Master of Fine Arts (MFA), no more than 20 approved hours.
- For the 66-semester-hour Specialist School Psychology (SSP), no more than 22 approved hours.
- All remaining courses applied to satisfy the requirements for the second master's degree must be Texas A&M University-Commerce courses.
  - A thesis completed for a previous degree cannot be used for a second master's degree.
  - A 595 Research Literature and Techniques course can only be used for a second master's with departmental and Graduate Studies approval. A 595 Research Literature and Techniques cannot be transferred in from another institution.

The second master's degree will be subject to the general regulations governing master's degrees except as stated above.

Students that have applied for graduation and are concurrently enrolled at another institution during the final semester in a program will be required to submit an official transcript before final clearance can be completed and degree can be awarded.

## **Thesis Process**

The thesis proposal process is a major step in the academic history of a master/specialist student completing a thesis at Texas A&M University-Commerce. Below are guidelines to help the student navigate through this important time. Students are expected to uphold the highest standards of research conduct and strictly adhere to all federal, state, and local regulations involving research.

The Office of Thesis and Dissertation Services (OTDS) is responsible for the development of supportive services for graduate students writing theses and dissertations, as well as reviewing all theses and dissertations. Services provided are training and support to faculty, students, and staff including materials and approaches to fit each unique discipline. The Office of Thesis and Dissertation Services is located on the second floor of the McDowell Business Administration Building in rooms 249D and 250C.

To ensure integrity and compliance in research, all students involved in research activities must successfully complete training in ***Responsible Conduct in Research and Scholarship*** (<http://www.tamuc.edu/research/compliance/ResponsibleConductInstructions.aspx>). Additional training is required for individuals (see #2 below) whose research involves human/animal subjects or biological agents. Graduate students whose research involves human subjects, animals, infectious biohazards and recombinant DNA must adhere to the University research compliance procedures. For questions or clarification about the student's responsibilities regarding research compliance, please contact the Office of Research and Sponsored Programs, 903-886-5143. Additional information is located online at <http://www.tamuc.edu/Research/>.

In order to submit a proposal to OTDS, a student must have committee approval and meet research compliance requirements, including IRB, IACUC, or IBC approval if applicable. Students may not begin collecting data for their study until they have received proposal approval from OTDS. Any data collected prior to OTDS approval is an ethical violation and the use of those data will be disallowed.

### To be able to propose the thesis:

1. Students must complete the online training for Responsible Conduct in Research and Scholarship (<http://www.tamuc.edu/research/compliance/ResponsibleConductInstructions.aspx>). This training is required of all students and is good for three (3) years.
2. Students must complete the following if the proposed research/study involves:
  1. **Human Subjects:** Human Subjects research is defined as a systematic investigation designed to develop or contribute to generalized knowledge, which involves the collection of data from or about living human beings. In addition, all student research involving human subjects outside the classroom is considered to be in this category (see: <http://www.tamuc.edu/Research/ComplianceOverview/ProtectionofHumanSubjects/default.aspx>).
    - a. Students must complete the Human Subjects online training **and** gain approval for the inclusion of human subjects in their research /study from the Institutional Review Board (IRB) for the Protection of Human Subjects. The online training can be accessed at the following website: (<http://www.tamuc.edu/Research/ComplianceOverview/ProtectionofHumanSubjects/default.aspx>).
    - b. Students must gain IRB approval for their study. The process to gain approval from the IRB includes completion, submission, the revisions (if required by the Departmental IRB Representative and/or IRB) of the IRB protocol form see: (<http://www.tamuc.edu/research/ComplianceOverview/ProtectionofHumanSubjects/default.aspx>). IRB protocol forms must be submitted to the Office of Research and Sponsored Programs through their departmental IRB representative. Final approval for the inclusion of human subjects in their research/study rests with the IRB.
  2. **Animal Subjects:** Animal subjects are defined as any live, vertebrate animal (see: <http://www.tamuc.edu/research/ComplianceOverview/AnimalResearch/default.aspx>).
    - a. Students must complete the Animal Subjects online training **and** gain approval for the inclusion of animal subjects in their research/study from the Institutional Animal Care and Use Committee. The online training can be accessed at the following website: (<http://www.tamuc.edu/research/ComplianceOverview/AnimalResearch/default.aspx>).
    - b. Students must gain IACUC approval for their study. The process to gain approval from the IACUC includes completion, submission, and revisions (if required by the IACUC) of the IACUC protocol form (see Research Protocols Form A at (<http://www.tamuc.edu/research/animalCare.aspx>)). IACUC protocol forms must be submitted to the Office of Sponsored Programs. Final approval for the inclusion of animal subjects in students research/study rests with the IACUC.
  3. **Biological Agents:** If a student conducts research involving any of the agents/materials listed below, the student must have approval from the Texas A&M University-Commerce Institutional Biosafety Committee (IBC) prior to initiation of the research: (see: <http://www.tamuc.edu/research/ComplianceOverview/Biosafety/default.aspx>).
    - Pathogens and potential pathogens of humans, animals or plants;
    - Materials potentially containing human pathogens (including human and non-human primate blood, tissue, and cell lines);
    - Recombinant DNA and RNA including creation or use of transgenic plants and animals;
    - Select agents and toxics listed by CDC;
    - Any material requiring a CDC license to import or a USDA permit;
    - a. Student must complete Biosafety training online and gain approval from the IBC before commencing any work. On-line training can be accessed at <http://www.tamuc.edu/research/ComplianceOverview/Biosafety/default.aspx>.
    - b. The IBC approval for students study includes training, self-assessments, safety concerns, required biosafety levels, risk, analysis and emergency procedures. The detailed information can be found under Office of Research Sponsored Programs website. Final approval rests with the IBC, and the approval must be included in students' application package.

### **TO GAIN PROPOSAL APPROVAL**

Submit the thesis proposal and required forms electronically to The Office of Thesis & Dissertation Services ([OTDS@tamuc.edu](mailto:OTDS@tamuc.edu)). Students must gain proposal approval from OTDS at least one semester prior to the semester they defend and submit their final thesis for approval. Before collecting any data a student must have OTDS approval, which includes completion and submission of the following.

- Ethics Training (CITI trainings, i.e., RCR)
- IRB, IACUC, or IBC Approval (if applicable)

- Committee, Department Head, Dean of College, and Dean of Graduate Studies Approval.

Lastly, it is the student's responsibility to submit his or her proposal and all required documents (listed below) to the Office of Thesis and Dissertation Services.

- Thesis proposal (Word format)
- Thesis proposal approval [form](#)
- Advisor's approval to submit [form](#)
- [CITI](#) trainings
- IRB, IACUC, or IBC Approval letter (if applicable) see [Research Compliance](#)

## Submission of Thesis

**Notification of the Thesis defense** A Notification of Thesis Defense [form](#) must be sent to the Office of Thesis and Dissertation Services ([OTDS@tamuc.edu](mailto:OTDS@tamuc.edu)) at least 7 days prior to the date the defense is to be held. Refer to [Academic Calendar](#) for thesis defense deadline if graduating in current semester. It is the responsibility of the student to collect all required signatures and to submit the completed form to OTDS.

**Thesis Defense** The student will defend the completed thesis before the advisory committee. Following a successful defense and acceptance by the advisory committee, the student will submit the final thesis. [Thesis Final Defense Report](#), and all other required forms (including all signatures except Dean of Graduate Studies), to the Office of Thesis and Dissertation Services. **Students must be in good academic standing with the Office of Graduate Studies to be eligible to defend.**

**Initial Submission of Final Thesis:** Initial submission of final thesis must be made by the deadline in the [Academic Calendar](#) for the semester the student wishes to graduate. All required documents listed below must accompany the final thesis. The candidate will be contacted with any changes to the thesis. After making these changes, and gaining advisor's approval, the student will resubmit their corrected thesis for final approval. Once the Office of Thesis & Dissertation Services (OTDS) has given final approval of the thesis, the student will upload the thesis to ProQuest and pay for publishing, binding and copyrighting (if applicable). Three copies will be bound and distributed to the student's major department, major advisor, and the library. The student may order more copies through ProQuest.

- **Initial submission.** One copy of the thesis in its final form must be electronically submitted to the OTDS by the deadline indicated in the [Academic Calendar](#) or the [Graduate Catalog](#) for that particular semester (this deadline is approximately 6 weeks prior to commencement). Accompanying this copy will be the following:
  - Comprehensive Exam Report
  - Thesis Final Defense Report
  - Advisor's Approval to Submit Thesis
  - Thesis Information Sheet see [forms page](#)

It is the student's responsibility to submit his or her proposal and all required documents to the Office of Thesis and Dissertation Services.

- **Final Approval.** Approval of the thesis rests with the Dean of Graduate Studies.

## Doctoral Degree Programs

Texas A&M University-Commerce offers the following Doctor of Education (EdD) and Doctor of Philosophy (PhD) degree programs:

1. EdD in Educational Administration
2. EdD in Higher Education Leadership
3. EdD in Supervision, Curriculum, and Instruction—Elementary Education
4. PhD in Counseling
5. PhD in Educational Psychology
6. PhD in English



## Admission to Doctoral Degree Programs

Students desiring acceptance into a doctoral program must meet the general requirements for admission; have an overall undergraduate grade point average of 2.75 on a 4.00 scale, or a 3.00 on the last 60 undergraduate semester credit hours, or a 3.40 for a master's degree and work beyond the master's level; and must meet all departmental requirements, such as GRE, letter of recommendation, interviews, etc.

Individual departments may establish additional requirements for admission to a specific degree program. Applicants will be required to fulfill any additional requirements established by the major department.

Applications of students who have met the requirements listed above will be forwarded to the major department. The department will review each application and make a recommendation regarding admission status to the Dean of Graduate Studies who will send written notice of the admission decision to the applicant.

A student is either granted full admission or denied admission. There is no provisional or conditional admission status.

A doctoral student who has not enrolled for 5 calendar years must apply for readmission under current admission and program standards for doctoral programs.

Some departments have specific dates for the departmental review of applications. Applications submission deadlines are available online at <http://www.tamuc.edu/academics/graduateSchool/graduateAdmissions/default.aspx>.

## Requirements for the Doctoral Degree

### **Degree Plan**

Upon acceptance into a doctoral program, the student should contact his/her advisor to discuss the doctoral degree plan. The degree plan will then be completed with the major and minor advisors (if a minor is selected) and forwarded to Graduate Studies for approval no later than the first semester of enrollment as a doctoral student.

### **Course Requirements**

A minimum of 90 semester hours beyond the baccalaureate degree or 60 semester hours beyond the master's degree is required for the doctoral degree. At least 45 hours of graduate course credit must be earned from Texas A&M University-Commerce. Master's level 595 research courses cannot be used toward a doctoral program. All courses applied toward a doctoral degree must be 500-level or higher. No more than 12 graduate semester credit hours (including hours completed in non-degree status) beyond the master's degree taken prior to admission to a doctoral program can be applied toward a doctoral degree.

1. **Major.** A major requires at least 36 semester hours excluding dissertation hours (718); however, a specific program may require additional semester hours for a major. (Specific program requirements are listed under each departmental section of this catalog.)
2. **Minor.** Students selecting the 60 hours beyond the master's degree option are not required to have a minor. A minor consisting of a minimum of 30 semester hours is required in all 90-hour programs except counseling, educational psychology, and English programs. The minor requirement can be fulfilled by one of the following options:
  1. *A comprehensive minor with all course work in one academic area.* A committee member will be assigned from the academic area and will determine the courses to be taken and be involved in evaluating the written and oral qualifying examinations, the dissertation, and the dissertation defense.
  2. *A split minor of two academic areas with at least 12 hours in each area (a 12-18 or 15-15 format).* Committee members will be assigned from both academic areas, and they will determine the courses to be taken and to be involved in the written and oral qualifying examinations, the dissertation, and the dissertation defense.
  3. *An interdisciplinary studies minor in three academic areas (a 12-9-9 format).* In rare cases, an interdisciplinary studies minor consisting of at least 9 hours in each of three academic areas may be approved. Committee members will be assigned from each of the academic areas, and will be involved in the written and oral qualifying examination, the dissertation proposal, and the dissertation defense.

Regardless of the option chosen the following conditions will apply: assignment of minor advisors rests with the head of the minor department or departments; all courses applied to the minor areas must be approved by the head of the appropriate minor department; at least one committee member must be from outside the student's major department; transfer courses applied toward a minor must be in academic areas taught at Texas A&M University-Commerce.

## Other Requirements:

Credit for no fewer than nine semester hours and not more than 12 semester hours of dissertation (718) will be given.

Electives and other course requirements as indicated under each departmental section of this catalog

Specific program requirements are listed under each departmental section of this catalog.

**Grade Point Average:** A grade point average of 3.00 or better on all graduate work completed at Texas A&M University-Commerce and in the student's major, as well as an overall grade point average of 3.00 or better on all graduate courses completed, is required for graduation. If a course is retaken, the last grade will be counted toward graduation and computation of the overall grade point average. No grade of "C" or below will count toward a doctoral degree. A course in which an "F" is received is considered a course completed. Only grades earned at Texas A&M University-Commerce will be calculated with student's grade point average.

**Academic Probation and Suspension from Doctoral Degree Programs:** A student who fails to achieve and maintain an overall 3.00 graduate grade point average during any semester of enrollment will be placed on academic probation. A student who fails to achieve a 3.00 overall graduate grade point average by the end of the next semester of enrollment will be placed on academic suspension for a minimum of two semesters (two summer terms count as one semester). After the academic suspension is served, the student may be allowed to re-enroll only upon the recommendation of the major department and with the approval of the Dean of Graduate Studies. Failure to achieve an overall 3.00 graduate grade point average during any subsequent semester of enrollment will result in dismissal, and the student will not be allowed to pursue further study toward the doctoral degree at Texas A&M University-Commerce. No course with a grade of "C" or lower will count toward a doctoral degree. A student receiving a grade of "C" or lower in a third graduate course will be suspended and will not be allowed to pursue further doctoral study at Texas A&M University-Commerce. This provision applies to all courses taken, including all duplicated courses. Courses taken from other institutions will not be transferable if taken during a period of suspension from Texas A&M University-Commerce. Students on academic suspension from another institution will not be admitted to Texas A&M University-Commerce until their specific period of suspension expires. A student who fails to meet the professional expectations of the field for which they are preparing may be suspended from further study in that program by the department administering that program.

A doctoral student who has not been enrolled for a period of at least 6 years may submit a graduate petition for removal of grades after 6 years to the Dean of Graduate Studies to have previous graduate grades eliminated from the calculation of the official grade point average. No courses eliminated from such calculation could be used toward a graduate degree.

**Doctoral Degree Residency:** After admission to a doctoral degree program, each student is required to engage in activities that fulfill departmental residency requirements. The departmental residency plan specifies requirements in the following areas:

1. Involvement in events that broaden intellectual growth.
2. Use of academic support resources.
3. Faculty-student interactions that promote scholarship, mentoring, and opportunities for evaluation.
4. Involvement with cognate disciplines and research scholars in those disciplines.
5. Engagement in meaningful peer interactions.

Please check with the major department for specific requirements. Successful completion of residency is conferred by approval of the department.

**Time Limitation:** All degree requirements beyond the master's must be completed within 10 calendar years from the date of admission to the doctoral program. However, course work taken beyond the master's degree that is over 10 years old at the time the doctoral degree is to be conferred cannot be used toward the doctoral degree.

**Catalog Privileges:** A student is entitled to use the degree provisions of any catalog in effect between the semester the student is admitted to the doctoral degree program and the semester the student's degree is conferred, provided the catalog used is not more than 10 years old at the time the degree is conferred.

**Research Tools:** All research tools courses must be taken at Texas A&M University-Commerce. Candidates for the doctoral degree must possess proficiency in the use of the research skills necessary to successfully complete the doctoral dissertation. Research tool courses must include bibliographic research skills, so that the candidates are able to find, evaluate, use, and communicate information in all its various formats. It is desirable for students to demonstrate these proficiencies early in their program; however, if that is not possible, students should demonstrate such proficiency prior to taking the qualifying examinations.

**Research tools requirements for doctoral degrees in the College of Education and Human Services can be met by successfully completing required coursework:**

- The Doctor of Education (EdD) requires 12 hours of prescribed coursework.
- The Doctor of Philosophy (PhD) requires 15 hours of prescribed coursework.
- Courses must be completed with a grade of B or better.
- Only doctoral research tool courses approved in advance of their offering, by the Graduate Council can be used to satisfy this requirement.
- These course requirements cannot be met through individual studies courses.

**The research tools requirement for the Doctor of Philosophy (PhD) in English:**

- 12 graduate semester credit hours of college-level classes in one foreign language
- Students with native or near-native competence in a relevant foreign language may consult with the department Director of Graduate Studies regarding this requirement.

**These requirements are to be viewed as minimal requirements. Consequently, a department may require additional research tool courses either for all of their students or as a requirement for an individual student based upon that student's need.**

**Students cannot be admitted to doctoral candidacy until the research tools requirement has been met.**

**Qualifying Examinations:** Upon the completion of approximately 2 full years of study, doctoral students take written and oral qualifying examinations. The qualifying examinations are designed to test the student's knowledge in the major and minor fields and are administered under the direction of an advisory committee consisting of representatives from the major and minor departments. An application for taking qualifying examinations and a current Texas A&M University-Commerce transcript must be submitted to the major department at least 3 weeks prior to the examinations. An applicant who does not pass the qualifying examinations may be suspended from the doctoral program, or upon the recommendation of the advisory committee and with the approval of the Dean of Graduate Studies, may be permitted to repeat the examinations. **It is the student's responsibility to submit all documents to the Office of Graduate Studies.**

**Admission to Candidacy for Doctoral Degree:** After the qualifying examinations and all research tools have been satisfactorily completed and all requirements have been verified by Graduate Studies, the student will be admitted to candidacy. Notification of admission to candidacy will be made by the Dean of Graduate Studies. After a student has been admitted to candidacy and all course work (except 718 Dissertation) has been completed, the student may qualify for reduced tuition for a 718. The degree can be conferred no sooner than 8 months after admission to candidacy.

**Process to Schedule Dissertation Proposal Defense:** Scheduling of the dissertation proposal defense is a major step in the academic history of a doctoral student at Texas A&M University-Commerce. Below are guidelines to help students navigate through this important time. Students are expected to uphold the highest standards of research conduct and strictly adhere to all federal, state, and local regulations involving research.

To ensure integrity and compliance in research, all students involved in research activities must successfully complete training in **Responsible Conduct in Research and Scholarship** <http://www.tamuc.edu/research/compliance/ResponsibleConductInstructions.aspx>. Additional training is required for students (see #2 below) whose research involves human subjects and must adhere to the University research compliance procedures. For questions or clarification about the student's responsibilities regarding research compliance, please contact the Office of Research and Sponsored Programs, 903-886-5143. Additional information is located online at <http://www.tamuc.edu/Research/>.

**To be able to schedule proposal defense:**

1. Students must complete the online training for **Responsible Conduct in Research and Scholarship** <http://www.tamuc.edu/research/compliance/ResponsibleConductInstructions.aspx> before the student can submit their schedule form. **This training is required of all doctoral students and is good for three (3) years.**
2. Student must complete the following if their proposed research/study involves:
  1. **Human Subjects:** Human Subjects research is defined as a systematic investigation designed to develop or contribute to generalize knowledge, which involves the collection of data from or about living human beings. In addition, all student research involving human subjects outside the classroom is considered to be in this category see <http://www.tamuc.edu/research/compliance/humanSubjectsIRB.aspx>.
    - a. Student must complete the Human Subjects online training **and** gain approval for the inclusion of human subjects in their research/study from the Institutional Review Board (IRB) for the Protection of Human

Subjects. The online training can be accessed at the following website:

<http://www.tamuc.edu/research/compliance/humanSubjectsIRB.aspx>

- b. Student must gain IRB approval for their study. The process to gain approval from the IRB includes completion, submission, and revisions (if required by the Departmental IRB Representative and/or IRB) of the IRB protocol form see <http://www.tamuc.edu/academics/graduateSchool/graduateForms.aspx>. IRB protocol forms must be submitted to the Office of Sponsored Programs through the departmental IRB representative. Final approval for the inclusion of human subjects in students research/study rests with the IRB. Attach IRB approval email to schedule form
3. **Submit the [Schedule Form for the Proposal Defense](#)** (fully filled out and signed) to **The Office of Graduate Studies by the 20th of the month preceding the month** in which the presentation of the Dissertation Proposal Defense is to be held. Should the 20th fall on Saturday or Sunday, the form must be filed on the Friday prior to the 20th. It is the responsibility of the student to collect all required signatures, and to submit the completed form to Graduate Studies.
4. **Proposal.** The student will work with the members of the advisory committee in developing the dissertation proposal. The proposal will be presented to the advisory committee in a session that will be open to all graduate faculty members. The student must gain proposal approval at least one semester prior to graduation. After the proposal, students must submit their proposal to the Office of Thesis & Dissertation Services (OTDS) for approval. In order to submit a proposal to OTDS, a student must have committee approval and meet research compliance requirements, including IRB approval if applicable. Students may not begin collecting data for their study until they have received proposal approval from OTDS. Any data collected prior to OTDS approval is an ethical violation and the use of those data will be disallowed. It is the responsibility of the student to submit his or her proposal and all required documents to the Office of Thesis and Dissertation Services. The following items must be included with a proposal submission to OTDS:
  1. Dissertation Proposal (Word document)
  2. Proposal Approval Form
  3. Advisor's Approval to Submit Form
  4. A copy of all required training certificates and IRB approval (if applicable)

Again, before collecting any data you must have OTDS approval, which includes completion of the following:

- Ethics Training (CITI trainings, i.e., RCR)
- IRB, IACUC, or IBC Approval (if applicable)
- Committee, Department Head, Dean of College, and Dean of Graduate Studies Approval.

Lastly, it is the student's responsibility to submit his or her proposal and all required documents to the Office of Thesis & Dissertation Services.

**Dissertation Credit:** After admission to candidacy, the student is required to enroll in at least 3 hours of 718 each fall and spring semester until the dissertation is completed and approved by the advisory committee and Graduate Studies. Enrollment during the summer term is not required unless the student is using the counsel of the major advisor and/or University facilities. Students who fail to enroll for dissertation during a fall or spring semester after admission to candidacy will be prohibited from enrolling until the tuition has been paid for those semesters.

**Scheduling the Dissertation Defense:** A completed and signed: [Schedule for Final Dissertation form](#) must be filed in the Office of Graduate Studies by the 20th day of the month prior to the month the defense is to be held. Refer to [Academic Calendar](#) for dissertation defense deadline if graduating in current semester. It is the responsibility of the student to collect all required signatures, and to submit the completed form to Graduate Studies.

**Dissertation Defense:** The student will defend the completed dissertation and respond to any questions related to his/her program of study before the advisory committee in a session open to all graduate faculty members. A Graduate Council representative will attend the defense to help assure that general graduate standards related to format and quality, are upheld. Students must be in good academic standing with the Office of Graduate Studies to be eligible to defend.

**Submission of Dissertation:** Registration in the dissertation course (718) is required the semester that the dissertation is submitted. It is the responsibility of the student to submit his or her dissertation and all required documents to the Office of Thesis and Dissertation Services. A dissertation and required forms must be submitted to the Office of Thesis & Dissertation Services (OTDS) by the deadline indicated in the [Academic Calendar](#) for that particular semester (this deadline is approximately 6 weeks prior to commencement). It is the student's responsibility to submit his or her proposal and all required documents to the OTDS. Submit the following items:

- Final Dissertation (Word document)
- Final Examination/Dissertation Defense Report
- Survey of Earned Doctorates (required for PhD students only, not EdD students)

- Advisor's Approval to Submit Form
- Dissertation Information Sheet

The candidate will be contacted with any changes to the manuscript. After making these changes, and gaining the advisor's approval, the student will resubmit the corrected dissertation for final approval (final approval of the dissertation rests with the Dean of Graduate Studies). Once the Office of Thesis and Dissertation Services has given final approval of the dissertation the student will upload the dissertation to ProQuest and pay for publishing, binding, and copyrighting (if applicable). Three copies will be bound and distributed to the student's major department, major advisor and the library. The student may order more copies through ProQuest. Once OTDS has given full approval of the dissertation the student will upload his or her dissertation to ProQuest.

**Filing for Graduation:** Commencement exercises are held three times each academic year in May, August, and December. Students must file for graduation with the Registrar's Office during the semester they plan to graduate. Students will be approved for graduation and the degree after they have completed all degree requirements satisfactorily and been approved by the Graduate Committee of the department and Graduate Studies. Please check the University [Academic Calendar](#) for deadline dates for filing. Graduation information and a graduation application are available online at <http://www.tamuc.edu/admissions/registrar/default.aspx>. Students may apply for graduation through [MyLeo](#). A student must be in good academic standing in order to complete graduation requirements. Participation in the commencement ceremony does not guarantee conferring of any degree. Texas A&M University-Commerce has the right to rescind any conferred degree if the University becomes aware that the student did not meet degree requirements

## Earning Graduate Credit

### *Transfer of Credit*

Transfer courses applied to a doctoral degree must be in a graduate academic area taught by Texas A&M University-Commerce. Credit for graduate coursework taken from other regionally accredited graduate schools in the United States is granted in accordance with approval by the student's advisory committee and evaluation by Graduate Studies. Time limitations on transfer courses are the same as for A&M-Commerce courses. Research tool courses must be taken at Texas A&M University-Commerce and are not allowed to be transferred. Transfer credit will be granted for only those courses in which the student received a grade of "B" or better.

### *Correspondence Courses*

Credit earned by correspondence will not apply toward a doctoral degree.

### *Independent Studies*

Registration in an individual studies (589 or 689), research, or similar course shall imply an expected level of effort on the part of the student comparable to that associated with an organized class with the same credit value. No more than twelve graduate semester credit hours (including master's credit) of individual studies courses may be applied to a doctoral degree. Independent Studies course credit cannot be used toward fulfilling the residency requirement.

### *Enrollment Limitation or Administrative Withdrawal*

Enrollment in any graduate course is subject to approval by the department offering the course, the instructor teaching the course, and the Dean of Graduate Studies, whether or not such is specifically stated in the course description. A student may be prevented from enrolling in the course or dropped from the course if it is already in progress if the Graduate Dean, department head, or a faculty member considers the student physically or mentally incapable of performing satisfactorily or safely in a course, or if the student becomes a threat to the instructor or others in the course or is disruptive in any way. In such cases, the Graduate Dean will confer with the faculty member and department head involved and then take appropriate action. Any tuition refund to which the student is entitled will be determined according to the University schedule for refunds and will be based on the date on which the student was dropped from the course.

# School of Agriculture

Location: Ag/IT Building, 903-886-5358

Derald A. Harp, PhD., Interim Director  
Robert "Bob" Williams, PhD., Interim Associate Director

The School of Agriculture offers a thesis and non-thesis option for the Master of Science in Agricultural Sciences.

Each graduate degree program in Agricultural Sciences is uniquely tailored to meet individual student interests, with research programs in Agri Business, Ag Economics, Agricultural Education, Animal Science, Agronomy, Equine Science, and Horticulture. The School of Agriculture includes state of the art laboratories and robust facilities appropriate for a wide range of experimental activities.

The School of Agriculture also supports a Transition to Teaching program for degreed professionals who wish to become certified to teach Agricultural Science and Technology or Family and Consumer Sciences in secondary schools. This program consists of graduate-level courses in agricultural and family education that focus on professional development competencies required for a successful career in teaching, as well as preparation for the Texas Examination of Educator Standards (TExES). Courses may be applied to a Master of Science degree in Agricultural Sciences, provided the student is admitted to a degree program. Individuals interested in Transition to Teaching should contact the department for specific information regarding admission.

## Agricultural Sciences

Derald Harp (Interim Director)  
Location: Ag/IT, 903-886-5358  
Agricultural Sciences Web Site:  
<http://www.tamuc.edu/academics/colleges/scienceEngineeringAgriculture/departments/agriculturalSciences/default.aspx>

Dr. Derald Harp, Interim Director

## Program of Graduate Work

The Department of Agricultural Sciences offers a Master of Science degree program in which students may choose to emphasize course work in agricultural economics, agricultural and family education, agricultural mechanization, animal science, plant and soil science, or horticulture. Graduate-level research is encouraged through the use of on campus and University Instructional and Research Farm facilities.

The Department of Agricultural Sciences also coordinates the Transition to Teaching program for degreed professionals who wish to become certified to teach Agricultural Science and Technology or Family and Consumer Sciences in secondary schools. This program consists of graduate-level courses in agricultural and family education that focus on professional development competencies required for a successful career in teaching, as well as preparation for the Texas Examination of Educator Standards (TExES). Courses may be applied to a Master of Science degree in Agricultural Sciences, provided the student is admitted to a degree program. Individuals interested in Transition to Teaching should contact the department for specific information regarding admission.

The department additionally has signed agreements with other cooperating institutions to conduct research projects at off-campus locations.

## Admission

Admission to a graduate program is granted by the Dean of Graduate Studies upon the recommendation of the department. To pursue a Master of Science degree, the student must be accepted by a member of the Graduate Faculty from the Department of Agricultural Sciences. Acceptance will be based on scores on the Graduate Record Examination (GRE), undergraduate grade point average, and availability of qualified advisors in the desired area.

- [Admission Requirements](#)

## Degree Requirements

Students may choose either the Option I (thesis) or Option II (non-thesis) program. Though not a guarantee, assistantships will be awarded preferentially to students that are conducting thesis.

**Note:** The Department reserves the right to suspend from the program any student who in the judgment of the departmental graduate committee, does not meet the professional expectations of the field.

## Agricultural Sciences MS

To pursue a Master of Science degree, the student must be accepted by a member of the Graduate Faculty from the Department of Agricultural Sciences. Acceptance will be based on admission to the Graduate School, scores on the Graduate Record Examination (GRE), undergraduate grade point average, and availability of qualified advisors in the desired area. Students may choose either the Option I (thesis) or Option II (non-thesis) program. Though not a guarantee, assistantships will be awarded preferentially to students that are conducting thesis.

### Master of Science in Agricultural Sciences (Option I) Thesis

(30 semester hours minimum)

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Thesis

<a href="#">AG 518</a>	Thesis (6 semester hours required)	3-6
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**Only 6 semester hours of credit for 518 per degree will be given upon satisfactory completion of the requirement**

#### Required Courses

<a href="#">AG 505</a>	Statistical Methods in Agriculture	3
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<a href="#">AG 506</a>	Advanced Statistical Methods in Agriculture	3
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<a href="#">AG 532</a>	Sci Meth Ag Research	3
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#### Electives

**Additional 15 hours to be selected by the student in consultation with his/her advisor. A minimum of nine elective hours must be earned in an Agricultural discipline. A minor is not required but if a student chooses to complete a minor, the required course work is four courses taken from a subject area that complements the student's major. A student must satisfy departmental comprehensive exam requirements of a minor.**

Advisor Approved Graduate Ag Electives	9
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Advisor Approved Graduate Electives	6
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<b>Total Hours</b>	<b>30</b>
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### Master of Science in Agricultural Sciences (Option II) Non-Thesis

(36 semester hours minimum)

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#### Required Courses

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<a href="#">AG 505</a>	Statistical Methods in Agriculture	3
<a href="#">AG 595</a>	Research Lit Techniques (3 semester hours required)	3
<b>Electives</b>		
<b>30 semester hours of additional courses to be selected by the student in consultation with his/her advisor. A minimum of 18 hours must be earned in an Agricultural discipline.</b>		
<b>Advisor Approved Graduate Ag Electives</b>		18
<b>Advisor Approved Graduate Electives</b>		12
<b>Total Hours</b>		36

## Courses

### AEC

#### **AEC 540 - Advanced Theory of Demand and Price Analysis**

Hours: 3

The development and use of economic models for price analysis and forecasting with emphasis on the interpretation of economic relationship in agriculture. Analysis of the effects of consumer behavior upon marketing firms and upon the demand for agricultural products.

#### **AEC 550 - Market Organization and Structure**

Hours: 3

Analysis of the conduct and performance of agricultural firms under imperfect market conditions. Sources of imperfections, managerial strategies, and welfare considerations under imperfect market conditions.

#### **AEC 589 - Independent Study**

Hours: 1-4

Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

#### **AEC 597 - Special Topics**

Hours: 1-4

Special Topics. One to four semester hours. Organized class. May be repeated when topics vary.

### AFE

#### **AFE 518 - Thesis**

Hours: 3-6

Thesis, Six semester hours. Development and reporting of a research project under the supervision of a graduate faculty member. Note: Granting of credit for this course is dependent upon completion and approval of a thesis.

#### **AFE 570 - Instructional Management**

Hours: 3

Instructional Management. Three semester hours. Provides students with a review of the ethical and pedagogical principles and practices needed to organize and deliver instructional programs in Agricultural Sciences and Family and Consumer Sciences.

#### **AFE 571 - Program Development**

Hours: 3

Program Development. Three semester hours. This course addresses the theoretical and practical principles of planning, funding, and conducting effective educational programs in Agricultural Sciences and Family and Consumer Sciences.



**AFE 572 - Special Populations**

Hours: 3

Special Populations. Three semester hours. Principles, procedures, and policies associated with teaching students who are representative of special populations as defined by federal career-technical education guidelines.

**AFE 573 - Practicum in Teaching**

Hours: 3

Practicum in Teaching. Three semester hours. Supervised teaching practicum in Agricultural Science or Family and Consumer Sciences at the secondary level. Course includes field-based teaching component and monthly seminars on strategies and issues related to the teaching profession.

**AFE 574 - Assessment & Evaluation**

Hours: 3

Assessment and Evaluation. Three semester hours. Theories and techniques used in assessing student learning and skill development and evaluating educational programs in Agricultural Science and Family and Consumer Sciences.

**AFE 575 - Community Leadership & Development**

Hours: 3

Theories and practices associated with organizing and implementing social and economic change within the community context.

Prerequisites: None.

**AFE 576 - Models Experiential Learning**

Hours: 3

Application of experiential learning theories and techniques to instructional programs in secondary, postsecondary, and community-based settings. Prerequisites: Admission to graduate school.

**AFE 577 - Coordinating Extension Program**

Hours: 3

Techniques and practical field experience in organizing, delivering, and evaluating community-based programs through the cooperative extension model. Prerequisites: Admission to graduate school.

**AFE 579 - Field Experience in Teaching**

Hours: 3

Fifteen week supervised teaching internship in agriculture or family and consumer sciences at the secondary or postsecondary level.

**AFE 589 - INDEPENDENT STUDY**

Hours: 1-4

Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

**AFE 595 - Res Lit Tech**

Hours: 3

Research Literature and Techniques. Three semester hours. This course provides a review of significant research studies produced by investigators in the student's major field with emphasis on the investigative and verification techniques that were used.

**AFE 597 - Special Topics**

Hours: 4

Special Topics. One to four semester hours. Organized class addressing topics relevant to teaching Agricultural Science. May be repeated when topics vary.

**AG****AG 503 - Adult Education**

Hours: 3

Adult Education - Three semester hours The purpose of this course is to advance the understanding of the basic principles behind motivating adults to learn. Procedures in implementing these principles to bring about change in adult behavior will be explored.

**AG 504 - Qualitative Research**

Hours: 3

Qualitative Research - Three semester hours This course investigates the different strategies/methods of conducting qualitative research such as conducting effective interviews, participant observation, and document analysis (data mining). Students will learn about the

different research designs associated with qualitative research and explore data analysis and establishing validity/reliability for qualitative research.

**AG 505 - Statistical Methods in Agriculture**

Hours: 3

Introductory statistics course for graduate students in agricultural sciences. Topics include descriptive statistics, measures of dispersion, hypothesis testing, confidence intervals, analysis of variance, pairwise comparisons, and linear regression. Prerequisites: Admission to graduate school.

**AG 506 - Advanced Statistical Methods in Agriculture**

Hours: 3

Advanced statistics course for students pursuing the Master of Science in Agricultural Sciences with a thesis option. Includes Chi-square, t-distribution, normal distribution, repeated measures, advanced regression analysis and non-parametric statistics. Prerequisites: AG 505.

**AG 512 - Methods of Technol Change**

Hours: 3

Methods of Technological Change - Three semester hours This course will focus on the processes by which professional change agents (for example, extension agents) influence the introduction, adoption, and diffusion of technological change. The interlocking relationships of technology, culture, and society and the role of the change agent in affecting those relationships will be covered. Students will learn how to predict and minimize the undesirable consequences of change and how to enhance the development of communication skills required when working with people.

**AG 518 - Thesis**

Hours: 3-6

Thesis. Three to six semester hours. Development of a research project under the supervision of a staff member. Granting of credit for this project is dependent upon the completion and approval of the thesis.

**AG 532 - Sci Meth Ag Research**

Hours: 3

Scientific Methodology in Agricultural Research. 3 Semester Hours. The course is for graduate students in an option 1 (thesis) graduate program and introduces students to the processes of scientific investigation, research methodologies and techniques, data interpretation, experimental design options, and scientific methodologies involved with planning, executing, interpreting and the scientific writing of research projects.

**AG 589 - Independent Study**

Hours: 1-4

Independent Study - Hours: One to four Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. Prerequisites Consent of department head. Note May be repeated when the topic varies.

**AG 595 - Research Lit Techniques**

Hours: 3

Research Literature and Techniques. Three semester hours. A careful study of the latest research literature and techniques available in different fields of agriculture. A research paper will be required according to the interests of the individual student.

**AG 597 - Special Topics**

Hours: 1-5

Special Topics. One to four semester hours. Organized class. May be repeated when topics vary.

**AG 597W - Special Topics**

Hours: 1-5

Special Topics. One to four semester hours. Organized class. May be repeated when topics vary.

**AG 599 - Grad Seminar in the Ag Science**

Hours: 1

AG 599 - Seminar - Hours: One Topics on the latest research and techniques in the agricultural sciences. Note Must be taken two times for credit.

## **AGED**

### **AGED 595 - Research Lit & Techniques**

Hours: 3

Research Literature and Techniques. Three semester hours. This course provides a review of significant research studies produced by investigators in the student's major field with emphasis on the investigative and verification techniques that were used. The student is required to demonstrate his competence in using systematic research techniques through the investigation and formal reporting of a problem.

## **AMC**

### **AMC 589 - Independent Study**

Hours: 1-4

Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

### **AMC 597 - Special Topics**

Hours: 1-4

Special Topics. One to four semester hours. Organized class. May be repeated when topics vary.

## **ANS**

### **ANS 510 - Adv Ultrasound Tech**

Hours: 3

Advanced Ultrasound Techniques for Body Composition in Livestock - Three semester hours - Cross listed with: ANS 410 This course is designed to provide students with basic knowledge and techniques of real-time ultrasound to measure body composition in Livestock. Students will compose and present a research paper to class members and Professor.

### **ANS 511 - Adv Reproductive Physi**

Hours: 3

Advanced Reproductive Physiology. Three semester hours. Recent advances in mammalian reproductive physiology. Special emphasis on endocrine chemistry and cellular action. Prerequisite: AnS 311.

### **ANS 512 - Endocrinology of Domestic Animals**

Hours: 3

Study of the anatomy and physiology of the endocrine system, hormone-producing cells, synthesis of hormones, mechanisms of hormone action, and effects of hormones on physiological processes in domestic animals. Study of hormone-related diseases and disorders.

### **ANS 513 - Environmental Physiology of Domestic Animals**

Hours: 3

Principles of environmental physiology and animal adaptation with emphasis on mechanisms of temperature regulation and related nutritional and metabolic-hormonal functions.

### **ANS 515 - Advanced Animal Nutrition**

Hours: 3

Principles of animal nutrition; anatomy and physiology of the digestive system; biochemistry of digestion, absorption, and metabolism; and animal nutrition research methodology with emphasis on domestic animal species.

### **ANS 522 - Animal Breeding**

Hours: 3

Animal Breeding. Three semester hours. An advanced course dealing with problems in population genetics as applied to domestic animals. Heredity and environmental interaction, methods of selection, mating systems, and biometrics of animal improvements. Prerequisite: AnS 310.

### **ANS 535 - Adv Principles of Livestock Mg**

Hours: 3

Advanced Principles of Livestock Management. Three semester hours. Course presents the latest technologies in animal management of various livestock species. Topics include nutrition, reproductive physiology, waste management for protecting the environment and ground water reserves, along with integrated management practices for complimentary animal species.

**ANS 589 - Independent Study**

Hours: 1-4

Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

**ANS 597 - Special Topics**

Hours: 1-4

Special Topics. One to four semester hours. Organized class. May be repeated when topics vary.

**EQSC****EQSC 589 - Independent Study**

Hours: 4

**EQSC 597 - SPECIAL TOPICS**

Hours: 1-4

**FDSC****FDSC 510 - Grape & Wine Chemistry**

Hours: 4

Grape and Wine Chemistry - Four semester hours Mechanistic basis for the chemistry and biochemistry of vines, grapes, yeast, and bacteria used in winemaking, wine spoilage, and health issues of alcohol and wine. Critical evaluation of the literature pertaining to the above subjects.

**FDSC 519 - Natural Products of Wine**

Hours: 4

Natural Products of Wine - Four semester hours Structure, occurrence, and changes due to wine production to the natural products found in wine. Chemicals with a sensory impact will be emphasized, including flavonoids and other phenolics, terpenes and norisoprenoids, pyrazines, oak volatiles and other wine constituents.

**FDSC 523 - Inst. Anal. Must & Wine**

Hours: 4

Instrumental Analysis of Must and Wine - Four semester hours Theory and practice of instrumental analysis of wines and musts. Emphasis on the principles of analytical techniques (e.g., EC, GC, HPLC, Mass Spectrometry) and key factors determining correct choice of instrumental method.

**FDSC 525 - Adv. Wine Microbiology**

Hours: 4

Advanced Wine Microbiology - Four semester hours Identification, physiology, and biochemistry of bacteria and yeasts involved in wine making and spoilage of wines. Vinous and malolactic fermentations. Sherry organisms and other film yeasts.

**FDSC 535 - Winery Mgmt**

Hours: 4

Winery Management - Four semester hours Physical properties of a winery; administrative organizational set-up; personnel; purchasing, packaging and shipping; local, state, and federal regulatory statutes.

**FDSC 563 - Grape Development**

Hours: 4

Grape Development and Composition - Four semester hours The anatomy, physiology, and biochemistry of grape development, with emphasis on the development of grape composition relevant to winemaking.

**FDSC 589 - Independent Study**

Hours: 1-4

Independent Study - 1 to 4 semester hours Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies

**FDSC 597 - Special Topics**

Hours: 4

Special Topics. One to four semester hours. Organized class. May be repeated when topics vary.

## **PLS**

### **PLS 500 - Soil Fertility**

Hours: 3

Soil Fertility. Three semester hours. The essential elements in the soil will be discussed, and soil samples will be analyzed to determine the level of elements that are contained. Prerequisites: PLS 309, 320 and CHEM 111, 112, 211.

### **PLS 501 - Ag & Bio & Instrumentation**

Hours: 3

Agricultural and Biological Instrumentation. Three semester hours. (2 lecture, 2 lab) Principles, equipment, and techniques for measuring variables in plant, soil, and environmental sciences. Spectrophotometry, chromatography, atomic absorption, weather sensors and data loggers, and tissue culture are covered.

### **PLS 502 - Adv Crop Physiology**

Hours: 3

Advanced Crop Physiology - Three semester hours The undergraduate class PLS 381 (a prelude to this proposed class) covers physiological processes underlying crop growth and development and the effect of crop management practices on physiology. This PLS 502 Advanced Crop Physiol class will briefly cover those principles in PLS 381 but will also cover the following: crop physiological responses to water (and other abiotic) stresses, the details of yield components and how they compensate for each other, nitrogen metabolism as it relates to grain growth and quality, fertility effects on forage yield and quality. Laboratory exercises will be designed to elucidate these principles. Pre-requisites: PLS 115 or PLS 120, PLS 381 or PLS 326 or PLS 455 or PLS 460

### **PLS 515 - Pasture Management**

Hours: 3

Pasture Management. Four semester hours. A careful study of the literature concerning the soil and vegetative problems in regard to establishing, restoring, and maintaining pastures. Consideration will be given to pasture plans for this section of Texas, fertilizers to use, and good pasture practices to be observed. Prerequisite: PLS 326.

### **PLS 589 - Independent Study**

Hours: 1-4

Independent Study - Hours: One to four Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. Prerequisites Consent of department head. Note May be repeated when the topic varies.

### **PLS 597 - Special Topics**

Hours: 4

Special Topics. One to four semester hours. Organized class. May be repeated when topics vary.

# College of Science and Engineering

Location: AGET Building, Room 116, 903-886-5321

Dr. Brent Donham, Dean  
Dr. Haydn A. "Chip" Fox, Associate Dean

The College of Science & Engineering offers graduate degree program in: *Biological Sciences, Chemistry, Computational Science, Computer Science, Technology Management, Mathematics, and Physics, and two graduate certificates in Environmental Science and Computational Linguistics.*

Graduate education in STEM disciplines is characterized by rapid changes. Each discipline in the college provides faculty and students with state-of-the-art research facilities, equipment, and professional support staff. We are strongly committed to professional development for public school faculty and for preparing our students to succeed in terminal degree programs.

## Biological and Environmental Sciences

Larry Lemanski (Department Head)

Location: Science Building, 903-886-5378

Biological and Environmental Sciences Web Site:

<http://www.tamuc.edu/academics/colleges/scienceEngineeringAgriculture/departments/biologicalEnvironmentalSciences/default.aspx>

Dr. Larry Lemanski, Department Head

The Department of Biological and Environmental Sciences offers a Master of Science degree in Biological Sciences and Graduate Certificate in Environmental Sciences. The graduate programs in biology are designed to provide opportunities for students to pursue advanced training in particular fields of biology, to advance their professional goals, or to prepare students for entry into doctoral or professional health programs. The Master of Science degree in Biological Science offers both thesis and non-thesis options. The program is available face to face or online for students completing the non-thesis option. Students wanting to enroll in the thesis option are encouraged to contact faculty members with similar research interests. Faculty research interests within the department include behavioral ecology, environmental science, microbiology, neuroscience, molecular, cellular and developmental biology, as well as wildlife ecology and conservation.

### Programs of Graduate Work

[Master of Science in Biological Sciences \(Thesis\) and \(Non-Thesis\)](#)  
[Graduate Certificate in Environmental Sciences](#)

### Admission

Admission to a graduate program is granted by the Dean of Graduate Studies upon the recommendation of the department. Acceptance to the graduate program is based upon a combination of factors. Students must submit acceptable GRE scores or passing scores in the TExES for Life Science 8-12 #138, and previous undergraduate and graduate transcripts. Prospective students must also submit two professional letters of recommendation and a letter of application stating research and career interests to the graduate school as part of their application material: A personal interview with the Department of Biological and Environmental Sciences Graduate Committee may also be required if deemed necessary.

- [Admission Requirements](#)

### Departmental Requirements

Students accepted in the graduate programs of the Department of Biological and Environmental Sciences are expected to follow all of the rules and procedures established by the Department. Students in all programs except the graduate certificate must pass a final comprehensive examination. The final comprehensive exam will normally be an oral exam administered by the student's advisory committee, with other departmental graduate faculty invited to participate, as well as faculty from a minor department when appropriate. Oral exams can be scheduled by the student's advisor only after a completed thesis or non-thesis paper has been reviewed by the advisory committee.

**Note:** The Department reserves the right to suspend from the program any student who in the judgment of the departmental graduate committee, does not meet the professional expectations of the field.

## Biological Sciences MS

Upon being accepted for admission into the Graduate School, each student will either select or be assigned an advisor from the graduate faculty within the Department of Biological and Environmental Sciences. This faculty member will chair the student's advisory committee, which will include at least two additional graduate faculty members, one of whom may be from another department. Courses may be applied to a particular master's degree program only with the approval of the student's advisory committee. Courses taken before a committee is chosen may not be approved by the committee for the student's particular degree program and, therefore, may not apply to the degree. Course selections will be based upon unique student needs as revealed by academic records and career goals. Course selections will include graduate course offerings in the Department of Biological and Environmental Sciences as well as supporting courses if deemed desirable or necessary from other departments. With committee recommendation, and approval of the Graduate Dean, a maximum of two upper level undergraduate courses may be applied to certain degree programs.

The Biological Sciences MS degree is available on campus or fully on-line.

## Master of Science in Biological Sciences (Option I) Thesis

The student will complete a minimum of 30 sh, [BSC 518](#) Thesis 6 (sh), plus 24 sh of courses (12 sh of which must be in biological sciences) selected and approved by the student's advisory committee.

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### Required Course

<a href="#">BSC 518</a>	Thesis (6 semester hours required)	3-6
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**Only 6 semester hours of credit for 518 per degree will be given upon satisfactory completion of the requirement**

### Required Core Courses

Select 12 semester hours from the following approved courses

<a href="#">BSC 504</a>	Quantitative Biology	3
<a href="#">BSC 505</a>	Methods in Field Ecology	3
<a href="#">BSC 509</a>	Microbial Ecology	3
<a href="#">BSC 510</a>	Community Ecology	3
<a href="#">BSC 511</a>	Advanced Ornithology	3
<a href="#">BSC 512</a>	Ecological Genetics	3
<a href="#">BSC 513</a>	Genetic Analysis	3
<a href="#">BSC 514</a>	Pharmacology	3
<a href="#">BSC 515</a>	Adv Cell Biology	3
<a href="#">BSC 516</a>	Medical Microbiology	3
<a href="#">BSC 517</a>	GLB/Stem Cell Biology	3
<a href="#">BSC 519</a>	Advanced Gene Regulation	3
<a href="#">BSC 520</a>	Advanced Immunology	3
<a href="#">BSC 521</a>	Epigenetics	3
<a href="#">BSC 523</a>	Vertebrate Endocrinology	3

<a href="#">BSC 524</a>	Endocrine Toxicology	3
<a href="#">BSC 525</a>	Advance Neuroscience	3
<b>Electives</b>		
<b>Select a total of 12 semester hours from:</b>		12
Any 500 level BSC or ENVS course or any 500 level course from disciplines approved by the student's faculty advisor/advisory committee excluding <a href="#">BSC 518</a> & <a href="#">BSC 595</a>		
<b>Total Hours</b>		30

## Master of Science in Biological Sciences (Option II) Non-Thesis

The student must complete [BSC 595](#) Research Lit & Techniques, plus 33 sh of courses (15 sh of which must be in biological sciences) selected and approved by the student's advisory committee.

### Required Courses

<a href="#">BSC 595</a>	Research Lit & Techniques (3 semester hours required)	3
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### Required Core Courses

Select 15 semester hours from the following approved courses

<a href="#">BSC 509</a>	Microbial Ecology	3
<a href="#">BSC 510</a>	Community Ecology	3
<a href="#">BSC 511</a>	Advanced Ornithology	3
<a href="#">BSC 512</a>	Ecological Genetics	3
<a href="#">BSC 513</a>	Genetic Analysis	3
<a href="#">BSC 514</a>	Pharmacology	3
<a href="#">BSC 516</a>	Medical Microbiology	3
<a href="#">BSC 517</a>	GLB/Stem Cell Biology	3
<a href="#">BSC 521</a>	Epigenetics	3
<a href="#">BSC 525</a>	Advance Neuroscience	3
<a href="#">BSC 526</a>	Developmental Biology	3
<a href="#">BSC 527</a>	Human Physiology	3

### Electives

<b>Select a total of 18 semester hours from any of the following approved disciplines:</b>		18
Any 500 level BSC course beyond the courses used to satisfy the (15 sh Required Core), ENVS courses, or 500 level courses from disciplines approved by the student's faculty advisor/advisory committee excluding <a href="#">BSC 518</a> & <a href="#">BSC 595</a>		
<b>Total Hours</b>		36



# Environmental Science Graduate Certificate

The Graduate Certificate in Environmental Science is an academic certificate (rather than a professional certificate) that affirms completion of a thirteen-semester-hour program of graduate-level courses in environmental science at Texas A&M University-Commerce. The graduate certification program is a means by which an environmental professional can fill in certain knowledge gaps not covered by previous education or experiences. All of the courses are fully on-line and include:

Students must have admission to the Graduate School.

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## Requirement to complete graduate certificate program.

<a href="#">ENVS 502</a>	Phase I Site Assessment	3
<a href="#">ENVS 503</a>	Env. Law, Reg., Ethic	3
<a href="#">ENVS 505</a>	Hydrology	3
<a href="#">ENVS 506</a>	Renewable Energy	1
<a href="#">ENVS 508</a>	Environmental Remediation	3
<b>Total Hours</b>		<b>13</b>

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### Note

Coursework must be completed at Texas A&M University-Commerce with a 3.0 GPA in all courses used for this graduate certificate. (*No Substitutions*)

## Courses

### BSC

#### **BSC 500 - Graduate Seminar**

Hours: 1

Graduate Seminar. One semester hour. Discussions and presentations of issues of current interest in the biological sciences and of related career opportunities. Prerequisite: Graduate standing.

#### **BSC 504 - Quantitative Biology**

Hours: 3

Advanced Quantitative Biology - Three semester hours The objective of this course is to provide students with the knowledge and understanding of the methods of statistical analysis applicable to biological research. Emphasis will be placed on the concepts and application of statistical thinking. Basic probability theory, parametric and non-parametric statistics including t-test, analysis of variance, correlation, simple linear regression will be reviewed. Advanced statistical methods including multiple regression, logistic regression, model selection and other quantitative methods will be introduced. Prerequisite: An undergraduate degree in Biology, Wildlife, or related discipline or permission from instructor.

#### **BSC 505 - Methods in Field Ecology**

Hours: 3

Methods in Field Ecology. Three semester hours. A study of advanced contemporary knowledge in field ecology. Prerequisite: An undergraduate degree in Biology, Wildlife, or related discipline or permission from instructor

#### **BSC 509 - Microbial Ecology**

Hours: 3

Microbial Ecology, Three Semester Hours. This course is designed to provide in-depth understanding of the interrelationship between microorganisms and their living (biotic) and nonliving (abiotic) environments. The comprehensive understanding will help students evaluating and creating a holistic approach to sustainable environmental quality as all living organisms interplay to maintain ecological balance. The term "microbial ecology" came into frequent use only in the early 1960s. The current popularity of microbial ecology and the rapid development of this field are reflective of public interest in ecology and the scientific recognition of the essential roles of microorganisms in ecosystems.

**BSC 510 - Community Ecology**

Hours: 3

Community Ecology - Three semester hours Community ecology is the study of biotic interactions in plant and animal assemblages. This course begins with a description of community types. More detailed material follows: competition and ecological niche, predator-prey interactions, food webs, habitat selection, and diversity. The material is supported by numerous examples from models and experimental studies.

**BSC 511 - Advanced Ornithology**

Hours: 3

Advanced Ornithology - Three semester hours This course looks at current research in the areas of avian evolution, systematics, foraging ecology, mate choice, mating systems, and reproductive behavior and ecology. Prerequisites : undergraduate degree in Biology, Wildlife, or related discipline or permission from instructor

**BSC 512 - Ecological Genetics**

Hours: 3

Ecological Genetics. Three semester hours. Ecological genetics is a study of the genetic processes that occur within and among populations and which contribute to population differentiation and microevolution. Topics covered include measures of genetic variation, genetic drift, natural selection and adaptation, phenotypic evolution, the evolution of life histories, sex and reproductive success. Prerequisite: An undergraduate degree in Biology, Wildlife, or related discipline or permission from instructor

**BSC 513 - Genetic Analysis**

Hours: 3

Genetic Analysis and Investigation - Three semester hours This course is designed for students with a thorough background in biology and cell biology. Therefore, this course provides students with an in-depth investigation into DNA technology and practical application of genetic study and hereditary disease. Following a brief review of DNA structure, function, nature of genes and mendelian genetics an extension of mendelian analysis is explored. Emphasis will be placed on eukaryotic mapping, mapping techniques, recombinant DNA technology and practical applications. Next, comprehension of genetic mutations at the nucleotide, and chromosomal level is sought in the context of aging and human disease. Students are expected to gain an in-depth understanding of basic principles and concepts of genetics at the molecular level, to learn to reason scientifically, and to understand and describe the cooperative function of genes in cells. Prerequisites: An undergraduate degree in Biology or related discipline or permission from instructor.

**BSC 514 - Pharmacology**

Hours: 3

Pharmacology - Principles and Practice - Three semester hours This course is designed for graduate students with a thorough background in biology and cell biology. Therefore, this course provides students with a greater understanding of general concepts of pharmacology. Specific drugs and sites of drug action are examined beginning with the peripheral, followed by the central nervous system. We then will focus on the pharmacology of the endocrine system and conclude with drugs affecting the immune system. Emphasis will be distribution, metabolism and transport as well excretion of drugs. In each system pharmacological effects, cautions and contraindications are discussed. Clinical indications and hypothetical scenarios are discussed. Students are expected to gain an in-depth understanding of basic principles and concepts of drugs at the molecular levels, to learn to reason scientifically, and to understand and describe the cooperative function of pharmacology in body systems. Prerequisites: An undergraduate degree in Biology or related discipline or permission from instructor.

**BSC 515 - Adv Cell Biology**

Hours: 3

Advanced Cell Biology - Three semester hours This course is designed for graduate students with a thorough background in biology and cell biology. Therefore, this course provides students with a greater understanding of molecular mechanisms of cellular function. Emphasis will be placed on internal organization of the cell. Students are expected to gain an in-depth understand of basic principles and concepts of eukaryotic cells at the molecular levels, to learn to reason scientifically, and to understand and describe the cooperative function of organelles in the specialized cells. Prerequisite: An undergraduate degree in Biology or related discipline or permission from instructor

**BSC 516 - Medical Microbiology**

Hours: 3

Medical Microbiology. Three semester hours. This is a course for biology graduate students designed to provide knowledge of pathogenic microorganisms and infections and to help students develop a means of analyzing the nature of infectious diseases. Specific topics covered during this class include pathogenic microorganisms, diagnostic procedures, infection control & treatment, and emerging diseases. This course will focus on the pathogenic mechanisms of microorganisms aided with corresponding individual case studies of diseases in order to foster critical thinking and problem solving techniques. Prerequisite: Graduate standing, An undergraduate degree in Biology or related discipline or permission from instructor. Prerequisites: Graduate standing, An undergraduate degree in Biology or related discipline or permission from instructor.

**BSC 517 - GLB/Stem Cell Biology**

Hours: 3

This course will provide students with an in-depth account of stem cell biology, various forms of stem cells and their application to regenerative medicine. Special reference will be made to molecular, epigenetic, and genetic control of stem cell differentiation and specializations. Existing and potential clinical use of stem cells, its derivatives, and induced pluripotent stem cells also will be discussed. Since this is rapidly developing field with sweeping social implications, strong emphasis will be placed on understanding the current controversies surrounding stem cell research.

**BSC 518 - Thesis**

Hours: 3-6

Thesis. Six semester hours. A problem is chosen in the student's major field of interest with approval of the major professor. No credit is given until an acceptable thesis is completed. Prerequisite: Graduate standing.

**BSC 519 - Advanced Gene Regulation**

Hours: 3

Advanced Gene Regulation - Three semester hours This course will provide a rigorous and advanced knowledge in regulation of gene expression so that students will be ready for Ph.D. level courses. This course will emphasize the molecular biology gene expression in eukaryotes. Based on the review of the seminal works in gene regulation, presentations and discussions, this course will familiarize the student with current technology and driving principles of the field of gene regulation.

**BSC 520 - Advanced Immunology**

Hours: 3

Advanced Immunology - Three semester hours This course is designed for graduate students with a thorough background in biology and cell biology. Therefore, this course provides students with a review of basic immunological principles and the generation of immune responses. Emphasis will be placed on human physiology and the cooperative interplay between innate and acquired immunity. An in-depth view of the immune system will be sought in the context of immune effector mechanisms as well as the immune system in health and disease. Principles and applications of antibody-antigen interactions will also be discussed. Students are expected to learn the principles and concepts of immunology both at the molecular and cellular levels, to learn to reason scientifically, and to understand and describe the function of immune systems in the human body. Prerequisites: An undergraduate degree in Biology or related discipline or permission from instructor.

**BSC 521 - Epigenetics**

Hours: 3

Epigenetics - Three semester hours This course will provide students with a rigorous foundation in epigenetics and epigenomics. This course will emphasize the epigenetic process of gene regulation, its involvement in disease processes, therapies and recent advances in assessing epigenetic changes. Based on the review of the seminal works in epigenetics course will familiarize the student with current technology and driving principles of the field of epigenetics.

**BSC 523 - Vertebrate Endocrinology**

Hours: 3

Vertebrate Endocrinology - Three semester hours This course is designed for graduate students with a thorough background in biology and cell biology. Therefore, this course provides students with a greater understanding of molecular, developmental, and network mechanisms of endocrine function. After a basic introduction of endocrinology and basic mechanisms, emphasis and focus will be placed on individual tissues and their respective hormones including the pituitary, hypothalamus, neurohypophysial, gastrointestinal, pancreatic adrenal, thyroid and reproductive systems.

**BSC 524 - Endocrine Toxicology**

Hours: 3

The course incorporates the study of basic endocrine functions and how these functions may be impaired or altered by environmental chemicals. It considers endocrine organs, including the pituitary, thyroid, parathyroids, adrenals, testes, ovaries and the pancreas as toxicological targets of environmental endocrine disruptors as well as the consequences of target organ changes on other body systems. In addition, the course reviews evidence of environmental endocrine disruption in fish and wildlife, and its relevance to human health. Prerequisites: Graduate Standing. Prerequisite: An undergraduate degree in Biology or related discipline or permission from instructor.

**BSC 525 - Advance Neuroscience**

Hours: 3

Advanced Neuroscience - Three semester hours. This course is designed for graduate students with a thorough background in biology and cell biology. Therefore, this course provides students with a greater understanding of molecular, developmental, and network mechanisms of neuronal function. Emphasis will be placed on molecular and cellular components of neurons at their most basic level as well in unique specific systems particularly sensory, and movement systems as well as cognitive development & aging. Students are expected to gain an in-depth understand of basic principles and concepts of neurons at the molecular levels, to learn to reason scientifically, and to understand and describe the cooperative function of organelles in the specialized cells. Prerequisite: An undergraduate degree in Biology or related discipline or permission from instructor

**BSC 526 - Developmental Biology**

Hours: 3

This course is intended for master's level students who understand genetics and cell biology/biochemistry. This course examines the molecular mechanisms of development covering fertilization through senescence. It is organized around an in depth analysis and careful reading of primary research papers taken from the current literature. Topics vary but include events in early embryogenesis such as fertilization, embryonic stem cells, gastrulation and layer determination, and axis formation. Later events in embryogenesis covered include tissue specific stem cells, digit formation, cell differentiation, muscle formation, neural development, and synapse formation. Postembryonic development includes studies on hormonal regulation, aging, and senescence. A variety of organisms are introduced, with common mechanisms of development emphasized. Prerequisite: An undergraduate degree in Biology or related discipline or permission from instructor.

**BSC 527 - Human Physiology**

Hours: 3

Human Physiology - Three semester hours. This advanced course focuses on human physiology. It provides a comprehensive understanding of how each organ/tissue works down to the cellular level and what role(s) each organ system plays in maintaining homeostasis. This information is then used to solve case studies involving human physiology.

**BSC 528 - Case Studies in Endocrinology**

Hours: 3

Case Studies in Endocrinology (Three semester hours). This advanced course in physiology focuses on the human endocrine (hormonal) system. Students will learn how to differentiate between endocrine, paracrine, and autocrine systems and they will understand the major mechanisms of action of peptides, steroid, and thyroid hormones. The course materials will allow students to compare and contrast hormone actions exerted via plasma membrane receptors with those mediated via intracellular receptors. Other topics include the role of hormone-binding proteins, feedback control mechanisms of hormone secretion, the effects of secretion, degradation, and excretion on plasma hormone concentrations and hormone measurements (eg, radioimmunoassay, immunometric assay) and their interpretation.

**BSC 529 - Workshop**

Hours: 3

Workshop - Three semester hours Topics may vary

**BSC 530 - Virology**

Hours: 3

Virology - Three semester hours An advanced detailed study of contemporary knowledge of virology. Prerequisite: An undergraduate degree in Biology or related discipline or permission from instructor.

**BSC 531 - Biogeography**

Hours: 3

Biogeography - Three semester hours Biogeography is the study of the geological, evolutionary, and ecological processes that have resulted in the geographic patterns of biodiversity that we see today. This course provides a comprehensive overview of this most fascinating subject. The material begins with an overview of ecological communities and the geographic patterns of biodiversity. It then follows with coverage of the interactions of geological and evolutionary histories and ends with a brief discussion of on-going human impacts.

**BSC 532 - Adv. Behavioural Ecology**

Hours: 3

Advanced Behavioral Ecology - Three semester hours Behavioral ecology is the study of the adaptive value of behavior in its ecological context. This course looks at current research in the areas of foraging ecology, mate choice, mating systems, reproductive behavior and ecology, decision making, game theory and optimality in animals. Prerequisite: An undergraduate degree in Biology, Wildlife, or related discipline or permission from instructor

**BSC 533 - Invertebrate Zoology**

Hours: 3

Invertebrate Zoology. Three semester hours. A study of advanced contemporary knowledge in invertebrate zoology. Prerequisite: An undergraduate degree in Biology, Wildlife, or related discipline or permission from instructor

**BSC 534 - Vertebrate Zoology**

Hours: 3

Vertebrate Zoology. Three semester hours. A study of advanced contemporary knowledge in vertebrate zoology. Prerequisite: An undergraduate degree in Biology, Wildlife, or related discipline or permission from instructor

**BSC 535 - Evolution**

Hours: 3

Evolution. Three semester hours. This course deals primarily with macroevolution. Topics include models of gene flow, agents of evolution, natural selection, isolating mechanisms, geographic variation, phylogenetics, the fossil record, the species concept and speciation, adaptation and the evolution of morphological traits. Prerequisite: An undergraduate degree in Biology, Wildlife, or related discipline or permission from instructor

**BSC 536 - Plant Diversity & Conservation**

Hours: 3

Plant Diversity and Conservation. Three semester hours. An advanced study of plant diversity and conservation strategies at the species, population and landscape levels. Prerequisites: BSc 307.

**BSC 537 - Behavior and Conservation**

Hours: 3

The Role of Animal Behavior in Conservation Biology - Three semester hours This course begins with a brief description of the principles of animal behavior and behavioral ecology. It then focuses on how a consideration of animal behavior affects the design and effectiveness of conservation programs.

**BSC 538 - Respiratory Physiology**

Hours: 3

Respiratory Physiology (Three Semester Hours). This is an advanced course in respiratory physiology. Courses topics include detailed examinations of pulmonary ventilation, alveolar ventilation, pulmonary circulation, pulmonary gas exchange, oxygen and carbon dioxide transport, respiratory control, and non-respiratory lung functions.

**BSC 539 - Herpetology**

Hours: 3

An investigation of the study of amphibians and reptiles, with emphasis on diversity, evolution, and natural history of extant groups. Current controversies, conservation, and behavior will be topics of note.

**BSC 540 - Animal Behavior**

Hours: 3

An investigation of the principles of animal behavior with an emphasis on evolution and the proximate and ultimate causes of behavior. Aspects of methods of observations, physiology and development of behavior, instinct and learning, and modern cognitive ethology will be addressed.

**BSC 550 - Microbial Physiology**

Hours: 3

Microbial Physiology. Three Semester Hours. This is an advanced microbiology course designed for graduate students majoring in biology. Microbial physiology is a study of the cell structure, growth factors, metabolism and genetic composition of microorganisms and the interrelatedness of microbiology, biochemistry, and genetics in the context of a functional bacterial cell. This course provides a survey of microbial physiology with emphasis on metabolism, regulation, cell walls, membranes, ecology, and adaptation to extreme environments.

**BSC 551 - Ecophysiology**

Hours: 3

Ecophysiology. Three Semester Hours. A study of physiological adjustments made by animals to changes in their external environment. The topics include fundamental mechanisms of adaptation, central issues in comparative physiology such as water balance, osmoregulation, metabolism and energy supply, respiration and circulation, temperature and its effects, excitable tissues as well as hormonal and chemical controls that allow adjustments in the changing aquatic and terrestrial environments.

**BSC 552 - Comparative Animal Physiology**

Hours: 3

Comparative Animal Physiology. Three Semester Hours. A comparative study of the general principles of organismal function in terms of similarities that exist between very different animals and the exceptions to the general rules. The focus will be on understanding how whole animals, both invertebrates and vertebrates, solve particular challenges of living in different habitats.

**BSC 589 - Independent Study**

Hours: 1-4

Independent Study . One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

**BSC 595 - Research Lit & Techniques**

Hours: 3

Research Literature and Techniques. Three semester hours. (Same as ESci 595)

**BSC 597 - Special Topics**

Hours: 1-4

Special Topics. One to four semester hours. Organized class. May be repeated when topics vary.

**ENVS****ENVS 502 - Phase I Site Assessment**

Hours: 3

Phase I Environmental Site Assessment - Three semester hours Phase I Environmental Site Assessments (often known as "due diligence") are the bread and butter of most environmental consulting firms. In this course, you will learn why these are important and the proper protocols involved. In this course, you will be required to conduct three phase I's on abandoned industrial or commercial properties.

**ENVS 503 - Env. Law, Reg., Ethic**

Hours: 3

Environmental Law, Regulation, and Ethics. Three semester hours Internet-Course This Course is designed familiarize students with an overview of environmental law and regulation, to provide them with the skills required to navigate through the regulations, and to provide them with the tools to stay current with regulatory changes as they occur. In addition, this course will acquaint students with numerous environmental ethical issues that influence the development of environmental policy and regulations. Pre-requisites: None

**ENVS 505 - Hydrology**

Hours: 3

Hydrology - Three semester hours Internet-Course This Course is designed to familiarize students with all aspects of the hydrologic cycle, but the bulk of the course is devoted to hydrogeology, the study of groundwater. Characteristics of groundwater flow and practical methods of aquifer characterization will be discussed particularly as it relates to the evaluation of groundwater supplies and groundwater contamination and remediation. Pre-requisites: None

**ENVS 506 - Renewable Energy**

Hours: 1

Renewable Energy Resources - One semester hour A brief survey of the state of non-renewable energy resources, and a then detailed survey of types, advantages and disadvantages, recent advances, and the commercial availability of products related to our renewable energy resources.

**ENVS 508 - Environmental Remediation**

Hours: 3

Environmental Remediation - Three semester hours A detailed survey of the various methods used in the remediation of contaminated soil and groundwater. Includes numerous case studies

**ENVS 509 - Environmental Seminar**

Hours: 1

Environmental Science Seminar. One semester hour This course provides students with a rounded overview of the work of other peer environmental professionals who work within any of the large variety of environmental protection, assessment and /or remediation agencies or industries.

**ENVS 517 - Geographic Info Sys (GIS)**

Hours: 3

Geographic Information Systems (GIS). Three semester hours This course provides students with a basic introduction to geospatial analysis Students will learn to use GPS equipment to record geographic information about features in the field and incorporate this information into digital maps using GIS.

**ENVS 589 - INDEPENDENT STUDY**

Hours: 1-4

Independent Study - Hours: One to four Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. Prerequisites Consent of department head. Note May be repeated when the topic varies.

**ENVS 597 - Special Topic**

Hours: 1-3

Special Topic in Environmental Science 1 to 3 semester hours. Organized class maybe repeated when topics vary.

# Chemistry

Thomas P. West (Department Head)

Location: Science Building, 903-886-5392

Chemistry Web Site: <http://www.tamuc.edu/academics/colleges/scienceEngineeringAgriculture/departments/chemistry/default.aspx>

Dr. Thomas West, Department Head

[The Department of Chemistry](#) provides a broad range of subjects, courses and opportunity for independent research at the master's level. Programs are designed to provide suitable preparation for PhD programs, community college & public school teaching, governmental and industrial employment, and for research.

Chemistry laboratories are equipped for research in physical, organic, inorganic, biological, and analytical chemistry. Modern chemical instrumentation includes NMR, infrared, visible, ultraviolet, atomic absorption, and time-of-flight & ion mobility mass spectrometers; gas and liquid chromatographs; high temperature and/or pressure reactors; an ultracentrifuge; a cold room; and standard laboratory instruments.

## Program of Graduate Work

The Department of Chemistry offers a thesis and non-thesis Master of Science degree including professional tracks in Chemical Education and Chemical Business.

## Admission

Admission to a graduate program is granted by the Dean of Graduate Studies upon the recommendation of the department and a departmental evaluation of two letters of reference, a personal statement about achievements, career goals and interests in A&M-Commerce, TOEFL for students whose native language is not English, scores on the Graduate Record Examination (GRE) and undergraduate academic record.

- [Admission Requirements](#)

**Note:** The Department reserves the right to suspend from the program any student who in the judgment of the departmental graduate committee, does not meet the professional expectations of the field.

## Chemistry MS

### Master of Science in Chemistry (Option I) Thesis

The program requires completion of ten courses (30 semester hours) as noted below. In addition, students are required to enroll in CHEM 501 Graduate Seminar for four semesters they are in residence completing degree requirements.

Other Chemistry courses may be substituted for the four elective courses upon consent of the department head and/or a majority vote of all Chemistry Faculty.

A student who does not wish to pursue a higher graduate degree in chemistry, upon consultation with department head, may substitute other courses better suited to meet their career objectives. Substitutions for electives can be made from graduate courses in physics, chemistry, biology, mathematics, etc with prior departmental approval.

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#### Required Courses

<a href="#">CHEM 518</a>	Thesis (6 semester hours required)	3-6
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**Only 6 semester hours of credit for 518 per degree will be given upon satisfactory completion of the requirement**

<a href="#">CHEM 501</a>	Graduate Seminar (enrollment required for four semesters in residence completing degree requirements)	1
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<b>Core</b>		
<b>Select four courses from the following:</b>		
<a href="#">CHEM 513</a>	Organic Mech & Structure	3
<a href="#">CHEM 521</a>	Chemical Thermodynamics	3
<a href="#">CHEM 531</a>	Advanced Inorganic Chem	3
<a href="#">CHEM 541</a>	Adv Analytical Chemistry	3
<a href="#">CHEM 514</a>	Biochemistry	3
<b>Plus four Chemistry courses:</b>		
<b>Four graduate-level courses in chemistry.</b>		12
<b>Appropriate substitutions require departmental approval prior to registration.</b>		
<b>Total Hours</b>		34

## Master of Science in Chemistry (Option II) Non-Thesis

*Choose one of three Professional Tracks - (36 semester hours)*

### Track I: Professional Chemistry Track

*Concentration in Analytical Chemistry, Biochemistry, Inorganic Chemistry, Organic Chemistry or Physical Chemistry*

<b>Required Courses</b>		
<a href="#">CHEM 595</a>	Research Lit & Techniques (3 semester hours required)	3
<b>Core</b>		
<b>Select four courses from the following:</b>		
<a href="#">CHEM 513</a>	Organic Mech & Structure	3
<a href="#">CHEM 514</a>	Biochemistry	3
<a href="#">CHEM 521</a>	Chemical Thermodynamics	3
<a href="#">CHEM 527</a>	Chemical and Biochemical Characterization Methods I	3
<a href="#">CHEM 531</a>	Advanced Inorganic Chem	3
<a href="#">CHEM 541</a>	Adv Analytical Chemistry	3
<a href="#">CHEM 547</a>	Advanced Instrumental Analysis I	3
<b>Electives</b>		
<b>Select seven courses from the following:</b>		
<a href="#">CHEM 502</a>	Safety in the Chemical Laboratory	3
<a href="#">CHEM 515</a>	Synthetic Organic Transformations	3



<a href="#">CHEM 522</a>	Quantum Chemistry	3
<a href="#">CHEM 528</a>	Chem Biochem Charact II	3
<a href="#">CHEM 529</a>	Workshop in Chemistry	6
<a href="#">CHEM 533</a>	Kinetics and Mechanism	3
<a href="#">CHEM 536</a>	Organometallic Chemistry	3
<a href="#">CHEM 548</a>	Advanced Instrumental Analysis II	3
<a href="#">CHEM 581</a>	Nuclear Science	3
<a href="#">CHEM 589</a>	Independent Studies	1-4
<a href="#">CHEM 597</a>	Special Topics	1-4
<b>Total Hours</b>		<b>36</b>

## Track II: Professional Chemical Business Track

The curriculum of the Professional Chemical Business track is similar to the curriculum of the Professional Chemistry track. However, two courses from the College of Business will be used to replace two core courses listed in the core curriculum of the Professional Chemistry track and two more replacing electives. The courses need to be approved by the Department Head before they are taken.

## Track III: Professional Chemical Education Track

The curriculum of the Professional Chemical Education track is similar to the curriculum of the Professional Chemistry track. Two courses from the College of Education can be used to replace two core courses listed in the core curriculum of the Professional Chemistry track and two more replacing electives. The courses need to be approved by the Department Head before they are taken.

*Notes:*

*Comprehensive Exam is required at the end of the program*

### Courses

#### CHEM

##### **CHEM 501 - Graduate Seminar**

Hours: 1

Graduate Seminar. One semester hour. Students' presentations of research articles from recent chemical journals and guest speakers' lectures on their research, with discussion. Students meet with guest speakers to learn about employment and other professional opportunities.

##### **CHEM 502 - Safety in the Chemical Laboratory**

Hours: 1-3

Safety in the Chemical Laboratory. Three semester hours. An introduction to the safety problems encountered in the operation of the chemical laboratory. Topics include types of hazardous materials, proper storage procedures, causes of accidents, identification and minimization of laboratory hazards, proper utilization of safety devices, emergency procedures, review of safety codes.

##### **CHEM 503 - Advanced Chemistry Survey I**

Hours: 4

This is the first part of two course series to increase the knowledge of students pursuing a masters in chemistry who lack training in traditional upper level chemistry courses.

**CHEM 504 - Advanced Chemistry Survey II**

Hours: 4

This is the second part of a two course series to increase the knowledge of students pursuing a masters in chemistry who lack training in traditional upper level chemistry courses.

**CHEM 513 - Organic Mech & Structure**

Hours: 3

Organic Mechanism and Structure. Three semester hours. A study of the fundamental mechanisms of organic reactions with emphasis on the effects of structural and stereochemical changes on the course of reactions. Prerequisites: Chemistry 212.

**CHEM 514 - Biochemistry**

Hours: 3

This is a one-semester graduate-level course in biochemistry that will develop mastery in the nomenclature and function of the major classes of molecules associated with living organisms. The subject matter is appropriate to prepare students for doctoral programs in chemistry biochemistry, or molecular biology. Emphasis will be given to learning the underlying physical and chemical principles that control enzyme catalyzed reactions important in basic metabolic pathways. The structure and function of proteins and nucleic acids will also be covered at a level that will give students an appreciation of the modern subfield of "genomics" and "proteomics". Prerequisites: Consent of instructor.

**CHEM 515 - Synthetic Organic Transformations**

Hours: 3

Synthetic Organic Transformations. Three semester hours. Chemical and biochemical methods for transforming and synthesizing organic chemical compounds, including bioactive agents and pharmaceuticals. As the subject changes, the course may be taken twice, with department head and instructor's approval. Prerequisites: consent of the instructor.

**CHEM 518 - Thesis**

Hours: 1-6

Thesis. Three to six semester hours. Graded on a (S) satisfactory or (U) unsatisfactory basis.

**CHEM 521 - Chemical Thermodynamics**

Hours: 3

Thermodynamics. Three semester hours. A study of the theories and applications of classical thermodynamic functions. Prerequisites: Chemistry 351 and 352.

**CHEM 522 - Quantum Chemistry**

Hours: 3

Quantum Chemistry. Three semester hours. A study of the mathematical aspects of quantum mechanics including blackbody radiation, fundamental postulates, rotation, vibration, hydrogen atom, variational calculation, perturbational calculation, electron spin, chemical bonding, and spectroscopy.

**CHEM 523 - Mathematical Methods in Chemistry**

Hours: 3

Mathematical Methods in Chemistry. Three semester hours. Mathematical methods and their utility in the various fields of chemistry will be covered. As the subject matter changes, the course may be repeated up to two times with department head approval. Prerequisites: Consent of the department head.

**CHEM 527 - Chemical and Biochemical Characterization Methods I**

Hours: 3

Chemical and Biochemical Characterization Methods I. Three semester hours. Methods for purifying, identifying and characterizing chemical and biochemical compounds. Use of spectroscopic, diffraction, and chromatographic methods, especially those utilized in research. As the subject changes, the course may be repeated for credit.

**CHEM 528 - Chem Biochem Charact II**

Hours: 3

The course focuses on the instrumentation methods covered by Chem 527. It includes the method development of the software and detailed understanding of the hardware components and their modifications to meet various application needs.

**CHEM 529 - Workshop in Chemistry**

Hours: 3-6

For current and future teachers of chemistry and other sciences. Depending on the subject and students' needs, this course consists of lectures or lectures and laboratory. As the subject changes, the course may be taken repeatedly, but the maximum total credit is six semester hours. Prerequisites: department head's consent.

**CHEM 531 - Advanced Inorganic Chem**

Hours: 3

Theoretical Inorganic Chemistry. Three semester hours. A study of the application of modern concepts of bonding and energetics to problems of the structure and reactions of inorganic compounds.

**CHEM 533 - Kinetics and Mechanism**

Hours: 3

Chemical Kinetics and Mechanism. Three semester hours. Principles and methods of chemical kinetics and study of reaction mechanisms in organic, inorganic, and biological chemistry. As the subject changes, the course may be taken twice, with department head's permission.

**CHEM 536 - Organometallic Chemistry**

Hours: 3

Organometallic Chemistry. Three semester hours. Synthesis, structure, reactivity, and other properties of compounds containing metal-carbon bonds. Application of organometallics in synthesis, catalysis, and industrial processes. As the subject changes, the course may be taken twice, with department head's approval.

**CHEM 541 - Adv Analytical Chemistry**

Hours: 3

Advanced Analytical Chemistry. Three semester hours. Theoretical principles of analytical chemistry and their applications.

**CHEM 547 - Advanced Instrumental Analysis I**

Hours: 3

Principles and techniques of analytical chemistry will be covered. As the subject matter changes, the course may be repeated up to two times with department head approval.

**CHEM 548 - Advanced Instrumental Analysis II**

Hours: 3

Advanced Instrumental Analysis II. Three semester hours. The course extends the coverage of instruments not covered by Chem 547. It includes methods of development of the software and detailed understanding of the hardware components and their modifications to meet various application needs.

**CHEM 581 - Nuclear Science**

Hours: 3

Nuclear Science. Three semester hours. Principles of nuclear reactions, nuclear decay laws, nuclear structure, and radiochemical techniques will be covered. This course is designed for advanced study in nuclear science. Prerequisite: Consent of the instructor.

**CHEM 589 - Independent Studies**

Hours: 1-4

Independent Studies. Assigned reading or assigned original research project, which the student does under the guidance of a faculty member. Students in option I may take this course in addition to Chem 518. Students in option II may take this course to improve their qualifications and career prospects. May be repeated once, for work on the same project. Prerequisites: More than two complete semesters of graduate study, instructor's approval, and department head's consent.

**CHEM 595 - Research Lit & Techniques**

Hours: 3

Research Literature and Techniques. Three semester hours. Option-II students learn about current research by studying assigned articles in primary literature and preparing a scholarly review of primary literature or doing a smaller research project. Option-I students take Chem 518 instead. Prerequisites: more than two semesters of graduate study, approval by the students advising professor, and consent of the department head.

**CHEM 597 - Special Topics**

Hours: 1-4

This organized course treats subjects that are treated lightly or not at all in other graduate courses. May be repeated when topics vary. Prerequisites: at least one completed semester of graduate study, approval by the instructor, and consent of the department head.

# Computer Science and Information Systems

Sang C. Suh (Department Head)

Location: Journalism Building, 903-886-5409

Computer Science and Information Systems Web Site:

<http://www.tamuc.edu/academics/colleges/scienceEngineeringAgriculture/departments/computerScienceInformationSystems/default.aspx>

Dr. Sang Suh, Department Head

To meet the diverse needs of the computing industry, the Department of Computer Science and Information Systems offers a master's degree program that blends applied and theoretical computer science concepts.

The computing facilities include both PC- and UNIX-based environments on an assortment of modern, general-purpose computing systems. All systems are networked for local and worldwide communications. Specialized multimedia and graphics facilities also are available within the department.

The department offers service courses for the University in the areas of introductory computer applications and applications in education.

## Programs of Graduate Work

### Computer Science MS

The MS in Computer Science program consists of core courses, which are required of all students, course electives, and specialized courses within one of four tracks: database, computer networking, information security, and artificial intelligence. Electives and track areas of study are chosen by the student. The core courses, specialized track courses, and electives enable students to devise a degree plan that meets their individual professional interests as well as the needs of industry. In addition, each student may choose a thesis or a non-thesis option. Upon approval of the departmental graduate advisor and the Graduate School, the department will allow the transfer of up to 6 graduate hours in Computer Science.

#### *Admission*

Admission Inquiries: [csdept@tamuc.edu](mailto:csdept@tamuc.edu)

Admission to a graduate program is granted by the Dean of Graduate Studies upon the recommendation of the department, scores on the Graduate Record Examination (GRE) and undergraduate grade point average. Students need to submit the official application form, the application fee, and official bachelor's degree transcripts (with a copy of the provisional certificate or diploma, if one is granted). Students are required to have and document one of the following in order to be considered for admission: an official GRE score; OR undergraduate GPA of at least 3.0 or higher overall from a regionally accredited institution; OR completed master's degree from a regionally accredited institution with at least a 3.0 GPA. If the degree is from an international university, a transcript evaluation may be required by an approved certified agency for equivalency of the GPAs from a regionally accredited institution for the above GRE requirements. International students also need to submit official sponsor statements and a bank statement from their sponsor with a certain minimum required balance.

Students entering the graduate program must satisfy the specified computer science deficiency requirements by appropriate course substitution or by passing a competency examination prior to enrollment in graduate courses.

### Computational Science MS

The Master of Science in Computational Science is a Professional Degree designed to create a workforce of individuals prepared to meet the challenges of the dynamic and very competitive contemporary market. For this program, pedagogy and practice are integrated to provide students with significant skills and professionalism required by the working environment. The internship experience is an integral aspect of this program, which will provide the students with practical experience and better prepare them for a wide variety of career options.

## Admission

Admission Inquiries: [csdept@tamuc.edu](mailto:csdept@tamuc.edu)

Admission to a graduate program is granted by the Dean of Graduate Studies upon the recommendation of the department, scores on the Graduate Record Examination (GRE) and undergraduate grade point average. Students need to submit the official application form, the application fee, and official bachelor's degree transcripts (with a copy of the provisional certificate or diploma, if one is granted). Students are required to have and document one of the following in order to be considered for admission: an official GRE score; OR undergraduate GPA of at least 3.0 or higher overall from a regionally accredited institution; OR completed master's degree from a regionally accredited institution with at least a 3.0 GPA. If the degree is from an international university, a transcript evaluation may be required by an approved certified agency or equivalency of the GPA's from a regionally accredited institution for the above GRE requirements.

Students entering the graduate program must satisfy the specified computer science deficiency requirements by appropriate course substitution or by passing a competency examination prior to enrollment in graduate courses.

In addition to computer science majors, we encourage applicants from diverse backgrounds such as physical sciences and/or life sciences who are interested in computing and computer applications.

- [Admission Requirements](#)

**Note:** The Department reserves the right to suspend from the program any student who in the judgment of the departmental graduate committee, does not meet the professional expectations of the field.

## Master of Science in Computer Science (Option I) Thesis

### Department Requirements

A comprehensive exam will be given during the semester in which a student expects to graduate.

Deficiency Requirements: [CSCI 515](#), [CSCI 516](#). Students must have a 'B' or better in these deficiency courses to continue in the Master's program. Undergraduate courses may be substituted with departmental approval. Students with deficiencies in mathematics will be required to complete one or more of the following: [MATH 2413](#), [MATH 192](#), [MATH 331](#), [MATH 401](#), and [MATH 315](#) or [MATH 335](#). In addition, [ENG 341](#) Technical Writing (Technical Writing) is strongly recommended for all international students.

Students must have a 'B' average overall and not more than 3 'C's in total. At most one 'C' is allowed for Required Core Courses. At most one 'C' is allowed for courses in student's specialization track.

**Note:** The Department reserves the right to suspend from the program any student who in the judgment of a duly constituted departmental committee does not meet the professional expectations of the field.

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### Thesis

<a href="#">CSCI 518</a>	Thesis (6 semester hours required)	3-6
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**Only 6 semester hours of credit for 518 per degree will be given upon satisfactory completion of the requirement**

### Required Core Courses

<a href="#">CSCI 520</a>	Information Structures and Algorithm Analysis	4
<a href="#">CSCI 530</a>	Operating Systems	3
<a href="#">CSCI 532</a>	Algorithm Design	3
<a href="#">CSCI 540</a>	Computer Architecture	3
<a href="#">CSCI 549</a>	Automata Theory	3

**Students must complete one of the following tracks:**

**Database Track**

<a href="#">CSCI 526</a>	Database Systems	3
<a href="#">CSCI 527</a>	Advanced Databases	3

**Plus one Graduate Level Computer Science Course excluding [CSCI 504](#), [CSCI 515](#), [CSCI 516](#), [CSCI 518](#) & [CSCI 595](#)** 3

**Computer Networks Track**

<a href="#">CSCI 525</a>	Networking I	3
<a href="#">CSCI 534</a>	Networking II - Routers and Switches	3
<a href="#">CSCI 553</a>	Networking III-Unix Based Ntwk	3

**Information Security Track**

<a href="#">CSCI 563</a>	Information Security	3
<a href="#">CSCI 568</a>	Cryptography	3
<a href="#">CSCI 581</a>	Computer and Network Security	3

**Artificial Intelligence Track**

<a href="#">CSCI 538</a>	Artificial Intelligence	3
<a href="#">CSCI 560</a>	Neural Networks	3
<a href="#">CSCI 567</a>	Image Processing with Applications	3

**Total Hours** 31

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## Master of Science in Computer Science (Option II) Non-Thesis

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**Research**

<a href="#">CSCI 595</a>	Research Lit & Techniques (3 semester hours required)	3
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**Required Core Courses**

<a href="#">CSCI 520</a>	Information Structures and Algorithm Analysis	4
<a href="#">CSCI 530</a>	Operating Systems	3
<a href="#">CSCI 532</a>	Algorithm Design	3
<a href="#">CSCI 540</a>	Computer Architecture	3
<a href="#">CSCI 549</a>	Automata Theory	3

**Students must complete one of the following tracks:**

**Data Base Track**

<a href="#">CSCI 526</a>	Database Systems	3
<a href="#">CSCI 527</a>	Advanced Databases	3

Plus one Graduate Level Computer Science Course excluding [CSCI 504](#), [CSCI 515](#), [CSCI 516](#), [CSCI 518](#), & [CSCI 595](#)

#### Computer Networks Track

<a href="#">CSCI 525</a>	Networking I	3
<a href="#">CSCI 534</a>	Networking II - Routers and Switches	3
<a href="#">CSCI 553</a>	Networking III-Unix Based Ntwk	3

#### Information Security Track

<a href="#">CSCI 563</a>	Information Security	3
<a href="#">CSCI 568</a>	Cryptography	3
<a href="#">CSCI 581</a>	Computer and Network Security	3

#### Artificial Intelligence Track

<a href="#">CSCI 538</a>	Artificial Intelligence	3
<a href="#">CSCI 560</a>	Neural Networks	3
<a href="#">CSCI 567</a>	Image Processing with Applications	3

#### Electives

9 semester hours may be taken in an appropriate supporting field with approval of the graduate advisor. 9

Requirements for a minor will be determined by evaluating a student's background in computer science.

**Total Hours** 37

## Computational Science MS

### *Department Requirements*

A comprehensive exam will be given during the semester in which a student expects to graduate.

Deficiency Requirements: [CSCI 515](#), [CSCI 502](#). Students must have a 'B' or better in these deficiency courses to continue in the Master's program. Undergraduate courses may be substituted with departmental approval. Students with deficiencies in mathematics will be required to complete one or more of the following: [MATH 2413](#), [MATH 192](#), [MATH 331](#), [MATH 401](#), and [MATH 315](#) or [MATH 335](#). In addition, [ENG 341](#) (Technical Writing) is strongly recommended for all international students.

Students must have a 'B' average overall and not more than 3 'C's in total. At most one 'C' is allowed for Required Core Courses. At most one 'C' is allowed for courses in student's specialization track.

**Note:** The Department reserves the right to suspend from the program any student who in the judgment of a duly constituted departmental committee does not meet the professional expectations of the field.

This degree program requires 36 total semester hours for both thesis and non-thesis options. Common requirements for both options are 12 semester hours (sh) for core courses, 9 sh for track requirement courses, 9 sh for elective courses. Thesis option requires 6 sh of thesis whereas non-thesis option requires 6 sh of internship.

## Master of Science in Computational Science (Option I) Thesis

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### Thesis

<a href="#">CSCI 518</a>	Thesis (6 semester hours required)	3-6
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Only 6 semester hours of credit for 518 per degree will be given upon satisfactory completion of the requirement

### Required Core Courses

<a href="#">CSCI 501</a>	Intro to Computational Science	3
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<a href="#">CSCI 530</a>	Operating Systems	3
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<a href="#">CSCI 532</a>	Algorithm Design	3
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<a href="#">CSCI 549</a>	Automata Theory	3
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### Complete one of the following tracks:

#### Information Visualization and Data Analytics Track

<a href="#">CSCI 526</a>	Database Systems	3
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<a href="#">CSCI 527</a>	Advanced Databases	3
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<a href="#">CSCI 556</a>	Scientific Data Analysis & Visualization	3
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#### Intelligent Information Systems Track

<a href="#">CSCI 538</a>	Artificial Intelligence	3
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<a href="#">CSCI 567</a>	Image Processing with Applications	3
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or [MATH 563](#) Image Processing with Applications

<a href="#">CSCI 560</a>	Neural Networks	3
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#### Computational Security Track

<a href="#">CSCI 563</a>	Information Security	3
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<a href="#">CSCI 581</a>	Computer and Network Security	3
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<a href="#">CSCI 587</a>	SECURE PROTOCOLS	3
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### Electives

#### Choose 9 semester hours from the following:

<a href="#">CSCI 546</a>	Numerical Analysis	3
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<a href="#">BSC 519</a>	Advanced Gene Regulation	3
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<a href="#">BSC 526</a>	Developmental Biology	3
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<a href="#">CSCI 544</a>	Evol Comput & Genetic Prog	3
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<a href="#">CSCI 560</a>	Neural Networks	3
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<a href="#">CSCI 569</a>	Image Analysis with Recognition	3
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<a href="#">CSCI 577</a>	Comp Sys Performance Eval	3
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<a href="#">CSCI 589</a>	Independent Study	1-4
<a href="#">CSCI 597</a>	Special Topics	1-4
<a href="#">ENG 685</a>	Computational Linguistics	3
<a href="#">ENG 697</a>	Special Topic	3
<a href="#">MATH 536</a>	CRYPTOGRAPHY	3
<a href="#">MATH 561</a>	Statistical Computing & Design of Experiments	3
<a href="#">PHYS 552</a>	Advanced Micro-Controller Electronics	3
<a href="#">PHYS 572</a>	Parallel Computing	3
<a href="#">PSY 515</a>	Neuro/Bio Bases of Behavi	3
<a href="#">PSY 573</a>	Intellectual Assessment I	3
<a href="#">PSY 620</a>	Intro to Human Cognition	3
<a href="#">PSY 626</a>	Cognition/Instruction II	3
<b>Total Hours</b>		<b>36</b>

## Master of Science in Computational Science (Option II) Non-Thesis

### Internship

<a href="#">CSCI 507</a>	Computational Science Internship (6 semester hours required)	1-6
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**Only 6 semester hours of credit for 507 per degree will be given upon satisfactory completion of the requirement**

### Required Core Courses

<a href="#">CSCI 501</a>	Intro to Computational Science	3
<a href="#">CSCI 530</a>	Operating Systems	3
<a href="#">CSCI 532</a>	Algorithm Design	3
<a href="#">CSCI 549</a>	Automata Theory	3

**Complete one of the following tracks:**

### Information Visualization and Data Analytics Track

<a href="#">CSCI 526</a>	Database Systems	3
<a href="#">CSCI 527</a>	Advanced Databases	3
<a href="#">CSCI 556</a>	Scientific Data Analysis & Visualization	3

### Intelligent Information Systems Track

<a href="#">CSCI 538</a>	Artificial Intelligence	3
<a href="#">CSCI 567</a>	Image Processing with Applications	3
<b>or</b> <a href="#">MATH 563</a>	Image Processing with Applications	

<a href="#">CSCI 560</a>	Neural Networks	3
<b>Computational Security Track</b>		
<a href="#">CSCI 563</a>	Information Security	3
<a href="#">CSCI 581</a>	Computer and Network Security	3
<a href="#">CSCI 587</a>	SECURE PROTOCOLS	3
<b>Electives</b>		
<b>Choose 9 semester hours from the following:</b>		
<a href="#">CSCI 546</a>	Numerical Analysis	3
<a href="#">BSC 519</a>	Advanced Gene Regulation	3
<a href="#">BSC 526</a>	Developmental Biology	3
<a href="#">CSCI 544</a>	Evol Comput & Genetic Prog	3
<a href="#">CSCI 560</a>	Neural Networks	3
<a href="#">CSCI 569</a>	Image Analysis with Recognition	3
<a href="#">CSCI 577</a>	Comp Sys Performance Eval	3
<a href="#">CSCI 589</a>	Independent Study	1-4
<a href="#">CSCI 597</a>	Special Topics	1-4
<a href="#">ENG 685</a>	Computational Linguistics	3
<a href="#">ENG 697</a>	Special Topic	3
<a href="#">MATH 536</a>	CRYPTOGRAPHY	3
<a href="#">MATH 561</a>	Statistical Computing & Design of Experiments	3
<a href="#">PHYS 552</a>	Advanced Micro-Controller Electronics	3
<a href="#">PHYS 572</a>	Parallel Computing	3
<a href="#">PSY 515</a>	Neuro/Bio Bases of Behavi	3
<a href="#">PSY 573</a>	Intellectual Assessment I	3
<a href="#">PSY 620</a>	Intro to Human Cognition	3
<a href="#">PSY 626</a>	Cognition/Instruction II	3
<b>Total Hours</b>		<b>36</b>

Track courses and electives can be taken at any time after the core courses or simultaneously with them. The internship/thesis courses are to be taken after the completion of 15 semester hours toward degree with a 'B' average. They can be taken during the last semester (6 credit hours in one semester), or can be extended over the two-semester period (3 credit hours in each of the two semesters). Students have the option to choose three electives contributed by participating colleges. The electives are organized in various interdisciplinary categories i.e., Computer Science, Math, Psychology, Linguistics and Physics and the students will be able to freely select them according to their research interest and career plan.

# Computational Linguistics Graduate Certificate

This graduate certificate is intended to document foundational skills and expertise in computational linguistics and natural language processing (NLP), mainly for students in computer science and students in linguistics. The coursework for the certificate aims to overcome the common lack of foundational knowledge in both pillars of this multidisciplinary field, computer science and linguistics, introducing the basic issues in these fields as they are relevant to computational linguistics. A group of 4 required courses needs to be passed, in addition to an appropriate elective from a selection of possible courses (15 credit hours total). The four courses comprise one introductory class to teach basic principles in each discipline (CSCI 515, ENG 555) and one advanced class each dedicated to applications (CSCI 501, ENG 685). Achievement of the certificate documents solid training and education in Computational Linguistics across the disciplines as an asset for students joining the workforce. Please contact Dr. Christian F. Hempelmann at [c.hempelmann@tamuc.edu](mailto:c.hempelmann@tamuc.edu), or Dr. Unal "Zak" Sakoglu, [unal.sakoglu@tamuc.edu](mailto:unal.sakoglu@tamuc.edu) for more information.

**Courses** (15 hours total)

*4 required* (12 hours)

<a href="#">CSCI 501</a>	Intro to Computational Science	3
<a href="#">CSCI 515</a>	Fundamentals Of Programming C/C++	4
<a href="#">ENG 555</a>	General Linguistics	3
<a href="#">ENG 685</a>	Computational Linguistics	3

*1 of the following electives* (3 hours)

<a href="#">CSCI 532</a>	Algorithm Design	3
<a href="#">CSCI 538</a>	Artificial Intelligence	3
<a href="#">CSCI 549</a>	Automata Theory	3
<a href="#">ENG 686</a>	Quantitative Methods for Linguists	3
<a href="#">ENG 697</a>	Special Topic	3

**Note:** Coursework must be completed at Texas A&M University-Commerce with a 3.0 GPA on all courses used for graduate certificate. (*No Substitutions*)

## Courses

### CSCI

#### **CSCI 501 - Intro to Computational Science**

Hours: 3

Introduction to Computational Science - Three semester hours This course provides an introduction and framework for the MS in Computational Science program. The course emphasizes the multidisciplinary nature of computational science and provides students with basic tools and concepts needed for the degree program. Three main areas are covered: 1) basic software development, software engineering and programming skills and high level scientific tools and environments 2) introduction to high performance computing environments and parallel and distributed programming techniques and 3) basic computational modeling and mathematical simulation techniques for scientific problem solving. Pre-requisites : Admission to computational science Master's degree program

#### **CSCI 502 - Statistics for Scientific Computation and Analysis**

Hours: 3

Hours: Three. This course provides an introductory framework for the statistical background required for scientific computation and data analysis. The course introduces fundamental statistical concepts such as probability, random variables, probability distributions, statistical expectation, sampling distributions, hypothesis testing, linear regression, correlation, and visualization/plotting of data, with emphasis on applications to scientific computing and computational science problems. Concepts will be reinforced by having students

use a statistical/scientific computing & visualization software in order to apply the concepts that they learn by solving problems from various disciplines.

### **CSCI 504 - Intro to Computer Applications**

Hours: 3

Introduction to Computer Applications. Three semester hours. A study of automatic data processing systems, software, computer hardware, and an introduction to procedure-oriented programming language with general applications.

### **CSCI 505 - Internship**

Hours: 3

This course gives students the opportunity to earn credit while obtaining valuable working experience. This course is offered to students who have obtained an internship with a company or organization that employs personnel with computer science and information technology skills. Students are supervised by the employer and by Computer Science faculty.

### **CSCI 507 - Computational Science Internship**

Hours: 1-6

Internship - One to Six semester hours. This course gives students the opportunity to earn course credit while obtaining valuable working experience. Offered to students who have obtained an internship with a company or organization that employs personnel with computational science skills. Students are supervised by the employer and by Computer Science faculty. Student will submit a written internship report. MS in Computational Science degree requires that each student either does a Master's Thesis or CSCI 507 Internship for total of 6 credit hours. Prerequisites: CSCI 501, CSCI 502, CSCI 515, CSCI 530, CSCI 532, CSCI 549, and departmental approval.

### **CSCI 510 - Graphic Visualization**

Hours: 3

Graphic Visualization. Three semester hours. Concepts in multi-media presentation that incorporate design and layout. Students will learn techniques in organizing the elements of composition as related to multi-media design. Prerequisite: CSci 504 or consent of the instructor.

### **CSCI 515 - Fundamentals Of Programming C/C++**

Hours: 4

Three hours of lecture and two hours of lab. This is an advanced programming course using a high level programming language. Specific objectives are to introduce the development of algorithms as a disciplined approach to problem solving; to present programming practices in design, decoding, debugging, testing and documentation of computer programs; to provide the student with the basic knowledge necessary for further study in the field of computer science. Prerequisites: CSci 504 or consent of the instructor.

### **CSCI 516 - Fund Concepts Computing/Mach O**

Hours: 3

Fundamental Concepts in Computing and Machine Organization. Three semester hours. Concepts of assembly language programming and machine organization of a modern digital computer are presented. Students will have the opportunity to study machine addressing, stack operations, subroutines, programmed and interrupt driven I/O, machine organization and computer architecture at the register level. Students will utilize the 80x86 instruction set and will perform programming exercises. Prerequisite: CSci 515 or programming experience in a higher level language.

### **CSCI 518 - Thesis**

Hours: 3-6

Thesis. Six semester hours.

### **CSCI 520 - Information Structures and Algorithm Analysis**

Hours: 4

Three hours of lecture and two hours of lab. The concept of abstract data structures forms the basis for the study of the data structures introduced in this course. Well known, basic data structures and the algorithms associated with them form the primary subject matter. Knowledge of these basic data structures will allow the student to create large scale programs which process meaningful amounts of data. Comparative efficiency analysis of the algorithms studied in the course will be introduced. The student will also become acquainted with formal methods for specifying abstract data types as well as algorithms. Prerequisites: CSci 515.

### **CSCI 524 - Analysis & Design Softwr Sys**

Hours: 3

Systems Analysis and Design. Three semester hours. This course will provide the student with the opportunity to experience the several phases of conventional software development. Established software engineering practices will be presented. Various software architectures will be introduced. Each student is expected to fully participate in a team project over the course of the semester. Prerequisites: CSci 515 and 520.

### **CSCI 525 - Networking I**

Hours: 3

This course covers the basic principles and operations of Local Area networks or LANs. Such topics include basic data communications, and the OSI model, protocols and topologies. In addition, the networking aspects of Netware 3.12 and Windows NT will be studied in depth. Students will have the opportunity to gain "hands on" experience with the installation, administration, and operating characteristics of Netware 3.12 and Windows NT. Those wishing to take the various networking certification exams will find this course helpful. Co-requisites: CSci 516 and 520.

### **CSCI 526 - Database Systems**

Hours: 3

Basic database concepts, organization, and definitions; data and management systems; data description languages; logical and physical differences of database; indexed and multiple-key organization; relational database concepts and examples; and comparison of database systems. Prerequisite: CSci 515 or consent of instructor.

### **CSCI 527 - Advanced Databases**

Hours: 3

Advanced Databases. Three semester hours. General theory, concept, and techniques related to allow students the design of intelligent databases will be discussed. Other topics to be covered include expert systems, neural networks, hypermedia, and text retrieval. A moderate-size semester project will be assigned to practice the design of an intelligent database. Prerequisite: CSci 526.

### **CSCI 528 - Advanced Object-Oriented Programming**

Hours: 3

This course investigates object-oriented methods including object-oriented programming, analysis and design. Current methodology is emphasized. The use of object-oriented features such as encapsulation, information hiding, inheritance and polymorphism is reinforced by class assignments and programming exercises. Prerequisites: CSCI 515 and CSCI 520.

### **CSCI 530 - Operating Systems**

Hours: 3

Operating Systems. Three semester hours. The course objectives are two-fold: (1) to learn general theory, concept, and techniques related to the design of operating systems; (2) to practice the design of an operating system by performing a design project. The course is basically divided into four sections: Introduction to Operating Systems, Process Management, Storage Management, and UNIX (Shell and Interpreter). Prerequisites: CSci 516 and 515 or consent of instructor.

### **CSCI 531 - Java Language Programming**

Hours: 3

This is a computer programming course designed to teach the use of the Java Programming Language. The course will emphasize Java applets and their use in HTML files as applied to Internet web pages. Students will learn how to write Java applets, how to utilize pre-existing Java controls, and how to write new Java controls. Students will be expected to complete numerous programming assignments and programming projects. Experience with C++ programming language and object oriented methods are required. Prerequisites: CSCI 515 with a minimum grade of B. Corequisites: CSCI 520 : Information Structures and Algorithm Analysis.

### **CSCI 532 - Algorithm Design**

Hours: 3

Algorithm Design. Three semester hours. This course provides an introduction to the design analysis of algorithms. Topics include correctness of algorithms, asymptotic notation, time complexity of algorithms, and NP-completeness. Several algorithm design techniques will be discussed in detail including divide and conquer algorithms, dynamic programming algorithms and greedy algorithms. Algorithms based on these techniques will be studied for solving a wide variety of problems in networks, graph theory, optimization, sorting, string processing, mathematical applications, and other areas. Prerequisite: CSci 520

### **CSCI 533 - Applied Computer Algorithm**

Hours: 3

Applied Computer Algorithms - Three semester hours This course provides an introduction to the application of design and analysis of algorithms to real-world practical problems. Topics include correctness of algorithms, asymptotic notation, time complexity of algorithms, and NP-completeness. Several algorithm design techniques will be discussed in detail including divide and conquer algorithms, dynamic programming algorithms and greedy algorithms. Algorithms based on these techniques will be studied for solving a wide variety of problems in networks, graph theory, optimization, sorting, string processing, mathematical applications, and other areas. Pre-requisites : CSCI515 or equivalent

### **CSCI 534 - Networking II - Routers and Switches**

Hours: 3

This course is a continuation of CSCI 525 (Networking I Local Area Networks). This course instructs students in the detailed operation and configuration of network routers and data switches. Laboratory exercises will be provided. Also, such common network security

techniques as Virtual Local Area Networks (VLANs) and Access Control Lists will be presented along with other network security topics. Students will have the opportunity to work with equipment in the laboratory as they learn to design and configure network devices in the implementation lab exercises. Prerequisites: CSci 525. Note About 50% of class time will be spent in the CCNA Networking Laboratory.

### **CSCI 537 - INTRO TO GRAPHICAL RENDERING**

Hours: 3

Introduction to Three Dimensional Graphics. Three semester hours. This course will teach students how to use a high end 3D graphics package. It will familiarize students with the layout of the screen(s) and the terminology used in the 3D graphics community. Students will be expected to have experience working with windows and other 2D graphics packages.

### **CSCI 538 - Artificial Intelligence**

Hours: 3

Artificial Intelligence. Three semester hours. An overview of artificial intelligence techniques such as problem solving, knowledge representation, learning, deduction and heuristic search; application areas will also be examined. Prerequisites: CSci 520.

### **CSCI 540 - Computer Architecture**

Hours: 3

Computer Architecture. Three semester hours. Introduction to current high level computing machines in both hardware and software design. Topics include the design decisions involved in the development of computer architectures, hardware organizations needed to implement various instructions sets, and future trends in computer architectures. Prerequisites: CSci 516.

### **CSCI 542 - MICRO INSTRUMENT & CONTROL**

Hours: 3

Microcomputer Instrumentation and Control. Three Semester hours. (Same as Phys 542) The electronics for real-time microcomputer controlled systems. Topics include the physics of sensors and actuators, sensor signal conditioning, real-time data acquisition, elementary signal processing, motion control, and software for instrumentation and control. Prerequisite: Consent of the Instructor.

### **CSCI 543 - UNIX NETWORK ADMINISTRATION**

Hours: 3

Networking II. Three semester hours. An examination of wide area computer networks (WAN) utilizing current technology. TCP/IP; transmission media; Ethernet; Internetworking (bridges, routers, hubs); WAN network operating systems (UNIX); standard services (FTP, Telnet, etc.); network security, reliability, stability, and design. Prerequisites: CSci 525 and CSci 504.

### **CSCI 544 - Evol Comput & Genetic Prog**

Hours: 3

Evolutionary Computation and Genetic Programming - Three semester hours Evolutionary computing is the collective name for a range of problem solving techniques based on principles of biological evolution, such as natural selection and genetic inheritance. These techniques have proven to be particularly successful in many diverse problem domains, ranging from economics and finance, to design and automatic programming. Specific topics addressed include theoretical models of evolutionary computation; search, optimization, and machine learning; evolution of programs; population dynamics; and emergent behavior. Pre-requisites : Previous course work in data structures and algorithm analysis. Experience with high-level programming languages and concepts.

### **CSCI 546 - Numerical Analysis**

Hours: 3

The basic asymptotic notations for numerical methods assessment will be reviewed. Topics include the basic numerical methods and algorithms for automatic computers: solving non-linear equations of one variable; linear systems of equations; data interpolation and approximation; differentiation and integration. Students will learn to analyze an algorithm regarding its convergence to a solution, its complexity, and error estimation. They will also learn what problems are best solved with these techniques and how to apply a corresponding method and algorithm. Methods for Eigen values will be discussed as time permits. Programming assignments will develop skill in the application of the methods. MathLab may be the basic software to use, but Java and C++ will be accepted as well. Prerequisites: CSCI 515 and MATH 192.

### **CSCI 549 - Automata Theory**

Hours: 3

Automata Theory. Three semester hours. This course teaches the general theory, concept, and techniques related to the theory of automata. Practical examples related to programming languages are emphasized. Students will have the opportunity to utilize theoretical aspects of automata theory by performing a medium-scale design project. Topics include: Finite Automata, Transition Graphs, Nondeterminism, Finite Automata with Output, Context-Free Grammars, Regular Grammars, Chomsky Normal Form, Pushdown Automata, Context-Free Languages, Non-Context-Free Languages, Parsing, and Turing Machines. Prerequisite: CSci 515 and Math 192.

### **CSCI 552 - ADV MICRO-CONTROLLER ELECTRONI**

Hours: 3

Advanced Micro-controller Electronics. Three semester hours. (Same as Phys 552) Embedded logic design and programming. Topics include micro-controller selection, peripheral interfacing, low and high-level programming languages, and microcontroller development tools. Prerequisite: Consent of the Instructor

### **CSCI 553 - Networking III-Unix Based Ntwk**

Hours: 3

Networking III-UNIX Based Networks. Three semester hours. This course is designed to introduce advanced concepts of networking applications of UNIX-based mini and micro based computing environments. The UNIX-model of networking, interprocess communication, and TCP/IP sockets are the major topics to be discussed. A moderate-sized course project involving intensive coding will be implemented to exercise and demonstrate TCP/IP aspects and other networking concepts introduced in class. Prerequisite: CSci 520, 525, 530 or consent of the instructor.

### **CSCI 555 - Compilers**

Hours: 3

Compilers. Three semester hours. This course is intended as a first course in compiler design. The emphasis is on solving problems universally encountered in designing a language translator, regardless of the source or target machine. Major topics in compiler design are covered in depth. The topics to be covered are lexical analysis, static semantic checking, parsing, intermediate code generation, machine code generation, and optimization of machine code. Some of the existing compilers that have been constructed using these techniques are studied as case studies. Prerequisite: CSci 515, 520.

### **CSCI 556 - Scientific Data Analysis & Visualization**

Hours: 3

Big scientific data sets are growing exponentially both in size and complexity. Extracting meaningful information from these data requires not only programming skills, but also understanding the analysis work-flows, mathematical models and visualization tools that help to condense large amounts of information into a comprehensible story. We will introduce standard statistical data analysis and modeling methods such as correlation functions, linear regression, clustering, pattern extraction, classification, data mining, as well as Monte Carlo methods which are commonly used in creating simulations in the computational sciences. Different analysis and visualization packages popular in scientific modeling, analysis, and visualization will be introduced.

### **CSCI 558 - Applied Computational Sci**

Hours: 3

Applied Computational Science - Three semester hours This course provides an introduction and framework for the Master's degree in Computational Science program. The course emphasizes the multidisciplinary nature of computational science and provides students with basic tools and concepts needed for the degree program. Three main areas are covered: 1) basic software development, software design and programming skills and high level scientific tools and environments 2) introduction to advanced programming techniques and 3) basic computational modeling and mathematical simulation techniques for industry-oriented solving.

### **CSCI 560 - Neural Networks**

Hours: 3

Neural Networks - Three semester hours In this course the theory and practice of neural computation are introduced. Inspired from the interreaction of human neural cells, artificial neural networks are substantially used for many real-world problems: classification, time-series prediction, regression, pattern recognition. We start with the introduction of neural networks, and continue with Hebb and perceptron algorithms, which are fundamentals of classification in neural networks. Autoassociative Nets and Iterative Autoassociative Nets are discussed with application on exemplary problems. Furthermore, having discussed the Kohonen self-organizing map, we briefly cover recurrent networks of the Hopfield type nets. Finally, the multilayer perceptron, and the radial basis function network, which are trained using back-propagation, are covered. Average programming skills are expected. Pre-requisites : Instructor's approval required.

### **CSCI 563 - Information Security**

Hours: 3

This course provides an introduction to the study of information security and covers the most important features of computer security. Topics include basic concepts and principles in information security, authentication and access control, operating systems security, software vulnerabilities and threats, database security, and basic cryptography including encryption and key establishment. Prerequisites: CSci 515 or consent of instructor.

### **CSCI 567 - Image Processing with Applications**

Hours: 3

Introduction to image processing, with applications to images from medicine, agriculture, satellite imagery, physics, etc. Students will learn techniques such as edge detection, 2D image enhancement using laplacian and gradient operators, fourier transforms and the FFT, filtering, and wavelets, as time allows. Students will acquire practical skills in image manipulation by implementing the above mention algorithms. Prerequisites: CSCI 515 and CSCI 520.

### **CSCI 568 - Cryptography**

Hours: 3

(Same as Math 536) The course begins with some classical cryptanalysis (Vigenere ciphers, etc.). The remainder of the course deals primarily with number-theoretic and/or algebraic public and private key cryptosystems and authentication, including RSA, DES, AES and other block ciphers. Some cryptographic protocols are described as well.

### **CSCI 569 - Image Analysis with Recognition**

Hours: 3

This class will start with a study of Wavelets and multiresolution imaging. In the next stage the students will learn the basic methods for image segmentation to objects and background and objects separation. The following step is the objects representation and description. The students will learn methods from two major approaches boundary and regions description. Two different set of methods will be taught from the field of Recognition: Decision theoretic methods; structural methods. The students will program methods or their components in Java, C++ or MatLab. Prerequisites: CSCI 515 and CSCI 520.

### **CSCI 572 - Parallel Computing**

Hours: 3

Parallel Computing. Three semester hours. (Same as Phys 572) Computer topologies and networks, programming techniques, and parallel algorithms for multiprocessor and multi-computer systems including microprocessor clusters. Prerequisites: Phys 319 or CSci 322.

### **CSCI 577 - Comp Sys Performance Eval**

Hours: 3

Computer System Performance Evaluation - Three semester hours Operations research is the discipline of applying advanced analytical methods to help make better decisions. It uses mathematical modeling, analysis and optimization to improve our knowledge and efficiency of system and model design. This course introduces methods of analysis of computer system performance. It covers predictive performance models with emphasis on queuing models; exact and appropriate solution methods, discrete-event simulation, and numeric iterative approaches; analytical solutions and their computation; separable queuing networks, decomposition approaches; examples of practical application; and performance measurement, model validation, robustness of models, and operational analysis. Pre-requisites : Previous course work in data structures and algorithm analysis. Experience with high-level programming languages and concepts

### **CSCI 581 - Computer and Network Security**

Hours: 3

Computer and Network Security - Three semester hours. This course provides key concepts in computer and network security. Topics include overview of TCP/IP networks; cryptography including symmetric/asymmetric ciphers, cryptographic hash functions, message authentication codes, and digital signatures; mutual trust including key distribution and user authentication protocols; network and Internet security; and network system security including firewalls. Prerequisites CSci 525. Prerequisites: CSci 525.

### **CSCI 587 - SECURE PROTOCOLS**

Hours: 3

Secure Protocols. Three semester hours. This course introduces students to advanced protocols that provide information and communications security. Basic protocol building blocks are discussed. Advanced protocols will be analyzed to determine if they satisfy specific security requirements, to discover security loopholes, and to discuss modifications to remove the loopholes. Prerequisites: CSci 525.

### **CSCI 589 - Independent Study**

Hours: 1-4

Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. No more than three hours of independent study may be counted towards the degree. Prerequisite: Consent of department head and supervising faculty member.

### **CSCI 595 - Research Lit & Techniques**

Hours: 3

Research Literature and Techniques. Three semester hours. A course designed to acquaint the student with the role of research in the initiation, development and modification of concepts and theories in computer science. A final written report and presentation and/or demonstration of results obtained during the course will be made to interested faculty members and students. Prerequisite: Completion of the required core courses.

### **CSCI 597 - Special Topics**

Hours: 1-4

Special Topics. One to four semester hours. Organized class in a specialized area of current interest. May be repeated when topics vary.



# Engineering & Technology

Ilseok (Eddie) Oh (Department Head)

Location: 903-886-5474

Engineering & Technology Web Site:

<http://www.tamuc.edu/academics/colleges/scienceEngineeringAgriculture/departments/engineeringTechnology/default.aspx>

Dr. Ilseok Eddie Oh, Department Head

## Admission

Admission to a graduate program is granted by the Dean of Graduate Studies upon the recommendation of the department. Applications for admission are accepted throughout the year. Candidates are encouraged to submit applications as early as possible to ensure consideration for the semester desired.

### Documents required:

1. Application
2. Application fee
3. Official Bachelor's transcript – from a regionally accredited university
4. An official copy of the aptitude portion (General) of the Graduate Record Examination (GRE) must be submitted to the Office of Graduate Studies through the Educational Testing Service.
5. Professional Resume

- [Admission Requirements](#)

## Program of Graduate Work in Technology Management

Graduate Studies in Technology Management are designed to prepare graduates for career advancement and career enhancement in domestic and global technology-intensive businesses and industrial enterprises.

Graduates of the Master of Science in the Technology Management program at Texas A&M University will:

1. evaluate and defend leadership and organizational strategies associated with technology-intensive enterprises;
2. summarize and explain organizational development and strategies common to technology-intensive enterprises;
3. formulate and assemble component ideas in order to successfully execute a project plan; and
4. analyze information in order to formulate effective solutions;

**Note:** The Department reserves the right to suspend from the program any student who in the judgment of the departmental graduate committee, does not meet the professional expectations of the field.

## Master of Science in Technology Management (Option II) Non-Thesis

The Master of Science in Technology Management is a 36 hour (12 Course) non-thesis graduate program. It is designed to prepare program graduates for career advancement and career enhancement in domestic and global technology-intensive businesses and industrial enterprises.

The MS-TMGT program is designed to be an online program. While some of the courses have the option of being taken on-campus the entire program can be taken online.

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### Research

<a href="#">TMGT 595</a>	Applied Research in Engineering & Technology (3 semester hours required)	3
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**Must be taken in the first semester of the program**

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<b>Required Core Courses (21 semester hours)</b>		
<a href="#"><u>TMGT 510</u></a>	Management of Technology in Organizations	3
<a href="#"><u>TMGT 512</u></a>	Leadership in Engineering and Technology	3
<a href="#"><u>TMGT 513</u></a>	Knowledge Management in Engineering & Technology Organizations	3
<a href="#"><u>TMGT 514</u></a>	Engineering and Technology Project Management	3
<a href="#"><u>TMGT 516</u></a>	Group Leadership in the Diverse Enterprise	3
<a href="#"><u>TMGT 590</u></a>	Technology Management Seminar	3
<a href="#"><u>TMGT 599</u></a>	Technology Management Practicum	3
<b>Must be taken in the final semester</b>		
<b>Elective Courses</b>		
<b>12 semester hours from the following approved elective courses:</b>		
<a href="#"><u>ACCT 501</u></a>	Accounting for Managers	3
<a href="#"><u>BA 530</u></a>	Ethical Issues in Org	3
<a href="#"><u>BUSA 501</u></a>	Intro to Business Analytics	3
<a href="#"><u>BUSA 542</u></a>	Applied Decision Modeling	3
<a href="#"><u>ECO 501</u></a>	Economics for Decision Makers	3
<a href="#"><u>ECO 502</u></a>	Quantitative Analysis for Managers	3
<a href="#"><u>FIN 501</u></a>	Finance for Decision Makers	3
<a href="#"><u>FIN 504</u></a>	Financial Management	3
<a href="#"><u>MGT 501</u></a>	Operations and Organizations	3
<a href="#"><u>MGT 581</u></a>	ENTREPRENEURSHIP	3
<a href="#"><u>MKT 501</u></a>	Marketing Environment	3
<b>Any Master's-level non-core TMGT courses, SMGT courses, or 500 level CSCI courses, excluding 505, 507, 518, 589, &amp; 595.</b>		
<b>Total Hours</b>		<b>36</b>

## Technology Management Minor

<b>Required Courses (12 sh)</b>	
Three graduate level courses from the Technology Management Core	9
Any additional course from the Technology Management program (excluding 595 & 599)	3
<b>Total Hours</b>	<b>12</b>

## **Courses**

### **SMGT**

#### **SMGT 521 - Ergonomics**

Hours: 3

Ergonomics is the field of study that involves the application of knowledge about human capacities and limitations to the design of workplaces, jobs task, tools equipment, and the environment. Ergonomics is essentially fitting the workplace to the worker. To meet this premise, this course provides specific critical analysis through interactive classroom lectures to cumulative trauma, disorders, defining ergonomics, identifying and recognizing ergonomic risk factors in the workplace. Prerequisites: TMGT 595.

#### **SMGT 522 - Human Risk Management**

Hours: 3

An advanced study of the management of occupational safety and risk as applied to a business/industrial environment. Includes risk models, perception and safety behavior, human error, personality & risk liability, attitudes, values, and risk behavior, stress, managing safety teams, leadership for safety performance, managing human risks, and safety culture. Prerequisites: TMGT 595.

#### **SMGT 523 - Industrial Hygiene & Safety Management**

Hours: 3

An advanced study of industrial hygiene and the application of scientific and engineering principles to the analysis of processes, equipment, products, facilities, and environments in order to optimize safety and health effectiveness for private, state and federal safety programs. Prerequisites: TMGT 595.

#### **SMGT 524 - System Safety**

Hours: 3

A study of the specialized integration of safety skills and resources into all phases of a System's Life Cycle. Topics include system safety analyses, probability theory & statistics, PHA sub-system & hazard analysis operating & support analysis energy trace & barrier analysis, FMEA, fault-hazard, fault-tree, MORT, HAZOP, and accident analysis & prevention. Prerequisites: TMGT 595.

#### **SMGT 527 - Life Safety and Hazard Control**

Hours: 3

Advanced study of Life safety & Fire Codes, Occupational Safety & Health Administration, Environmental Protection Agency, Department of transportation, National Institute for Occupational Safety & Health and other federal legislation designed for hazard recognition, evaluation, and control. Prerequisites: TMGT 595.

#### **SMGT 528 - Legal Aspects of Occupational and Environmental Health**

Hours: 3

Advanced study of the legal aspects of safety and occupational health and environmental law. Study includes Clean Air Act; Clean Water Act; Oil Pollution Act; Safe Drinking Water Act; Toxic Substances Control Act; Pesticides; Resource Conservation and Recovery Act; Underground Storage Tanks; Federal Facilities Compliance Act; National Environmental Policy Act; Comprehensive Environmental Response, Compensation and Liability Act; Emergency Planning and Community Right-to Know Act; Pollution Prevention Act; and the Occupational Safety Health Act. Case studies are utilized. Prerequisites: TMGT 595.

### **TMGT**

#### **TMGT 510 - Management of Technology in Organizations**

Hours: 3

Examination of cutting-edge engineering and technology concepts, tools and technologies that apply to contemporary technology-intensive organizations. Includes study of organizational structures, effective technical management processes and controls, ethical practices, project evaluation, technology-oriented teams, innovation and environmental quality, Extensive reading, researching the body of knowledge related to the course content and original writing assignments/projects required. Prerequisites: TMGT 595 (or corequisite), or permission of Department Head.

#### **TMGT 511 - Emerging Technologies**

Hours: 3

Study of emerging technologies and the management, ethical, and societal challenges they pose to engineering and technology organizations. Emphasis on how managers assess emerging technologies, share organizational strategies, make investment decisions, and create organizational structures that can effectively compete in the global market. Extensive research and writing assignments are required. Prerequisites: TMGT 595 (or corequisite), or permission of Department Head.

**TMGT 512 - Leadership in Engineering and Technology**

Hours: 3

Advanced study of leadership attributes, theories, and concepts within the fields of engineering, construction and technology-intensive enterprises. Prerequisites: TMGT 595 (or corequisite), or permission of Department Head.

**TMGT 513 - Knowledge Management in Engineering & Technology Organizations**

Hours: 3

Study of knowledge management and its organizational impact. Students will be required to conduct extensive research into how knowledge management affects the contemporary organization. Emphasis on how organizational knowledge is captured, retained, accessed, and used to provide a competitive edge in the global environment. Prerequisites: TMGT 595 (or corequisite), or permission of Department Head.

**TMGT 514 - Engineering and Technology Project Management**

Hours: 3

Techniques and application of managing projects with emphasis on project management planning, scheduling, graphics, quantitative tools, pricing and estimating, cost controls, trade-offs, risk management, contracts, procurement, quality, and other related topics. Prerequisites: TMGT 595 and TMGT 510 (or corequisite), or permission of Department Head.

**TMGT 516 - Group Leadership in the Diverse Enterprise**

Hours: 3

Advanced study of interactive management in diverse organizations. Topics to be researched may include: performance ethics, workplace diversity, workplace behavior, decision making, effective communication, employee motivation, project/work teams, conflict resolution, problem-solving and change management. Students will be required to conduct extensive reading, research and writing during the course of study. Prerequisites: TMGT 595 (or corequisite), or permission of Department Head.

**TMGT 589 - Independent Study**

Hours: 1-3

Independent Study. One to Three semester hours. Individualized instruction/research at an advance level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies.

**TMGT 590 - Technology Management Seminar**

Hours: 3

Students will conduct an in-depth case study on a topic selected by the program faculty. Topics will vary each semester and will be selected from relevant and timely subjects/technologies. Prerequisites: TMGT 595 (or corequisite), or permission of Department Head.

**TMGT 595 - Applied Research in Engineering & Technology**

Hours: 3

Study of research methodologies, analysis and processes utilized in contemporary engineering and technology intensive disciplines.

**TMGT 597 - Special Topics in Engineering & Technology**

Hours: 3

Special Topics in Engineering & Technology. Organized class. May be repeated when topics vary.

**TMGT 599 - Technology Management Practicum**

Hours: 3

The course documents the graduate students' learning experience resulting in a consolidation of a student's educational experience and certifies mastery of workplace and/or academic competencies. The practicum experience must occur during the last semester of the student's educational program. Methods of providing a capstone experience will include one of the following; comprehensive, discipline specific examination prepared by the faculty of the workforce education program and administered at the conclusion of the program, or course involving the preparation of a portfolio. Prerequisites: Enrolled in final semester for MS-TMGT degree.

## Mathematics

Tingxiu Wang (Department Head)

Location: Binnion Hall, 903-886-5157

Mathematics Web Site: <http://www.tamuc.edu/academics/colleges/scienceEngineeringAgriculture/departments/mathematics/default.aspx>

Dr. Tingxiu Wang, Department Head

The graduate program in mathematics provides thorough training to the student in one or more areas of mathematics to stimulate independent thinking, and to provide an apprenticeship for the development of creative research. The program prepares the student for employment in a high school, junior college, or four-year college, continued study of mathematics at the doctoral level, or in one of the many nonacademic areas in which mathematicians work. For example, our graduates are employed as actuaries, software engineers, college faculty members, school administrators, and by companies such as L3, Texas Instruments, and General Dynamics.

Graduate students in mathematics have access to powerful software packages, and many courses include computer applications.

## Programs of Graduate Work

Graduate work leading to a Master of Science degree is offered with an emphasis in algebra, analysis, probability-statistics, or topology in addition to many special topic offerings. Emphases for secondary and middle school teachers are specially planned to meet their individual and particular objectives.

Students may also select courses leading to a minor in applied mathematics.

## Admission

Admission to a graduate program is granted by the Dean of Graduate Studies upon the recommendation of the department. Students entering the MS program for a career in higher education, professional work, or further advanced study in mathematics must meet the background requirements which include the calculus sequence, discrete mathematics, and at least two upper-level undergraduate mathematics courses from the areas of algebra, analysis, topology, statistics, and probability.

Secondary mathematics teachers and other students entering the master's degree program with goals other than work as a professional mathematician or advanced study in mathematics should have Calculus I, II, and at least two upper-level undergraduate mathematics courses from the areas of algebra, analysis, topology, statistics, and probability.

Acceptance will be based on admission to the Graduate School, scores on the Graduate Record Examination (GRE), undergraduate grade point average, and mathematics background as outlined above.

- [Admission Requirements](#)

**Note:** The Department reserves the right to suspend from the program any student who in the judgment of the departmental graduate committee, does not meet the professional expectations of the field.

## Mathematics MS

### Master of Science in Mathematics (Option I) Thesis

The MS in Mathematics requires 8 courses and a thesis (6 credit hours), a total of 30 credit hours, as follows:

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#### Thesis

<a href="#">THE 518</a>	Thesis (6 semester hours required)	3-6
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**Only 6 semester hours of credit for 518 per degree will be given upon satisfactory completion of the requirement**

**Core Courses: 12 semester hours (4 courses) including one complete sequence from:**

<a href="#">MATH 501</a>	Mathematical Statistics I	3
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<a href="#">MATH 502</a>	Mathematical Statistics II	3
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**or**

<a href="#">MATH 511</a>	Introduction to Real Analysis I	3
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<a href="#">MATH 512</a>	Introduction to Real Analysis II	3
<b>or</b>		
<a href="#">MATH 522</a>	General Topology I	3
<a href="#">MATH 523</a>	General Topology II	3
<b>or</b>		
<a href="#">MATH 538</a>	Functions of Complex Variables I	3
<a href="#">MATH 539</a>	Functions of Complex Variables II	3
<b>or</b>		
<a href="#">MATH 543</a>	Abstract Algebra I	3
<a href="#">MATH 544</a>	Abstract Algebra II	3
<b>Complete 12 semester hours (4 additional courses) from either the core section or from the following:</b>		
<a href="#">MATH 515</a>	Dynamical Systems	3
<a href="#">MATH 517</a>	Calculus of Finite Differences	3
<a href="#">MATH 532</a>	Fourier Analysis and Wavelets	3
<a href="#">MATH 533</a>	Optimization	3
<a href="#">MATH 536</a>	CRYPTOGRAPHY	3
<a href="#">MATH 537</a>	Theory of Numbers	3
<a href="#">MATH 546</a>	Numerical Analysis	3
<a href="#">MATH 561</a>	Statistical Computing & Design of Experiments	3
<a href="#">MATH 563</a>	Image Processing with Applications	3
<a href="#">MATH 580</a>	Topics in the History of Mathematics	3
<a href="#">MATH 597</a>	Special Topics (approval by the math department)	3
<b>Total Hours</b>		<b>30</b>

## Master of Science in Mathematics (Option II) Non-Thesis

The MS in Mathematics requires 11 courses and a project (Math 595, 3 credit hours), a total of 36 credit hours, as follows:

**Core Courses: 12 semester hours (4 courses) including one complete sequence from:**

<a href="#">MATH 501</a>	Mathematical Statistics I	3
<a href="#">MATH 502</a>	Mathematical Statistics II	3
<b>or</b>		
<a href="#">MATH 511</a>	Introduction to Real Analysis I	3
<a href="#">MATH 512</a>	Introduction to Real Analysis II	3

<b>or</b>		
<a href="#">MATH 522</a>	General Topology I	3
<a href="#">MATH 523</a>	General Topology II	3
<b>or</b>		
<a href="#">MATH 538</a>	Functions of Complex Variables I	3
<a href="#">MATH 539</a>	Functions of Complex Variables II	3
<b>or</b>		
<a href="#">MATH 543</a>	Abstract Algebra I	3
<a href="#">MATH 544</a>	Abstract Algebra II	3
<b>Complete 9 semester hours (3 courses) from either the core section or from the following:</b>		
<a href="#">MATH 515</a>	Dynamical Systems	3
<a href="#">MATH 517</a>	Calculus of Finite Differences	3
<a href="#">MATH 532</a>	Fourier Analysis and Wavelets	3
<a href="#">MATH 533</a>	Optimization	3
<a href="#">MATH 536</a>	CRYPTOGRAPHY	3
<a href="#">MATH 537</a>	Theory of Numbers	3
<a href="#">MATH 546</a>	Numerical Analysis	3
<a href="#">MATH 561</a>	Statistical Computing & Design of Experiments	3
<a href="#">MATH 563</a>	Image Processing with Applications	3
<a href="#">MATH 580</a>	Topics in the History of Mathematics	3
<a href="#">MATH 597</a>	Special Topics (approval by the math department)	3
<b>Electives</b>		
<b>An additional 12 semester hours (4 graduate level electives) from any graduate courses offered by the mathematics department, or outside courses with the approval of the mathematics department.</b>		12
<b>Research Project</b>		
<a href="#">MATH 595</a>	Research Literature & Techniques (3 semester hours required)	3
<b>Total Hours</b>		36

## Applied Mathematics Minor

Satisfactory completion of at least 4 of the following courses will meet requirements for a minor in mathematics

<a href="#">MATH 501</a>	<b>Mathematical Statistics I</b>	<b>3</b>
<a href="#">MATH 502</a>	Mathematical Statistics II	3

<a href="#"><u>MATH 511</u></a>	Introduction to Real Analysis I	3
<a href="#"><u>MATH 512</u></a>	Introduction to Real Analysis II	3
<a href="#"><u>MATH 515</u></a>	Dynamical Systems	3
<a href="#"><u>MATH 517</u></a>	Calculus of Finite Differences	3
<a href="#"><u>MATH 522</u></a>	General Topology I	3
<a href="#"><u>MATH 523</u></a>	General Topology II	3
<a href="#"><u>MATH 532</u></a>	Fourier Analysis and Wavelets	3
<a href="#"><u>MATH 533</u></a>	Optimization	3
<a href="#"><u>MATH 531</u></a>	Intro Theory of Matrices	3
<a href="#"><u>MATH 536</u></a>	CRYPTOGRAPHY	3
<a href="#"><u>MATH 537</u></a>	Theory of Numbers	3
<a href="#"><u>MATH 538</u></a>	Functions of Complex Variables I	3
<a href="#"><u>MATH 539</u></a>	Functions of Complex Variables II	3
<a href="#"><u>MATH 543</u></a>	Abstract Algebra I	3
<a href="#"><u>MATH 544</u></a>	Abstract Algebra II	3
<a href="#"><u>MATH 546</u></a>	Numerical Analysis	3
<a href="#"><u>MATH 561</u></a>	Statistical Computing & Design of Experiments	3
<a href="#"><u>PHYS 517</u></a>	Mathematical Methods in Physics	3
<b>Total Hours</b>		<b>12</b>

## Courses

### MATH

#### **MATH 500 - Discrete Mathematics**

Hours: 4

Discrete Mathematics. Four semester hours. Study of formal logic; sets; functions and relations; principle of mathematical induction; recurrence relations; and introductions to elementary number theory; counting (basic combinatorics); asymptotic complexity of algorithms; graph theory; and NPcompleteness. This course is useful to those taking graduate classes in computer science. It may be taken for graduate credit towards a masters in mathematics only by consent of the department. Prerequisite: Consent of the instructor.

#### **MATH 501 - Mathematical Statistics I**

Hours: 3

Probability, distributions, moments, point estimation, maximum likelihood estimators, interval estimators, test of hypothesis. Prerequisites: MATH 314.

#### **MATH 502 - Mathematical Statistics II**

Hours: 3

Probability, distributions, moments, point estimation, maximum likelihood estimators, interval estimators, test of hypothesis. Prerequisites: Math 501.



**MATH 511 - Introduction to Real Analysis I**

Hours: 3

Properties of real numbers, continuity, differentiation, integration, sequences and series of functions, differentiation and integration of functions of several variables. Prerequisites: Math 314 or Consent of Instructor.

**MATH 512 - Introduction to Real Analysis II**

Hours: 3

Properties of real numbers, continuity, differentiation, integration, sequences and series of functions, differentiation and integration of functions of several variables. Prerequisites: Math 511.

**MATH 515 - Dynamical Systems**

Hours: 3

Dynamical Systems. Three semester hours. Iteration of functions; graphical analysis; the linear, quadratic and logistic families; fixed points; symbolic dynamics; topological conjugacy; complex iteration; Julia and Mandelbrot sets. Computer algebra systems will be used. Recommended background; Math 192 and Math 331.

**MATH 517 - Calculus of Finite Differences**

Hours: 3

Finite differences, integration, summation of series, Bernoulli and Euler Polynomials, interpolation, numerical integration, Beta and Gamma functions, difference equations. Prerequisites: Math 314.

**MATH 518 - Thesis**

Hours: 3-6

This course is required of all graduate students who have an Option I degree plan. Graded on a (S) satisfactory or (U) unsatisfactory basis. Prerequisites: Prerequisite: Consent of the instructor.

**MATH 522 - General Topology I**

Hours: 3

General Topology I - Three semester hours Ordinals and cardinals, topological spaces, identification topology, convexity, separation axioms, covering axioms. Pre-requisites : Math 440 or consent of instructor.

**MATH 523 - General Topology II**

Hours: 3

The course is a continuation of Math 522. Compact spaces, metric spaces, product spaces, convergence, function spaces, path connectedness, homotopy, fundamental group. Prerequisites: Math 522.

**MATH 529 - WORKSHOP**

Hours: 3

Workshop in School Mathematics. Three semester hours. This course may be taken twice for credit. A variety of topics, taken from various areas of mathematics, of particular interest to elementary and secondary school teachers will be covered. Consult with instructor for topics.

**MATH 531 - Intro Theory of Matrices**

Hours: 3

Introduction to Theory of Matrices. Three semester hours. Vector spaces, linear equations, matrices, linear transformations, equivalence relations, metric concepts. Prerequisite: Math 334 or 335.

**MATH 532 - Fourier Analysis and Wavelets**

Hours: 3

Inner Product Spaces; Fourier Series; Fourier Transform; Discrete Fourier Analysis; Haar Wavelet Analysis; Multiresolution Analysis; The Daubechies Wavelets; Applications to Signal Processing; Advanced Topics. Prerequisites: Math 335 or the Consent of the instructor.

**MATH 533 - Optimization**

Hours: 3

Linear and Nonlinear Optimization - Three semester hours Graphical optimization, linear programming, simplex method, interior point methods, nonlinear programming, optimality conditions, constrained and unconstrained problems, combinatorial and numerical optimization, applications. Pre-requisites : Math 335 or the consent of the instructor

**MATH 536 - CRYPTOGRAPHY**

Hours: 3

The course begins with some classical cryptanalysis (Vigenere ciphers, etc). The remainder of the course deals primarily with number-

theoretic and/or algebraic public and private key cryptosystems and authentication, including RSA, DES, AES and other block ciphers. Some cryptographic protocols are described as well. Prerequisites: MATH 437, or Math 537, or consent of the instructor.

### **MATH 537 - Theory of Numbers**

Hours: 3

Factorization and divisibility, diophantine equations, congruences, quadratic reciprocity, arithmetic functions, asymptotic density, Riemann's zeta function, prime number theory, Fermat's Last Theorem. Prerequisites: MATH 437 or Consent of instructor.

### **MATH 538 - Functions of Complex Variables I**

Hours: 3

Geometry of complex numbers, mapping, analytic functions, Cauchy-Riemann conditions, complex integration. Taylor and Laurent series, residues. Prerequisites: Math 436, or Math 438, Consent of Instructor.

### **MATH 539 - Functions of Complex Variables II**

Hours: 3

Geometry of complex numbers, mapping, analytic functions, Cauchy-Riemann conditions, complex integration. Taylor and Laurent series, residues. Prerequisites: MATH 538.

### **MATH 543 - Abstract Algebra I**

Hours: 3

Groups, isomorphism theorems, permutation groups, Sylow Theorems, rings, ideals, fields, Galois Theory. Prerequisites: MATH 334 or MATH 550, or Consent of Instructor.

### **MATH 544 - Abstract Algebra II**

Hours: 3

Groups, isomorphism theorems, permutation groups, Sylow Theorems, rings, ideals, fields, Galois Theory. Prerequisites: Math 543.

### **MATH 546 - Numerical Analysis**

Hours: 3

The course will include numerical methods for derivatives and integrals approximation, teach Euler's and Runge-Kutta methods for solving ordinary differential equations, and study methods for approximate solution of partial differential equations (PDE), including parabolic PDE. Students will learn also how to program the basic methods in MatLab, improving their skills in working with this software. Prerequisites: Consent of the instructor or MATH 314.

### **MATH 550 - Foundations of Abstract Algebra**

Hours: 3

This course will cover the fundamental properties of algebraic structures such as properties of the real numbers, mapping, groups, rings, and fields. The emphasis will be on how these concepts can be related to the teaching of high school algebra. Note: This course will be helpful to secondary teachers by giving them a better understanding of the terms and ideas used in modern mathematics. Prerequisites: MATH 331 or Math 500.

### **MATH 560 - Euclidean and NonEuclidean Geometry**

Hours: 3

This course is specifically designed for middle and high-school teachers. The National Council of Teachers of Mathematics (NCTM) explains in its Principles and Standards the geometric skills students should be able to use by the time they finish high school are: (1) analyze characteristics and properties of two and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships; (2) specify locations and describe spatial relationships using coordinate geometry and other representational systems; (3) apply transformations and use symmetry to analyze mathematical situations; and (4) use visualization, spatial reasoning, and geometric modeling to solve problems. Prerequisites: MATH 331 or Math 500.

### **MATH 561 - Statistical Computing & Design of Experiments**

Hours: 3

A computer oriented statistical methods course which involves concepts and techniques appropriate to design experimental research and the application of the following methods and techniques: methods of estimating parameters and testing hypotheses about them; analysis of variance, multiple regression methods, orthogonal comparisons, experimental designs with applications. Prerequisites: Math 401 or 502.

### **MATH 563 - Image Processing with Applications**

Hours: 3

Introduction to image processing, with applications to images from medicine, agriculture, satellite imagery, physics, etc. Students will learn techniques such as edge detection, 2D image enhancement using laplacian and gradient operators, fourier transforms and the FFT,

filtering, and wavelets, as time allows. Students will acquire practical skills in image manipulation by implementing the above mentioned algorithms. Prerequisites: MATH 314 or consent of the instructor.

### **MATH 571 - Higher Order Approximations**

Hours: 3

This course, specifically for teachers, explores algebra-based techniques for powerful, highly accurate numerical approximations. Graphing calculators and some computer software will be used. Approximations for areas and volumes of regions, solutions to equations and systems of equations, sums of infinite series, values of logarithmic and trigonometric functions and other topics are covered. Prerequisites: MATH 192.

### **MATH 572 - Modern Applications of Mathematics**

Hours: 3

This course, specifically designed for teachers, covers a range of applications of mathematics. Topics may include classical encryption, data compression ideas, coding theory, private and public key cryptography, data compression including wavelets, difference equations, GPS systems, computer tomography, polynomial interpolation/Bézier curves, construction and use of mathematical models, probability theory, Markov chains, network analysis, linear programming, differentiation and integration, linear algebra, complex variables, Fourier-series, Fourier and Laplace transforms and their applications, differential equations, integral equations, calculus of variations, and topics from student presentations. Prerequisites: MATH 192.

### **MATH 573 - Calculus of Real and Complex Functions**

Hours: 3

This course is designed for teachers and explores similarities and differences between functions whose domain and range consist of sets of real numbers and sets of complex numbers. Complex numbers are reviewed with nontraditional applications to plane geometry. Alternate approaches to the meaning of the derivative are given so as to provide links between the notions of  $f(x)$  and  $f(z)$  ( $x$  real,  $z$  complex), and ways of understanding derivatives of inverse functions and composite functions. The geometry of functions of a complex number are explored. Cauchy-Riemann equations are derived and utilized. Power series in both the real and complex context are compared. Prerequisites: MATH 192.

### **MATH 580 - Topics in the History of Mathematics**

Hours: 3

A chronological presentation of historical mathematics. The course presents historically important problems and procedures. Prerequisites: MATH 331.

### **MATH 589 - Independent Study**

Hours: 1-4

Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. Note: May be repeated when the topic varies. Prerequisites: Consent of department head.

### **MATH 595 - Research Literature & Techniques**

Hours: 3

This course provides a review of the research literature pertinent to the field of mathematics. The student is required to demonstrate competence in research techniques through literature investigation and formal reporting of a problem. Graded on a (S) satisfactory or (U) unsatisfactory basis. Prerequisites: Consent of instructor.

### **MATH 597 - Special Topics**

Hours: 3

Organized class. May be repeated when topics vary. Prerequisites: Consent of instructor.

## **MTE**

### **MTE 551 - Fundamental Math for Tch**

Hours: 3

Fundamental Mathematics for Teachers - Three semester hours This course is specifically designed for teachers K-8. The National Council of Teachers of Mathematics (NCTM) explains in its Principles and Standards (2000) that all mathematical learning is grounded in number and operations: Students should be able to “understand numbers, ways of representing numbers, relationships among numbers and number systems; and understand meanings of operations and how they relate to each other.” This course is designed to prepare the teachers to create learning environments conducive to meeting the national and state standards regarding number and operation.

### **MTE 552 - Math Modeling Tch**

Hours: 3

Mathematical Modeling for Teachers - Three semester hours This course is specifically designed for teachers K-8. The National Council

of Teachers of Mathematics (NCTM) explains in its Principles and Standards (2000) that all mathematical learning should be grounded in problem solving and mathematical reasoning. This course is designed to prepare the teachers to create learning environments conducive to meeting the national and state standards regarding problem solving, mathematical modeling, and the judicious use of technology.

#### **MTE 553 - Geometric Structures for Tch**

Hours: 3

Geometric Structures for Teachers - Three semester hours This course is specifically designed for teachers K-8. The National Council of Teachers of Mathematics (NCTM) explains in its Principles and Standards (2000) that “geometry and spatial sense are fundamental components of mathematics learning.” This course is designed to prepare the teachers to create learning environments conducive to meeting the national and state standards regarding geometry. Topics include characteristics of 2 and 3 dimensional shapes, mathematical proofs, spatial relationships, transformations and symmetry.

#### **MTE 554 - Algebraic Structures for Tch**

Hours: 3

Algebraic Structures for Teachers - Three semester hours This course is specifically designed for teachers K-8. The National Council of Teachers of Mathematics (NCTM) explains in its Principles and Standards (2000) that algebraic reasoning is a important part of mathematical study. This course is designed to prepare the teachers to create learning environments conducive to meeting the national and state standards regarding algebraic reasoning. Topics include understanding patterns, relations, functions; representing and analyzing mathematical situations and structures using algebraic symbols; using mathematical models to represent and understand quantitative relationships; and analyzing change in various contexts.

#### **MTE 556 - Stat Reasoning for Tch**

Hours: 3

Statistical Reasoning for Teachers - Three semester hours This course is specifically designed for teachers K-8. The National Council of Teachers of Mathematics (NCTM) explains in its Principles and Standards (2000) that statistical reasoning is essential to being an informed citizen, employee, and consumer; thus it is essential for all students. This course is designed to prepare the teachers to create learning environments conducive to meeting the national and state standards regarding statistical reasoning. Topics include formulating questions that can be addressed with data; collecting, organizing, and displaying relevant data to answer questions; selecting and using appropriate statistical methods to analyze data; developing and evaluating inferences and predictions based on data; understanding and applying basic concepts of probability.

#### **MTE 557 - Prob Based Lrng Math Sci**

Hours: 3

Problem Based Learning in Mathematics and Science - Three semester hours This course is specifically designed for teachers K-12. The National Council of Teachers of Mathematics (NCTM) explains in its Principles and Standards (2000) that all mathematical learning should be grounded in problem solving and mathematical reasoning. This course focuses on project-based and problem-based learning (PBL); conducting PBL and its applications in the classroom.

#### **MTE 589 - Independent Study**

Hours: 1-6

Independent Study - Hours: One to Six Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. Prerequisites Consent of department head. Note May be repeated when the topic varies.

#### **MTE 597 - Special Topics**

Hours: 1-4

Hours: One to four - Organized class Note May be graded on a satisfactory (S) or unsatisfactory (U) basis. May be repeated when topics vary

## **Physics and Astronomy**

Matthew Wood (Department Head)

Location: Science Building, 903-886-5488

Physics and Astronomy Web Site:

<http://www.tamuc.edu/academics/colleges/scienceEngineeringAgriculture/departments/physicsAstronomy/default.aspx>

Dr. Matthew A. Wood, Head and Professor

The Department of Physics and Astronomy provides coursework, training, and research experience to students who wish to further their education beyond the bachelor's level to achieve a greater degree of competence and recognition in their profession. The department offers an MS in Physics, with thesis and non-thesis options. The thesis option is taken by traditional MS students who may be interested in going on to a Ph.D program. The non-thesis option includes an Applied Physics emphasis for those planning on working in industry,

and a Physics Teaching Emphasis offered completely online. The Physics Teaching Emphasis is designed to support high school physics teachers by reinforcing physics content knowledge and introducing modern topics in physics and astronomy and providing inspiration for transferring modern topics into the high school classroom.

The Physics Department provides well-equipped instructional and research laboratories. Sophisticated equipment and faculty direction are available for experimental research in solid state physics, X-ray spectroscopy, surface physics, microcomputer hardware and software development, and digital electronics.

Faculty also conduct research in theoretical nuclear physics, nuclear astrophysics, observational and computational stellar astrophysics, computational physics and physics education research. In addition, the department has an active astronomy and planetary science research program in collaboration with staff members of the planetarium. The department is a member of the Southeastern Association for Research in Astronomy (SARA), which provides remote access for students and faculty to two 1-m class telescopes at the premiere observing sites Kitt Peak National Observatory (KPNO) in Arizona, USA, Cerro Tololo International Observatory (CTIO) in Chile, and Roque de los Muchachos Observatory (ORM) in the Canary Islands. The department also owns an observatory located 5 miles south of the campus, and maintains extensive equipment to help prepare science teachers to introduce and teach the latest physics curriculum developments.

## **Programs of Graduate Work**

### **Physics MS - Thesis**

The Master of Science in Physics with research thesis is ordinarily chosen by those students preparing for further graduate study leading to the PhD degree, industrial employment, or for college teaching. The Physics MS - Thesis degree program requires the completion of a research thesis and 30 semester hours, including 2 courses (6 semester hours) allotted to the thesis.

### **Applied Physics Emphasis**

The applied physics emphasis is designed for students who plan to have a career in a technical industry with a scientific, engineering or programming emphasis. The coursework in this emphasis beyond the required core courses emphasize the practical *hands* on aspects of physics. Applied physics differs from engineering in that the applied physicist might not be designing a specific item, but might instead be using physics to help develop new technologies or to assist in solving an engineering problem. An applied physicist is a *generalist* who can be called upon to contribute in several different arenas in a technology company. The Physics MS – Non-Thesis degree program requires 36 semester hours of courses.

### **Physics Teaching Emphasis**

The new online emphasis is designed for high-school physics teachers, who may not necessarily have a degree in physics. It is based around 6 courses which introduce students to advanced physics content such as quantum physics and astrophysics. As well as the physics itself, we will examine the historical context of the subjects, and examine their pedagogy with an aim to introducing modern physics content into the high school classroom. This Master's program will reinforce teacher's physics content knowledge and allow teachers to instruct dual enrollment courses and at community college level.

The suggested minimum undergraduate courses include a year of calculus-based physics, modern physics, and mathematics up through differential equations; those students who do not have this minimum will be expected to take the "Mathematical Methods for Educators" course first. The Physics MS - Option II Non-Thesis degree program requires 36 semester hours.

## **Admission**

Admission to a graduate program is granted by the Dean of Graduate Studies upon the recommendation of the department, and is based on scores on the Graduate Record Examination (GRE), a statement of purpose, a letter of recommendation and undergraduate transcripts. Students with an undergraduate GPA of 3.0 or better are not required to take the GRE exam.

- [Admission Requirements](#)

## **Departmental Requirements**

Physics graduate students in the Thesis program and the Non-Thesis Applied Physics Emphasis must register for [PHYS 501](#) Graduate Seminar each semester in residence. A "Comprehensive Examination" is required of all students majoring in physics.

**Note:** The Department reserves the right to suspend from the program any student who in the judgment of a duly constituted departmental committee does not meet the professional expectations of the field.

## Physics MS

### Master of Science in Physics (Option I) Thesis

The Master of Science in Physics with a research thesis is ordinarily chosen by those students preparing for industrial employment, college teaching, or for further graduate study leading to the PhD degree. The degree program requires a minimum of 30 semester hours, including 2 courses allotted to the thesis.

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#### Thesis

<a href="#">PHYS 518</a>	Thesis (6 semester hours required)	3-6
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**Only 6 semester hours of credit for 518 per degree will be given upon satisfactory completion of the requirement**

#### Required Core Courses: 12 semester hours

<a href="#">PHYS 511</a>	Advanced Classical Mechanics	3
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<a href="#">PHYS 512</a>	Classical Electromagnetic Theory	3
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<a href="#">PHYS 517</a>	Mathematical Methods in Physics	3
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<a href="#">PHYS 520</a>	Quantum Mechanics	3
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#### Approved Courses

<b>9 semester hours (3 courses) on approval of graduate advisor</b>		9
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#### Graduate Seminar

<a href="#">PHYS 501</a>	Graduate Seminar (1 semester hour, for a total of 3 semester hours.)	1
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**All physics graduate students must register for 501 each semester in residence**

<b>Total Hours</b>		30
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### Master of Science in Physics (Option II) Non-Thesis

#### Physics Teaching Emphasis

This emphasis is designed for physics educators who may not have an undergraduate degree but that wish to earn a MS degree in physics to allow them to teach at the community college level or dual enrollment courses. The suggested minimum undergraduate courses include a year of calculus-based physics, modern physics, and mathematics up through differential equations.

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#### Research

<a href="#">PHYS 595</a>	Research Literature and Techniques (3 semester hours required)	3
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<b>Required Courses: 18 semester hours</b>		
<a href="#">PHYS 526</a>	The Quantum Universe for Educators	3
<a href="#">PHYS 530</a>	Physics Mathematical Methods for Educators	3
<a href="#">PHYS 531</a>	Classical Mechanics for Educators	3
<a href="#">PHYS 532</a>	Electricity and Magnetism for Educators	3
<a href="#">PHYS 535</a>	Thermodynamics for Educators	3
<a href="#">PHYS 561</a>	Astronomy & Astrophysics for Educators	3
<b>Plus 3 semester hours (1 physics) or equivalent course on approval of graduate advisor.</b>		3
<b>Plus 12 semester hours (4 courses) that support the major teaching field.</b>		12
<b>Total Hours</b>		<b>36</b>

## Applied Physics Emphasis

<b>Research</b>		
<a href="#">PHYS 595</a>	Research Literature and Techniques (3 semester hours required)	3
<b>Required Courses: 9 semester hours</b>		
<a href="#">PHYS 511</a>	Advanced Classical Mechanics	3
<a href="#">PHYS 512</a>	Classical Electromagnetic Theory	3
<a href="#">PHYS 517</a>	Mathematical Methods in Physics	3
<b>Physics Component</b>		
<b>Students must complete one of the following 2 blocks of four courses:</b>		
<a href="#">PHYS 520</a>	Quantum Mechanics	3
<a href="#">PHYS 521</a>	Solid State Physics	3
<a href="#">PHYS 523</a>	Advanced Atomic Physics	3
<a href="#">PHYS 524</a>	Surface Physics	3
<b>or</b>		
<a href="#">PHYS 514</a>	Statistical Physics	3
<a href="#">PHYS 542</a>	Advanced Instrumentation and Control	3
<a href="#">PHYS 552</a>	Advanced Micro-Controller Electronics	3
<b>3 semester hours (1 course) taken in consultation with advisor.</b>		<b>3</b>
<b>Electives</b>		
<b>9 semester hours (3 courses) selected in consultation with the advisor.</b>		<b>9</b>
<b>Graduate Seminar</b>		

<b><u>PHYS 501</u></b>	Graduate Seminar (1 semester hour, for a total of 3 semester hours)	1
<b>All physics graduate students must register for 501 each semester in residence</b>		
<b>Total Hours</b>		36

## Physics Minor

A physics minor is appropriate for several majors, including mathematics, chemistry, computer science, and technology. The digital electronics, signal processing, and microprocessor hardware courses are relevant particularly for computer science and telecommunications students.

A comprehensive minor in physics is available for doctoral degree students majoring in curriculum and instruction. This program is recommended for community and senior college teachers of science and for school supervisors. (See Doctor of Education degree program, [Department of Curriculum and Instruction](#).)

## Courses

### ASTR

#### **ASTR 503 - Galactic Astronomy**

Hours: 3

This course covers numerous topics related to the structure and evolution of galaxies. Modern astrophysical observational techniques, stellar properties, and dust extinction are introduced in a galactic astronomy context. The physical structure and evolution of star clusters and galaxies, components of the Milky Way, and properties of the interstellar medium are also discussed. Finally, students analyze theories and observations of stellar dynamics and the cosmological distance scale.

#### **ASTR 589 - Independent Study**

Hours: 4

Independent Study 0-4 semester hours.

#### **ASTR 597 - Special Topics**

Hours: 4

Special Topics. One to Four semester hours. Organized class. May be repeated when topics vary. Some sections are graded on a Satisfactory (S) or Unsatisfactory (U) basis.

### PHYS

#### **PHYS 501 - Graduate Seminar**

Hours: 1

This course may be taken each of four semesters for credit.

#### **PHYS 511 - Advanced Classical Mechanics**

Hours: 3

An advanced course in classical mechanics including the methods of Lagrange, Hamilton, matrices, tensors, and Hamilton-Jacobi theory.

#### **PHYS 512 - Classical Electromagnetic Theory**

Hours: 3

Electrostatics, magneto-statics, multiple expansions, solution of boundary value problems, slowly varying currents, electromagnetic energy and momentum, Maxwell's equations and applications.

#### **PHYS 514 - Statistical Physics**

Hours: 3

General principles of statistical thermodynamics, equilibrium statistics of special systems, kinetic theory, diffusion and transport phenomena, and classical and quantum statistical mechanics.



**PHYS 515 - General Relativity**

Hours: 3

Einstein's principle of equivalence between physics in accelerating frames of reference and in local gravitational fields is the starting point; we demonstrate the relationship between the problem of getting rid of fictitious forces in accelerating frames by coordinate transformations and doing the same for gravitational forces. We then develop basic tensor algebra and calculus within the framework of special relativity, before introducing general coordinate transformations, the curvature tensor and the Einstein field equations. Tests and applications of the theory will include the effect on the GPS, the precession of the perihelion of Mercury, gravitational lensing, gravitational waves, black holes and neutron stars, and the Friedmann equations describing the expansion of the universe.

**PHYS 517 - Mathematical Methods in Physics**

Hours: 3

Covers mathematical methods used in classical and modern physics and in the engineering sciences. Topics include vectors and curvilinear coordinates, matrices and linear algebra, operators and eigenvalues, boundary value problems, Fourier and Laplace transforms, partial differential equations of physics, Green's functions, and variational methods. Emphasis is placed on problem solving.

**PHYS 518 - Thesis**

Hours: 3,6

Research leading to the master's thesis. Three or six semester hours.

**PHYS 520 - Quantum Mechanics**

Hours: 3

Schrodinger equation, discrete and continuous eigenfunctions and eigenvalues, collision theory, matrix mechanics, angular momentum perturbation and other approximation methods, identical particles and spin, theory of radiation, and atomic structure.

**PHYS 521 - Solid State Physics**

Hours: 3

Includes a study of crystal structure, crystal diffraction and the reciprocal lattice, crystal binding, lattice vibrations, phonons, Brillouin zones, energy bands in metals and Fermi surfaces.

**PHYS 523 - Advanced Atomic Physics**

Hours: 3

A study of theoretical and applied aspects of atomic structure. Topics include atomic models, ionization phenomena, X-ray, X-ray diffraction, and atomic collisions. Experimental investigations of atomic phenomena will be stressed. Prerequisites: Phys 520 or equivalent or consent of instructor.

**PHYS 524 - Surface Physics**

Hours: 3

Theory, principles and applications of surface characterization techniques to modern technological problems. Topics covered include ultra-high vacuum techniques, X-ray, ion and electron spectrometers. Prerequisites: Consent of instructor.

**PHYS 526 - The Quantum Universe for Educators**

Hours: 3

The history of quantum mechanics including the experimental results that required a new theory of the interaction between light and matter at microscopic level. The uncertainty principle, wave-particle duality and wave mechanics. Applications (including simple calculations) to atomic physics, nuclear physics, semiconductors, lasers; how quantum mechanics has shaped the modern world. The impact of quantum mechanics in our culture; its uses and misuses. Prerequisites: University physics and calculus up to partial differential equations.

**PHYS 529 - WORKSHOP**

Hours: 4

Science Workshop. Three to six semester hours. Topics will be selected with reference to the needs of teachers. Prerequisite: Consent of the instructor.

**PHYS 530 - Physics Mathematical Methods for Educators**

Hours: 3

Vectors and curvilinear coordinates, partial differential equations, linear and non-linear systems, matrix algebra, boundary value problems, Fourier transforms, separation of variables, Sturm-Liouville eigenfunction expansion theory, numerical techniques.

**PHYS 531 - Classical Mechanics for Educators**

Hours: 3

Basic topics in motion, forces, properties of matter, energy, and related topics will be explored in the framework of Hamiltonian and Lagrangian mechanics. The elegant derivation of basic conservation laws will be demonstrated using Noether's theorem. Modern topics

such as Chaotic systems and special relativity will be introduced. Emphasis will be placed on conceptual understanding. Prerequisites: University physics and calculus up to partial differential equations.

### **PHYS 532 - Electricity and Magnetism for Educators**

Hours: 3

Topics include vector analysis, electrostatics, magnetostatics, Maxwell's Equations, and electrodynamics. Connections to modern applications will be explored. Emphasis will be placed on conceptual understanding. Prerequisites: University physics and calculus up to partial differential equations.

### **PHYS 535 - Thermodynamics for Educators**

Hours: 3

The principles and applications of statistical thermodynamics, thermal and general interactions of macroscopic systems and parameter measurement. Also includes the basic description of statistical mechanics and kinetic theory. Emphasis will be placed on conceptual understanding.

### **PHYS 542 - Advanced Instrumentation and Control**

Hours: 3

Instrumentation and control principles for real-time systems. Topics include physics of sensors and actuators, sensor signal conditioning, real-time data acquisition, signal processing, motion control, and software for modern instrumentation.

### **PHYS 550 - Nuclear Astrophysics**

Hours: 3

Nuclear astrophysics describes the elemental and energy production in stars via nuclear reactions. It explains the occurrence of all the naturally occurring chemical elements in the universe from the simplest elements to the most complex. It also explains how astrophysical neutrinos (from the sun, cosmic rays and supernovae) are produced and detected and what they have to say about both neutrinos and the universe. Nuclear astrophysics also describes how the structure of compact stars (e.g. neutron stars) arises due to the interactions of protons, neutrons, electrons, and quarks and gluons. The course will also explain how the Universe evolved from a primordial state to the present epoch. Prerequisites: PHYS 517 or consent of instructor.

### **PHYS 552 - Advanced Micro-Controller Electronics**

Hours: 3

Embedded logic design and programming. Topics include micro-controller selection, peripheral interfacing, low and high-level programming languages, and microcontroller development tools. Prerequisites: Consent of the instructor.

### **PHYS 561 - Astronomy & Astrophysics for Educators**

Hours: 3

Topics in solar system dynamics, stellar structure and evolution, galactic evolution and dynamics and cosmology will be studied, making use of projects based on citizen science initiatives such as the Zooniverse that open up astronomical research participation to the public. Prerequisites: University physics and calculus up to partial differential equations.

### **PHYS 572 - Parallel Computing**

Hours: 3

Parallel Computing. Three semester hours. (Same as CSci 572) Computer topologies and networks, programming techniques, and parallel algorithms for multiprocessor and multi-computer systems including microcomputer clusters. Prerequisites: Physics 319 or CSci 322. Cross-listed with CSci 572.

### **PHYS 589 - Independent Study**

Hours: 1-4

Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

### **PHYS 595 - Research Literature and Techniques**

Hours: 3

Research Literature and Techniques. Three semester hours. A course designed to acquaint the student with the role of research in the initiation, development, and modification of concepts and theories in physics. Articles in professional journals in the field will be assigned for review, especially in areas in which theories are in a state of flux. The student will be encouraged to devise experiments through which clarification of concepts may result.

### **PHYS 597 - Special Topics**

Hours: 1-4

Special Topics. One to Four semester hours. Organized class. May be repeated when topics vary. Some sections are graded on a Satisfactory (S) or Unsatisfactory (U) basis.

# College of Humanities, Social Sciences and Arts

Location: Education North Room 224, 903-886-5175

Dr. Salvatore Attardo, Dean  
Dr. William Kuracina, Interim Associate Dean  
Dr. Carrie Klypchak, Assistant Dean

The College of Humanities, Social Sciences, and Arts consists of the departments of: *Art, History, Literature and Languages, Music, Political Science, Sociology and Criminal Justice and Theatre*. The college also houses the popular undergraduate Liberal Studies degree program, the Communication Skills Center, the Pre-Law track and the English Language Institute.

The programs in these departments provide a well-rounded education in the liberal arts traditions, in the disciplines of humanities, social sciences and creative arts. We provide a strong emphasis on discipline-based scholarship, plus challenging opportunities for professional and personal development.

Advanced degrees at the master's level are offered in each of the departments with a Ph.D. in English in through the Department of Literature and Languages and a MFA through the Department of Art. In addition, numerous certificate programs are available.

The College's core mission toward its students is trifold:

- The College provides general studies courses as a foundation for student learning in the entire university;
- The College provides Bachelor's degrees to the students enrolled as our majors;
- The College provides graduate courses, certificates and degrees, Master's and Doctoral programs.

The College strives for excellence and a global vision in its endeavors, while being accountable for our results and efficient in achieving them.

The College is committed to student success and facilitates instruction by providing services such as advising, tutoring, mentoring, and other support activities for the students.

The College's graduates have the capacity to communicate clearly and effectively, to understand literary, historical, sociological, and geo-political issues, and appreciate and participate in the visual and performing arts.

The College serves students, faculty, staff, alumni, and the community at large (including the scholarly community) regionally, nationally, and internationally and strive toward diversity in all its activities. The College provides cultural and artistic activities for the community and region on a regular basis.

## Art

William Wadley (Department Head)  
Location: Art Building, 903-886-5208  
Art Web Site: <http://www.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/art/default.aspx>

William Wadley, Department Head  
Chad Smith, Graduate Director for Studio Art, 903-886-5232; Chad.Smith@tamuc.edu  
Virgil Scott, Graduate Coordinator for Visual Communication (UCD), 214-752-9009; Virgil.Scott@tamuc.edu

The Department of Art inspires and prepares students to excel in the art profession, including the fine and applied arts, art history, and art teaching fields, and also expands the educational experiences of non-majors.

The general objectives of graduate study in art include:

1. the refinement of technical skills in chosen studio areas;
2. the development of a critical understanding of one's own art in its historical, theoretical, and conceptual context; and
3. the mastery of communication skills both in practice and in teaching.

These objectives are achieved through a close working relationship among students and faculty, wherein a student may pursue a course of study designed for his or her particular educational goals.

## **Programs of Graduate Work**

### **Art MA with an emphasis in Visual Communication**

The Texas A&M University-Commerce Master of Arts with an emphasis in visual communication centers on meeting the needs of practicing professionals in the expanding field of Visual Communication who aspire to move into design-centric leadership roles within their organizations in a variety of business environments. The VisCom MA "Design Thinking" approach combined with business leadership explores creative process innovation; design professional practice leadership, strategy, process and product and creative marketing promotion grounded in a social and business perspective. A foreign language is not a requirement for a student pursuing a Master of Arts degree.

### **Art MA with an emphasis in Studio Art**

The Department of Art offers general programs in studio art leading to the Master of Arts degree. The graduate curriculum includes painting, sculpture, photography, drawing, ceramics, and mixed and multi-media art. The University Gallery hosts an annual series of exhibits of interest to the University and the Commerce community. Studio/Fine Arts emphases areas include ceramics, experimental studies, painting, and sculpture. In photography, facilities are available for both digital color and black and white photography. Students wishing to improve their portfolios, while pursuing graduate degrees in the Studio Art or Visual Communication emphases (new media, art direction, design communications, illustration, and copywriting), may count two upper-level undergraduate courses toward the master's degree with prior approval of the Graduate School. A foreign language is not a requirement for a student pursuing a Master of Arts degree.

### **Art MFA with an emphasis in Visual Communication**

The Master of Fine Arts degree with an emphasis in visual communication is focused on meeting the needs of practicing professionals in the expanding field of visual communication who aspire to achieve a higher level of proficiency in creative design innovation and problem-solving techniques, design business strategy, ideation and marketing, and preparation for a career in design education.

The capstone of this terminal degree is a thesis paper and exhibition on a topic with importance to business, education and social responsibility. Utilizing traditional research and design-research methodologies, MFA-VisCom candidates are expected to develop a thesis that expands the current boundaries of knowledge and understanding through the revelation of tangible measurable data and/or results.

### **Art MFA with an emphasis in Studio Art**

The MFA program is intended for graduate students both committed to and capable of intensive, advanced study culminating in an individual and self-generated language of expression. This is a rigorous program as it leads to the terminal degree in the fine arts.

MFA students are initially encouraged to explore a broad range of issues meaningful to their work, while simultaneously mastering their technical skills. These explorations may touch upon individual modes of expression, formal elements, experimentation with media and methods, themes and symbols, and relationships among the visual arts and other disciplines. Subsequent courses direct the student toward more mature and self-critical art, leading ultimately to a sustained and coherent body of work which forms the MFA Thesis Exhibit. In addition to the MFA Thesis Exhibit, there is a required written "Thesis Statement."

Students will participate in critiques in mid-term and at the end of each long semester. Students who fail to pass or critique or fail, in the judgment of a duly constituted departmental committee, to meet the expectations of the field can be suspended from the program. Students must pass a critique for candidacy after their second semester or in the semester of their 30th hour (whichever comes first). The candidacy review will include an exhibit supported by a written thesis statement. Students who fail their candidacy may still pursue the Master of Arts in Art with an emphasis in Studio Art program without receiving a degree.

## Admission

### Art MA

Admission to a graduate program is granted by the Dean of Graduate Studies upon the recommendation of the department. The applicant should submit one letter of recommendation, a statement of intent, and a link to a digital portfolio of work and other supportive materials the department requires. Contact the departmental Graduate Coordinator for these requirements. The graduate degree program in Art is individually designed to meet the unique educational and professional needs of the student. In consultation with the graduate coordinator and the department head, students pursuing the MA degree will devise an appropriate degree plan during the first semester.

- [Admission Requirements](#)

### Art MFA

Applicants must have a bachelor's degree, with an art major or comparable experience, nine semester hours of art history and a minimum grade point average of 'B' in all undergraduate studio art courses.

In addition to the requirements of the Graduate School, applicants for the MFA degree will submit an application to the Department of Art that includes a portfolio, a statement of intent, transcripts of all previous college-level work, and one letter of recommendation. Copies of transcripts are acceptable if the originals are on file at the Graduate School. All of these materials are important in considering an applicant's suitability for graduate study, but the portfolio is of paramount importance because it represents the extent of a student's education in art. Care should be taken in the selection and photographing of works for the portfolio (CD portfolio is acceptable). It is the Department's preference that the portfolio be posted online and the link to the portfolio be provided to the appropriate graduate coordinator.

- [Admission Requirements](#)

**Note:** The Department reserves the right to suspend from the program any student who in the judgment of the departmental graduate committee, does not meet the professional expectations of the field.

## Master of Arts in Art with an emphasis in Visual Communication (Option II) Non-Thesis

Research		
<a href="#">ARTS 595</a>	Research Literature & Techniques (3 semester hours required)	3
Required Courses:		
<a href="#">ARTS 540</a>	Studio 1 Creative Method	4
<a href="#">ARTS 542</a>	Studio 3 Winning Audiences	4
<a href="#">ARTS 543</a>	Studio 4 Cross-Cultural	4
Required Support Courses:		
<a href="#">ARTS 549</a>	Studio 9. User-centered Design Experience	3
<a href="#">ARTS 550</a>	Studio 10. Ideation, Process and Product	3
<a href="#">ARTS 551</a>	Studio 11.Creative Promotion and Innovation 1	3
<b>Required Art/Visual Communication Electives</b>		12
<b>Total Hours</b>		36

## Master of Arts in Art with an emphasis in Studio Art (Option II) Non-Thesis

### Research

<a href="#">ARTS 595</a>	Research Literature & Techniques	3
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3 semester hours required

### Required Courses

15 semester hours from the following (Courses are Repeatable)

<a href="#">ARTS 524</a>	1st Year Studio Prob 2nd Area	4
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<a href="#">ARTS 525</a>	Special Prob Studio Empha	4
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<a href="#">ARTS 526</a>	Adv Prob Studio Emphasis	4
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### Graduate Seminar

<a href="#">ARTS 503</a>	Graduate Seminar (3 semester hours (12 semester hours required))	3
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### Plus

6 semester hours Graduate level Art History	6
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<b>Total Hours</b>	36
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## Master of Fine Arts in Art with an emphasis in Visual Communication (Option I) Thesis

Virgil Scott, Graduate Coordinator for Visual Communication (UCD), 214-752-9009; [Virgil.Scott@tamuc.edu](mailto:Virgil.Scott@tamuc.edu)

Requires at least 62 semester hours.

### Thesis (6 semester hours required)

<a href="#">ARTS 518</a>	Thesis	3-6
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Only 6 semester hours of credit for 518 per degree will be given upon satisfactory completion of the requirement

### Required Courses (44 semester hours)

<a href="#">ARTS 540</a>	Studio 1 Creative Method	4
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<a href="#">ARTS 541</a>	Stud 2 Design Educatio	4
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<a href="#">ARTS 542</a>	Studio 3 Winning Audiences	4
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<a href="#">ARTS 543</a>	Studio 4 Cross-Cultural	4
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<a href="#">ARTS 544</a>	Studio 5 Design Research Meth	4
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<a href="#">ARTS 545</a>	Studio 6 Thesis Topic	4
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<a href="#">ARTS 546</a>	Studio 7 Design Grant	4
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<a href="#">ARTS 547</a>	Studio 8 Design Tchg	4
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<a href="#">ARTS 548</a>	Exhibition Development	3
<a href="#">ARTS 549</a>	Studio 9. User-centered Design Experience	3
<a href="#">ARTS 550</a>	Studio 10. Ideation, Process and Product	3
<a href="#">ARTS 551</a>	Studio 11. Creative Promotion and Innovation 1	3
<b>Required Support Courses (12 semester hours)</b>		
<a href="#">ARTH 507</a>	History of Graphic Design	3
<a href="#">ARTH 508</a>	The Hist of Adv & Consumerism	3
<a href="#">ARTS 502</a>	Design Teaching Methods	3
<a href="#">ARTS 506</a>	Design Teaching Environment	3
<b>Total Hours</b>		<b>62</b>

## Master of Fine Arts in Art with an emphasis in Studio Art (Option I) Thesis

Chad Smith, Graduate Director for Studio Art, 903-886-5232; [Chad.Smith@tamuc.edu](mailto:Chad.Smith@tamuc.edu)

Students entering the MFA program will select a committee of three members of the graduate art faculty, one of whom (usually the chair) will represent the student's primary area of concentration within the studio arts. In consultation with the committee, the department head and the graduate coordinator, the student will devise a degree plan based on the primary area of emphasis. The student's studio research area is complemented by required courses in art history, as well as seminars and courses in theory and multimedia. It is expected that the student will gain from this study a sound conceptual and historical understanding of the visual arts, as well as the ability to communicate this understanding in writing and speech. To successfully complete this course of study, it is essential that students acquire the ability to clearly articulate visual concepts and place their own research in a historical context.

Students will participate in critiques in mid-term and at the end of each long semester. Students who fail to pass a critique or fail, in the judgment of a duly constituted departmental committee, to meet the expectations of the field can be suspended from the program. Students must pass a critique for candidacy after their second semester or in the semester of their 30th hour (whichever comes first). The candidacy review will include an exhibit supported by a written thesis statement. Students who fail their candidacy may still pursue The Master of Arts in Studio Art or leave the program without receiving a degree.

### Thesis with Exhibit

<a href="#">ARTS 518</a>	Thesis (6 semester hours required)	3-6
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**Only 6 semester hours of credit for 518 per degree will be given upon satisfactory completion of the requirement**

### Required Courses

#### Graduate Seminar

<a href="#">ARTS 503</a>	Graduate Seminar	3
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#### Graduate Seminar (12 semester hours)

#### ARTH Graduate Art History (6 semester hours)

<b>Graduate Art History</b>		<b>6</b>
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#### First Year Studio Problems (8 semester hours)

<a href="#">ARTS 519</a>	First Year Studio Problems	4
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May be repeated when topics vary

**First Year Studio Problems Secondary Area (4 semester hours)**

<a href="#">ARTS 524</a>	1st Year Studio Prob 2nd Area	4
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Students may register for up to eight concurrent semester hours in a given term, with a maximum of twelve hours

overall. Permission of instructor required.

**Second Year Studio Problems (8 semester hours)**

<a href="#">ARTS 527</a>	Advanced Studio Problems	4
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Students may register for up to eight concurrent semester hours in a given term, with a maximum of twelve semester

hours overall. Permission of Instructor Required

**Second Year Studio Problems Secondary Area (8 semester hours)**

<a href="#">ARTS 528</a>	Adv Studio Prob. 2nd Area	4
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Students may register for up to eight concurrent semester hours in a given term, with a maximum of twelve hours

overall. Permission of instructor required.

**New Learning Context (12 semester hours: Can start Summer prior)**

<a href="#">ARTS 530</a>	New Learning Context	3-12
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Student may register for twelve concurrent semester hours during a regular term, and a maximum of eight

concurrent semester hours during a summer term.

<b>Total Hours</b>		<b>60</b>
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**Note:**

The department reserves the right to suspend from the program any student who, in the judgment of a duly constituted departmental committee, does not meet the professional expectations of the field.

*The New Learning Context*

Designed to broaden the student's education, the New Learning Context is an essential component of the MFA degree. Lasting a full academic term and providing twelve semester hours credit, the New Learning Context encourages the student to seek out new ideas and experiences of benefit to his or her art. A student may choose between two options:

1. The semester away, and
2. The Planned Program Alternative.

The first option requires the student to live and work away from Texas A&M University- Commerce. Whether by taking courses at another institution, through extensive traveling, or by living in a major artistic center in the United States or abroad, this option provides experiences invaluable to the student's artistic and intellectual growth. The second option, for students whose economic or personal circumstances preclude extended travel, allows for similar experiences within the region. An example of the second option would be a planned sequence of visits to museums, galleries and artists' studios in the Dallas-Fort Worth Metroplex. Whichever option is selected, the student's art will be expected both to represent the efforts of a full academic term and to reflect the knowledge and experience gained from the New Learning Context. Students will participate in critiques in mid-term and at the end of each long semester. Students who fail to pass a critique or fail, in the judgment of a duly constituted departmental committee, to meet the expectations of the field can be suspended from the program. Students must pass a critique for candidacy after their second semester or in the semester of their 30th hour (whichever comes first). The candidacy review will include an exhibit supported by a written thesis statement. Students who fail their candidacy may still pursue The Master of Arts in Studio Art or leave the program without receiving a degree.



# History

William Kuracina (Department Head)

Location: Ferguson Social Sciences Building III, 903-886-5226

History Web Site: <http://www.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/history/default.aspx>

Dr. William Kuracina, Interim Department Head

903-886-5928

The graduate program in History strives to promote independent thinking and to contribute to the development of a well-educated person. Graduate training helps prepare the student for teaching in a high school, a junior college, a four-year college; for continued study of history at the doctoral level; or for one of the many non-academic areas in which historians work.

## Programs of Graduate Work

The Department of History offers students the choice of a Master of Arts or Master of Science degree. The MA has a foreign language requirement while the MS does not. For both the MA and the MS, students may choose a thesis or non-thesis option.

The candidate for the Master of Arts degree must meet the language requirement for the Bachelor of Arts degree at this institution. That requirement can be met with one of the following:

1. Completion of at least 12 semester hours (four courses) in one foreign language.
2. Completion of 6 semester hours (above elementary courses) if 2 years of high school credit in the language have been submitted as part of the regular university admission requirements.
3. Completion of 3 semester hours if the student presents 3 or 4 years of high school credit.
4. American Sign Language (ASL) is considered an acceptable foreign language. Students should consult with departmental Director of Graduate Studies regarding this requirement.

## Admission

Admission to a graduate program is granted by the Dean of Graduate Studies upon the recommendation of the department, the Graduate Record Examination (GRE), and undergraduate program and grade point average.

- [Admission Requirements](#)

**Note:** The Department reserves the right to suspend from the program any student who in the judgment of the departmental graduate committee, does not meet the professional expectations of the field.

## History MA/MS

The purpose of the master's degree for students is to acquire advanced training in the discipline of history. This program will introduce students to the ways professional historian's research and communicate the results of their research. At the completion of this program, students should be able to explain concepts in historiography and historical theory. They also should understand how to conduct historical research and present their findings sufficiently well to be able to make contributions in the field in professional, academic venues.

## Master of Arts/Master of Science in History (Option I) Thesis Track

The student completing either a Master of Arts or a Master of Science Thesis program takes 36 semester hours and must take at least 11 of 12 required courses in the Department of History. These 11 courses include 6 hours of thesis.

\* Note: Students must have completed both HIST 590 and HIST 591, or completed one and be enrolled in the other, before attempting the Qualifying Exam.

\* Note: HIST 518 is a Pre/Co-Requisite for HIST 592.

Twelve-course program to be completed:

<b>Thesis</b>		
<a href="#">HIST 518</a>	Thesis (6 semester hours required)	3-6
<b>Only 6 semester hours of credit for 518 per degree will be given upon satisfactory completion of the requirement</b>		
<b>Graduate History Practicum</b>		
<a href="#">HIST 592</a>	Graduate History Practicum (Minimum 3 hours required, up to six allowed for credit. )	3
<b>Only 6 semester hours of credit for 592 per degree will be given upon satisfactory completion of the requirement.</b>		
<b>Historiography and Methodology</b>		
<a href="#">HIST 590</a>	Historiography and Historical Theory	3
<b>Historical Methods</b>		
<a href="#">HIST 591</a>	Historical Research and Writing Methods	3
<b>Choose 9 semester hours from:</b>		
<a href="#">HIST 521</a>	Colloquium in Latin American History	3
<a href="#">HIST 542</a>	Colloquium in Medieval European History	3
<a href="#">HIST 543</a>	Colloquium in Early Modern European History	3
<a href="#">HIST 544</a>	Colloquium in Modern European History	3
<a href="#">HIST 551</a>	Colloquium in Colonial North American History	3
<a href="#">HIST 552</a>	Colloquium in Revolutionary American Hist	3
<a href="#">HIST 553</a>	Colloquium in Modern United States History, 1850-1920	3
<a href="#">HIST 554</a>	Colloquium in U. S. Post 1920	3
<b>Choose 9 semester hours from:</b>		
<a href="#">HIST 520</a>	Seminar in World/Comparative History	3
<a href="#">HIST 540</a>	Seminar in European History	3
<a href="#">HIST 550</a>	Seminar in American History	3
<a href="#">HIST 555</a>	Seminar in History for Middle and High School Education	3
<a href="#">HIST 561</a>	Introduction to Public History	3
<a href="#">HIST 597</a>	Special Topic	3
<b>Elective</b>		
<b>Choose a 3 semester hour graduate history course, a 3 semester hour graduate level course outside of History, or a second semester of <a href="#">HIST 592</a>.</b>		3
<b>Total Hours</b>		36

## Master of Arts/Master of Science in History (Option II) Non-Thesis Track

A student completing a Master of Arts or Master of Science Non-Thesis program is required to complete 36 semester hours and to take at least 10 of the 12 required courses in the Department of History and the remaining 2 outside of History.

\* Note: Students must have completed both HIST 590 and HIST 591, or completed one and be enrolled in the other, before attempting the Qualifying Exam.

Twelve-course program to be completed:

<b>Research</b>		
<a href="#">HIST 595</a>	Research Literature and Techniques (3 semester hours required)	3
<b>Required courses (6 semester hours)</b>		
<a href="#">HIST 590</a>	Historiography and Historical Theory	3
<a href="#">HIST 591</a>	Historical Research and Writing Methods	3
<b>Choose 9 semester hours from the following:</b>		
<a href="#">HIST 521</a>	Colloquium in Latin American History	3
<a href="#">HIST 542</a>	Colloquium in Medieval European History	3
<a href="#">HIST 543</a>	Colloquium in Early Modern European History	3
<a href="#">HIST 544</a>	Colloquium in Modern European History	3
<a href="#">HIST 551</a>	Colloquium in Colonial North American History	3
<a href="#">HIST 552</a>	Colloquium in Revolutionary American Hist	3
<a href="#">HIST 553</a>	Colloquium in Modern United States History, 1850-1920	3
<a href="#">HIST 554</a>	Colloquium in U. S. Post 1920	3
<b>Choose 9 semester hours from the following:</b>		
<a href="#">HIST 520</a>	Seminar in World/Comparative History	3
<a href="#">HIST 540</a>	Seminar in European History	3
<a href="#">HIST 550</a>	Seminar in American History	3
<a href="#">HIST 555</a>	Seminar in History for Middle and High School Education	3
<a href="#">HIST 561</a>	Introduction to Public History	3
<a href="#">HIST 597</a>	Special Topic	3
<b>History Elective</b>		
<b>Choose 3 semester hours from history:</b>		3
<b>Electives</b>		
<b>Choose 6 semester hours graduate level courses outside of History</b>		6
<b>Total Hours</b>		36

## Master of Science in History (Option II) Non-Thesis Political Science Track

A Master of Science Non-Thesis student who completes this Political Science Track will meet the minimum Texas state qualifications required to teach both history and political science in higher education institutions, such as community colleges and universities. The Political Science Track Option may only be obtained as a Master of Science degree and cannot be obtained in combination with a thesis. This is a non-thesis track only.

\*Note: Students must have completed both HIST 590 and HIST 591, or completed one and be enrolled in the other, before attempting the Qualifying Exam.

Twelve-course program to be completed:

<b>Research</b>		
<b><u>HIST 595</u></b>	Research Literature and Techniques (3 semester hours required)	3
<b>Required Courses</b>		
<b>6 semester hours</b>		
<b><u>HIST 590</u></b>	Historiography and Historical Theory	3
<b><u>HIST 591</u></b>	Historical Research and Writing Methods	3
<b>Political Science Track</b>		
<b>History Courses</b>		
<b>9 semester hours of graduate level History courses</b>		9
<b>Political Science Courses</b>		
<b>18 semester hours of graduate level Political Science courses.</b>		18
<b>Total Hours</b>		36

## History Minor

A minor in history at the master's level consists of four courses in history as approved by the departmental graduate advisor or the head of the department.

### Courses

#### HIST

##### **HIST 518 - Thesis**

Hours: 3-6

This course is for students who are on the MA/MS thesis track working toward receiving a master's in history. Prerequisites: HIST 590, HIST 591, and students must pass the History Department Qualifying Examination prior to enrollment.

##### **HIST 520 - Seminar in World/Comparative History**

Hours: 3

This course provides a focused and thorough analysis of a topic in World or Comparative History through reading and discussing the relevant historiography, and through guided student research. Topic will vary from semester to semester. Students may retake the course for credit as the topic changes.

**HIST 521 - Colloquium in Latin American History**

Hours: 3

This course will offer in-depth readings in various topics relating to the political, economic, social, cultural and diplomatic history of Mexico, Central and South America from pre-Columbian times to the present. Regional emphasis may vary from semester to semester.

**HIST 540 - Seminar in European History**

Hours: 3

Seminar in European History. Three semester hours. This course provides a focused and thorough analysis of a topic in European History through reading and discussing the relevant historiography, and through guided student research involving primary sources. Topic will vary from semester to semester. Students may retake the course for credit as the topic changes.

**HIST 542 - Colloquium in Medieval European History**

Hours: 3

This course provides an introduction to the wide range of research questions and historiographical debates which occupy historians of Europe from approximately 500 to 1500. Readings will concentrate on the collapse of the Roman Empire, the establishment and nature of medieval Christianity, the Carolingian Renaissance, the characteristics of a "feudal" economy and society, medieval technology, the Italian Renaissance, and the early period of European expansion.

**HIST 543 - Colloquium in Early Modern European History**

Hours: 3

This course provides an introduction to the wide range of research questions and historiographical debates which occupy historians of Europe from approximately 1500 to 1789. Readings will concentrate on the Renaissance, the Reformation, the Scientific Revolution, urbanization and economic change, European expansion and the world economy, the witch craze, the Enlightenment, and the French Revolution.

**HIST 544 - Colloquium in Modern European History**

Hours: 3

This course provides an introduction to the wide range of research questions and historiographical debates which occupy historians of Europe from approximately 1789 to the present. Readings will concentrate on the French Revolution; ideas and movements such as liberalism, socialism, nationalism, imperialism, feminism, and modernism; industrialization; war and society; mass media and popular culture; and the rise and fall of Communism.

**HIST 550 - Seminar in American History**

Hours: 3

Topics in American History. Three semester hours. This course provides a focused and thorough analysis of a topic in American History through reading and discussing the relevant historiography, and through guided student research involving primary sources. Topic will vary from semester to semester. Students may retake the course for credit as the topic changes.

**HIST 551 - Colloquium in Colonial North American History**

Hours: 3

This course provides an introduction to the wide range of research questions and historiographical debates which occupy historians of the United States from the colonial period through 1775. Readings will concentrate on European contact, exploration, and settlement; the emergence of American social, cultural, economic and political institutions; and the origins of the struggle for American independence.

**HIST 552 - Colloquium in Revolutionary American Hist**

Hours: 3

This course provides an introduction to the wide range of research questions and historiographical debates which occupy early Americanists specializing in the era of the American Revolution and the early national period of the United States to 1850. Readings will concentrate on the origins of the American Revolution; the shaping of American social, economic, and political institutions in the wake of independence and the drafting of the Constitution; the rise and triumph of the Jeffersonian Republicans; the advent of radical democratic culture in the early 1800s; religious revivalism and social reform movements; and the dilemma of slavery in the advent of sectional tension and rivalry.

**HIST 553 - Colloquium in Modern United States History, 1850-1920**

Hours: 3

This course provides an introduction to the wide range of research questions and historiographical debates which occupy historians of the United States from 1850 to 1920. Readings will concentrate on the origins and course of the Civil War; Reconstruction; the economic, political, social and cultural changes caused by industrialization; and the rise of the United States to preeminence as a world power.

**HIST 554 - Colloquium in U. S. Post 1920**

Hours: 3

This course provides an introduction to the wide range of research questions and historiographical debates which occupy historians of the

United States from 1920 to the present. Readings will concentrate on American involvement in the World Wars; the rise of the United States to military, economic, and technological dominance; the social and cultural upheavals which accompanied that rise; and recent challenges to that hegemony.

### **HIST 555 - Seminar in History for Middle and High School Education**

Hours: 3

This course provides a variety of investigations, involving primary sources, into World, European, and American histories designed for history and social studies teachers in grades four through twelve. Topic will vary from semester to semester. Students may retake the course for credit as the topic changes. This course will count as PDAS continuing education hours for public school teachers.

### **HIST 561 - Introduction to Public History**

Hours: 3

This course introduces students to the practice, history, and development of the field of Public History. Over the course of the semester, students will be divided into different groups to develop a grant proposal, museum exhibit or interpretive presentation. The goal of this course is to provide students with the information, organizational skills, and training necessary to foster community outreach and involvement. Topics covered in the course include the creation of local partnerships and support networks, identification of state, local, and federal funding opportunities, and the creation of engaging exhibits and interpretive programs.

### **HIST 589 - Independent Study**

Hours: 1-3

Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

### **HIST 590 - Historiography and Historical Theory**

Hours: 3

The discipline of History has a long history and a diverse set of practitioners. This course samples this variety by discussing selected figures who have shaped the forms of historical writing in the Western tradition from the ancient Greeks to the present day. Students will develop analytic skills in identifying and critiquing the arguments of professional historians, learn and deploy the terminology associated with historical argumentation, and apply such in writing a historiographical essay. Students must successfully complete HIST 590 and HIST 591 or have successfully completed either HIST 590 or HIST 591 and be enrolled in the other before attempting to take their departmental qualifying exams.

### **HIST 591 - Historical Research and Writing Methods**

Hours: 3

This course introduces students to the methods of historical research, including the framing of research questions; the location, analysis, and evaluation of sources; the construction of argument and counter-argument; and the presentation of results. The goal of this course is to guide each student through the preparation of a conference-length paper or publishable article as well as the process of proposing that paper to an appropriate conference or scholarly journal. Students must successfully complete HIST 590 and HIST 591 or have successfully completed either HIST 590 or HIST 591 and be enrolled in the other before attempting to take their departmental qualifying exams.

### **HIST 592 - Graduate History Practicum**

Hours: 3

New trends in the historical profession increasingly require that graduate students have experience producing research prepared for conference paper delivery or publication. This course will provide students guidance in using their thesis research in the preparation of a conference paper and/or for proposed publication in an academic journal or anthology. Students in the course will be required to propose the paper to an academic conference or submit the article to an academic journal or anthology call for papers for consideration. This course will meet regularly & is for students who are on the MA/MS thesis track a master's in history. Prerequisites: HIST 590, HIST 591 and students must pass the History Department Qualifying Examination prior to enrollment. Pre or co-requisite: HIST 518.

### **HIST 595 - Research Literature and Techniques**

Hours: 3

Required of students in Option II. This course requires an extensive investigation into a topic agreed upon by the student and instructor. The student will produce an historiographical essay and annotated bibliography under the direction of the instructor. Note: "The student is required to demonstrate competence in systematic research procedure." Prerequisites: HIST 590, HIST 591 and students must pass the History Department Qualifying Examination prior to enrollment.

### **HIST 597 - Special Topic**

Hours: 3

Special Topics. One to four semester hours. Organized class. May be repeated when topics vary.

# Literature and Languages

M. Hunter Hayes (Department Head)

Location: Hall of Languages, Room 141, 903-886-5260/5253

Literature and Languages Web Site:

<http://www.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/default.aspx>

Dr. Hunter Hayes, Department Head - [hunter.hayes@tamuc.edu](mailto:hunter.hayes@tamuc.edu)

Dr. Susan Stewart, Assistant Department Head

Dr. Donna Dunbar-Odom, Director of Graduate Studies - Doctoral (English)

Dr. Susan Stewart, Director of Graduate Studies - Master's (English)

Dr. Lucy Pickering, Director of Applied Linguistics

Dr. Tabettha Adkins, Director of First-Year Composition

Dr. Flavia Belpoliti, Director of Graduate Studies (Spanish)

## Programs of Graduate Work

The Department of Literature and Languages includes graduate studies in Applied Linguistics w/emphasis in TESOL, English and Spanish.

## Applied Linguistics

The MA/MS-Applied Linguistics program incorporates cutting-edge pedagogical and research strategies for students who wish to pursue careers in Teaching English to Speakers of Other Languages as a primary or complementary discipline, including teaching at the university level and teaching English as a second language abroad. Students may complete the program online, face to face, or by using a combination of instruction modalities, which is ideal for in-service teachers and students who also teach abroad and desire credentials from a fully-accredited institution with a faculty consisting of internationally-recognized linguists who specialize in the field. Students have the option of following a 30-hour thesis path or the 36-hour non-thesis/independent research option in order to fulfill their career goals.

## English

For the preparation of college teachers of English, the Department of Literature and Languages offers Graduate Certificates in TESOL (Teaching English to Speakers of Other Languages), Film Studies and Studies in Children's and Adolescent Literature and Culture; a Master of Arts in English, and a PhD in English. For the preparation of high school teachers of English, the department offers the Certificate in TESOL, Master of Arts in English, and a Master of Science in English. In addition, doctoral students may pursue a comprehensive minor in English recommended especially for supervisors of programs in English education.

For the PhD degree, the student may choose to concentrate in either Written Discourse: Theory and Practice (composition, rhetoric, and linguistics) or Critical Literacy (literature, film studies, literary theory, and reading). The PhD program stresses both substantive knowledge of the various divisions within the field of English and an extensive introduction to the profession, including classroom teaching, tutoring, and computer-assisted instruction.

Specific requirements and procedures for graduate work and applications for assistantships may be obtained from the Head of the department.

## Spanish

Graduate work in Spanish provides students with a thorough command of another language, prepares students for scholarly research, and helps train teachers of Spanish.

The Department of Literature and Languages offers a Master of Arts in Spanish. A student pursuing this degree has two options: one option is a 30 semester hour course requirement, including a thesis. A second option is a non-thesis, 36 semester hour course requirement, plus reading knowledge of a second foreign language. Students may focus on literature in Spanish or teaching Spanish in the college classroom. Students seeking either option must perform satisfactorily on a comprehensive written and oral examination with sections devoted to prose, drama, poetry, and language.

The foreign language faculty also prepares students for the doctoral research tool proficiency in Spanish. Candidates for this examination may apply to the Department of Literature and Languages for information.

A comprehensive minor in Spanish is available for doctoral degree students majoring in supervision, curriculum, and instruction. This minor is recommended for junior and senior college teachers of foreign languages.

## Admission

### Applied Linguistics MA/MS

Admission to a graduate program is granted by the Dean of Graduate Studies upon the recommendation of the department, undergraduate grade point average, one letter of recommendation, and a statement of goals.

- [Applied Linguistics Requirements](#)

### English MA/MS

Admission to a graduate program is granted by the Dean of Graduate Studies upon the recommendation of the department, scores on the Graduate Record Examination (GRE), undergraduate grade point average, one letter of recommendation, a portfolio including (writing sample and a statement of goals).

- [English Admission Requirements](#)

### Spanish MA

Admission to a graduate program is granted by the Dean of Graduate Studies upon the recommendation of the department, scores on the Graduate Record Examination (GRE), undergraduate Major/Minor in Spanish or Fluency in Spanish or Departmental interview.

- [Spanish Admission Requirements](#)

**Note:** The Department reserves the right to suspend from the program any student who in the judgment of the departmental graduate committee, does not meet the professional expectations of the field.

### Applied Linguistics MA/MS

Students in the MA/MS in Applied Linguistics with an emphasis in TESOL will not be subject to the residency requirements of the department's existing graduate programs and may complete the program online. Students will be given opportunities to draw upon prior knowledge of particular content areas, with approval of the department head, in order to facilitate their completion of the degree.

## Master of Arts/Master of Science in Applied Linguistics with an emphasis in TESOL (Option I) Thesis

30 semester hours

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### Thesis

<a href="#">ENG 518</a>	Thesis (6 semester hours required)	3-6
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**Only 6 semester hours of credit for 518 per degree will be given upon satisfactory completion of requirement**

<a href="#">ENG 555</a>	General Linguistics	3
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<a href="#">ENG 501</a>	Structure Eng Language	3
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<a href="#">ENG 557</a>	Teaching English as a Second/Other Language Methods I	3
<a href="#">ENG 657</a>	Teaching English as a Second/Other Language Methods II	3
<a href="#">ENG 558</a>	Sociolinguistics	3
or <a href="#">ENG 670</a>	Pragmatics & Language Tchg	
<a href="#">ENG 658</a>	Sound Systems of English: Pedagogical Applications of Phonology & Phonetics	3
<a href="#">ENG 599</a>	Bib & Methods of Research	3
<b>Select one course from the following:</b>		3
<a href="#">ENG 558</a>	Sociolinguistics	3
<a href="#">ENG 559</a>	Lang & Culture in Class	3
<a href="#">ENG 579</a>	Style and Stylistics	3
<a href="#">ENG 596</a>	Practicum in TESOL	3
<a href="#">ENG 671</a>	Discourse Analysis	3
<a href="#">ENG 685</a>	Computational Linguistics	3
<a href="#">ENG 697</a>	Special Topic	3
<b>Total Hours</b>		<b>30</b>

## Master of Arts/Master of Science in Applied Linguistics with an emphasis in TESOL (Option II) Non-Thesis

36 Hour

### Research

<a href="#">ENG 595</a>	Research Lit/Techniques (3 semester hours required)	3
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### Required Core Courses

<a href="#">ENG 501</a>	Structure Eng Language	3
<a href="#">ENG 555</a>	General Linguistics	3
<a href="#">ENG 557</a>	Teaching English as a Second/Other Language Methods I	3
<a href="#">ENG 558</a>	Sociolinguistics	3
<a href="#">ENG 599</a>	Bib & Methods of Research	3
<a href="#">ENG 657</a>	Teaching English as a Second/Other Language Methods II	3
<a href="#">ENG 658</a>	Sound Systems of English: Pedagogical Applications of Phonology & Phonetics	3
<a href="#">ENG 670</a>	Pragmatics & Language Tchg	3
<b>Plus three of the following courses</b>		<b>9</b>

<a href="#">ENG 559</a>	Lang & Culture in Class	3
<a href="#">ENG 579</a>	Style and Stylistics	3
<a href="#">ENG 596</a>	Practicum in TESOL	3
<a href="#">ENG 671</a>	Discourse Analysis	3
<a href="#">ENG 685</a>	Computational Linguistics	3
<a href="#">ENG 697</a>	Special Topic	3
<b>Total Hours</b>		<b>36</b>

## English MA/MS

Students seeking a master's degree in English may choose either a 30-semester hour program that includes a thesis ([ENG 518](#) Thesis counting for 6 semester hours) or a 36-semester hour program that includes an independent research project ([ENG 595](#) [Research Lit/Techniques](#) Non-Thesis counting for 3 semester hours). Both programs of study lead to an MA degree for students who demonstrate foreign language proficiency or to an MS degree for students without a foreign language.

All master's students should consult with the Director of English Graduate Studies about which program would be most relevant to their future plans. Most coursework for both 30 and 36 semester hour programs is elective, but students will want to select courses that reflect their interests and future needs and that will prepare them to write a final project ([ENG 595](#) [Research Lit/Techniques](#) or [ENG 518](#) Thesis). Final projects may be written on literature, composition, linguistics, children's literature, or some combination thereof. With agreement of the student's committee, the project also may focus on creative writing by the student.

- Course required for all Graduate Teaching Assistants: ENG 675 Colloquium: Teaching College Reading and Writing can be used toward Master's degree in English.

## Master of Arts/Master of Science in English (Option I) Thesis

Students seeking a master's degree in English with an Emphasis in Film and Media Studies may choose either a 30-semester hour program that includes a thesis ([ENG 518](#) counting for 6 hours) or a 36-hour program that includes an independent research project ([ENG 595](#) counting for 3 hours). Both programs of study lead to an MA degree for students who demonstrate foreign language proficiency or to an MS degree for students without a foreign language.

## Foreign Language Requirement for MA

A candidate for the Master of Arts degree must meet the language requirement:

1. 12 sh of appropriate undergraduate-level classes, or
  2. 6 sh of graduate-level French for Reading, or
  3. Dept. FLPE
- Students who do not satisfy the foreign language requirement will receive an MS degree rather than an MA

### Thesis

<a href="#">ENG 518</a>	Thesis (6 semester hours required)	3-6
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**Examination: Written and oral proposal of Thesis and final defense**

**Only 6 semester hours of credit for 518 will be given upon satisfactory completion of the requirement**

<b>Required Core Courses</b>		
<b>9 semester hours in English to be selected in consultation with advisor.</b>		<b>9</b>
<b>Methods of Research</b>		
<a href="#"><u>ENG 599</u></a>	Bib & Methods of Research	3
<b>Electives</b>		
<b>12 semester hours of electives</b>		<b>12</b>
<b>Total Hours</b>		<b>30</b>

## **Master of Arts/Master of Science in English with an emphasis in Film and Media Studies (Option I) Thesis**

<b>Thesis</b>		
<a href="#"><u>ENG 518</u></a>	Thesis (6 semester hours required)	3-6
<b>Only 6 semester hours of credit for 518 per degree will be given upon satisfactory completion of the requirement</b>		
<b>Required Courses</b>		
<b>6 semester hours from:</b>		
<a href="#"><u>THE 520</u></a>	Film Production Elements	3
<a href="#"><u>THE 525</u></a>	Film-Style Production	3
<a href="#"><u>THE 530</u></a>	Documentary Production	3
<b>6 semester hours from:</b>		
<a href="#"><u>ENG 510</u></a>	Introduction to Film Studies	3
<a href="#"><u>ENG 530</u></a>	History of Narrative Film	3
<a href="#"><u>ENG 610</u></a>	Studies in Film Genres	3
<b>Required Support Courses</b>		
<b>9 semester hours from:</b>		
<a href="#"><u>ENG 620</u></a>	Adaptations to Film	3
<a href="#"><u>ENG 710</u></a>	Film Theory & Criticism	3
<a href="#"><u>ENG 599</u></a>	Bib & Methods of Research	3
<b>3 semester hours from the following:</b>		
<a href="#"><u>THE 544</u></a>	Playwriting	3
<a href="#"><u>THE 560</u></a>	Acting	3
<a href="#"><u>THE 541</u></a>	Seminar Stage Direct	3
<b>Total Hours</b>		<b>30</b>

## Master of Arts/Master of Science in English (Option I) Non-Thesis

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Required Core Courses		
<b>18 semester hours in English to be selected in consultation with advisor</b>		<b>18</b>
<b>Methods of Research</b>		
<a href="#">ENG 599</a>	Bib & Methods of Research	3
<b>Research</b>		
<a href="#">ENG 595</a>	Research Lit/Techniques (3 semester hours required)	3
<b>Electives</b>		
<b>12 semester hours of electives</b>		<b>12</b>
<b>Total Hours</b>		<b>36</b>

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## Master of Arts/Master of Science in English with an emphasis in Film and Media Studies (Option II) Non-Thesis

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Required Core Courses		
<a href="#">ENG 595</a>	Research Lit/Techniques (3 semester hours required)	3
<b>6 semester hours from:</b>		
<a href="#">ENG 510</a>	Introduction to Film Studies	3
<a href="#">ENG 530</a>	History of Narrative Film	3
<a href="#">ENG 610</a>	Studies in Film Genres	3
<b>6 semester hours from:</b>		
<a href="#">THE 520</a>	Film Production Elements	3
<a href="#">THE 525</a>	Film-Style Production	3
<a href="#">THE 530</a>	Documentary Production	3
<b>Required Support Courses 15 semester hours</b>		
<a href="#">ENG 620</a>	Adaptations to Film	3
<a href="#">ENG 710</a>	Film Theory & Criticism	3
<a href="#">THE 544</a>	Playwriting	3
<a href="#">THE 560</a>	Acting	3
<a href="#">THE 541</a>	Seminar Stage Direct	3
<b>Electives</b>		
<b>6 semester hours electives (three semester hours must be English)</b>		<b>6</b>
<b>Total Hours</b>		<b>36</b>

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## Minor

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<b>Minor</b>	
<b>At least 12 semester hours may be selected in an academic field outside of English in consultation with advisor.</b>	<b>12</b>
<b>Total Hours</b>	<b>12</b>

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## English PhD

The PhD in English requires 90 semester hours beyond the bachelor's degree or 60 semester hours beyond the master's, including 36 hours of core coursework, 9-12 hours in an area of specialization, 3-6 hours in electives, and a 9-hour dissertation. A student with master's degree work may petition the Director of Graduate Studies and the Head of the Department of Literature and Languages to use relevant master's level course work to satisfy some distribution requirements.

### Foreign Language

1. 12 sh of appropriate undergraduate-level classes, or
2. 6 sh of graduate-level French for Reading, or
3. Dept. FLPE

### Residency Requirements for the PhD

Generally, those who wish to teach English on the college level seek the PhD in English; therefore, we require that students have teaching experience before completing the degree. Students may fulfill this requirement as a teaching assistant in our program for at least one academic year, substitute teaching in another setting (such as at a community college, high school, or other academic institution) by making the request to the department in writing as part of the application to the program. If students cannot serve as a teaching assistant and have no teaching experience, they must consult with and make special application to the Director of Graduate English Studies to be considered for the doctoral program.

### Residency Requirements

Students must complete a residency. The purpose of the residency is to provide access to faculty mentoring and instruction. Students may satisfy residency requirements in two ways:

1. Teach as a teaching assistant for at least one academic year (carrying at least the minimum course load to maintain the assistantship) and the successful completion of [ENG 675](#). Teaching assistants, will be mentored and observed in both the Writing Center and in teaching assistants' classroom. In addition students will be expected to observe others as they tutor and teach. Students will be expected to participate in the annual conference English Graduates for Academic Development and encouraged to submit and present papers for presentation in regional and national conferences. Students will be expected to attend meetings of Junto (the graduate student organization for professional development), held once a month during regular semesters. Students will also be expected to be advised and to maintain contact with the Graduate Director of English Studies periodically to make sure you are on track to complete your degree.  
Or
2. Without the one-year teaching assistantship and [ENG 675](#), students are required to take no fewer than four classes each academic year for two years, and must do so by enrolling in both the fall and spring semesters as well as at least one summer session. At least one of those courses must focus on pedagogy.

In addition, if students do not serve as a teaching assistant, they must maintain a portfolio of "residency activities" that contribute to professional development in their area of focus for each academic year prior to the completion of the comprehensive exam. The portfolio should document that development; in particular, the portfolio should be prefaced by a brief (2-3 pages) reflective analysis of the activities for that year.

Examples include:

- Conferences and workshops (attendance, participation, organization, etc.)
- Lectures and presentations

- Professional development activities
- Departmental academic advisement
- Development of multimedia resources
- Participation in student organizations (e.g. Junto, Doctoral Students Association, EGAD, etc.)
- Interaction with scholars via the Internet, email, etc.

The faculty will evaluate the portfolio as part of students' annual review of academic progress. If professional development activities are judged inadequate, you will be informed within two weeks of the evaluation and asked to meet with the Director of Graduate English Studies to make a plan to enhance the portfolio to meet the faculty's requests.

## Examinations

In addition to the coursework, foreign language, and residence requirements, doctoral students must take a qualifying examination. An examination, consisting of both written and oral portions, is required at or near the completion of course work and before officially beginning work on the dissertation. Consult the Director of English Graduate Studies for details about timing and structure of the PhD examination.

## Dissertation

Requirements for the dissertation are as follows:

1. Student writes a dissertation in the area of concentration under the direction of an adviser and two other committee members from the department, plus one member from another department.
2. The dissertation process requires a written proposal and oral defense of the proposal before the committee. The proposal defense is open to the university community.
3. The dissertation requires a final oral defense after completion. The oral defense is open to the university community.

[Additional details regarding qualifying exams and the doctoral dissertation](#)

## Spanish MA

Students seeking a master's degree in Spanish may choose either 30-semester hour program that includes a thesis ([SPA 518](#) Thesis counting for 6 hours) or a 36-hour program that includes 3 hours of [SPA 595](#) RESEARCH LIT TECH. Both programs of study lead to an MA degree.

## Master of Arts in Spanish (Option I) Thesis

### Thesis

<a href="#">SPA 518</a>	Thesis (6 semester hours required)	6
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**Only 6 semester hours of credit for 518 per degree will be given upon satisfactory completion of the requirement**

### Required Core Courses

<a href="#">SPA 503</a>	GLB/Stylistics & Lit Theory	3
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<a href="#">FLL 511</a>	Teaching a 2nd Language	3
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### Peninsular Literature

<b>9 semester hours (3 courses) in Peninsular Literature in consultation with advisor</b>	9
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### Latin American Literature

<b>9 semester hours (3 courses) in Latin American Literature in consultation with advisor</b>	9
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<b>Total Hours</b>	30
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## Master of Arts in Spanish (Option II) Non-Thesis

<b>Required Courses (6 semester hours)</b>	
<a href="#">SPA 503</a>	GLB/Stylistics & Lit Theory 3
<a href="#">FLL 511</a>	Teaching a 2nd Language 3
<b>Research</b>	
<a href="#">SPA 595</a>	RESEARCH LIT TECH (3 semester hours required) 3
<b>Peninsular Literature</b>	
9 semester hours (3 courses) in Peninsular Literature in consultation with an advisor 9	
<b>Latin American Literature</b>	
9 semester hours (3 courses) in Latin American Literature in consultation with an advisor 9	
<b>Electives (9 semester hours)</b>	
<b>Electives</b>	
9 semester hours 9	
<b>Total Hours</b>	36

### *Foreign Language Requirement for MA*

Reading competency of a second foreign language must be met by one of the requirements below

1. 12 sh of appropriate undergraduate-level classes, or
2. 6 sh of graduate-level French for Reading, or
3. Dept. FLPE

### *Comprehensive Exam*

Both the Option I Thesis and Option II Non-Thesis require successful completion of a Final Comprehensive Exam.

## Master of Arts in Spanish with an emphasis in Pedagogy of Spanish as a Second Language (Option II) Non-Thesis

<b>Research</b>	
<a href="#">SPA 595</a>	RESEARCH LIT TECH (3 semester hours required) 3
<b>Required Courses 24 semester hours</b>	
<a href="#">SPA 543</a>	GLB/Spanish Sociolinguistics 3
<a href="#">SPA 544</a>	Spa Curriculum Design 3
<a href="#">SPA 545</a>	GLB/Teaching Spa Thru Film 3

<a href="#">SPA 512</a>	Spa Grammar for Tchg	3
<a href="#">SPA 549</a>	Spanish Phonetics	3
<a href="#">SPA 505</a>	GLB/Childn's/Adolesnt Lit Spa	3
<a href="#">FLL 599</a>	Bib & Methods of Research	3
<a href="#">FLL 511</a>	Teaching a 2nd Language	3
<b>Required Support Courses</b>		
<b>6 semester hours from the following:</b>		
<a href="#">SPA 516</a>	GLB/Latin American Lit	3
<a href="#">SPA 535</a>	GLB/Latin Am Lit 18 & 19 Cent	3
<a href="#">SPA 550</a>	Span Lit Golden Age	3
<a href="#">SPA 555</a>	Span Medieval Lit	3
<a href="#">SPA 560</a>	GLB/Colonial Literature	3
<a href="#">SPA 575</a>	Contemp Peninsular Lit	3
<a href="#">SPA 597</a>	Special Topics	1-4
<b>Electives</b>		
<b>3 semester hours of electives</b>		<b>3</b>
<b>Total Hours</b>		<b>36</b>

### *Foreign Language Requirement for MA*

Reading competency of a second foreign language must be met by one of the requirements below:

1. 12 sh of appropriate undergraduate-level classes, or
2. 6 sh of graduate-level French for Reading, or
3. Dept. FLPE

### *Comprehensive Exam*

The Non-Thesis option requires successful completion of a Final Comprehensive Exam.

## **Creative Writing Graduate Certificate**

The Department of Literature and Languages offers four different graduate certificates in Creative Writing. The different graduate certificates are based on the genre of writing: Poetry, Fiction, Children's/Young Adult Fiction, and Creative Non-Fiction. Writing conventions and publication opportunities are based on genre categories, so our certificates reflect the professional distinctions. This graduate certificate requires admission to the Graduate School and 15 semester hours of graduate courses from the following.

### **Requirements to complete graduate certificate program.**

**Genres**

**Poetry**



<a href="#">ENG 578</a>	Workshop on Writing	3
<a href="#">ENG 585</a>	Workshop on Writing: Forms and Genres	3
<a href="#">ENG 526</a>	Studies in Shakespeare	3
<a href="#">ENG 563</a>	Publishing	3
<a href="#">ENG 579</a>	Style and Stylistics	3
<b>Fiction</b>		
<a href="#">ENG 578</a>	Workshop on Writing	3
<a href="#">ENG 585</a>	Workshop on Writing: Forms and Genres	3
<a href="#">ENG 563</a>	Publishing	3
<a href="#">ENG 540</a>	Development British Novel	3
<a href="#">ENG 519</a>	American Lit in Transition	3
<b>Children's YA Fiction</b>		
<a href="#">ENG 578</a>	Workshop on Writing	3
<a href="#">ENG 585</a>	Workshop on Writing: Forms and Genres	3
<a href="#">ENG 563</a>	Publishing	3
<a href="#">ENG 505</a>	Inven Chil Lit & Chldhood	3
<a href="#">ENG 508</a>	Constr Real Ch Adol Lit	3
<b>Creative Non-Fiction</b>		
<a href="#">ENG 578</a>	Workshop on Writing	3
<a href="#">ENG 585</a>	Workshop on Writing: Forms and Genres	3
<a href="#">ENG 563</a>	Publishing	3
<a href="#">ENG 515</a>	History & Theory Rhetoric	3
<a href="#">ENG 570</a>	Strategies in Composition	4
<b>Total Hours</b>		15

#### Note

Coursework must be completed at Texas A&M University-Commerce with a 3.0 GPA on all courses used for this graduate certificate. (*No Substitutions*)

## Film Studies Graduate Certificate

The Graduate Certificate in Film Studies is a 15-semester hour program for those who want to pursue an extended investigation of major issues in cinema (directors, genres, literature and film, film theory, national cinemas, historical movements, critical approaches, and themes). Students completing the program will be equipped to contribute to scholarship in the field and teach film courses on the college level. Please contact Dr. Gerald Duchovnay, 903/886-5265 or [gerald.duchovnay@tamuc.edu](mailto:gerald.duchovnay@tamuc.edu) for information about the courses or the certificate.

#### Required Courses

<a href="#">ENG 510</a>	Introduction to Film Studies	3
<a href="#">ENG 530</a>	History of Narrative Film	3
<a href="#">ENG 610</a>	Studies in Film Genres	3
<a href="#">ENG 620</a>	Adaptations to Film	3
<a href="#">ENG 710</a>	Film Theory & Criticism	3
or <a href="#">ENG 720</a>	Sptc: in Film Studies	
<b>Total Hours</b>		<b>15</b>

**Note:**

Coursework must be taken from Texas A&M University-Commerce with a 3.0 GPA on all courses used for this graduate certificate. (*No Substitutions*)

## Studies In Children's & Adolescent Literature & Culture Graduate Certificate

The Studies In Children's & Adolescent Literature & Culture Graduate Certificate requires admission to the Graduate School and 15 semester hours of graduate courses from the following.

**Requirement to complete graduate certificate program.**

<a href="#">ENG 504</a>	Pic Bks Graph Nar Art Img	3
<a href="#">ENG 505</a>	Inven Chil Lit & Chldhood	3
<a href="#">ENG 506</a>	Prob Adolescent Literatur	3
<a href="#">ENG 507</a>	Narr Trans Lit Ch Adol	3
<a href="#">ENG 508</a>	Constr Real Ch Adol Lit	3
<b>Total Hours</b>		<b>15</b>

**Note:**

Coursework must be completed at Texas A&M University-Commerce with a 3.0 GPA on all courses for graduate certificate. (*No Substitutions*)

## Teaching English to Speakers of Other Languages Graduate Certificate

The Teaching English to Speakers of Other Languages Graduate Certificate requires admission to the Graduate School and 19 semester hours of graduate courses from the following.

**Requirement to complete graduate certificate program.**

<a href="#">ENG 501</a>	Structure Eng Language	3
<a href="#">ENG 555</a>	General Linguistics	3
<a href="#">ENG 557</a>	Teaching English as a Second/Other Language Methods I	3
<a href="#">ENG 558</a>	Sociolinguistics	3
<a href="#">ENG 562</a>	Psycholinguistics	3

<b>One course (3 sh) from the following</b>		
<a href="#">ENG 559</a>	Lang & Culture in Class	3
<a href="#">ENG 579</a>	Style and Stylistics	3
<a href="#">ENG 771</a>	Theory/Practice of Tchng	3
<a href="#">FLL 511</a>	Teaching a 2nd Language	3
<b>plus 1 sh practicum course:</b>		
<a href="#">ENG 596</a>	Practicum in TESOL	1-3
<b>Total Hours</b>		<b>19</b>

**Note:**

Coursework must be completed at Texas A&M University-Commerce with a 3.0 GPA on all courses used for graduate certificate. (*No Substitutions*)

## Computational Linguistics Graduate Certificate

This graduate certificate is intended to document foundational skills and expertise in computational linguistics and natural language processing (NLP), mainly for students in computer science and students in linguistics. The course work for the certificate aims to overcome the common lack of foundational knowledge in both pillars of this multidisciplinary field, computer science and linguistics, introducing the basic issues in these fields as they are relevant to computational linguistics. A group of 4 required courses needs to be passed, in addition to an appropriate elective from a selection of possible courses (15 credit hours total). The four courses comprise one introductory class to teach basic principles in each discipline (CSCI 515, ENG 555) and one advanced class each dedicated to applications (CSCI 501, ENG 685). Achievement of the certificate documents solid training and education in Computational Linguistics across the disciplines as an asset for students joining the workforce. Please contact Dr. Christian F. Hempelmann at c.hempelmann@tamuc.edu for more information.

<b>Courses (15 semester hours)</b>		
<b>Required (12 semester hours)</b>		
<a href="#">CSCI 515</a>	Fundamentals Of Programming C/C++	4
<a href="#">ENG 555</a>	General Linguistics	3
<a href="#">CSCI 501</a>	Intro to Computational Science	3
<a href="#">ENG 685</a>	Computational Linguistics	3
<b>Electives (3 semester hours) from the following:</b>		
<a href="#">CSCI 532</a>	Algorithm Design	3
<a href="#">CSCI 538</a>	Artificial Intelligence	3
<a href="#">CSCI 549</a>	Automata Theory	3
<a href="#">ENG 686</a>	Quantitative Methods for Linguists	3
<a href="#">ENG 697</a>	Special Topic	3
<b>Note: Any prerequisites for this courses that aren't fulfilled by the other courses for the certificate will be waived by the respective instructors.</b>		
<b>Total Hours</b>		<b>15</b>

**Note:** Coursework must be completed at Texas A&M University-Commerce with a 3.0 GPA on all courses used for graduate certificate. (*No Substitutions*)

## **Courses**

### **ENG**

#### **ENG 501 - Structure Eng Language**

Hours: 3

Structure of the English Language. Three semester hours. A thorough analysis of the grammatical structure of English employing contemporary as well as more traditional methodologies. Emphasis varies among phonology, morphology, syntax, text/discourse analysis and historical developments in the language.

#### **ENG 503 - Marginalized Literatures**

Hours: 3

Marginalized Literatures - Three semester hours A study of emergent or historically marginalized literatures that considers the relationship between important social categories such as class, race, nationality or sexuality and imaginative works that represent these categories in a range of historical, cultural, and national contexts. The course may focus on contemporary or historical literatures from any world culture, and the primary focus will be on considering the limits of modernity, group identity, and national consciousness as objects of literary and cultural analysis. May be repeated for credit when the emphasis changes.

#### **ENG 504 - Pic Bks Graph Nar Art Img**

Hours: 3

Picture Books, Graphic Narrative, and the Art of Images. Three semester hours. An Examination of the historical, cultural ideological, aesthetic, material and critical contexts that influence and produce picture books and graphic narratives written for young readers, including a study of how words, images, and institutions shape our response to those texts.

#### **ENG 505 - Inven Chil Lit & Childhood**

Hours: 3

The Invention of Children's Literature and Childhood. Three semester hours. A survey of the historical development of children's literature in relation to its cultural, intellectual, and political contexts. Could include how British and American writers changed paradigms for and perceptions about "childhood" and "children's literature" by developing literature that entertained and instructed young readers as well as how conditions of print culture, political change, and social status influenced the delivery and reception of the genre.

#### **ENG 506 - Prob Adolescent Literatur**

Hours: 3

Problems in Adolescent Literature. Three semester hours. An overview of the various problems associated with adolescent literature including the problem novel and new realism, how adolescent literature is defined issues associated with censorship and the problems adolescents experience in the texts.

#### **ENG 507 - Narr Trans Lit Ch Adol**

Hours: 3

Narrative Transformations in Literature for Children and Adolescents. Three semester hours. A study in the adaptation or appropriation of familiar or traditional story forms such as folk and fairy tales into more contemporary narrative forms including novels and film.

#### **ENG 508 - Constr Real Ch Adol Lit**

Hours: 3

Constructing Reality and Reconstructing History in Children's and Adolescent Literature. Three semester hours. An overview of historical fiction and realistic literature that emphasizes the cultural and social milieu that produced the texts as represented by the genres. Particular attention will be paid to the construction of history and the social realities addressed in the texts, including ethnic, racial and global considerations

#### **ENG 509 - Literary Genres**

Hours: 3

Literary Genres. Three semester hours. An examination of one or more literary genres. Topics and approaches may vary, but might include a focus on a particular historical period, theme, or critical approach to selected poetry, drama, non-fiction prose, fiction, or film. May be repeated for credit when the emphasis changes.

#### **ENG 510 - Introduction to Film Studies**

Hours: 3

Introduction to Film Studies - Three semester hours Designed for graduate students who have had no formal training in film study, this

course will introduce basic skills and approaches to understanding and interpreting film through the "rhetoric" of film as it relates to the critical analysis of film (e.g., cultural criticism, genre, history, ideology).

### **ENG 513 - Learning Thru Composing**

Hours: 3

Learning Through Composing. Three semester hours. Examines to what extent and how composing influences learning and knowledge, how the nature of knowledge is affected by composing and the kinds of knowledge transformations that occur through composing. Includes attention to uses of writing for learning across the curriculum.

### **ENG 515 - History & Theory Rhetoric**

Hours: 3

History and Theory of Rhetoric. Three semester hours. A study of the major theories and theorists of rhetoric from classical times to the twentieth century. Emphasis varies from semester to semester. Attention is given to such theorists as Aristotle, Sophists, Plato, Cicero, Quintilian, Perelman, Richards, Weaver, and Moffett. May be repeated for credit when the emphasis changes.

### **ENG 516 - Early American Literature**

Hours: 3

Early American Literature. Three semester hours. This course examines the rise of American narrative through the nation's colonial and early national periods, especially in British North America between 1620 and 1820. Topics for consideration could include exploration of how such narratives as the memoir, captivity narrative, sermon, and novel fostered the invention and formation of Americanness and American literature, examination of the fundamental ideas, myths, and intellectual concepts that still influence the ways in which Americans think about themselves and their societies and consideration of how anxieties about race, class, gender, and religion informed the creation of literary texts in early America.

### **ENG 518 - Thesis**

Hours: 3-6

Thesis. Three to six semester hours. Required of candidates seeking the 30-hour Masters. Graded on a satisfactory (S) or unsatisfactory (U) basis.

### **ENG 519 - American Lit in Transition**

Hours: 3

American Literature in Transition: From Civil to World Wars. Three semester hours. This course investigates the ways in which the literature of the United States reflected the country's rapid political, industrial, economic, and social transformations between 1865 and 1914. Topics for discussion could include the rise of literary realism, the significance of American regional writing, a growing emphasis on vernacular traditions, the impact of immigration the phenomenon of the New Woman and the uses of naturalistic writing to capture America's ever-changing urban landscape.

### **ENG 520 - Appr to Critical Theory**

Hours: 3

Approaches to Critical Theory. Three semester hours. A study of major trends in critical theory from Plato and Aristotle to the present. Primary focus is on various approaches to analyzing literature, including formalist, psychological, Marxist, structuralist, feminist, reader-response, and new historicism.

### **ENG 521 - American Modernities**

Hours: 3

American Modernities. Three semester hours. Studies in various aspects of the period in American writing from the turn of the century to the Second World War. Special emphasis will be placed on the multifaceted and experimental nature of American literary modernism and the ways in which it was informed by the various social and art movements during this period. Subjects for analysis could include writings of the Lost Generation, the war novel, the influence of the visual arts on written texts, proletarian writing, the growing hybridity of generic form and literary representations of the Jazz Age as well as the Great Depression.

### **ENG 522 - Maj Figures in Amer Lit**

Hours: 3

Major Figures in American Literature. Three semester hours. A focused analysis on a significant figure in American literature, or a treatment of two or more important writers who bear some kind of close personal or thematic relationship. May be repeated for credit when the emphasis.

### **ENG 525 - Contemporary Literature**

Hours: 3

Contemporary Literature. Three semester hours. A study of post-1945 and recent literature in the United States and /or the United Kingdom and Ireland. Special emphasis will be placed on the ways in which national and international phenomena both social as well as aesthetic, have informed an increasingly diverse understanding of literary texts. Topics for analysis could include late Modernism and its

links to postmodern thought, Cold War writing, literatures of nationhood, post colonialism, the institutionalization of theory, multiculturalism and its literary impact, and the ever-growing emphasis placed on generic hybridity, especially as it concerns visual and electronic media. May be repeated for credit when the emphasis changes.

**ENG 526 - Studies in Shakespeare**

Hours: 3

Studies in Shakespeare. Three semester hours. A study of selected comedies, tragedies, histories, and the major critical theories. Also emphasizes the historical, intellectual, and social background of Shakespeare's England.

**ENG 527 - Antebellum American Lit**

Hours: 3

Antebellum American Literature. Three semester hours. Studies in various aspects of American literature from around 1820 to the closing day of the Civil War. Topics covered may include the transition from republicanism to Jacksonian democracy, the influences of romanticism, the canonization of the American Renaissance, sentimental narrative and the literary marketplace transcendentalism the rise of literary journalism and debates surrounding the romance and the novel as generic distinctions

**ENG 529 - Workshop/Public School Teacher**

Hours: 6

Workshop for Public School Teachers. Three semester hours. A practical workshop on various topics, including teaching literature, languages, and composition in elementary and secondary schools, evaluation of written assignments or developing writing projects, how media interacts with composition and literature. Graded on a satisfactory (S) or unsatisfactory (U) basis.

**ENG 530 - History of Narrative Film**

Hours: 3

History of Narrative Film - Three semester hours An examination of the development of film from the silent era to the present. Focus may be on American film, or other national cinemas ( e.g., English, Italian, French, Soviet, Japanese, Brazilian, Chinese, Mexican). May be repeated as topics vary to a maximum of 6 hours.

**ENG 531 - Maj Fig & Mov Brit Lit**

Hours: 3

Major Figures and Movements in British Literature. Three semester hours. A thorough study of the age, the work, and the influence of a major British literary figure; or, treatment of two or three important figures who have some close relationship to one another; or, a thorough study of a specific literary movement or theoretical approach to an author or group of authors. May be repeated for credit when the emphasis changes.

**ENG 534 - Med Renaiss Brit Lit**

Hours: 3

Medieval and Renaissance British Literature. Three semester hours. Individual investigation and group discussion of selected topic. May focus on major figures, critical or historical approaches, themes, or genres in British literature before 1660. May be repeated for credit when the emphasis changes.

**ENG 536 - The Age of Reason**

Hours: 3

The Age of Reason. Three semester hours. Individual investigation and group discussion of selected topic. May focus on major figures, critical or historical approaches, themes, or genres in British literature from 1660-1830. May be repeated for credit when the emphasis changes.

**ENG 537 - Mod Transf Brit Irish Lit**

Hours: 3

Modern Transformations: British and Irish Literature. Three semester hours. Individual investigation and group discussion of selected topic. May focus on major figures, critical or historical approaches, themes, or genres in British literature from 1830-1945. May be repeated for credit when the emphasis changes.

**ENG 540 - Development British Novel**

Hours: 3

Development of the British Novel. Three semester hours. A study of the origin and development of the novel in Great Britain from the eighteenth century to the present. Novels by authors such as Fielding, Austen, Dickens, Hardy, Woolf, and Joyce may be included.

**ENG 555 - General Linguistics**

Hours: 3

General Linguistics. Three semester hours. An advanced survey of applied language science with an emphasis on the relationship

between the structural systems of language and the mental representation of ordinary experience. Stresses phonology, morphology and syntax.

### **ENG 557 - Teaching English as a Second/Other Language Methods I**

Hours: 3

This course focuses on the linguistic, psychological, and socio-cultural foundations for teaching English to native speakers of other languages. It surveys historical as well as current trends in the methods and materials of ESL, of language testing, and of language-program evaluation.

### **ENG 558 - Sociolinguistics**

Hours: 3

Sociolinguistics. Three semester hours. This course focuses on the various aspects of human behavior and sociocultural interaction that affect language structure, use, learning, and acquisition. Topics discussed include sociolinguistic methodology, multilingualism, speech-act types, language styles, language and sex roles, and the sociolinguistics of literature.

### **ENG 559 - Lang & Culture in Class**

Hours: 3

Language and Culture in the Classroom. Three semester hours. This course will focus on language diversity in education. Of particular interest will be societal factors that influence education- racism, ethnicity, sexism, bilingualism and bidialectalism and how these dynamics often affect the decisions educators make in designing and implementing language curriculum in the classroom.

### **ENG 562 - Psycholinguistics**

Hours: 3

Psycholinguistics. Three semester hours. A survey of the cognitive, affective and developmental constraints on language acquisition and use. Topics include multilingualism; language, mind and brain; language processing and comprehension; first and second language acquisition; and research tools.

### **ENG 563 - Publishing**

Hours: 3

Creative and Scholarly Publishing - Three semester hours This class is a practicum for students interested in publishing their creative or academic work. Students will work on preparing their work for publication, researching potential markets, and study how to submit work for publication. Extensive research on publishing and peer critiques. Pre-requisite: ENG 578

### **ENG 570 - Strategies in Composition**

Hours: 4

A survey of approaches and strategies in the composing process and in the analysis of forms in composition, with particular emphasis on professional writing.

### **ENG 578 - Workshop on Writing**

Hours: 3

Workshop on Writing. Three semester hours. A workshop in writing poetry, fiction, non-fiction prose, or screenplays. Extensive writing and peer critiques. May be repeated for credit when the emphasis changes.

### **ENG 579 - Style and Stylistics**

Hours: 3

Style and Stylistics. Three semester hours. A study of style using the techniques of linguistic and rhetorical analysis. The course will emphasize writing in various styles, their functions and effects, and techniques of criticism that employ stylistic analysis.

### **ENG 585 - Workshop on Writing: Forms and Genres**

Hours: 3

Workshop on Writing: Forms and Genres. This class is an advanced, intensive, reading and writing course that focuses on a specific genre of poetry or prose based on instructor specialization. Students will read and write in the assigned genre. Extensive writing and peer critiques. May be repeated for credit when the genre changes.

### **ENG 589 - Independent Study**

Hours: 1-4

Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

**ENG 595 - Research Lit/Techniques**

Hours: 3

Research Literature and Techniques. Three semester hours. Required of students who opt for the 36-hour Masters. This course requires an extensive investigation into a topic agreed upon by the student and the advisory committee. Graded on a satisfactory (S) or unsatisfactory (U) basis.

**ENG 596 - Practicum in TESOL**

Hours: 1-3

Practicum in TESOL. One to three semester hours. Hands-on application of TESOL methods and techniques. In coordination with an Applied Linguistics adviser, candidates will teach in a mutually-agreed upon ESL setting. Graded on a satisfactory (S) and unsatisfactory (U) basis.

**ENG 597 - SPECIAL TOPICS**

Hours: 3

**ENG 599 - Bib & Methods of Research**

Hours: 3

Bibliography and Methods of Research. Three semester hours. For beginning literature and languages graduate students who have not had an equivalent graduate-level course, this course covers manuscript preparation, format; research techniques for literary, linguistics, and composition/rhetoric studies.

**ENG 610 - Studies in Film Genres**

Hours: 3

Studies in Film Genres - Three semester hours An examination of film genres, either by surveying the various genres or examining a particular genre (such as westerns, film noir, or French New Wave), through the eyes of a particular director or culture. May be repeated as topics vary to a maximum of 6 hours.

**ENG 613 - Digital Humanities**

Hours: 3

Digital Humanities: A study of theories and methods relating to the use of computational and digital tools to pursue questions of research and teaching in the humanities. The course will explore the ways in which technologies are complex, socially situated, and political tools through which humans act and make meaning. The course may focus on specific disciplinary questions relating to research or pedagogy, or may take an interdisciplinary or transdisciplinary approach. May be repeated for credit when the emphasis changes. General familiarity with the Internet is suggested, but no prior knowledge of digital humanities or programming knowledge is required.

**ENG 615 - Professing English**

Hours: 3

Professing English - Three semester hours Primarily for English doctoral students, English 615 is an introduction to the profession of English—that is, the process by which one becomes a professional. Issues covered will include the curriculum vita, abstracts, dissertation proposals, dissertations, the job search, the research process beyond graduate school. The course will also include history of English as a part of the college curriculum. This course is required of all doctoral students. Graded on a satisfactory (S) and unsatisfactory (U) basis

**ENG 620 - Adaptations to Film**

Hours: 3

Adaptations to Film - Three semester hours Examines the relationship between film, literature and other sources and the unique qualities of each medium. Special emphasis on film adaptations of literary works from western and non-western cultures.

**ENG 657 - Teaching English as a Second/Other Language Methods II**

Hours: 3

This is the second course in a two course sequence designed to prepare individuals to become teachers of ESOL. It complements the theoretical and historical perspective of TESOL Methods I with a focus on classroom practices (e.g. micro-teaching, classroom management, lesson planning, content development, and building intercultural awareness). Prerequisites: ENG 557 or instructor approval.

**ENG 658 - Sound Systems of English: Pedagogical Applications of Phonology & Phonetics**

Hours: 3

This course focuses on the application of phonological principles and practices to TESOL teaching. Within a framework of communicative competence, we will examine different approaches to pronunciation teaching in the ESL/EFL classroom and investigate a variety of techniques and activities. Prerequisites: ENG 555 or instructor approval.



**ENG 670 - Pragmatics & Language Tchg**

Hours: 3

Pragmatics and Language Teaching - Three semester hours Pragmatics and Language Teaching is an introduction to the role of pragmatics in the second language classroom. With an underlying focus in our readings and discussions on cross-cultural pragmatics, it investigates the following questions: What is pragmatics? How can it help classroom language teaching? How can we integrate pragmatics in the classroom? How can pragmatics help us to understand student development? This is an introductory level graduate course on pragmatics and language teaching, and no background in this area is required. Pre-requisites: ENG 555

**ENG 671 - Discourse Analysis**

Hours: 3

Discourse Analysis - Three semester hours The course focuses on the nature of spoken and written discourse and the applications of discourse analysis to TESOL. It examines written and spoken macro- and micro-level discourse practices inside and outside of the classroom including investigation of transactional and interactional discourse events and multiple genres. With a focus on both approaches to analysis and teaching, the course is designed to bridge the gap between researcher and practitioner and to encourage teachers to use similar techniques in their classroom teaching. Pre-requisites: ENG 555

**ENG 672 - Second Language Acquisition**

Hours: 3

Second Language Acquisition - Three semester hours This initial-level seminar focuses on “perennial” issues that arise in the study of second language acquisition and our current understanding, re-evaluation and discussion of these issues within the field. It covers both the historical development of the field and current areas of growth such as neurocognitive models of second language acquisition. With a focus on both approaches to second language data analysis and developing theoretical frameworks, the course is designed for graduate students who are primarily research-oriented or primarily practitioners. Pre-requisites: Instructor Approval

**ENG 675 - Colloq: Teach Coll Rdg & Wtg**

Hours: 3

Colloquium: Teaching College Reading and Writing. Three semester hours. A practicum in formulating syllabi in rhetoric that integrate selected textbooks and the theory of composition, and in the daily problems inherent in teaching expository writing. The class is required of all English assistant instructors in either the first or second semester they hold an assistantship. Graded on a satisfactory (S) and unsatisfactory (U) basis. Not applicable to hours for MA/MS degree. Prerequisite: Permission of the department Head.

**ENG 677 - Argumentative Discourse**

Hours: 3

Theory and Practice of Argumentative Discourse. Three semester hours. A study of the problems and procedures involved in teaching argumentative writing to college students. The course includes study of traditional deduction, induction, and material fallacies, plus more modern concerns such as Toulmin logic and stasis theory. The course stresses how these processes of analyzing reasoning can be used and misused in teaching writing and in current textbooks. Students write a series of illustrative argumentative essays. The course also covers the documented paper.

**ENG 680 - Rdg Theory Coll Eng Tchrs**

Hours: 3

Reading Theory for College English Teachers. Three semester hours. An examination of the relationship between reading and writing developments and applications to instruction. Approaches reading and writing as cultural and cognitive activities. Integrates theoretical readings with classroom practices. Crossover course: May count for either area.

**ENG 685 - Computational Linguistics**

Hours: 3

Computational Linguistics Description : This course provides a general introduction to Computational Linguistics, the study of computational systems that understand and generate human language. This class will cover fundamental concepts and techniques in Computational Linguistics, such as lexical and ontological semantics, word sense disambiguation, syntactic and semantic parsing, discourse (including coreference resolution), dialogue, summarization, and generation. Throughout the class, students will be exposed to recent research that connects the concepts learned to exciting research questions that are practically motivated and application-oriented. Additional emphasis will be on the different traditions and theoretical frameworks that informed the theories and algorithms used for these solutions, namely, linguistics, statistics, and computer science, and the history of their struggle from the 1950s until today. Instructor's approval required

**ENG 686 - Quantitative Methods for Linguists**

Hours: 3

This course is designed to help graduate students with a background in linguistics, but no active knowledge of statistical methods, appreciate the basic concepts in descriptive and analytical statistics as relevant for work in the humanities, in particular linguistics. In the field of linguistics a working knowledge of statistics is crucial to both understanding the professional literature and to conducting experiments, analyzing results, and writing reports that are considered publishable. Students will be empowered to calculate general

tendencies and dispersions in their own data, determine the statistical significance of their results, and report those results in a manner that accurately and professionally communicates them to the scientific community.

**ENG 689 - Independent Study**

Hours: 1-4

Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

**ENG 697 - Special Topic**

Hours: 3

Special Topics. Three semester hours. Organized class. May be repeated when topics vary.

**ENG 697A - Special Topic**

Hours: 3

Special Topics. Three semester hours. Organized class. May be repeated when topics vary.

**ENG 710 - Film Theory & Criticism**

Hours: 3

Film Theory & Criticism - Three semester hours A survey of theoretical and critical approaches to analysis of film and video with an emphasis on the historical and cultural context in which these approaches emerge, examining selections from western and non-western film theory and criticism. Prerequisite: English 510 or equivalent college-level course, or consent of instructor.

**ENG 718 - Doctoral Dissertation**

Hours: 3-12

Doctoral Dissertation. Three to nine semester hours. Credit not to exceed nine semester hours. Graded on a satisfactory (S) and unsatisfactory (U) basis.

**ENG 720 - Sptc: in Film Studies**

Hours: 3

Special Topics in Film Studies - Three semester hours Extended investigation of major subjects and issues in cinema and other media; topics vary but may include studies of author/directors, historical movements, critical approaches, and themes. May be repeated as topics vary to a maximum of 6 hours.

**ENG 771 - Theory/Practice of Tchng**

Hours: 3

Theory and Practice of Teaching Reading and Writing in College Study of the objectives of college English; methods and materials for the teaching of college English, including technology; curriculum planning; administration of English writing programs. This course is recommended for doctoral students planning to teach on the college level and may be used toward the 21-hour Professional Internship requirement. 3 SCH.

**ENG 775 - Teaching Literature in College**

Hours: 3

Teaching of Literature in College. Three semester hours. Methods and theories of teaching the interpretation of literary and nonliterary texts to college students.

**ENG 776 - Approaches to Teaching of Writ**

Hours: 3

Approaches to the Teaching of Writing. Three semester hours. Methods and daily problems inherent in teaching composition to specialized college audiences with stress on basic writers, the learning disabled, and students being tutored. May include measurement of writing, administration of writing centers, and tutoring practices.

**ENG 780 - Text and Genders**

Hours: 3

Texts and Genders - Three semester hours A critical examination of how gender differences influence reading and writing strategies of fiction, non-fiction, poetry, and film, including issues of gender and style, gender and usage, and gender stereotyping. This course is recommended for doctoral students planning to teach and/or produce scholarship on the college level.

**ENG 781 - Major Figures World Lit**

Hours: 3

Major Figures in World Literature A study of major literary works from both classical and contemporary literature in diverse genres

outside the English language tradition. This course is required for doctoral students specializing in Critical Literacy (the study of literature and film). 3 SCH.

## **FLL**

### **FLL 501 - French for Reading I**

Hours: 3

French for Reading I. Three semester hours Intended as the first semester of an intensive two semester sequence for students seeking to understand French and Francophone literary texts for research purposes. This course involves an intensive study of French and syntax, grammar, and vocabulary. While some previous study of French is helpful, it is not required. The course will be graded on a pass/fail basis, and a grade of 80 must be attained in order to pass.

### **FLL 502 - French for Reading II**

Hours: 3

French for Reading II. Three semester hours Intended as a continuation of French for Reading I . While the student will continue to study French syntax, grammar, and vocabulary, this second semester course will include longer and more challenging reading passages.

### **FLL 505 - Oral Skills Int'l Students**

Hours: 3

Oral Skills for International Graduate Students/TAs - Three semester hours This is a course of International Students whose native language is not English. Students work on a variety of tasks, skills, and techniques designed to improve their speaking skills. The focus of instruction is on hands on knowledge directly relevant to the performance of the students in the courses or labs they teach

### **FLL 506 - Spec Topic Int'l Students**

Hours: 3

Special Topics for International Graduate Students/TAs - Three semester hours This is a course of International Students whose native language is not English. Students work on a variety of tasks, skills, and techniques designed to improve their teaching skills. The focus of instruction is on hands on knowledge directly relevant to the performance of the students in the courses or labs they teach.

### **FLL 511 - Teaching a 2nd Language**

Hours: 3

Teaching a Second Language. Three semester hours. An advanced analysis of linguistic structures and cultural patterns important in second language instruction, emphasizing methodology and sociolinguistic applications for bilingual and Spanish instructors. Taught in Spanish.

### **FLL 512 - Spa Grammar for Teaching**

Hours: 3

Spanish Grammar Review and its Teaching This course consists of a survey of Spanish Linguistics (Phonetics, Phonology, Morphology, Syntax and Dialectology) at an advanced level. Students will become acquainted with Linguistic theories through peer-review scholarly articles. Such articles also describe the application of such theories in the classroom. Students are encouraged to reflect on their own learning of the complex grammatical aspects of the language, and on the functions of teachers of second languages, who are responsible for the learning process of potential students. This course will bring to light the difficult task of including accurate and meaningful explanations of the grammatical aspects of learning a second language; a task which is undoubtedly a key to success. Cross list with SPA 512.

### **FLL 543 - Spanish Sociolinguistics**

Hours: 3

Teaching Approaches to Spanish Sociolinguistics - Three semester hours This course will help students to gain understanding of the different varieties and dialects of Spanish in the Hispanic world and its implementation in classroom instruction. The foreign language teacher needs to be knowledgeable of external variables (social status, gender, speaking tasks required, regional dialects) which affect speaker's production. Learners of Spanish as a second language must be properly taught and be made aware of those different social or regional varieties when they are learning a new language. It is the responsibility of the foreign language teacher to put into practical context the grammatical aspect of the courses they teach, so that the learners will achieve success. Cross list with SPA 543

### **FLL 544 - Spa Curriculum Design**

Hours: 3

Spanish Language Curriculum Design - Three semester hours This course targets potential teachers of second language. It instructs them how to effectively manage content in order to improve the structure and organization of a syllabus. It also helps in the implementation of appropriate materials for the second language classroom. This course will demand a recycling of knowledge on Linguistics disciplines related to the teaching of Spanish as a second language such as Phonology, Syntax, Sociolinguistics, and Methodology. By implementing the appropriate contents at the right pace and scheduling, potential teachers will work out a reliable curriculum which will assure the success of his/her students. Cross list with SPA 544

**FLL 589 - INDEPENDENT STUDY**

Hours: 1-4

Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department Head.

**FLL 597 - Special Topic**

Hours: 3

Special Topics. Three semester hours. Organized class. May be repeated when topics vary. Prerequisite: Permission of the department Head.

**FLL 599 - Bib & Methods of Research**

Hours: 3

Bibliography and Methods of Research. Three semester hours. For beginning literature and languages graduate students who have not had an equivalent graduate-level course, this course covers manuscript preparation, format; research techniques for literary, linguistics, and composition/rhetoric studies; and research methods for foreign language majors.

**SPA****SPA 503 - GLB/Stylistics & Lit Theory**

Hours: 3

Stylistics and Literary Theory - Three semester hours This is a required course for the MA in Spanish with emphasis in literature. Students will be exposed to narratological and theoretical analyses and critical theory. They will learn how to contextualize various literary approaches such as Feminism, Marxism, Deconstructionism, New Historicism; and more current ones such as Animal Studies, Ecocriticism among others.

**SPA 505 - GLB/Childn's/Adolesnt Lit Spa**

Hours: 3

GLB/Children's and Adolescent Literature in Spanish - Three semester hours A comparative, analytical and theoretical approach of canonical children's and adolescent literature (Little Red Riding Hood, Cinderella, Sleeping Beauty and others) and the Spanish versions of these works and its presentation in the classroom.

**SPA 512 - Spa Grammar for Tchg**

Hours: 3

Spanish Grammar Review and its Teaching This course consists of a survey of Spanish Linguistics (Phonetics, Phonology, Morphology, Syntax and Dialectology) at an advanced level. Students will become acquainted with Linguistic theories through peer-review scholarly articles. Such articles also describe the application of such theories in the classroom. Students are encouraged to reflect on their own learning of the complex grammatical aspects of the language, and on the functions of teachers of second languages, who are responsible for the learning process of potential students. This course will bring to light the difficult task of including accurate and meaningful explanations of the grammatical aspects of learning a second language; a task which is undoubtedly a key to success. This is a 3 hour, lecture course with no prerequisites.

**SPA 516 - GLB/Latin American Lit**

Hours: 3

Latin American Literature. Three semester hours. A study of Latin American literature with emphasis on prose fiction or poetry and drama. Authors treated in prose fiction may include Isaacs, Borges, Garcia Marquez, Fuentes, and Vargas Llosa; in poetry and drama, authors treated may include Sor Juana Ines de la Cruz, Hernandez, Marti, Ruben Dario, Mistral, Neruda, Paz and Carballido. May be repeated for credit when the emphasis changes.

**SPA 518 - Thesis**

Hours: 3-6

Thesis. Six semester hours. Graded on a satisfactory (S) or unsatisfactory (U) basis.

**SPA 535 - GLB/Latin Am Lit 18 & 19 Cent**

Hours: 3

Latin Am Lit 18 & 19 Cent. Three semester hours. A study of various genres and representative works from Latin American authors of Neoclassicism, Romanticism and Modernism and Vanguardism. Some of the work studies might include: Andres Bello, Echevarria, Faustino Samiento, Gomez de Avellaneda, Jose Hernandez, Jose Marti, Ruben Dario, Jose Enrique Rodo, etc.

**SPA 543 - GLB/Spanish Sociolinguistics**

Hours: 3

This course will help students to gain understanding of the different varieties and dialects of Spanish in the Hispanic world and its

implementation in classroom instruction. The foreign language teacher needs to be knowledgeable of external variables (social status, gender, speaking tasks required, regional dialects) which affect speaker's production. Learners of Spanish as a second language must be properly taught and be made aware of those different social or regional varieties when they are learning a new language. It is the responsibility of the foreign language teacher to put into practical context the grammatical aspect of the courses they teach, so that the learners will achieve success. This is a 3 hour, lecture course with no prerequisites. Cross list with FLL 543

#### **SPA 544 - Spa Curriculum Design**

Hours: 3

Spanish Language Curriculum Design This course targets potential teachers of second language. It instructs them how to effectively manage content in order to improve the structure and organization of a syllabus. It also helps in the implementation of appropriate materials for the second language classroom. This course will demand a recycling of knowledge on Linguistics disciplines related to the teaching of Spanish as a second language such as Phonology, Syntax, Sociolinguistics, and Methodology. By implementing the appropriate contents at the right pace and scheduling, potential teachers will work out a reliable curriculum which will assure the success of his/her students. Cross listed with FLL 544

#### **SPA 545 - GLB/Teaching Spa Thru Film**

Hours: 3

Teaching Spanish through Film - Three semester hours This class will focus on using Hispanic films for language instruction in the classroom. The course will prepare and train High School teachers to use film in context for language instruction in order to: 1) Expose students to the histories, cultures of the Spanish-speaking world 2) Make use of film in context for students' practice of their writing abilities. 3) Practice students' listening abilities using Hispanic film.

#### **SPA 549 - Spanish Phonetics**

Hours: 3

Spanish Phonetics in the Classroom This course will help students gain understanding of the field of Phonetics. The course surveys the Spanish phonological system so that the SLA teacher can implement it in his/her work in the classroom. Usually overlooked, or not consistently treated, second language phonology is a key to mastering native-like pronunciation. Thus, the course focuses on the importance of well-designed, long term work on the learning of pronunciation and intonation; and on how future teachers of Spanish as a Second Language may implement this work day to day in the classroom. This is a 3 hour, lecture course with no prerequisites. Cross list with FLL 549

#### **SPA 550 - Span Lit Golden Age**

Hours: 3

Spanish Literature of the Golden Age. Three semester hours. Studies in various genres and literary figures of Peninsular Literature of the Golden Age period (16 and 17 centuries). The works studied will be representative of the major genres; narrative, drama, and poetry; and subgenres, honor plays, picaresque novel, satiric poetry, etc. Literary topics might include: the poetic renovations by Boscan and Garcilaso, the birth of the Spanish national Theater by Lope de Vega, Honor and Tragedy in the plays of Lope and Calderon the beginnings of the modern novel with Miquel de Cervantes, the baroque poetry of Gongora and Quevedo, etc.

#### **SPA 555 - Span Medieval Lit**

Hours: 3

Literary Movements. Three semester hours. A study of one of the significant literary movements in Peninsular or Latin American literature. The course may focus on a topic such as Renaissance and Golden Age, Generation of '98, Romanticism, Realism and Naturalism, Modernism, Multiculturalism and Representation. May be repeated for credit when the emphasis changes.

#### **SPA 560 - GLB/Colonial Literature**

Hours: 3

Colonial Literature. Three semester hours. This course is a study of early colonial writings that questioned the status of American peoples and cultures. Analyzes European perceptions of indigenous languages and religious practices and the confrontation between oral tradition and written culture. Some of the works studied might include: Columbus diary, Hernan Cortes, Las cartas de relacion, Popol Vuh, Naufragious, Cabeza de Vaca, Los comentarios reales, Garcilaso de la Vega, etc.

#### **SPA 575 - Contemp Peninsular Lit**

Hours: 3

Contemporary Peninsular Literature A study of the literature of the twenty and twenty first centuries in Spain. Topics may include Literature of the Generation of 98, the Spanish Avant-Garde, Spanish Civil War Literature, Post-War narrative strategies, the Literature of the Democracy, Literature written by women, and recent Spanish narrative, drama and poetry. Repeatable up to 6 semester hours.

#### **SPA 576 - Spa Lit 18th & 19th Cent**

Hours: 3

Spanish Literature of the Eighteenth and Nineteenth Centuries A study in various genres and literary figures of Peninsular Literature of the Eighteenth and Nineteenth centuries. The works studied will be representative of all genres produced during the periods of

Neoclassicism, Romanticism, as well as Realism and Naturalism. Authors studied might include: Benito Feijoo, Ignacio de Luzán, Leandro Fernández de Moratín, Rosalía de Castro, Gustavo Adolfo Bécquer, Larra, Fernán Caballero, Alarcón, Pereda, Valera, Galdós, Clarín, Emilia Pardo Bazán, Blasco Ibáñez, etc. The historical and social backgrounds of the epoch form the basis for the analysis of major works. Critical and Literary Theory will be applied to the study of these authors and their work.

#### **SPA 589 - INDEPENDENT STUDY**

Hours: 1-4

Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

#### **SPA 595 - RESEARCH LIT TECH**

Hours: 3

[Print Course] SPA 595 - Research Literature and Techniques Hours: Three Note Required for the students who opt for the 36-hour Master's. This course requires an extensive investigation into a topic agreed upon by the student and the advisory committee. Graded on a satisfactory (S) or unsatisfactory (U) basis.

#### **SPA 597 - Special Topics**

Hours: 1-4

Special Topics. One to four semester hours. Organized class. May be repeated for credit when the emphasis changes.

#### **SPA 597A - Special Topics**

Hours: 1-4

Special Topics. One to four semester hours. Organized class. May be repeated for credit when the emphasis changes

### **SPC**

#### **SPC 589 - Independent Study**

Hours: 1-6

Independent Study. One to six semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

#### **SPC 595 - Research Lit & Techniques**

Hours: 3

Research Literature and Techniques. Three semester hours. A review of current research publications in speech communication with emphasis on methodologies used. The student is required to research and write a formal paper using current research methodologies. Prerequisite: Consent of Department Head.

#### **SPC 597 - Special Topics**

Hours: 3

## **Music**

David Scott (Department Head)

Location: Music Building, 903-886-5303

Music Web Site: <http://www.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/music/default.aspx>

Dr. David Scott, Department Head

The Department of Music is a member of the National Association of Schools of Music and the Texas Association of Music Schools. The Department of Music offers the Master of Music degree in Music with an emphasis in: Performance, Music Education and Piano Pedagogy.

Maintained within the Music Building are ample facilities for developing the various phases of musical ability. The recording and score collection in the general university library provides a valuable supplement for music scholarship and research. Private instruction is available in voice, keyboard, winds, percussion, and conducting.

## Program of Graduate Work

### *Master of Music degree*

Students in the Master of Music program choose either, performance, (applied music or conducting), music education or piano pedagogy. The M.M. in performance develops specific music skills and abilities to a high degree in the fields of instrumental and vocal performance and conducting. The M.M. in music education focuses on teacher training at the elementary and secondary levels. The M.M. in piano pedagogy combines an emphasis in performance with teacher training for private and small group settings.

### Admission

Admission to a graduate program is granted by the Dean of Graduate Studies upon the recommendation of the department. Graduate students are required to submit a writing sample, audition (performance or teaching demonstration) for Performance and Piano Pedagogy emphasis or dept interview for Education Emphasis for admission. Students may obtain specific requirements for the audition by contacting the Graduate Coordinator in the Music Department. Students with a bachelor's degree in music from A&M-Commerce may use a letter of recommendation from their applied teacher(s) in lieu of an audition.

- [Admission Requirements](#)

### Department Requirements

#### *Diagnostic (Advisement) Examinations*

Depending on the student's intended emphasis, diagnostic or advisement examinations may be required in music education, major and/or minor applied music, piano, orchestration, conducting, and foreign language diction. The results of the diagnostic examinations are used for academic advisement and normally do not constitute a basis for actual admission. Once the student completes any diagnostic examinations, the student is assigned a committee which will determine a degree plan to address the student's strengths, needs, and areas of interest.

#### *Recital*

Graduate students pursuing the Master of Music degree in performance must perform a fifty-minute public recital.

#### *Final Comprehensive Examinations*

The Department of Music requires the candidate to pass a written examination over the course work listed on the degree plan prior to taking an oral examination.

**Note:** The Department reserves the right to suspend from the program any student who in the judgment of the departmental graduate committee, does not meet the professional expectations of the field.

## Music MM

### Master of Music in Music (Option II) Non-Thesis with an emphasis in Music Education

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#### Required Courses (8 semester hours)

<a href="#">MUS 550</a>	Seminar in Music Education	2-3
<a href="#">MUS 595</a>	Research Lit & Techniques (3 semester hours required)	3
<a href="#">MUS 520</a>	Intro to Graduate Music	2

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## Theory & History

Six semester hours from the following (with 2 semester hours required in Theory and 2 semester hours required in History)

<a href="#">MUS 505</a>	Advanced Theory	1-3
<a href="#">MUS 532</a>	Seminar in Theory	2-3
<a href="#">MUS 522</a>	Music of the Baroque Era	2
<a href="#">MUS 523</a>	Music of the Classic Era	2
<a href="#">MUS 524</a>	Music of Romantic Era	2
<a href="#">MUS 525</a>	Music of the 20th Century	2

Required Support Courses for Emphasis (Minimum of 16 semester hours from one of the following emphasis)

### Emphasis in Music Education

Pedagogy and Literature (6-10 semester hours)

<a href="#">MUS 531</a>	Pedagogy (2 sh: course with different topics may be repeated)	1-3
<a href="#">MUS 526</a>	Music Literature and Repertoire (2 sh: course with different topics may be repeated for credit)	1-3
<a href="#">MUS 589</a>	Independent Study	1-4

Applied Study (2-6 semester hours)

<a href="#">MUS 552</a>	Principal Applied (1-3 sh)	1-4
<a href="#">MUS 551</a>	Minor Applied Music (1-3 sh)	1-4

Electives or Assigned by Committee (1-3 semester hours) 1-3

Total Hours 30

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## Master of Music in Music (Option II) Non-Thesis with an emphasis in Music Performance

Required Courses (8 semester hours)

<a href="#">MUS 550</a>	Seminar in Music Education	2-3
<a href="#">MUS 595</a>	Research Lit & Techniques (3 semester hours required)	3
<a href="#">MUS 520</a>	Intro to Graduate Music	2

### Theory & History

Six semester hours from the following (with 2 semester hours required in Theory and 2 semester hours required in History)

<a href="#">MUS 505</a>	Advanced Theory	1-3
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<a href="#">MUS 532</a>	Seminar in Theory	2-3
<a href="#">MUS 522</a>	Music of the Baroque Era	2
<a href="#">MUS 523</a>	Music of the Classic Era	2
<a href="#">MUS 524</a>	Music of Romantic Era	2
<a href="#">MUS 525</a>	Music of the 20th Century	2

**Required Support Courses for Emphasis (Minimum of 16 semester hours from the following)**

### **Emphasis in Music Performance**

**Principal Applied Study (12 semester hours: most likely 4 semesters of 3 sh lessons with the last semester listed as**

**Principal Applied Recital rather the Principal Applied Study**

<a href="#">MUS 552</a>	Principal Applied (1-3 sh)	1-4
<a href="#">MUS 552</a>	Principal Applied (Recital 1-3 sh)	1

### **Pedagogy and Literature (4-6 semester hours)**

<a href="#">MUS 531</a>	Pedagogy (2 sh)	1-3
<a href="#">MUS 526</a>	Music Literature and Repertoire (2 sh: course with different topics may be repeated for credit))	1-3

**Total Hours** 30

## **Master of Music in Music (Option II) Non-Thesis with an emphasis in Piano Pedagogy**

### **Required Courses (8 semester hours)**

<a href="#">MUS 550</a>	Seminar in Music Education	2-3
<a href="#">MUS 595</a>	Research Lit & Techniques (3 semester hours required)	3
<a href="#">MUS 520</a>	Intro to Graduate Music	2

### **Theory & History**

**Six semester hours from the following (with 2 semester hours required in Theory and 2 semester hours required in**

**History)**

<a href="#">MUS 505</a>	Advanced Theory	1-3
<a href="#">MUS 532</a>	Seminar in Theory	2-3
<a href="#">MUS 522</a>	Music of the Baroque Era	2
<a href="#">MUS 523</a>	Music of the Classic Era	2
<a href="#">MUS 524</a>	Music of Romantic Era	2
<a href="#">MUS 525</a>	Music of the 20th Century	2

### **Emphasis in Piano Pedagogy**

<b>Principal Applied Study (6 semester hours)</b>		
<a href="#">MUS 552</a>	Principal Applied	1-4
<b>Principal Applied Recital (2 semester hours)</b>		
<a href="#">MUS 552</a>	Principal Applied	1-4
<b>Pedagogy and Pedagogical Literature (8 semester hours)</b>		
<a href="#">MUS 531</a>	Pedagogy	1-3
<a href="#">MUS 526</a>	Music Literature and Repertoire	1-3
<a href="#">MUS 535</a>	Internship in Piano Pedagogy	1-3
<a href="#">MUS 589</a>	Independent Study	1-4
<b>Total Hours</b>		<b>30</b>

## Music Minor

The music minor at the graduate level will include a minimum of 12 semester hours of graduate work in music. A comprehensive minor of 30 semester hours in music is available for doctoral degree students majoring in supervision, curriculum, and instruction. This program is recommended for junior and senior college teachers of music and for school supervisors. (See [Doctor of Education in Higher Education Leadership](#) degree plan program, [Department of Educational Leadership](#)). A music minor (or its equivalent) at the undergraduate level constitutes the normal prerequisite for declaring a graduate minor in music.

### Courses

#### MUS

##### **MUS 505 - Advanced Theory**

Hours: 1-3

Advanced Theory. Two or three semester hours. A study of advanced ideas of theoretical thinking. May be repeated for credit when topics vary.

##### **MUS 513 - Adv Choral Conducting**

Hours: 2-3

Advanced Choral Conducting. Two or three semester hours. Advanced application of techniques developed in Mus 413. Prerequisite: Mus 413.

##### **MUS 514 - Adv Instrumental Conduct**

Hours: 2-3

Advanced Instrumental Conducting. Two or three semester hours. Advanced application of techniques developed in Mus 414. Prerequisite: Mus 414.

##### **MUS 518 - Thesis**

Hours: 3-6

Thesis. Six semester hours. Required of all graduate students who wish to write a thesis in the field of music or music education regardless of the individual's particular area of academic concentration. This course exploits bibliography and techniques fundamental to music research. Prerequisite: Approval of the department chairman.

##### **MUS 520 - Intro to Graduate Music**

Hours: 2

Introduction to Graduate Study in Music - Two semester hours Description : The purpose of the course is to prepare students for advanced, in-depth study of music history and theory. The student learning objectives are, "Upon the conclusion of the course, the student will a. List and explain the dates, important geo-political events, aesthetic philosophies, and critical attributes of each stylistic period, from the Middle Ages to the present; b. List and define major genre of music literature and cite significant composers and

compositions in each; c. Analyze and describe the structure of music in terms of form, harmony, rhythm, etc. during the Common Practice Period and subsequent 20th Century techniques of composition (i.e. octatonicism, pitch-sets, serialism, etc.).

**MUS 522 - Music of the Baroque Era**

Hours: 2

Music of the Baroque Era. Two semester hours. Music from 1600 to the death of Bach; styles, forms, and principal composers.

**MUS 523 - Music of the Classic Era**

Hours: 2

Music of the Classic Era. Two semester hours. Styles, forms, and composers from the pre-classic school to the death of Beethoven.

**MUS 524 - Music of Romantic Era**

Hours: 2

Music of the Romantic Era. Two semester hours. Early romantic elements in music. The development of the art song, piano music, opera, and instrumental music during the Nineteenth Century.

**MUS 525 - Music of the 20th Century**

Hours: 2

Music of the Twentieth Century. Two semester hours. Representative music literature from Debussy to the present.

**MUS 526 - Music Literature and Repertoire**

Hours: 1-3

Approved subtitles will include Levels I and II of the following areas: brass, woodwinds, double reeds, percussion, piano, voice, choral, wind ensemble, elementary(i.e. childrens' choir; textbook series, etc.). May be repeated for credit when subtitles vary.

**MUS 529 - Workshop**

Hours: 1-6

Workshop. One to six semester hours. Workshops in elementary music, vocal, instrumental, keyboard, and other selected areas of music.

**MUS 531 - Pedagogy**

Hours: 1-3

Pedagogy. One to three semester hours. Approved subtitles will include Levels I and II in each of the following areas: low brass, high brass, woodwinds, double reeds, percussion, piano, voice, elementary (i.e. Orff, Kodaly, etc.). May be repeated for credit when subtitles vary.

**MUS 532 - Seminar in Theory**

Hours: 2-3

Seminar in Theory. Two or three semester hours. Analysis of 20th Century music by major composers including Bartok, Copland, Britten, Barber, Prokofief, Shostakovich, Schoenberg, Schumann and Ives. Prerequisites: Satisfactory completion of Theory portion of the Graduate Diagnostic Exam.

**MUS 535 - Internship in Piano Pedagogy**

Hours: 1-3

Supervised intern experiences in the instruction of piano in individual and group settings.

**MUS 536 - Architecture-Music-Philosophy**

Hours: 3

The purpose of this course will be to study the relationship between architecture, music, and philosophy in several selected historical periods from Greek civilization to the 20th century. In addition to studying specific content areas of each discipline, the influence of each area on the other will be investigated and students will be expected to develop maxims and to synthesize the information into broader contexts.

**MUS 537 - Internship in Piano Pedagogy**

Hours: 1-3

1-3 semester hours. Supervised intern experiences in the instruction of piano in individual and group settings. Prerequisites: Permission of instructor.

**MUS 550 - Seminar in Music Education**

Hours: 2-3

Seminar in Music Education. Two or three semester hours. Approved subtitles will include Philosophy and Psychology of Music

Teaching, Source and Research Techniques, Historical Studies, Theoretical Studies, and Experimental Studies. May be repeated for credit when subtitles vary.

### **MUS 551 - Minor Applied Music**

Hours: 1-4

Applied Music. (Minor applied) One to four semester hours. Private instruction for graduate performance majors. Prerequisites: Satisfactory level assessed in the applied music performance audition.

### **MUS 552 - Principal Applied**

Hours: 1-4

Applied Music. (Principal applied) One to four semester hours. Private instruction for music majors in keyboard, vocal instrumental, conducting, or composition. May be repeated for credit.

### **MUS 589 - Independent Study**

Hours: 1-4

Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

### **MUS 595 - Research Lit & Techniques**

Hours: 3

Research Literature and Techniques. Three semester hours. Bibliographical material, library resources, and research techniques applicable to graduate study in music will be surveyed.

### **MUS 597 - Special Topics**

Hours: 1-4

## **Political Science**

Jeffrey Herndon (Department Head)

Location: Ferguson Social Sciences Building, 903-886-5317

Political Science Web Site:

<http://www.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/politicalScience/default.aspx>

Dr. Jeffrey Herndon, Department Head

The graduate program in the Department of Political Science is designed to allow students to examine key issues in domestic and international politics as well as the theoretical foundations of political and social order. The MA/MS program is also designed to prepare students for careers in a variety of public and private sector settings in addition to providing those students who wish to continue into doctoral programs with the skills necessary to succeed. Once students have successfully completed 18 graduate semester hours they are qualified to teach government in a community college setting or dual-credit classes.

Students enrolled in the graduate program will complete a 30 semester hour program that includes 6 semester hour of thesis ([PSCI 518](#)) or a 36 semester hour program that includes a 3 semester hour non-thesis research project ([PSCI 595](#)) and a comprehensive oral exam. All students must complete [PSCI 502](#) or [PSCI 512](#), and two courses from each of the three broad concentrations: American Government, International Relations and Comparative Politics, Political Philosophy & Methodology. Students pursuing the MA must demonstrate language proficiency. Students pursuing the MS must demonstrate quantitative proficiency.

### **Admission**

Admission to a graduate program is granted by the Dean of Graduate Studies upon the recommendation of the department. Students must submit all departmental requirements including a GRE.

- [Admission Requirements](#)

**Note:** The Department reserves the right to suspend from the program any student who in the judgment of the departmental graduate committee, does not meet the professional expectations of the field.

## Political Science MA/MS

Graduate students seeking the Master of Arts degree in Political Science must demonstrate language proficiency. This can be accomplished with 12 consecutive undergraduate hours of foreign language with a grade of C or better or if the undergraduate degree is a Bachelor of Arts.

Those graduate students seeking the Master of Science degree in Political Science must demonstrate analytical, statistical, mathematical competencies through any combination of nine hours undergraduate and/or graduate courses beyond those required for the degree with departmental advisor approval of courses.

### Master of Arts/Master of Science Political Science (Option I) Thesis

Ten course program to be completed (30 semester hours)

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#### Thesis

<a href="#">PSCI 518</a>	Thesis (6 semester hours required)	3-6
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**Only 6 semester hours of credit for 518 per degree will be given upon satisfactory completion of the requirement**

#### Political Science

**3 semester hours (1 course) from:**

<a href="#">PSCI 502</a>	Res., Con, Appr Pol Sci	3
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<a href="#">PSCI 512</a>	Qual Res Methods	3
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#### IR/Comparative

**6 semester hours (2 courses) from:**

<a href="#">PSCI 503</a>	GLB/Proseminar in Comp Pol	3
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<a href="#">PSCI 504</a>	GLB/Sem in Area Studies	3
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<a href="#">PSCI 505</a>	GLB/Topics Comp Pol	3
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<a href="#">PSCI 506</a>	GLB/Proseminar in IR	3
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<a href="#">PSCI 507</a>	GLB/Selected Topics in IR	3
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<a href="#">PSCI 508</a>	GLB/Foreign Policy	3
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<a href="#">PSCI 515</a>	GLB/Select Topics Holocaust	3
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<a href="#">PSCI 516</a>	GLB/The Holocaust	3
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<a href="#">PSCI 522</a>	GLB/Holocaust and Genocide	3
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<a href="#">PSCI 597</a>	Special Topics	3
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#### American Government

**6 semester hours (2 courses) from:**

<a href="#">PSCI 509</a>	Prosem in Am Gov Pol	3
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<a href="#">PSCI 510</a>	Sem in Am Pol Beh	3
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<a href="#">PSCI 511</a>	Sem in Am Pol Inst	3
<a href="#">PSCI 597</a>	Special Topics	3
<b>Political Theory &amp; Methodology</b>		
<b>6 semester hours (2 courses) from:</b>		
<a href="#">PSCI 512</a>	Qual Res Methods	3
<a href="#">PSCI 513</a>	Prosem in Pol Theory	3
<a href="#">PSCI 514</a>	GLB/Ideology of Third Reich	3
<a href="#">PSCI 597</a>	Special Topics	3
<b>Course outside of Political Science</b>		
<b>3 semester hours (1 course) outside Political Science</b>		3
<b>Total Hours</b>		30

## Master of Arts Political Science (Option II) Non-Thesis

Twelve course program to be completed (36 semester hours)

<b>Research</b>		
<a href="#">PSCI 595</a>	Research Project (3 semester hours required)	3
<b>Political Science</b>		
<b>3 semester hours (1 course) from:</b>		
<a href="#">PSCI 502</a>	Res., Con, Appr Pol Sci	3
<a href="#">PSCI 512</a>	Qual Res Methods	3
<b>IR/Comparative</b>		
<b>6 semester hours (2 courses) from:</b>		
<a href="#">PSCI 503</a>	GLB/Proseminar in Comp Pol	3
<a href="#">PSCI 504</a>	GLB/Sem in Area Studies	3
<a href="#">PSCI 505</a>	GLB/Topics Comp Pol	3
<a href="#">PSCI 506</a>	GLB/Proseminar in IR	3
<a href="#">PSCI 507</a>	GLB/Selected Topics in IR	3
<a href="#">PSCI 508</a>	GLB/Foreign Policy	3
<a href="#">PSCI 515</a>	GLB/Select Topics Holocaust	3
<a href="#">PSCI 516</a>	GLB/The Holocaust	3
<a href="#">PSCI 522</a>	GLB/Holocaust and Genocide	3

<a href="#">PSCI 597</a>	Special Topics	3
<b>American Government</b>		
<b>6 semester hours (2 courses) from:</b>		
<a href="#">PSCI 509</a>	Prosem in Am Gov Pol	3
<a href="#">PSCI 510</a>	Sem in Am Pol Beh	3
<a href="#">PSCI 511</a>	Sem in Am Pol Inst	3
<a href="#">PSCI 597</a>	Special Topics	3
<b>Political Theory &amp; Methodology</b>		
<b>6 semester hours (2 courses) from:</b>		
<a href="#">PSCI 512</a>	Qual Res Methods	3
<a href="#">PSCI 513</a>	Prosem in Pol Theory	3
<a href="#">PSCI 514</a>	GLB/Ideology of Third Reich	3
<a href="#">PSCI 597</a>	Special Topics	3
<b>Political Science Electives</b>		
<b>6 semester hours (2 electives) in Political Science</b>		6
<b>Courses outside of Political Science</b>		
<b>6 semester hours (2 electives) outside the Political Science Department</b>		6
<b>Total Hours</b>		36

## Master of Science Political Science (Option II) Non-Thesis

### General Track

<b>Research</b>		
<a href="#">PSCI 595</a>	Research Project (3 semester hours required)	3
<b>Political Science</b>		
<b>3 semester hours (1 course) from:</b>		
<a href="#">PSCI 502</a>	Res., Con, Appr Pol Sci	3
<a href="#">PSCI 512</a>	Qual Res Methods	3
<b>IR/Comparative</b>		
<b>6 semester hours (2 courses) from:</b>		
<a href="#">PSCI 503</a>	GLB/Proseminar in Comp Pol	3
<a href="#">PSCI 504</a>	GLB/Sem in Area Studies	3

<a href="#">PSCI 505</a>	GLB/Topics Comp Pol	3
<a href="#">PSCI 506</a>	GLB/Proseminar in IR	3
<a href="#">PSCI 507</a>	GLB/Selected Topics in IR	3
<a href="#">PSCI 508</a>	GLB/Foreign Policy	3
<a href="#">PSCI 515</a>	GLB/Select Topics Holocaust	3
<a href="#">PSCI 516</a>	GLB/The Holocaust	3
<a href="#">PSCI 522</a>	GLB/Holocaust and Genocide	3
<a href="#">PSCI 597</a>	Special Topics	3
<b>American Government</b>		
<b>6 semester hours (2 courses) from:</b>		
<a href="#">PSCI 509</a>	Prosem in Am Gov Pol	3
<a href="#">PSCI 510</a>	Sem in Am Pol Beh	3
<a href="#">PSCI 511</a>	Sem in Am Pol Inst	3
<a href="#">PSCI 597</a>	Special Topics	3
<b>Political Theory &amp; Methodology</b>		
<b>6 semester hours (2 courses) from:</b>		
<a href="#">PSCI 512</a>	Qual Res Methods	3
<a href="#">PSCI 513</a>	Prosem in Pol Theory	3
<a href="#">PSCI 514</a>	GLB/Ideology of Third Reich	3
<a href="#">PSCI 597</a>	Special Topics	3
<b>Political Science Electives</b>		
<b>6 semester hours (2 electives) in Political Science</b>		<b>6</b>
<b>Courses outside of Political Science Department</b>		
<b>6 semester hours (2 electives) outside the Political Science Department</b>		<b>6</b>
<b>Total Hours</b>		<b>36</b>

## Master of Science in Political Science (Option II) Non-Thesis

### History Track

#### Research

<a href="#">PSCI 595</a>	Research Project (3 semester hours required)	3
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#### Required Support Courses



<b>(6 semester hours)</b>		
<a href="#"><u>HIST 590</u></a>	Historiography and Historical Theory	3
<a href="#"><u>HIST 591</u></a>	Historical Research and Writing Methods	3
<b>Political Science Courses</b>		
<b>(15 sh of graduate-level Political Science courses.</b>		<b>15</b>
<b>Graduate level History Courses</b>		
<b>(12 sh) of any graduate level courses in History.</b>		<b>12</b>
<b>Total Hours</b>		<b>36</b>

## Holocaust Studies Graduate Certificate

The Political Science Department offers a graduate certificate for Holocaust Studies. The graduate certificate is not exclusive to the Political Science Master's students but designed to be interdisciplinary and to meet the needs of educators in Texas who offer curriculum components on the Holocaust and other genocides.

Graduates students who want to earn this certificate must have admission to the Graduate School and take 12 out of 15 semester hours of courses developed for this certificate.

### Requirement to complete graduate certificate program.

<b>12 semester hours from the following (No Substitutions)</b>		
<a href="#"><u>PSCI 514</u></a>	GLB/Ideology of Third Reich	3
<a href="#"><u>PSCI 515</u></a>	GLB/Select Topics Holocaust	3
<b>515 may be repeated when topics vary.</b>		
<a href="#"><u>PSCI 516</u></a>	GLB/The Holocaust	3
<a href="#"><u>PSCI 522</u></a>	GLB/Holocaust and Genocide	3
<a href="#"><u>PSCI 523</u></a>	Holocaust Genocide Educ	3
<b>Total Hours</b>		<b>12</b>

### Note:

Coursework must be completed at Texas A&M University-Commerce with a 3.0 GPA on all courses used for this graduate certificate. (*No Substitutions*)

## Courses

### PSCI

#### **PSCI 502 - Res., Con, Appr Pol Sci**

Hours: 3

Research, Concepts and Approaches in Political Science - Three semester hours The formulation and justification of research questions and the research design. An examination of the major qualitative research approaches such as case studies, comparative historical, institutional, etc. The course aims to teach students the basic methods and reasoning procedures for conducting advanced research in political science.

**PSCI 503 - GLB/Proseminar in Comp Pol**

Hours: 3

This course is an introduction to some of the dominant issues in contemporary comparative politics. The emphasis will be on important concepts, theories, and debates in the field. Topics to be covered include: modernization and political development, state/society relations, regime theory, rebellion and revolution, comparative political economy and development and the politics of institution design

**PSCI 504 - GLB/Sem in Area Studies**

Hours: 3

This course examines the institutions and processes of the major regions of the world: Middle East, Africa, Asia, Europe, the former Soviet Union, and Latin America. May be repeated for credit as topics vary.

**PSCI 505 - GLB/Topics Comp Pol**

Hours: 3

This course is a focused and thorough analysis of a number of topics on global issues with a particular emphasis on the problems and challenges facing the developing world. Topics can include such issues as trade and political development, emerging economies, democracy and democratic theory, political socialization, refugees and IDPs, women and development, human rights, environmental challenges, and political violence. Some topics will be approached generally or regionally while others will utilize case studies. e.g., Grameen Bank.

**PSCI 506 - GLB/Proseminar in IR**

Hours: 3

This course provides students with a critical assessment of the major theories and concepts which define international relations as a field of study. It has two goals. The first is an in-depth analysis of explanatory theories such as realism, idealism, structuralism, neo-liberalism, interdependence, functionalism and of core concepts such as sovereignty, national interest, collective security, and balance of power. The second goal is an examination of the historical evolution of international systems, with focus on the modern state system and the Cold War period. Special attention is given to the processes and institutions (e.g. international law, United Nations, NGOs, international civil society) that contribute to conflict resolution and international cooperation. The objective of this course is to provide the foundations (conceptual, historical, theoretical) that graduate students in International Relations need as a preparation for the curriculum's more specialized and advanced courses. Pre-requisites : PSCI 502

**PSCI 507 - GLB/Selected Topics in IR**

Hours: 3

This course is a focused and thorough analysis of a number of topics broadly addressing international security, international political economy, and international organizations. Topics can include such issues as causes of war, the balance of power, alliances, humanitarian intervention and peacekeeping, states and markets, power and wealth, the nature of conflict and cooperation, and the role of international institutions and organizations. May be repeated as topics vary.

**PSCI 508 - GLB/Foreign Policy**

Hours: 3

This course is an introduction to foreign policy analysis in comparative perspective. It is a survey and critique of the theoretical approaches to understanding foreign policy including the determinants of foreign policy and decision making models along with empirical analysis of selected country case studies in foreign policy.

**PSCI 509 - Prosem in Am Gov Pol**

Hours: 3

Proseminar in American Government and Politics - Three semester hours This graduate seminar provides an introduction to, and overview of, some of the most important research in the various sub-fields of American government and politics. It is designed to be the first graduate course on American politics that students take. It is intended to be broad in scope and to provide a theoretical, methodological, and substantive foundation for further study of American politics.

**PSCI 510 - Sem in Am Pol Beh**

Hours: 3

Seminar in American Political Behavior - Three semester hours This seminar focuses on current research on American political behavior. It examines topics such as public opinion, and political participation, and may give particular attention to electoral politics and voting behavior. The antecedents of opinions and participation are analyzed along with the consequences and implications of people's opinions and behavioral patterns. Methods of studying these phenomena are critically assessed. May be repeated as topics vary.

**PSCI 511 - Sem in Am Pol Inst**

Hours: 3

Seminar in American Political Institutions - Three semester hours This seminar focuses on current research on American political institutions. It examines topics including legislatures, elected executives, bureaucracies, and judicial institutions. Among the subjects that

may receive consideration are methods of election or appointment, decision-making processes, and policy outcomes. Methods of studying these topics are critically assessed. May be repeated as topics vary.

### **PSCI 512 - Qual Res Methods**

Hours: 3

Qualitative Research Methods - Three semester hours This course is designed to introduce students to the principles and methods of qualitative research. It examines some of the main methods used by qualitative researchers in the social sciences such as participant observation, interviewing, archival research, and historical analysis.

### **PSCI 513 - Prosem in Pol Theory**

Hours: 3

Proseminar in Political Theory - Three semester hours The pro-seminar in political theory studies and contributes to the ever-evolving dialogue about the ultimate realities that shape political life and the ultimate principles that should guide it. Animated by the Socratic spirit, this dialogue has been carried on by secular and religious thinkers, non-Western as well as Western. Central to political theory is a sustained inquiry into the nature of justice, and into the fundamental needs, both spiritual and material, of humanity in general and of particular groups. Political theory seeks to evaluate the contrasting conceptions of justice and of the good life that have been advanced by different thinkers and societies, critically examining the most important rival regimes or constitutional structures that have been promoted as best fulfilling humanity's truest political needs and goals. At the same time, political theory wrestles with urgent issues confronting contemporary society. Political theory draws on, contributes to, interrogates, and sometimes criticizes the research agendas of social scientists employing contemporary empirical research methods

### **PSCI 514 - GLB/Ideology of Third Reich**

Hours: 3

This course is an in-depth examination of the origins and dynamics of the ideology of the Third Reich. Among these dynamics the course examines religious secularization alongside the "sacralization of politics" during the Third Reich. Readings and discussion uncover how concepts such as race, blood, soil, state, nation and Führer were incorporated into the sphere of faith, salvation, sacredness and myth which led these notions to acquire absolute meaning within the German ideological realm. Within this ideology, Jews came to be characterized as the enemy of all that this ideology sought to achieve and negate.

### **PSCI 515 - GLB/Select Topics Holocaust**

Hours: 3

This course takes a more in-depth look at selected topics on the Holocaust. Selected topics courses will vary and each will explore in detail topics and themes among the following: Holocaust Perpetrators; Jewish Life in the Ghettos; Concentration/Extermination Camps; Jewish Resistance; Women and the Holocaust; Bystanders and Rescuers; The Holocaust through Diaries/Memoirs/Letters; The Nuremberg Tribunals and Holocaust Accountability. May be repeated as topics vary.

### **PSCI 516 - GLB/The Holocaust**

Hours: 3

This course is an extensive overview of the destruction of European Jewry from 1933 to 1945. It examines political, economic, and social conditions in Germany following World War I leading to the rise of the National Socialist Party and their consolidation of power paving the way for the Holocaust. It also examines the rise of anti-Semitism in Germany first by understanding traditional forms of anti-Judaism and its evolution into modern anti-Semitism. This course also focuses on Nazi propaganda and the persecution of German Jews between 1933 and 1938 and fate of all European Jews beginning in 1939 until 1944. It studies the "Final Solution" and concludes with an examination of the persecution of non-Jews in the Third Reich.

### **PSCI 518 - Thesis**

Hours: 3-6

Thesis The student will work on the thesis under the supervision of an adviser in the department of Political Science and an advisory committee. The Thesis will include the development of a prospectus, collection, analysis and interpretation of data and the final writing of the thesis. To be scheduled only with the consent of the department and no credit will be assigned until the thesis has been completed and filed with the graduate dean. Pre-requisites : Successful completion of the department's oral examination

### **PSCI 522 - GLB/Holocaust and Genocide**

Hours: 3

This course places the Holocaust and other cases of genocide in the 20th century in a comparative and cultural context. The course examines the various factors that cause genocide, the theoretical and legal debates over labeling genocides, the importance of survivor testimony in documenting genocide along with the role of the international community in responding to acts of genocide.

### **PSCI 523 - Holocaust Genocide Educ**

Hours: 3

The Holocaust and Genocide Education - Three semester hours This course begins with an examination of the development of Holocaust education and early Holocaust educators in the United States. It also is designed to provide political and historical context of the

Holocaust to facilitate instructional strategies. It also is an in depth examination of the various pedagogical methods and curriculum materials available for teaching the Holocaust and genocide. It also examines the numerous resources available for teachers to facilitate the development of curriculum materials for middle, secondary, and post-secondary education on the Holocaust and genocide. Prerequisites : PSCI 516

### **PSCI 589 - Independent Study**

Hours: 3

Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

### **PSCI 595 - Research Project**

Hours: 3

Research Project - Three semester hours Required of students in Option II. This course requires the preparation of a research design on a topic agreed upon by the student and instructor.

### **PSCI 597 - Special Topics**

Hours: 3

Special Topics - Three semester hours May be repeated as topics vary.

## **Sociology and Criminal Justice**

Martha Henderson Hurley (Department Head)

Location: Ferguson Social Sciences Building #210, 903-886-5332

Sociology and Criminal Justice Web Site:

<http://www.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/sociologyCriminalJustice/default.aspx>

Dr. Martha Hurley, Department Head

The mission of the Department of Sociology and Criminal Justice is to provide quality learning experiences to equip students with social, intellectual, leadership and critical thinking skills, preparing them for a global and diverse society.

In addition to the major objective of contributing to the development of an educated person, some of the specific departmental objectives are as follows:

1. prepare students for teaching roles at all educational levels;
2. develop students' skills and knowledge that will enable them to conduct and interpret empirical research;
3. prepare students for professional careers in the fields of sociology and criminal justice;
4. prepare students for PhD programs in sociology and criminology;
5. develop programs designed to provide community services, extending from the local to regional and national levels;
6. provide curriculum support to other departments and university programs.

## **Admission**

### *Sociology*

Admission to a graduate program is granted by the Dean of Graduate Studies upon the recommendation of the department. Acceptance will be based on admission to the Graduate School, scores on the Graduate Record Examination (GRE), undergraduate grade point average, one letter of recommendation, statement of purpose, and a sample of student's writing that demonstrates their ability to utilize a) scientific research, or b) critical thinking skills, and completion of undergraduate prerequisites. Students are required to take a graduate diagnostic exam before initial enrollment or at the latest during the first semester of work in the department. Students seeking a graduate certificate must be admitted to a master's degree program or in a nondegree admission status.

GRE EXEMPTION: Students applying for admission to either the Sociology or Applied Criminology program may qualify for an exemption from the GRE if they meet of the following criteria:

1. overall undergraduate GPA of 3.0 or higher
2. completed master's degree from a regionally accredited institution with at least a 3.0 overall graduate GPA

- [Sociology Admission Requirements](#)

## Applied Criminology

Admission to a graduate program is granted by the Dean of Graduate Studies upon the recommendation of the department. Acceptance will be based on admission to the Graduate School, scores on the Graduate Record Examination (GRE), undergraduate grade point average, one letter of recommendation, writing sample, a statement of purpose that asks students to explain who they are, what has influenced their career path, their professional interests, and future professional plans, and completion of undergraduate prerequisites. Students are required to take a graduate diagnostic exam before initial enrollment or at the latest during the first semester of work in the department.

GRE EXEMPTION: Students applying for admission to the Applied Criminology program may qualify for an exemption from the GRE if they meet of the following criteria:

1. overall undergraduate GPA of 3.0 or higher
2. completed master's degree from a regionally accredited institution with at least a 3.0 overall graduate GPA

- [Applied Criminology Admission Requirements](#)

**Note:** The Department reserves the right to suspend from the program any student who in the judgment of the departmental graduate committee, does not meet the professional expectations of the field.

## Applied Criminology MS

The Master of Science degree in Applied Criminology is an academically-based program that has an applied focus on two primary areas:

1. management, and
2. policy.

The program is designed to meet the needs of students wishing to pursue administrative careers or other promotional opportunities in the criminal justice field or for students who wish to increase their knowledge of the criminal justice system.

## Master of Science in Applied Criminology (Option II) Non-Thesis

Twelve course program to be completed at Texas A&M University-Commerce

36 semester hour program to be completed at Texas A&M University-Commerce.

### Required Courses

#### Core Required courses: All Tracks\* 12 semester hours

<a href="#">CJ 501</a>	Sem in Police and Law Enf	3
<a href="#">CJ 530</a>	Seminar in Criminology	3
<a href="#">CJ 531</a>	Issues in Crim Law and Courts	3
<a href="#">CJ 568</a>	Seminar in Corrections (Select one of the following tracks:)	3

Choose 6 semester hours from one of the following tracks:

#### Required Courses: Management Track 6 semester hours

<a href="#">CJ 577</a>	CJ Planning and Eval	3
<a href="#">CJ 520</a>	CJ Admin and Mgmt	3

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or

**Required Courses: Policy Track 6 semester hours**

<a href="#">CJ 577</a>	CJ Planning and Eval	3
<a href="#">CJ 583</a>	Criminal Justice Policy	3

**Electives**

**9 semester hours (3 courses) additional graduate level Criminal Justice courses**

<a href="#">CJ 505</a>	Terrorism	3
<a href="#">CJ 514</a>	Family Violence	3
<a href="#">CJ 520</a>	CJ Admin and Mgmt	3
<a href="#">CJ 532</a>	Juvenile Delinquency	3
<a href="#">CJ 533</a>	Gender and Crime	3
<a href="#">CJ 534</a>	Drugs and Society	3
<a href="#">CJ 565</a>	Offender Reentry	3
<a href="#">CJ 583</a>	Criminal Justice Policy	3
<a href="#">CJ 597</a>	Special Topics (May be taken more than once when topics vary.)	1-4

**Research/Capstone Sequence (student must take all 9 semester hours (3 courses) of the following classes)**

<a href="#">CJ 575</a>	Research Methods in CJ	3
<a href="#">CJ 576</a>	Data Analysis and Interp	3
<a href="#">CJ 595</a>	Research Lit and Tech	3

**Total Hours** 36

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## Sociology MS

The Department of Sociology and Criminal Justice offers a Master of Science degree program in Sociology with core courses in sociological theory, research methodology, data analysis, and research report writing. The master's program is conducted through a selection of appropriate courses within the framework of either a thesis or a non-thesis program. For additional information, students are advised to read the most recent departmental Graduate Handbook, available free from the department or departmental website [web.tamuc.edu/academics/colleges/artssciences/departments/sociologycriminaljustice/](http://web.tamuc.edu/academics/colleges/artssciences/departments/sociologycriminaljustice/).

### Degree Requirements

Students may contact the Department Head or Graduate Advisor to request a waiver of the following prerequisite coursework:

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<a href="#">SOC 1301</a>	<b>Introduction to Sociology</b>	<b>3</b>
<a href="#">SOC 331</a>	Intro to Social Research	3
<a href="#">SOC 332</a>	Mthds of Stat Analys	4
<a href="#">SOC 436</a>	Sociological Theory	3

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## Master of Science in Sociology (Option I) Thesis

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<b>Thesis</b>		
<a href="#">SOC 518</a>	Thesis (6 semester hours required)	3-6
<b>Only 6 semester hours of credit for 518 per degree will be given upon satisfactory completion of the requirement</b>		
<b>Core Courses (15 semester hours)</b>		
<a href="#">SOC 535</a>	Readings in Sociology	3
<a href="#">SOC 572</a>	Classical Sociological Theory	3
<a href="#">SOC 573</a>	Contemporary Sociological Theory	3
<a href="#">SOC 575</a>	Adv Res Methods	3
<a href="#">SOC 576</a>	Data Analys in the Soc Resear	3
<b>Graduate Sociology Courses</b>		
<b>Plus any 9 semester hours (3 courses) graduate sociology courses</b>		9
<b>Total Hours</b>		30

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## Master of Science in Sociology (Option II) Non-Thesis

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<b>Core Courses (15 semester hours)</b>		
<a href="#">SOC 535</a>	Readings in Sociology	3
<a href="#">SOC 572</a>	Classical Sociological Theory	3
<a href="#">SOC 573</a>	Contemporary Sociological Theory	3
<a href="#">SOC 575</a>	Adv Res Methods	3
<a href="#">SOC 576</a>	Data Analys in the Soc Resear	3
<b>Research</b>		
<a href="#">SOC 595</a>	Research Literature and Techniques (3 semester hours required)	3
<b>Sociology Graduate Electives</b>		
<b>18 semester hours (6 graduate electives) in sociology; up to 12 sh of the courses may be approved electives outside sociology.</b>		18
<b>Total Hours</b>		36

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## Sociology Minor

A minor in sociology is available to master's degree students majoring in other selected programs at A&M-Commerce.

## Criminal Justice Management Graduate Certificate

The Criminal Justice Management Graduate Certificate program includes 12 hours of graduate coursework for students who want to increase their knowledge and develop competencies in the areas of criminal causality, criminal law, police management and/or correctional settings. The program will assist students in developing management skills that will be applicable in criminal justice agencies or in a graduate program at the master's level.

These courses are offered in a special one weekend per month format that caters to the working professional. The graduate certificate is achieved by completing any four graduate criminal justice courses from our department while maintaining a GPA of at least 3.0.

Interested students should have admission to the Graduate School and contact the Graduate Advisor or Department Head in the Department of Sociology and Criminal Justice for additional information.

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### Requirement to complete graduate certificate program.

#### Twelve hours from the following list with a 3.0 grade point average.

<a href="#">CJ 514</a>	Family Violence	3
<a href="#">CJ 530</a>	Seminar in Criminology	3
<a href="#">CJ 531</a>	Issues in Crim Law and Courts	3
<a href="#">CJ 568</a>	Seminar in Corrections	3
<a href="#">CJ 597</a>	Special Topics	1-4
<b>Total Hours</b>		<b>12</b>

#### Note

All coursework must be taken from Texas A&M University-Commerce. (*No Substitutions*)

## Courses

### CJ

#### **CJ 501 - Sem in Police and Law Enf**

Hours: 3

Seminar in Policing and Law Enforcement This course is an advanced approach to policing and law enforcement. The focus of the class will be on the operations and functioning of policing and law enforcement departments at the local, state and federal levels. The course will examine related areas such as personnel, practices, procedures and issues in policing and law enforcement. This course will investigate additional areas such as use of technology in policing, police subculture and community policing.

#### **CJ 505 - Terrorism**

Hours: 3

Terrorism - Three semester hours This course will provide a theoretical and empirical explanation of terrorism. It will identify various forms and typologies of terrorist activities, their consequences and preventive measures, particularly those that are relevant to the criminal justice system in the United States.

#### **CJ 514 - Family Violence**

Hours: 3

Family Violence. Three semester hours. (Same as Soc 514) A thorough and critical examination of family violence from a sociological perspective. Topics include the meaning, nature, and types of family violence; biological, psychological, anthropological, and sociological theories which attempt to explain hostility, aggression, and violence among intimate people; the philosophy of non-violence; the consequences of violence; and preventive measures and strategies for dealing with violence in the family. Although the course focuses on the American family, illustrations of family violence from other cultures are provided.



**CJ 517 - Teaching Soc/CJ**

Hours: 3

Teaching Sociology and Criminal Justice - Three semester hours This course will assist students in developing and formulating ideas, gaining practice and critically assessing information concerning community college and university teaching. In addition to the coverage of teaching literature within the field of sociology and criminal justice, the course will emphasize the development of teaching pedagogy, syllabus and test construction, teaching philosophy, and allow the student to obtain "hands-on" experience in the college classroom.

**CJ 518 - Thesis**

Hours: 3-6

Thesis The student will work under the supervision of a faculty advisor on a thesis for candidates for the Master of Science Option I criminal justice degree. Major work will include the development of a proposal, collection, analysis and interpretation of data and the final writing of the thesis. Note: Course is repeated as two three-credit hour courses. Graded on a (S) satisfactory or (U) unsatisfactory basis.

**CJ 520 - CJ Admin and Mgmt**

Hours: 3

Criminal Justice Administration and Management This course will provide students with a conceptual and theoretical foundation upon which to study criminal justice administration and management through critical evaluation and application of the research literature to present-day criminal justice challenges and concerns.

**CJ 530 - Seminar in Criminology**

Hours: 3

Seminar in Criminology - Three semester hours This course examines crime and delinquency in America from several theoretical perspectives. The course provides an in-depth investigation into major criminological theories that explain the causation, occurrence and development of criminal behavior. A wide spectrum of criminological theories are introduced, applied and critiqued in this course.

**CJ 531 - Issues in Crim Law and Courts**

Hours: 3

Issues in Criminal Law and Courts - Three semester hours The course will focus on critical thinking related to issues concerning principles of criminal law and court procedures as well as selected practices particularly relevant to the United States. Issues will include: justice for all, freedom and privacy of the individual, cruel and unusual punishment, use of deadly force in law enforcement, trial by jury, election of judges and morality and the law.

**CJ 532 - Juvenile Delinquency**

Hours: 3

The class will consider the subject of juvenile delinquency from various perspectives including psychological, physiological and sociological. Particular attention will be paid to the role of family, the school, and the peer group in promoting delinquency. This course will provide students with the tools to analyze and evaluate juvenile justice policies and programs. The course will explore various topics such as the nature and extent of delinquency, theories of delinquency, research on the causes of delinquency, and strategies for controlling and preventing juvenile delinquency. Prerequisites: CJ 501, CJ 530, CJ 531 and CJ 568.

**CJ 533 - Gender and Crime**

Hours: 3

This course is designed to explore the important and under-studied intersection between gender/women and crime. We will explore the nature and extent of women as victims, offenders, and workers in the criminal justice system. This course will also allow students to become familiar with criminological theories as they relate to women.

**CJ 534 - Drugs and Society**

Hours: 3

Our focus in the course will be on the social reality of drug use and drug users within contemporary society. It will include a historical analysis of the social construction of drug use, drug users, abuse, and addiction. We will be investigating the complex relationships between individual and group behavior, and social structure. Central concepts such as social learning, labeling, power, and inequality, as well as socio-cultural definitions of drugs, behavior, and the people who use drugs will be the tools of our analysis. Special attention will be given to the complex legal history surrounding drug use, the link between drugs and crime, the impact of the medicalization of human behavior, and varying perspectives on "doing something about drugs." Prerequisites: CJ 501, CJ 568, CJ 530, and CJ 531.

**CJ 565 - Offender Reentry**

Hours: 3

Offender Reentry - Three semester hours Offender reentry is the process of transition of offenders from prisons/jail to the community. The class will provide students with an in-depth analysis of issues impacting offender reentry, including employment, access to various forms of treatment, family reunification, housing issues as well as barriers and impediments to offender reentry.

**CJ 568 - Seminar in Corrections**

Hours: 3

Seminar in Corrections. Three semester hours. A study of popular issues in community-based and institutional corrections with emphasis on organizational goal setting and achievement, program evaluation, client supervision, agency administration, and problem solving. An analysis of current research and its applicability to the criminal justice system and society will be performed.

**CJ 575 - Research Methods in CJ**

Hours: 3

Research Methods in Criminal Justice This course will provide students with the fundamentals of conducting and evaluating research in criminal justice. Topics include: defining research problems, ethics in criminal justice research, selecting and measuring variables, stating hypotheses, sampling, and developing experimental research design. Prerequisites : CJ 501, CJ 530, CJ 531, CJ 568, CJ 577, CJ 520 OR CJ 583, or equivalent, and completion of nine hours of electives

**CJ 576 - Data Analysis and Interp**

Hours: 3

Data Analysis and Interpretation - Three semester hours This course continues students' exploration of research in criminal justice. In this course, students are exposed to different methods of data collection and the principles of data analysis. Emphasis will also be placed on teaching students how to interpret data as presented in published reports, articles, and books. Pre-requisites : CJ501, CJ530, CJ531, and CJ568, CJ577, CJ520 OR CJ583, completion of nine hours of electives, CJ 575, or equivalent

**CJ 577 - CJ Planning and Eval**

Hours: 3

Criminal Justice Planning and Evaluation - Three semester hours The class will acquaint students with scientific techniques used for analyzing criminal justice problems and developing solutions. This course will provide students with the tools to analyze and evaluate criminal justice policies and programs.

**CJ 583 - Criminal Justice Policy**

Hours: 3

Criminal Justice Policy - Three semester hours This course will evaluate various policy dimensions of crime and criminal justice. Students will learn the process through which policy is made, will critically evaluate current criminal justice policies and will study the impact of policy decisions on criminal justice practice.

**CJ 589 - Independent Studies**

Hours: 1-4

Independent Study - Hours: One to four Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. Prerequisites Consent of department head. Note May be repeated when the topic varies.

**CJ 595 - Research Lit and Tech**

Hours: 3

Research Literature and Techniques Students will write a formal research paper designed to broaden students' perspectives and to provide an opportunity for the integration of course concepts. Emphasis will be placed on methods of interpretation, writing, and critical thinking related to criminal justice topics/issues. Prerequisites include permission of Department Head/Director/Advisor of Masters Program.

**CJ 597 - Special Topics**

Hours: 1-4

Hours: One to four - Organized class Note May be graded on a satisfactory (S) or unsatisfactory (U) basis. May be repeated when topics vary

**SOC****SOC 504 - Stu Contemporary Sociolog**

Hours: 3

Studies in Contemporary Sociology. Three semester hours. An in-depth study of contemporary theoretical and methodological issues in an area of study within sociology. Topics to be covered may include: suicide terrorism; teaching sociology; applied sociology; qualitative methodology; and the state of sociology. May be repeated when topics vary.

**SOC 512 - Soc Perspcts Marr/Family**

Hours: 3

Sociological Perspectives on Marriage and the Family. Three semester hours. A critical sociological analysis of the origin, structure, and functioning of the institutions of marriage and family in human society. Four theoretical perspectives in sociology (namely:

functionalism, conflict theory, exchange theory and symbolic interactionism) will be employed for discussing and evaluating various problems and issues in marriage and family, particularly in the contemporary American society.

### **SOC 514 - Family Violence**

Hours: 3

A thorough and critical examination of family violence from a sociological perspective. Topics include the meaning, nature, and types of family violence; biological, psychological, anthropological, and sociological theories which attempt to explain hostility, aggression, and violence among intimate people; the philosophy of non-violence; the consequences of violence; and preventive measures and strategies for dealing with violence in the family. Although the course focuses on the American family, illustrations of family violence from other cultures are provided.

### **SOC 515 - Medical Sociology**

Hours: 3

Medical Sociology. Three semester hours. This course will examine research and theory on the changing concepts of health, illness and medical practice as well as place these understandings in socio-historical and comparative context. Topics will include: social epidemiology, the social construction of health/illness, the experience of illness, health professions, alternative medicine and the health care system. Emphasis on how social factors such as gender, race, social class and sexual preference affect both illness and health care. The course will be applicable for students in sociology, criminal justice, social work, and psychology. This course contributes 3 credit hours toward students' fulfillment of degree requirements. There is no lab or prerequisite for this course.

### **SOC 516 - Sociology of Education**

Hours: 3

Sociology of Education. Three semester hours. A study of the structure of the social organization of the school and the social and cultural forces which influence the school and those who teach and learn in it. The classroom is analyzed as a social system with special emphasis on the role of teachers. The relationships of education to other social institutions such as the family, economy and political system are examined.

### **SOC 517 - Teaching Sociology and Criminal Justice**

Hours: 3

This course will assist students in developing and formulating ideas, gaining practice and critically assessing information concerning community college and university teaching. In addition to the coverage of teaching literature within the field of sociology and criminal justice, the course will emphasize the development of teaching pedagogy, syllabus and test construction, teaching philosophy, and allow the student to obtain "hands-on" experience in the college classroom.

### **SOC 518 - Thesis**

Hours: 3-6

The student will work on the thesis under the supervision of an advisory committee. Major work will include the development of a prospectus, collection, analysis and interpretation of data and the final writing of the thesis. No credit will be given until the thesis is completed and approved. Graded on a (S) satisfactory or (U) unsatisfactory basis. Prerequisites: Sociology 572, 573, 575, and 576 or permission of Department Head.

### **SOC 525 - Dev Am SOC Thought**

Hours: 3

### **SOC 535 - Readings in Sociology**

Hours: 3

Readings in Sociology. Three semester hours. This graduate seminar explores advanced sociological principles through the use of selected classic and contemporary readings. Students will be expected to read, synthesize, and integrate a wide variety of sociological materials and to analyze and discuss them from divergent theoretical perspectives.

### **SOC 537 - Collective Behav**

Hours: 3

### **SOC 553 - Amer Subculture Groups**

Hours: 3

American Subcultural Groups. Three semester hours. An examination of cultural diversity in American life, focusing particularly on Black Americans, Mexican Americans, Native American Indians, and Anglo Americans. Describes dynamics of intergroup relations; the impact of ethnicity and social class on cultural patterns; the causes and effects of racism and prejudice. Special emphasis is placed on problems and strengths of multicultural education.

**SOC 572 - Classical Sociological Theory**

Hours: 3

Classical Sociological Theory. Three semester hours. This course will study the classical foundation of sociology, focusing on the writings of Durkheim, Weber, Marx and Mead. Attention will be given to how these theories have given rise to the major theoretical perspectives in sociology, particularly functionalism, conflict theory and symbolic interactionism. Prerequisites: Soc 436 or its equivalent or Department Head's permission.

**SOC 573 - Contemporary Sociological Theory**

Hours: 3

This course will build on the foundation of classical theory to focus on the construction and application of contemporary theories used in current sociological research. The major theoretical perspectives to be studied include: neofunctionalism, neomarxism, critical theory, feminist theory, post-modernism, as well as significant theorists dating from Parsons to the more recent theorists. Emphasis will be placed on the basic assumptions of the various theories, and the relevance of these ideas for understanding contemporary society. Prerequisites: Soc 436, or its equivalent, or Department Head's permission.

**SOC 575 - Adv Res Methods**

Hours: 3

Advanced Research Methodology . Three semester hours. The coverage of the basic techniques and procedures used in social research process. Special attention given to defining research problems, selecting and measuring variables, stating hypotheses, developing sampling designs and gathering data. Students are exposed to methodological designs such as experimentation, observation, content analysis, evaluation research and survey research. Prerequisites: Soc 331 and 332 or their equivalents or Department Head's permission.

**SOC 576 - Data Analys in the Soc Resear**

Hours: 3

Data Analysis in Social Research. Three semester hours. Students are exposed to basic techniques of data analysis in social research, particularly by use of computers. Special attention is given to tabulation, statistical testing, and interpretation of data. Analysis of variance, multiple regression, dummy variable regression, path analysis and related topics will be covered with computer application for problem solving. Prerequisites: Soc 332, its equivalent, or Department Head's permission.

**SOC 577 - Qualitative Methodology**

Hours: 3

This course provides an introduction to the use of qualitative methods such as ethnographic research, focus groups, historical/comparative research, content analysis and grounded theory. In addition to addressing philosophical foundations, this course provides hands-on practice in the common strategies to access and collect data (e.g. observation, interviewing, archival data); methods of organizing and representing different forms/genres of data for analysis (e.g. transcripts, electronic texts, images, hand-written notes); and strategies to analyze and represent your analyses for academic audiences. Prerequisites: Sociology 331, or its equivalent, or Department Head's approval.

**SOC 589 - Independent Study**

Hours: 1-4

Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of Department Head.

**SOC 595 - Research Literature and Techniques**

Hours: 3

Students will write a formal research report based upon primary or secondary data. Emphasis will be given to methods of interpretation and writing a formal paper in sociology. Prerequisites: Soc 572, 573, 575 and 576 or permission of the Department Head.

**SOC 597 - Special Topic**

Hours: 3

Special Topics. One to four semester hours. Organized class. May be repeated when topics vary.

## Theatre

Michael Knight (Interim Department Head)

Location: Performing Arts Center, 903-886-5345

Theatre Web Site:

<http://www.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/massMediaCommunicationTheatre/default.aspx>

Michael Knight, Department Head

The Department of Theatre offers graduate courses and graduate degrees in theatre.

The goals of the graduate program in theatre are to:

1. Develop an understanding of the relationship between dramatic theory and onstage practice;
2. Study the dramatic tradition and the history of the performing arts;
3. Prepare students for doctoral programs in theatre studies;
4. Prepare students for community college teaching;
5. Provide the skills and experience necessary for entry into professional theatre, film and television; and
6. Supplement the knowledge and skills of secondary education teachers.

Performing Arts Center laboratories are available in two theatres, shops, a complete television studio and radio station. Several graduate assistantships are available.

## Programs of Graduate Work

The Department of Theatre offers the following degrees in theatre: Master of Arts, Master of Science Thesis, and Master of Arts, Master of Science Non-Thesis. In addition, a comprehensive minor in theatre is available for doctoral students.

## Admission

Admission to a graduate program is granted by the Dean of Graduate Studies upon the recommendation of the department, scores on the Graduate Record Examination (GRE), undergraduate grade point average, one letter or recommendation, a résumé, and a statement of goals.

- [Admission Requirements](#)

**Note:** The Department reserves the right to suspend from the program any student who in the judgment of the departmental graduate committee, does not meet the professional expectations of the field.

## Theatre - MA/MS

### Theatre General Requirements

The Theatre graduate program provides its students with the opportunity to prepare for professional careers in the Theatre Arts through a series of hands-on learning experiences and advanced research applications. Fields of study include acting, directing, production design, theatre management, box office management, play-writing, and theatre education. Students are given the skills and experience to achieve successful career goals upon graduation. Students prepare for these goals through intensive study of theatrical techniques and hands-on application of these techniques.

## Master of Arts/Master of Science in Theatre (Option I) Thesis

Students must meet the general theatre requirements listed above and must complete the following:

**Credit Hours:** *Thesis* - 30 semester hours

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### Thesis

#### [THE 518](#)

Thesis (6 semester hours required)

3-6

**Only 6 semester hours of credit for 518 per degree will be given upon satisfactory completion of the requirement**

### History and Theory

**6 semester hours from:**

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<a href="#">THE 511</a>	Dramatic Theory	3
<a href="#">THE 542</a>	Dev Mod Theatre	3
<a href="#">THE 543</a>	Dev Amer Theatre	3
<b>Management and Technical Theatre</b>		
<b>3 semester hours from:</b>		
<a href="#">THE 512</a>	Theatre Management	3
<a href="#">THE 545</a>	Stage Lighting	3
<a href="#">THE 550</a>	Theatrical Design	3
<b>Creative Component</b>		
<b>3 semester hours from:</b>		
<a href="#">THE 541</a>	Seminar Stage Direct	3
<a href="#">THE 544</a>	Playwriting	3
<a href="#">THE 560</a>	Acting	3
<b>Plus 6 semester hours</b>		
<b>6 semester hours of electives-in theatre, which may include courses from the general requirements or additional theatre course offerings</b>		6
<b>Plus 6 semester hours</b>		
<b>6 semester hours of general electives in theatre, or 6 semester hours outside of the program with the approval from the Director of Theatre Graduate Studies</b>		6
<b>Foreign Language Requirement. The candidate for the Master of Arts degree in Theatre must also meet the foreign language requirements for the Bachelor of Arts degree at this institution.</b>		
<b>Total Hours</b>		30

## Master of Arts/Master of Science in Theatre (Option II) Non-Thesis

Individual Master of Arts/Master of Science programs may be arranged with the approval of the Director of Theatre Graduate Studies, the Department Head, and the Dean of the Graduate School.

Students must meet the general theatre requirements listed above and must complete the following:

*Non-Thesis* - 36 semester hours.

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### Research

<a href="#">THE 595</a>	Research Lit & Techniques (3 semester hours required)	3
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### History and Theory

**6 semester hours (2 courses) from:**

<a href="#">THE 511</a>	Dramatic Theory	3
<a href="#">THE 542</a>	Dev Mod Theatre	3
<a href="#">THE 543</a>	Dev Amer Theatre	3
<b>Management and Technical Theatre</b>		
<b>3 semester hours (1 course) from:</b>		
<a href="#">THE 512</a>	Theatre Management	3
<a href="#">THE 545</a>	Stage Lighting	3
<a href="#">THE 550</a>	Theatrical Design	3
<b>Creative Component</b>		
<b>3 semester hours (1 course) from:</b>		
<a href="#">THE 541</a>	Seminar Stage Direct	3
<a href="#">THE 544</a>	Playwriting	3
<a href="#">THE 560</a>	Acting	3
<b>Plus 9 semester hours (3 courses)</b>		
<b>9 semester hours of electives in theatre, which may include courses from the general requirements or additional theatre course offerings.</b>		9
<b>Plus 12 semester hours (4 courses)</b>		
<b>12 semester hours of general electives inside or outside of theatre that may be designated as a minor with the approval of the Director of Theatre Graduate Studies and the graduate advisor in the selected minor.</b>		12
<b>Total Hours</b>		36

## Courses

### THE

#### **THE 511 - Dramatic Theory**

Hours: 3

Dramatic Theory. Three semester hours. Studies of the major documents in the evolution of dramatic theory, from classical foundations through major movements to contemporary criticism.

#### **THE 512 - Theatre Management**

Hours: 3

Theatre Management. Three semester hours. Study of the practical problems of operating educational and community theatres. Problems of organization, business, and audience development are explored.

#### **THE 518 - Thesis**

Hours: 3-6

Thesis. Six semester hours.

#### **THE 520 - Film Production Elements**

Hours: 3

Film Production Elements - Three semester hours This course provides an understanding of the digital world of moviemaking and an

overview of major production areas of film making: sound design, production design, and lighting for cinematography. The digital moviemaking segment shows the impact of digital and networked technology on cinematic narrative. Sound design involves identifying sound elements in film, acquiring sounds through external sources or self-creation, and manipulating sounds in coordination with visual elements. Production design helps students understand the artistic look of a film. The lighting component gives students experience with the technical use and aesthetic applications of lighting for digital film making.

### **THE 525 - Film-Style Production**

Hours: 3

Film-Style Production - Three semester hours The course is intended to give students the ability to translate the written screenplay into a narrative film using digital filmmaking techniques, while incorporating an understanding of film theory. An intensive workshop in narrative directing and film production techniques. Students apply skills and knowledge covered in other courses to implement script material into production of a short digital film using techniques of visual storytelling, production design, sound design, lighting design, basic cinematography, and the related issues of casting and rehearsals

### **THE 529 - Workshop**

Hours: 3

Workshop. Three or six semester hours.

### **THE 530 - Documentary Production**

Hours: 3

Documentary Production - Three semester hours This course focuses on directing and producing documentaries. Beginning with a historical review of significant documentaries and types, the course helps students use this history and theory to be able to produce a semester-long, professional quality documentary project. A combination of workshops and screenings will supplement discussions and analysis to help students understand the difference in storytelling techniques of documentaries compared to narrative films, while also appreciating aspects of film structure that pertain to both documentary and narrative.

### **THE 541 - Seminar Stage Direct**

Hours: 3

Seminar in Stage Direction. Three semester hours. A study of theories and techniques of producing the play: style, genre, movement, business, and visual components.

### **THE 542 - Dev Mod Theatre**

Hours: 3

Development of Modern Theatre. Three semester hours. A survey of the modern theatre from the rise of Naturalism to the present day, with attention being given to the theatrical conditions and changing intellectual climate of the Twentieth Century.

### **THE 543 - Dev Amer Theatre**

Hours: 3

Development of American Theatre. Three semester hours. A study of the theatre as it reflects the social, artistic, and literary interests in America from the colonial period to the contemporary scene.

### **THE 544 - Playwriting**

Hours: 3

Playwriting. Three semester hours. An individual study of dramatic theory, development of the script, and analysis of original scenes and plays. Prerequisite: Consent of the instructor.

### **THE 545 - Stage Lighting**

Hours: 3

Stage Lighting. Three semester hours. Theory of color, optics, electrical instruments, and control for stage production and television.

### **THE 550 - Theatrical Design**

Hours: 3

Theatrical Design - Three semester hours Advanced work that examines theatrical design styles and their place in the collaborative process. Students study the technologies, theories, history, and individual designers essential to the understanding of the theatrical design process.

### **THE 560 - Acting**

Hours: 3

Acting. Three semester hours. Intensive approach to acting styles to help the advanced student (1) sharpen technical skills; (2) gain experience in problem-solving situations for the actor; and (3) increase awareness of the complexities of the actor's craft. Memorized scene work; exercises in language, movement and characterization.



**THE 561 - Meisner Acting I**

Hours: 3

Through exercises, performance activities, presentations, and written reflection, this course provides the graduate student with a practical introduction to Sanford Meisner's approach to actor training.

**THE 562 - Meisner Acting II**

Hours: 3

For the student-actor who has previously acquired a working knowledge of the foundational principles of Sanford Meisner's approach to actor training, this course provides more advanced instruction in the following concepts: emotional preparation, interpretation, the personalization of text, the deeper wish and spine, personalizing the deeper wish, doings and personalizing the doings, provocative statements, and key facts.

**THE 589 - Independent Study**

Hours: 1-4

Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

**THE 595 - Research Lit & Techniques**

Hours: 3

Research Literature and Techniques. Three semester hours. A review of current research publications in theatre with emphasis on methodologies used. The student is required to research and write a formal paper using current research methodologies.

**THE 597 - Special Topics**

Hours: 3

Special Topics. One to four semester hours. Organized class. May be repeated when topics vary.

**THE 599 - Rehearsal and Performance**

Hours: 3

Rehearsal and Performance. Three semester hours. Preparation and performance, with laboratory, of Summer Theatre, touring, indoor and outdoor productions. Techniques, practices, problems, and processes in lighting, costume, scenic, sound, management, and acting for the graduate student.

# College of Business

Dr. John Humphreys, Interim Dean

Shanna Hoskison, Director, CBE Graduate Advising Center  
903-886-5190

Dr. Sandra Gates, Interim Department Head, Accounting  
903-886-5708

Dr. Asli Ogunc, Department Head, Economics and Finance  
903-886-5677 - [Departmental Website](#)

Dr. Mario Hayek, Interim Department Head, Management  
903-886-5703 - [Departmental Website](#)

Dr. Chris Myers, Department Head, Marketing & Business Analytics  
903-886-5662 - [Departmental Website](#)

Graduate study in the College of Business is available in: *accounting, business administration, finance, management, marketing and business analytics*. The graduate programs in business are accredited by both AACSB and the International Association for Management Education.

Courses for the MBA and MS programs are offered at Texas A&M University-Commerce, main campus, and the Universities Center at Dallas. Courses are also available through online instruction.

## Admission

E-Mail: [MBA@tamuc.edu](mailto:MBA@tamuc.edu)

Admission to a graduate program is granted by the Dean of Graduate Studies upon the recommendation of the department. Applications for admission are accepted throughout the year. Candidates are encouraged to submit applications as early as possible to ensure consideration for the semester desired.

In addition to the admission documents required by the Graduate School, the College of Business requires

1. One reference from current or past business associates or professors who will describe your professional or academic career, as appropriate.
  2. GMAT/GRE test score or 3.0 overall undergraduate GPA (3.25 on the last 60 hours of coursework toward the bachelor's degree); or completion of a graduate degree from an accredited institution in an area of study approved by the department; or passing score on all parts of the *Uniform Certified Public Accounting Exam*.
- [Admission Requirements](#)

## Programs of Graduate Work in Business

Graduate studies in business and finance are designed to prepare individuals for professional careers in business organizations, government agencies, and educational institutions, or for further graduate study. Graduate degrees in business include the MBA and the MSF in Finance, the MSA in Accounting, the MS in Management, the MS in Marketing and the MS in Business Analytics. More specifically, the goals are to:

1. insure knowledge of the functional areas of management;
2. improve each individual's decision-making abilities;
3. develop each individual's ability to succeed in a rapidly changing global business environment;
4. provide for increased understanding of current and future social, economic, political, and technological conditions affecting the business world; and
5. promote the desire for continuing self-education and self-development.

# Accounting

Sandra Gates (Interim Department Head)

The MSA Accounting degree provides students the opportunity to gain knowledge in Attestation, Forensic Accounting, Professional Accounting, or Taxation and requires 36-42 semester hours (depending on a student's background). Courses are offered online, in Dallas, or a combination of the two. Students receiving the MSA in Accounting degree obtain a foundation of knowledge in financial, auditing, forensic accounting, and professional accounting to prepare them for careers in the public and private sectors. Students interested in qualifying for the CPA examination, must be familiar with the public accounting licensing laws in their state of residency, which may involve additional courses or requirements beyond those found in the MSA in Accounting degree.

**Note:** The Department reserves the right to suspend from the program any student who in the judgment of the departmental graduate committee, does not meet the professional expectations of the field.

## Master of Science in Accounting (Option II) Non-Thesis

### Foundation Study in Accounting

**These courses can be waived for students with appropriate undergraduate coursework.**

[ACCT 501](#) Accounting for Managers 3

[ACCT 502](#) Financial Accounting 3

### Accounting Core (21 semester hours)

[ACCT 525](#) Adv Managerial Accounting 3

[ACCT 527](#) Auditing 3

[ACCT 568](#) Bus Law for Accountants 3

[ACCT 575](#) Fin Statement Analysis 3

[ACCT 562](#) Forensic and Inv Acct 3

[ACCT 522](#) Govt & Not for Profit 3

[ACCT 538](#) Indivi Income Tax 3

### Advanced Accounting Core (9 semester hours from the following)

[ACCT 521](#) Advanced Accounting 3

[ACCT 540](#) Advanced Income Tax Accounting 3

[ACCT 595](#) Accounting Research and Communication (3 semester hours required) 3

### Accounting Electives

**Take 2 courses (6 semester hours) from the following list:**

[ACCT 528](#) Advanced Auditing 3

[ACCT 529](#) Acct Information Systems 3

[ACCT 530](#) BUSINESS ETHICS FOR ACCOUNTANT 3

[ACCT 531](#) GLB/International Accounting 3

[ACCT 541](#) Accounting Theory 3

<a href="#">ACCT 550</a>	Sales, Franch & Other Tax	3
<a href="#">ACCT 551</a>	Advanced Issues in Taxes	3
<a href="#">ACCT 563</a>	Adv Forensic Accounting	3
<a href="#">ACCT 564</a>	Practicum in Forensics	3
<a href="#">ACCT 576</a>	Fund of Finc Planning	3
<a href="#">ACCT 577</a>	Investment Planning	3
<a href="#">ACCT 588</a>	Independent Acct Research	3
<a href="#">ACCT 597</a>	Special Topics	3
<b>Total Hours</b>		<b>36</b>

## Economics and Finance

Asli K. Ogunc (Department Head)

The Master of Science in Finance program prepares students for the demands of the global financial environment in all major areas of finance. In addition to traditional general finance courses, the curriculum also includes courses designed to help the student who is preparing for CFA and/or CFP certification exams. Students with applicable undergraduate business coursework can complete the program with 30 hours of graduate coursework. Students without undergraduate preparation in finance may be required to complete up to 39 hours (which includes 9 semester hours of foundation coursework) in their program.

**Note:** The Department reserves the right to suspend from the program any student who in the judgment of the departmental graduate committee, does not meet the professional expectations of the field.

### Master of Science in Finance (Option II) Non-Thesis

#### Foundation Study in Finance

<a href="#">ECO 501</a>	Economics for Decision Makers	3
<a href="#">FIN 501</a>	Finance for Decision Makers	3
<a href="#">ECO 502</a>	Quantitative Analysis for Managers	3

#### Finance Core (12 semester hours)

<a href="#">FIN 504</a>	Financial Management	3
<a href="#">FIN 510</a>	Investment Seminar	3
<a href="#">FIN 512</a>	Derivatives & Risk Mgmt	3
<a href="#">FIN 571</a>	International Business Finance	3

#### Elective Component - Select 12 advanced hours from Finance below:

<a href="#">FIN 515</a>	Fixed Income Analysis	3
<a href="#">FIN 520</a>	Adv Entrepr Fin & Venture Cap	3
<a href="#">FIN 533</a>	Applied Fin & Eco Forecasting	3

<a href="#">FIN 540</a>	Advanced Financial Statement Analysis and Valuation	3
<a href="#">FIN 550</a>	PORTFOLIO MANAGEMENT IN EXCEL	3
<a href="#">FIN 530</a>	Fundamentals of Financial Planning	3
<a href="#">FIN 535</a>	Adv Risk and Insurance Plannin	3
<a href="#">FIN 536</a>	Adv Ret Plan & Emp Comp	3
<a href="#">FIN 538</a>	Financial Planning Capstone	3
<b>Elective Component - Select 3 advanced hours from Economics below:</b>		
<a href="#">ECO 528</a>	International Economic Problems	3
<a href="#">ECO 562</a>	Managerial Economics	3
<a href="#">ECO 576</a>	Macro Theory & Policy	3
<a href="#">FIN 570</a>	Fin Mkts Instits & Instru	3
<b>Research Component (3 semester hours) required:</b>		
<a href="#">FIN 595</a>	Applied Fin Research	3
<b>Total Hours</b>		<b>30</b>

## Management

John Humphreys (Department Head)

### Business Administration MBA

The Master of Business Administration degree offered by the College of Business of Texas A&M University-Commerce prepares the graduate student for advanced management positions that demand analytic and strategic leadership solutions to an interrelated set of economic, ethical, and environmental issues. The curriculum stresses the development and use of analytical skills for both quantitative and qualitative applications, which will assist managers in their decision-making and leadership responsibilities.

Texas A&M University-Commerce also offers a complete MBA online. Please contact the Graduate Programs in Business Advising Center (903-468-3197 or [MBA@tamuc.edu](mailto:MBA@tamuc.edu)) for information.

**Note:** The Department reserves the right to suspend from the program any student who in the judgment of the departmental graduate committee, does not meet the professional expectations of the field.

### Management MS

The Texas A&M University-Commerce Master of Science in Management program is designed to provide students with the scientific knowledge and practical skills needed for effective leadership and management within dynamic business environments. Students may take courses on campus in Commerce or Dallas, with an option of the flexibility and convenience of online courses. (email us at [www.tamuc.edu/MSMGT](http://www.tamuc.edu/MSMGT))

**Note:** The Department reserves the right to suspend from the program any student who in the judgment of the departmental graduate committee, does not meet the professional expectations of the field.

## Master of Business Administration in Business Administration (Option II) Non-Thesis

It is not required to have a business undergraduate degree to pursue a Master in Business Administration (MBA). All candidates must take the 6 Managerial component courses, 2 Informational Analysis Component courses, and 2 electives. Those without appropriate background course credit will be required to take the pre-requisite in each non-fulfilled area. Minimum program length for the General MBA is 30 semester hours; maximum program length is 48 hours.

Generally, for students who have completed the following body of knowledge at the undergraduate level, the 30-hour format is appropriate.

Undergraduate Background Requirements: [ACCT 221](#) Principles of Acct I, [ACCT 222](#) Prin of Accounting II, [ECO 2301](#) GLB/US-Prin Macro Economics, [ECO 2302](#) Principles of Micro Economics, [FIN 304](#) Introduction to Business Finance, [BA 302](#) Business and Eco Statistics, [MGT 305](#) GLB/Management & Organizational Behavior , [MGT 307](#) GLB/Operations Management and [MKT 306](#) Marketing.

### 30-Hour Format

The general MBA program includes a 6-course managerial component, a 2-course information analysis component, and 2 elective courses as detailed below.

### 48-Hour Format

For individuals who have not completed the above listed undergraduate background requirements, the 48-hour format is appropriate. Credit will be given for previously completed courses. The program structure is similar to the 30-hour format with the same Managerial, Information Analysis, and elective components.

### Background Courses

Background courses (pre-requisites) cannot be used to satisfy elective requirements for degree in the College of Business.

Courses can be waived for students with appropriate undergraduate coursework.

<a href="#">ACCT 501</a>	Accounting for Managers	3
<a href="#">ECO 501</a>	Economics for Decision Makers	3
<a href="#">FIN 501</a>	Finance for Decision Makers	3
<a href="#">ECO 502</a>	Quantitative Analysis for Managers	3
<a href="#">MGT 501</a>	Operations and Organizations	3
<a href="#">MKT 501</a>	Marketing Environment	3

### MBA 30 semester hours

#### Managerial Component (18 semester hours)

<a href="#">ACCT 525</a>	Adv Managerial Accounting	3
<a href="#">ECO 562</a>	Managerial Economics	3
or <a href="#">ECO 576</a>	Macro Theory & Policy	
<a href="#">FIN 504</a>	Financial Management	3

<a href="#">MGT 585</a>	Management & Organizational Behavior	3
<a href="#">MKT 521</a>	GLB/Marketing Management	3
<a href="#">MGT 527</a>	GLB/Strategic Management	3
<b>*Course must be taken in student's final semester.</b>		
<b>Information Analysis Component (6 semester hours)</b>		
<a href="#">ECO 578</a>	Statistical Methods	3
<a href="#">ECO 595</a>	Applied Business Research	3
<b>Recommended to be taken in student's first semester.</b>		
<b>Elective Component</b>		
<b>Two elective courses complete the 30-hour program requirements. Graduate level electives may be taken from any combination of business fields (Acct, Eco, Fin, BA, Mgt, Busa, and Mkt).</b>		6
<b>Total Hours</b>		30

## Minor Areas of Concentration

At least 12 advanced hours must be completed in an academic field (Accounting, Economics, Finance, International Business, Marketing, and Management of Technology) to meet the requirements for a minor concentration area. The details of each particular minor are shown below.

### Accounting

**At least 4 courses from Accounting: Includes**

<a href="#">ACCT 525</a>	Adv Managerial Accounting	3
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### Economics

**At least 4 courses from Economics: Includes**

<a href="#">ECO 562</a>	Managerial Economics	3
<a href="#">ECO 576</a>	Macro Theory & Policy	3

### Finance

**4 courses from Finance**

**Includes:**

<a href="#">FIN 504</a>	Financial Management	3
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**Plus**

<a href="#">FIN 510</a>	Investment Seminar	3
<a href="#">FIN 520</a>	Adv Entrepr Fin & Venture Cap	3
<a href="#">FIN 530</a>	Fundamentals of Financial Planning	3

### Financial Planning

<b>4 courses from Finance</b>		
<b>12 semester hours from</b>		
<a href="#">FIN 510</a>	Investment Seminar	3
<a href="#">FIN 530</a>	Fundamentals of Financial Planning	3
<a href="#">FIN 535</a>	Adv Risk and Insurance Plannin	3
<a href="#">FIN 536</a>	Adv Ret Plan & Emp Comp	3
<b>International Business</b>		
<b>Any 4 courses from:</b>		
<a href="#">ECO 528</a>	International Economic Problems	3
<a href="#">FIN 571</a>	International Business Finance	3
<a href="#">MGT 590</a>	GLB/Global Competitiveness	3
<a href="#">MGT 597</a>	SPECIAL TOPICS	1-4
<a href="#">MKT 586</a>	GLB/International Marketing	3
<b>Marketing</b>		
<b>At least 4 courses from Marketing: Includes</b>		9
<a href="#">MKT 521</a>	GLB/Marketing Management	3
<b>Management of Technology</b>		
<b>2 courses from:</b>		
<a href="#">MGT 590</a>	GLB/Global Competitiveness	3
<a href="#">MGT 591</a>	Quality Management	3
<a href="#">MGT 594</a>	Transforming Organizations	3
<a href="#">MGT 597</a>	SPECIAL TOPICS	1-4
<b>Plus 2 courses from:</b>		
<a href="#">TMGT 510</a>	Management of Technology in Organizations	3
<a href="#">TMGT 511</a>	Emerging Technologies	3
<a href="#">TMGT 512</a>	Leadership in Engineering and Technology	3
<a href="#">TMGT 513</a>	Knowledge Management in Engineering & Technology Organizations	3
<a href="#">TMGT 590</a>	Technology Management Seminar	3
<b>Total Hours</b>		12

## Master of Science in Management (Option II) Non-Thesis

### Foundation Study in Management



<b>These courses can be waived for students with appropriate undergraduate coursework.</b>		
<a href="#"><u>MGT 501</u></a>	Operations and Organizations	3
<a href="#"><u>MKT 501</u></a>	Marketing Environment	3
<a href="#"><u>FIN 501</u></a>	Finance for Decision Makers	3
<b>Support Coursework Outside of Management</b>		
<a href="#"><u>FIN 504</u></a>	Financial Management	3
<a href="#"><u>MKT 521</u></a>	GLB/Marketing Management	3
<b>Advanced Breadth in Management</b>		
<a href="#"><u>MGT 585</u></a>	Management & Organizational Behavior	3
<a href="#"><u>MGT 591</u></a>	Quality Management	3
<a href="#"><u>MGT 527</u></a>	GLB/Strategic Management	3
<b>Research Component</b>		
<a href="#"><u>ECO 595</u></a>	Applied Business Research	3
<b>Should be taken in the student's first semester of core courses in the management orientation of the MS degree plan</b>		
<b>Complete 4 courses, 12 semester hours from the following:</b>		
<a href="#"><u>MGT 567</u></a>	Managing Groups & Teams	3
<a href="#"><u>MGT 583</u></a>	Seminar in Leadership	3
<a href="#"><u>MGT 586</u></a>	Managing at the Edge	3
<a href="#"><u>MGT 587</u></a>	Executive Development	3
<a href="#"><u>MGT 590</u></a>	GLB/Global Competitiveness	3
<a href="#"><u>MGT 592</u></a>	Current Issues in HRM	3
<a href="#"><u>MGT 594</u></a>	Transforming Organizations	3
<a href="#"><u>MGT 597</u></a>	SPECIAL TOPICS	3
<b>Other graduate courses may be approved by the Graduate Programs in Business Advising Center or Faculty Adviser for the MS in Management.</b>		
<b>Total Hours</b>		<b>30</b>

## Marketing and Business Analytics

Chris Myers (Interim Department Chair)

### Business Analytics MS

The MS in Business Analytics program is designed to prepare students entering the workforce in the rapidly emerging field of business analytics, which involves collecting, organizing, analyzing, optimizing, and interpreting "Big Data" (huge datasets collected by modern companies) for the purposes of problem solving and decision making. The program is intended to help students identify opportunities

hidden in big data and apply these findings to real-world business challenges. Data analysts provide organizations with ideas for smarter strategic management, improved financial performance and better operational efficiencies. Students will prepare for specific jobs as computer systems analysts, management analysts (business analysts and process analysts), market research analysts, logisticians, and operations research analysts in a wide range of organizations and industries.

The Master of Science in Business Analytics program offers students from business and non-business backgrounds with an opportunity to develop expertise in the art and science of business analytics. Students complete 30-36 hours of graduate courses depending on their backgrounds.

[Admission Requirements](#)

**Note:** The Department reserves the right to suspend from the program any student who in the judgment of the departmental graduate committee, does not meet the professional expectations of the field.

## Marketing MS

The Mission of the MS Marketing Program is to provide quality academic and practical learning experiences to equip students with the knowledge to apply the marketing concepts and theories of marketing management, business-to-business (B2B), marketing, international marketing, and marketing research in a variety of organizations (e.g., businesses and not-for-profit organizations). The MS Marketing program is designed to meet the needs of students in order to prepare them for higher level positions in marketing as well as for students who wish to pursue post-masters graduate programs.

The Master of Science in Marketing program offers students from business and non-business backgrounds with an opportunity to develop expertise in the art and science of business marketing. Students complete 30-36 hours of graduate courses depending on their backgrounds.

[Admission Requirements](#)

**Note:** The Department reserves the right to suspend from the program any student who in the judgment of the departmental graduate committee, does not meet the professional expectations of the field.

## Master of Science in Business Analytics (Option II) Non-Thesis

**Foundation Study in Business Analytics (These courses can be waived for students with appropriate undergraduate coursework).**

<a href="#">BUSA 501</a>	Intro to Business Analytics	3
<a href="#">FIN 501</a>	Finance for Decision Makers	3
<a href="#">MKT 501</a>	Marketing Environment	3
<a href="#">MGT 501</a>	Operations and Organizations	3
<b>Core Courses (24 semester hours from the following)</b>		
<a href="#">ECO 595</a>	Applied Business Research	3
<b>3 semester hours required</b>		
<a href="#">ECO 578</a>	Statistical Methods	3
<a href="#">MKT 572</a>	Seminar in Marketing Research	3
<a href="#">BUSA 542</a>	Applied Decision Modeling	3
<a href="#">BUSA 526</a>	Data Base Management	3

<a href="#">BUSA 532</a>	Data Warehousing	3
<a href="#">BUSA 537</a>	Advanced Analytics	3
<a href="#">BUSA 521</a>	Project Management	3
<b>Electives 6 semester hours required (Choose 2 courses from below)</b>		
<a href="#">BUSA 523</a>	Business Analytics Programming	3
<a href="#">BUSA 516</a>	Mobile Business	3
<a href="#">BUSA 541</a>	Global Network Design	3
<a href="#">BUSA 533</a>	Information & Network Security	3
<a href="#">MKT 573</a>	Internet Marketing	3
<a href="#">MKT 574</a>	CRM	3
<b>Total Hours</b>		<b>30</b>

## Master of Science in Marketing (Option II) Non-Thesis

### Foundation Study in Marketing and Management

These courses can be waived for students with appropriate undergraduate coursework.

<a href="#">MKT 501</a>	Marketing Environment	3
<a href="#">MGT 501</a>	Operations and Organizations	3
<a href="#">FIN 501</a>	Finance for Decision Makers	3

### Support Coursework Outside of Marketing (6 semester hours)

<a href="#">FIN 504</a>	Financial Management	3
<a href="#">MGT 585</a>	Management & Organizational Behavior	3

### Advanced Breadth in Marketing Management (15 semester hours)

<a href="#">MKT 521</a>	GLB/Marketing Management	3
<a href="#">MKT 571</a>	Business to Business Marketing	3
<a href="#">MKT 572</a>	Seminar in Marketing Research	3
<a href="#">MKT 586</a>	GLB/International Marketing	3
<a href="#">MGT 527</a>	GLB/Strategic Management (should be taken in last semester)	3

### Research Component (3 semester hours required)

<a href="#">ECO 595</a>	Applied Business Research	3
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Should be taken in the student's first semester of core courses in the marketing orientation of the MS degree plan

### Specialized Courses in Marketing

Choose 2 courses (6 semester hours)

<a href="#">MKT 545</a>	Small Bus. Brand Mgt	3
<a href="#">MKT 568</a>	Advertising and Promotion	3
<a href="#">MKT 573</a>	Internet Marketing	3
<a href="#">MKT 574</a>	CRM	3
<a href="#">MKT 597</a>	SPECIAL TOPICS	3
<b>Total Hours</b>		<b>30</b>

## Note

Other graduate courses may be approved by the Graduate Programs in Business & Technology Advising Center, provided the student has a minimum of 6 courses (18 semester hours) in Marketing.

## Courses

### ACCT

#### **ACCT 501 - Accounting for Managers**

Hours: 3

Accounting for Managers. Three semester hours. Study of the accounting concepts and procedures used by managers in making decisions. The focus in the course will be on users, not preparers, of accounting and management information. This course satisfies the accounting background requirement for MBA candidates and may be utilized as part of a graduate program in a field other than business administration. Prerequisite: Math 141 or 175.

#### **ACCT 502 - Financial Accounting**

Hours: 3

Financial Accounting - Three semester hours A study of accounting principles and procedures essential to the preparation of financial statements with particular emphasis on the corporate form. Topics of coverage include assets and liabilities, property, plant and equipment, and investments, stockholders' equity, income recognition, leases, accounting changes and errors, and financial reporting and analysis. Pre-requisites : Acct 501 or Acct 222

#### **ACCT 521 - Advanced Accounting**

Hours: 3

Advanced Financial Accounting. Three semester hours. A continuation of the financial accounting sequence. The primary emphasis is on accounting for business combinations and consolidations. Other contemporary issues in financial accounting will also be covered with an emphasis on reading and interpreting professional accounting literature. Prerequisite: Acct 322.

#### **ACCT 522 - Govt & Not for Profit**

Hours: 3

Government and Not For Profit Accounting - Three semester hours This course is a graduate level course designed to cover financial reporting, managerial, auditing, taxation, and information systems issues in governmental and nonprofit entities. Ethics and professional standards, as well as communication and analytical skills, are developed. Students will apply dual-track accounting to help develop skills at analyzing transactions in a governmental entity and follow their effect on the financial statements.

#### **ACCT 525 - Adv Managerial Accounting**

Hours: 3

Advanced Managerial Accounting. Three semester hours. A study of accounting as related to making decisions. Readings, cases, and problems dealing with managerial accounting issues, accounting concepts, budgeting and cost control, using accounting information in planning and control. Prerequisite: Consent of the instructor.

#### **ACCT 527 - Auditing**

Hours: 3

Financial Auditing. Three semester hours. This course is a study of the professional auditing standards followed by public accountants in performing the attest function for financial statements and supporting data. Prerequisites: Acct 322, 433.

**ACCT 528 - Advanced Auditing**

Hours: 3

Advanced Auditing - Three semester hours The primary emphasis in this course will be on understanding and applying the concepts of, and approaches to, audits, investigations and assurance services, and on developing skills to apply the underlying concepts and approaches to professional services. This course will review changes in the audit environment and new approaches to auditing and examine the concepts related to auditing in computerized environments.

**ACCT 529 - Acct Information Systems**

Hours: 3

Accounting Information Systems - Three semester hours This course is designed to present an understanding of accounting information systems and their role in the accounting environment. Particular attention is paid to transaction cycles and internal control structure. Topics to be covered include the software development life cycle, contemporary technology and applications, control concepts and procedures, auditing of information systems, internets, intranets, electronic commerce, and the role of information systems in a business enterprise. This course will cover accounting information systems—both computerized and non-computerized—with particular emphasis on internal controls

**ACCT 530 - BUSINESS ETHICS FOR ACCOUNTANT**

Hours: 3

Business Ethics for Accountants - Three semester hours The course will provide a background in the process of ethical reasoning, the ethical environment, application of ethical rules and guidelines to case problems, and a framework for ethical decision-making. The focus will be on the ethical environment within which professional accountants and businesses operate. The objective is to provide the student with an educational background in what constitutes ethical conduct in businesses and accounting.

**ACCT 531 - GLB/International Accounting**

Hours: 3

The course exposes students to international financial reporting standards (IFRS) and related issues. Topics include comparative accounting, internationalization of capital markets, cross-border mergers and acquisitions, foreign currency translation, transfer pricing, and other issues.

**ACCT 537 - International Taxes**

Hours: 3

International Taxes - Three semester hours The course exposes students to international taxes, credits, planning, and transfer pricing concepts.

**ACCT 538 - Indivi Income Tax**

Hours: 3

Individual Income Tax Accounting - Three semester hours A study of income tax laws. Emphasis is given to the impact of the federal income tax on the individual taxpayer. Various research software and tools are utilized to solve practical tax problems.

**ACCT 540 - Advanced Income Tax Accounting**

Hours: 3

Advanced Income Tax Accounting. Three semester hours. A study of taxation of partnerships, corporations, estates, and trusts under current federal income tax law. An emphasis will be on solving practical problems using tax research tools and software. Prerequisite: Acct 440.

**ACCT 541 - Accounting Theory**

Hours: 3

Contemporary Issues in Financial Accounting. Three semester hours. Selected contemporary and international issues in financial accounting will be covered with an emphasis on reading and interpreting professional accounting literature to prepare financial statements according to generally accepted accounting principles. This course is designed as a capstone overview of professional literature on financial accounting for majors in professional accountancy. However, the content is also appropriate for controllers and others interested in the application of generally accepted accounting principles. Prerequisites: Acct 322, 521.

**ACCT 550 - Sales, Franch & Other Tax**

Hours: 3

Sales, Franchise, and Other Taxes - Three semester hours This course explores taxes imposed by state and local governments. Taxes include sales, income, real estate, franchise, use, and other types of taxes. Students are exposed to different taxing bodies that impose taxes and the justifications and amounts subject to taxation. Students will use online tax research services.

**ACCT 551 - Advanced Issues in Taxes**

Hours: 3

Advanced Issues in Taxes - Three semester hours This course examines advanced issues in taxes. Topics include multistate corporate

taxation, individual taxes, international taxes, fiduciary responsibility and returns, and current topics. Students will use online tax research services.

#### **ACCT 561 - Fraud Examination**

Hours: 3

Fraud Examination. Three semester hours. This course covers the principles and methodologies of detecting and deterring fraud using accounting, auditing, and investigative skills. Topics include skimming, larceny, misappropriations, fraudulent financial statements, interviewing witness and support for litigation.

#### **ACCT 562 - Forensic and Inv Acct**

Hours: 3

Forensic and Investigative Accounting. Three semester hours This course covers important topics associated with modern forensic accounting. Topics include fraud auditing, litigation support, valuation, cybercrime, and other key forensic topics.

#### **ACCT 563 - Adv Forensic Accounting**

Hours: 3

Advanced Forensic Accounting - Three semester hours This course builds on topics covered in Forensic and Investigative Accounting. Topics include fraud auditing, litigation support, valuation, cybercrime, and other key forensic topics. The objectives include understanding the practices used by public accountants, internal auditors, prosecutors, special agents, investigators, and others used to examine and prosecute civil and criminal financial violations.

#### **ACCT 564 - Practicum in Forensics**

Hours: 3

Practicum in Forensics - Three semester hours Students must solve possible or alleged financial improprieties in both civil and criminal environments using structured cases. Students will respond to situations presented by the instructor. Students will simulate evidence and discovery gathering, obtaining and serving subpoenas, data analysis, interviewing, prosecution, and related activities.

#### **ACCT 568 - Bus Law for Accountants**

Hours: 3

Business Law for Accountants - Three semester hours Business Law and Regulation is the study of professional and legal responsibilities and legal implications of business transactions, particularly as they relate to accounting and auditing, and the application of that knowledge to common business transactions. This course provides knowledge of general business environment and business concepts needed to understand the underlying business reasons for and accounting implications of transactions. Our primary objective in this class is to transfer the body of knowledge needed to answer questions likely to appear on the CPA, CMA, CIA, or other professional examinations and to provide a foundation of knowledge of business law for accountants.

#### **ACCT 569 - International Business Law**

Hours: 3

International Business Law - Three semester hours The course is designed for accountants and others to study international business law. Students are exposed to international treaties, rules and, laws in a global environment.

#### **ACCT 575 - Fin Statement Analysis**

Hours: 3

Financial Statement Analysis - Three semester hours This course presents a framework for business analysis and valuation using financial statements. Topics include accounting analysis, valuation theory and concepts, forecasting, equity security and credit analysis.

#### **ACCT 576 - Fund of Finc Planning**

Hours: 3

Fundamentals of Financial Planning - Three semester hours This course exposes students to personal financial planning utilizing basic financial planning skills and tools. Topics include insurance, investment, income tax, business, retirement, and estate planning to some degree within this course. It is through some exposure to all of these sub-fields and discussion of how the planner facilitates effective planning in each of them that students will gain a more complete perspective of the field of financial planning and the requirements of being an effective financial planner.

#### **ACCT 577 - Investment Planning**

Hours: 3

Investment Planning - Three semester hours This course focuses on the theory and practice of investment planning. Emphasizing the tools and techniques necessary to build a portfolio using both financial planning techniques and theories employed by the financial planning industry. Topics covered include but are not limited to: basics of investment planning and financial markets, investment portfolio risk-return relationship, portfolio management, investment theories, modern portfolio theory, fundamentals of portfolio design, diversification and allocation, fundamental analysis, mutual fund selection, and financial planning issues in asset management.

**ACCT 588 - Independent Acct Research**

Hours: 3

Independent Accounting Research - Three semester hours This course challenges students to explore emerging and often controversial issues in accounting by using qualitative and/or quantitative research methodology. Students learn how to publish accounting research in peer reviewed publications using topics of interest.

**ACCT 589 - Independent Study**

Hours: 3

Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisites: Consent of department head.

**ACCT 595 - Accounting Research and Communication**

Hours: 3

This applied course challenges students to research, analyze and communicate topics in accounting and/or tax by using qualitative and/or quantitative research methodology. Students also learn various effective methods accountants must use to communicate.

**ACCT 597 - Special Topics**

Hours: 1-4

Special Topics. One to four semester hours. Organized class. May be repeated when topics vary.

**ACCT 999 - Grad Comprehensive Exam**

Hours: 0

**BUSA****BUSA 501 - Intro to Business Analytics**

Hours: 3

This course is designed to provide students with a general understanding of the role of big data and business analytics in today's dynamic organizational environment. Students will learn how business analytics can be leveraged by organizations to gain competitive advantage.

**BUSA 512 - Big Data Strategies**

Hours: 3

This course teaches graduate students the process of analyzing big data and discovering new information to support management decision making. Topics include the analysis of production data, analysis and management, supply chain data analysis, marketing research analysis and customer relationship data analysis.

**BUSA 516 - Mobile Business**

Hours: 3

This course covers mobile apps development, the management of mobile solutions and mobile analytics for decision makers.

**BUSA 521 - Project Management**

Hours: 3

This course addresses problem-solving of complex projects where the use of data driven analytical skills yields real-world experience. As a team, students will be given the context of a business situation, and then asked to identify relevant tools and analytic frameworks to gain both insights into past and present operations, as well as predictions of future performance. Topics include but are not limited to resource management (time, money, and people), change management, quality control, risk management, leadership, and communication. Prerequisites: Must be taken in last semester. All core courses must be completed, ECO 595, ECO 578, MKT 572, BUSA 542, BUSA 526, BUSA 532, BUSA 537.

**BUSA 523 - Business Analytics Programming**

Hours: 3

Introduces graduate students to programming business applications in the large enterprise system environment. Programming logic and design, documentation, debugging and testing.

**BUSA 526 - Data Base Management**

Hours: 3

This course provides a foundation for the design, implementation, and management of database systems. Students will study both design and implementation issues with an emphasis on database management issues.

**BUSA 532 - Data Warehousing**

Hours: 3

This course covers the fundamentals of data warehousing architecture and the issues involved in how IT tools and techniques can allow managers to extract analytics and patterns from numeric data. Specific topics covered include the logical design of a data warehouse, the data staging area and extract-transform-load processing, the use of multi-dimensional analysis using OLAP techniques, and other techniques. The course will explore how to support informed decision making and extract predictive analytics and patterns from nonnumeric data by leveraging tools and techniques to analyze unstructured data.

**BUSA 533 - Information & Network Security**

Hours: 3

An examination of the technical and managerial aspects of Information Security and Assurance. This course provides the foundation for understanding the key issues associated with protecting information assets, identifying threats to information assets and planning responses to threats. Addresses the use of analytics tools and techniques to enhance the ability of quality management approaches to improve information and security processes.

**BUSA 537 - Advanced Analytics**

Hours: 3

This course covers the application of advanced predictive analytical techniques to analyze and map non-traditional data such as text and graphics. This course exposes students to model situations where uncertainty is a major factor. Models include decision trees, queuing theory, Monte Carlo simulation, discrete event simulation, and stochastic optimization, and other techniques such as linear, nonlinear, and integer programming, network models, and an introduction to metaheuristics. Prerequisites: Eco 578, Mkt 572, BUSA 542.

**BUSA 541 - Global Network Design**

Hours: 3

This course teaches students the core modules such as logistics and customer relationship management in enterprise resources planning activities. The course introduces modern quality management approaches including Six Sigma. Students learn global supply chain system design and implementation techniques and practices through class discussions and case analyses.

**BUSA 542 - Applied Decision Modeling**

Hours: 3

This course covers the development, implementation, and utilization of business models for managerial decision making. Discovered patterns, relationships and statistical findings from Data Mining efforts are often used as input in these mathematical models which are implemented in decision support systems. Students will learn techniques for analytical modeling including decision analysis, optimization and simulation. Examples are introduced that cover applications in strategic planning, financial management, operations, project management, and marketing research.

**BUSA 589 - Independent Study**

Hours: 4

One to four individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. Prerequisites: Consent of department head.

**BUSA 597 - Special Topic**

Hours: 3

Special Topics. One to three semester hours. Organized class. May be repeated when topics vary.

**ECO****ECO 501 - Economics for Decision Makers**

Hours: 3

Economics for Decision Makers. Three semester hours. An introduction to the primary concepts and methods of micro and macroeconomics as they apply to decision makers within the business unit- all within the context of expanding global markets. This course satisfies the economics background requirement for MBA candidates.

**ECO 502 - Quantitative Analysis for Managers**

Hours: 3

This course satisfies the MBA background requirements for quantitative analysis and production management techniques. The course will cover descriptive statistics, inferential statistics and math models with business applications to analyze management and organizational problems. Specific topics include: measures of central tendency and variation, probability distributions, estimation, hypothesis testing, regression and correlation, decision theory, linear programming, transportation and assignment models, and inventory management and queuing theory models. Prerequisites: Math 175 or 141.



**ECO 518 - Thesis**

Hours: 3-6

Thesis. Six semester hours. Graded on a (S) satisfactory or (U) unsatisfactory basis.

**ECO 528 - International Economic Problems**

Hours: 3

International Economic Problems. Three semester hours. An analysis of current global issues and their impacts on the United States. Emphasis is on gains from trade, balance of payments and adjustment to national international equilibria, determination of exchange rates under various monetary standards, international capital flows, and trade policy considerations in a changing world economy.

**ECO 533 - Applied Eco & Financial Foreca**

Hours: 3

Applied Economic and Financial Forecasting. Three semester hours. Introduces students to the tools, techniques and computer software used to create a structural process by which future economic, finance, and business variables are forecasted. Prerequisites: Eco 231 and 232, or Eco 501. Cross-listed with Fin 533.

**ECO 552 - Economics for Public Policy**

Hours: 3

Economics for Public Policy. Three semester hours. Business, government, and culture provide the three interacting subsystems of society within which markets must operate. This course analyzes each side of that relationship, covering the different ways that public policy affects the activities of the modern global corporation and the key responses on the part of market participants. Prerequisites: Eco 2301, 2302, or Eco 501.

**ECO 561 - SM:EMP Manpower**

Hours: 3

**ECO 562 - Managerial Economics**

Hours: 3

Managerial Economics. Three semester hours. The study and application of concepts and models, primarily microeconomic, to various types of management problems. While analysis is primarily in terms of cost, demand, revenues, and market structure, the process combines ideas and methods from other functional fields of business administration. The case method is used to provide illustration and application of concepts. Prerequisites: Eco 2301, 2302, or Eco 501.

**ECO 572 - Monetary Theory**

Hours: 3

Monetary Theory. Three semester hours. A study of contemporary monetary theory and the role of the banking system in the economy. Special emphasis is given to the development of central banking and the international aspects of monetary policy. Prerequisites: Eco 2301, 2302 or equivalent, or Eco 501.

**ECO 576 - Macro Theory & Policy**

Hours: 3

Macroeconomic Theory and Policy. Three semester hours. Analyzes the use of various instruments of monetary and fiscal policy and their effects on output, employment, prices, and international economic variables. Data sources and indicators of aggregate economic activity are emphasized. Prerequisites: Eco 231, 232, or Eco 501.

**ECO 578 - Statistical Methods**

Hours: 3

A course dealing with the study and applications of sampling, estimation, hypothesis testing, analysis of variance, correlation, regression analysis, time series decision theory and nonparametric statistical methods.

**ECO 589 - Independent Study**

Hours: 3

Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

**ECO 595 - Applied Business Research**

Hours: 3

A course to investigate the techniques of the research process as applied to business and economics. Experience is gained in defining research problems and in collecting, analyzing, recording and interpreting data. Also, an analysis of pertinent research literature in business and economics. Required of all graduate majors in business administration under Option II.

### **ECO 597 - Special Topics**

Hours: 1-4

Special Topics. One to four semester hours. Organized class. May be repeated when topics vary.

## **FIN**

### **FIN 501 - Finance for Decision Makers**

Hours: 3

Finance for Decision Makers. Three semester hours. This course is designed for nonbusiness undergraduate degree holders to prepare for making financial decisions. Basic concepts of finance are applied in both the public and private sectors. Graduate students will learn about financial analysis, financial forecasting, asset management, financial markets and security valuation (including state and local bonds). This course satisfies the finance background requirement for the MBA candidates and may be appropriate for graduate programs in a field other than business administration.

### **FIN 504 - Financial Management**

Hours: 3

Financial Management. Three semester hours. A study of business finance within the economic environment including financial reporting, analysis, markets and regulations, with emphasis on global and ethical issues. Risk, valuation, planning and analysis including working capital management and capital budgeting, and other decision rules help maximize the value of the firm. Focus on total quality management and financial considerations in the production of goods and services. Prerequisite: Fin 304 or Fin 501, or consent of instructor.

### **FIN 510 - Investment Seminar**

Hours: 3

Investment Seminar. Three semester hours. A comprehensive study of security selection and analysis techniques and of security markets and how they are affected by the domestic and international economic, political, and tax structures. Group discussion, individual and group research, and the computer are utilized. Prerequisite: Fin 504 or consent of instructor.

### **FIN 512 - Derivatives & Risk Mgmt**

Hours: 3

Derivatives and Risk Management This course provides a broad introduction to the derivatives markets including options, futures, and swaps. Derivative securities play an integral part in managing risk for multinational corporations, portfolio managers, and institutional investors, as well as provide opportunities for speculators around the world. The main goal of the course is to leave the student with an understanding of various derivatives strategies and implications for portfolio management.

### **FIN 513 - Financial Management**

Hours: 3

### **FIN 515 - Fixed Income Analysis**

Hours: 3

This course focuses on securities that promise a fixed income stream (mainly bonds) whose valuation are influenced by interest rates. Students examine the market for and the price/yield determinants of various fixed income securities, including Treasury debt, corporate bonds, agency debt, municipal bonds, mortgage- and asset-backed securities. The concepts and tools taught in this course are those that are useful to managers and investors who want to use these securities in investing, hedging, market-making, or speculating activities. Even though the cash flow streams are fairly predictable and easy to quantify, the ever changing interest rate and credit environment makes the valuation of bonds particularly challenging. Prerequisites: FIN 510.

### **FIN 520 - Adv Entrepr Fin & Venture Cap**

Hours: 3

Entrepreneurial Finance and Venture Capital The goal of this course is to help students understand the dynamics of the capital food chain within the context of the entrepreneurial ecosystem affecting the global economy. To this end, we explore various stages of venture capital investing such seed, start-up, early, mid and later. Next, we introduce the venture capital model and the valuation aspects of entrepreneurial finance. There is a strong emphasis on modeling cash flows as the most critical component of venture capital decision making. The mechanics of venture capital financing in the form of term sheets, business plans and due diligence process are discussed with respect to deal structuring (the entrepreneur perspective) and deal evaluation (the venture capitalist perspective). There will be case studies on such topics as the role of incubation centers, value creation by operational venture capital firms, exit strategies of limited partners, and risk management by venture capital firms. Pre-requisites : FIN 504

### **FIN 530 - Fundamentals of Financial Planning**

Hours: 3

This course exposes students to personal financial planning utilizing basic financial planning skills and tools. Topics include insurance, investment, income tax, business, retirement, and estate planning to some degree within this course. It is through some exposure to all of

these sub-fields and discussion of how the planner facilitates effective planning in each of them that students will gain a more complete perspective of the field of financial planning and the requirements of being an effective financial planner. Prerequisites: FIN 304 or FIN 501.

### **FIN 533 - Applied Fin & Eco Forecasting**

Hours: 3

Applied Economic and Financial Forecasting. Three semester hours. Introduces students to the tools, techniques and computer software used to create a structural process by which future economic, finance, and business variables are forecasted. Prerequisites: Eco 231 and 232, or Eco 501. Cross-listed with Eco 533.

### **FIN 535 - Adv Risk and Insurance Plannin**

Hours: 3

Risk and Insurance Planning - Three semester hours The Insurance planning course looks at the basics of insurance and risk and their role as relates to financial planning. The topics covered include life, annuities, disability, long-term care including social security, Medicare and Medicaid. It also includes types of Employee benefit plans and their various facets such as cafeteria plans and flexible spending accounts. Pre-requisites : FIN 530

### **FIN 536 - Adv Ret Plan & Emp Comp**

Hours: 3

Retirement Planning and Employee Benefits - Three semester hours This course provides an introduction to retirement plans and employee benefits. The emphasis is on the decision making process of the individual in consultation with the financial planner. After a thorough review of retirement funding, this course discusses qualified pension plans, profit sharing plans and stock bonus plans as well as distributions from and administration of these plans. Other topics include IRAs, SEPs, 401(k)-, 403(b)-, and 457 Plans, Social Security, Deferred Compensation and Non-qualified Plans. Employee benefits are explored in two as both fringe and group benefits. Pre-requisites : FIN 530

### **FIN 537 - Advanced Topics in Estate Planning**

Hours: 3

Advanced topics in Estate Planning focuses on the efficient conservation and transfer of wealth, consistent with the client's goals. It is an advanced study of the legal, tax, financial and non-financial aspects of this process, covering topics such as trusts, wills, probate, advanced directives, charitable giving, wealth transfers and related taxes. Estate Planning explores the taxation of gifts, estates, and generation skipping transfers. The course includes the calculation of the gift tax, estate tax, and generation skipping transfer tax in consideration of applicable exclusions and deductions. Students are exposed to estate planning techniques such as lifetime transfers and gifting, charitable gifting, the utilization of trusts and partnerships, and postmortem planning. Prerequisites: FIN 530.

### **FIN 538 - Financial Planning Capstone**

Hours: 3

This is a comprehensive course that will require students to synthesize and apply all the elements of comprehensive financial planning. This course will integrate education planning, investment planning, retirement planning, estate planning, insurance planning, and tax planning with plan presentation. The final product should be a written financial plan and oral presentation that reflects graduate level understanding and application of all topics involved. Prerequisites: FIN 535, FIN 500, FIN 530.

### **FIN 540 - Advanced Financial Statement Analysis and Valuation**

Hours: 3

Financial Statement Analysis & Valuation - Three semester hours The goal of this course is to provide the analytical framework students need to scrutinize financial statements, whether they are (i) evaluating a company's stock price, (ii) determining valuations for a merger or acquisition, or (iii) calculating the value of a start-up company from the perspective of a venture capitalist. By understanding the dynamic nature of financial ratios and evaluating the trends in historical series, students will be able to interpret financial statements in today's volatile markets and uncertain economy, and allow them to get past the sometimes biased portrait of a company's performance.

### **FIN 550 - PORTFOLIO MANAGEMENT IN EXCEL**

Hours: 3

PORTFOLIO MANAGEMENT IN EXCEL - Three semester hours. A review of principles of portfolio management using Excel. There will be an emphasis on (1) Modern Portfolio Theory including the Black-Litterman Approach, and (2) Risk Management Strategies such as Portfolio Insurance, Immunization and Hedging. BLOOMBERG PROFESSIONAL® will be incorporated as much as possible. Prerequisites: FIN 510.

### **FIN 570 - Fin Mkts Instits & Instru**

Hours: 3

Financial Markets, Institutions and Instruments. Three semester hours. A study of structure and functions of financial markets and institutions focusing on political, social, regulatory and legal effects, as well as demographic diversity, ethical considerations and changing global financial conditions, in finance decision making. Prerequisite: Fin 304 or Fin 501.

**FIN 571 - International Business Finance**

Hours: 3

A study of international corporate finance within the global economic environment, including relationships between exchange rates and economic variables, risks, global working capital management, direct foreign investment, multinational capital budgeting and international financial markets. Prerequisites: Fin 304 or Fin 501.

**FIN 589 - Independent Study**

Hours: 4

Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisites: Consent of department head.

**FIN 595 - Applied Fin Research**

Hours: 3

Applied Financial Research - Three semester hours Different techniques of financial research is investigated and applied to financial data. Experience is gained in research problem definition to literature review, collecting and analyzing the data and plotting and interpreting the results.

**FIN 597 - SPECIAL TOPICS**

Hours: 1-4

Special Topics. One to four semester hours. Organized class. May be repeated when topics vary.

**FIN 599 - MS Finance Comp**

Hours: 0

**MGT****MGT 501 - Operations and Organizations**

Hours: 3

Operations and Organizations. Three semester hours. A study of the major design and operating activities of the goods-producing and services organizations that includes product and process design decisions, and basic quality, inventory and operations planning and control. The study also includes the basic managerial functions of planning, organizing, leading and controlling.

**MGT 522 - Electronic Commerce**

Hours: 3

Electronic Commerce. Three semester hours. This course addresses key business and strategic management applications relevant to the use of Internet technologies, including but not limited to Internet business models, customer interface, market communications, and valuation. Some exposure to technical issues will also be provided.

**MGT 527 - GLB/Strategic Management**

Hours: 3

A study of administrative processes and policy determination at the general management level through the use of case analysis. Course open to business majors only. Should be taken during semester of graduation.

**MGT 528 - Current Issues in Strategic Mg**

Hours: 3

Current Issues in Strategic Management. Three semester hours. This course addresses current issues in strategic management, including but not limited to such topics as competitive analysis, mergers and acquisitions, managerial ethics, global strategy, and corporate culture. Emphasis is placed on the development of critical thinking skills.

**MGT 537 - Strategic Mgt of Elec Commerce**

Hours: 3

Strategic Management of Electronic Commerce. Three semester hours. This course emphasizes the application of strategic management concepts to companies predominantly functioning in electronic commerce. It will include coverage of social, political, economic, and technological factors affecting the success or failure of electronic commerce ventures. Students will learn how to strategically analyze such ventures and identify strategic factors associated with their success.

**MGT 567 - Managing Groups & Teams**

Hours: 3

Managing Groups and Teams. Three semester hours. Techniques for managing individuals and groups in a supervisory situation are developed. Specific attention will be given to problems in communications, counseling and morale. Team building, the roles and

responsibilities of supervision in a team environment, and the roles and responsibilities of teams will be presented. Nature and use of teams in various forms and activities are emphasized.

### **MGT 581 - ENTREPRENEURSHIP**

Hours: 3

Entrepreneurship. Three semester hours. Starting and running new ventures and small/mid-size entrepreneurial organizations; components of comprehensive business plans and feasibility studies; perceptual processes of opportunity recognition; entrepreneurial innovation and creativity; assessing career interest in intrapreneurship and entrepreneurship; strategic gap analysis.

### **MGT 583 - Seminar in Leadership**

Hours: 3

Seminar in Leadership - Three semester hours This course provides an in-depth seminar emphasizing the development of organizational leadership as a discipline. It focuses primarily on the evolution of leadership thought and the application of the major models and theories associated with the various perspectives on leader behavior and subsequent follower outcomes

### **MGT 585 - Management & Organizational Behavior**

Hours: 3

This course provides an in-depth seminar emphasizing the development of the skills and knowledge required for successful managerial performance. It focuses on such areas as developing self awareness, creative problem solving, supportive communication, the use of power and influence, motivation techniques and managing conflict.

### **MGT 586 - Managing at the Edge**

Hours: 3

Managing at the Edge. Three semester hours. This seminar course provides an investigation companies using participatory management and unique organizational practices. Cases and current readings will provide the background for review of companies' practices which when compared to normal organizational practices may be characterized as radical, revolutionary, nontraditional, maverick, unorthodox, and visionary.

### **MGT 587 - Executive Development**

Hours: 3

Executive Development. Three semester hours. An in-depth seminar on the impact of current issues and environmental factors on management and organizations. The primary emphasis of the course is on the development of the skills and knowledge required for successful managerial performance. Prerequisite: Consent of instructor.

### **MGT 589 - Independent Study**

Hours: 4

Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisites: Consent of department head.

### **MGT 590 - GLB/Global Competitiveness**

Hours: 3

A study of those factors that contribute to the competitiveness of businesses, industries, and societies operating within a world economy. Primary focus is on the interaction of management, labor, and government policies.

### **MGT 591 - Quality Management**

Hours: 3

Quality Management Concepts and Tools. Three semester hours. Quality Management is a course in which students learn continuous improvement philosophies and methodologies. The focus is on the continuous improvement of processes, relationships, products and services. Students completing this course will be able to establish and improve process baselines in educational institutions, engineering and manufacturing organizations, healthcare facilities, financial institutions, governmental agencies, and service organizations, Examples of process baselines are safety, customer satisfaction, quality, cycle time, and on-time delivery.

### **MGT 592 - Current Issues in HRM**

Hours: 3

Current Issues in Human Resource Management. Three semester hours. This course provides an analysis of current human resource management issues emphasizing their impact on an organization's success.

### **MGT 594 - Transforming Organizations**

Hours: 3

Transforming Organizations. Three semester hours. This course examines issues related to organizational redesign and specifically to the changes processes used by organizations to respond to changes in internal and/or external environments. Sources of change, change

strategies and the analysis of change efforts on environments. Use of case analysis is incorporated into the course to provide an opportunity to apply the concepts and issues studied.

### **MGT 596 - Small Business Consulting**

Hours: 3

Small Business Consulting. Three semester hours. Students are provided an opportunity to work with a business on a consulting basis. Problem areas are identified and students, normally in teams, analyze the problem area(s) for the duration of the semester. At the conclusion, a formally written report is prepared and an oral presentation of the findings is made to the business owner. Prerequisite: Consent of the instructor.

### **MGT 597 - SPECIAL TOPICS**

Hours: 1-4

Special Topics. One to four semester hours. Organized class. May be repeated when topics vary.

## **MKT**

### **MKT 501 - Marketing Environment**

Hours: 3

Marketing Environment. Three semester hours. A study of the marketing environment of business with emphasis on major aspects of sociocultural, demographic, technological, global, legal, political, and ethical issues. The study of marketing emphasizes the functional areas of marketing including product and service selection and development, marketing channels, promotion, and pricing. Marketing research, consumer behavior, industrial buying and international implications are also considered.

### **MKT 521 - GLB/Marketing Management**

Hours: 3

A comprehensive study of the effective application of marketing strategies in international and domestic organizations. A case analysis approach and current professional literature are utilized. Prerequisite: Mkt 306.

### **MKT 545 - Small Bus. Brand Mgt**

Hours: 3

Small Business Brand Management - Three semester hours This course is a study of the core concepts of marketing as applied to small and medium sized enterprises (SMEs) with emphasis on effectively branding the business. It is designed to prepare students with the skills and requisite knowledge that are necessary to start and run a small business. You also are exposed to important business principles and tools that make the foundation of organizational settings. Pre-requisite: MKT 521

### **MKT 567 - Consumer Marketing**

Hours: 3

Consumer Marketing - Three semester hours This course is designed to provide MBA students with the KNOWLEDGE, UNDERSTANDING and/or APPRECIATION of the mindset of the global consumer. This involves looking into the dynamic environment of the consumer, the consumer buying process and the important psychological as well as sociological variables that influence and motivate today's global consumer. Pre-requisite: MKT 521

### **MKT 568 - Advertising and Promotion**

Hours: 3

Advertising and Promotion. Three semester hours. An extensive study of the managerial role of decision-making in the promotion of commercial products and services. Contemporary problems of adaptation and development of promotional programs will be analyzed by institutions, government, nonprofit organizations, and consumers with emphasis on the relationship of company goals, ethics, and evaluation methods. Prerequisite: Mkt 521 or 491.

### **MKT 571 - Business to Business Marketing**

Hours: 3

Business-to-Business Marketing. Three semester hours. This course gives students a thorough understanding of how key marketing concepts apply to institutional markets. Students will learn to develop an appreciation of the way standard marketing approaches can be modified to fit the needs of a customer base comprised of large corporations and entrepreneurial enterprises. The course focuses on the managerial process involved in identifying and evaluating marketing opportunities to effectively serve industrial markets.

### **MKT 572 - Seminar in Marketing Research**

Hours: 3

Seminar in Marketing Research. Three semester hours. This course emphasizes the analysis of marketing research information as an aid to decision making. It will provide students with a working knowledge of the analytical tools available to market researchers and managers. Techniques of data collection, evaluation of alternative sources of information, and the methods for evaluating data and

presenting results are covered. The course also deals with how to define information needs, the use of test marketing procedures and the role of models in decision making. Prerequisite: BA 595 or consent of instructor.

### **MKT 573 - Internet Marketing**

Hours: 3

Internet Marketing. Three semester hours. This course exposes students to key marketing applications relevant to the use of Internet technologies. The goal of the course is to give students the necessary background of concepts, technologies, and applications required for marketing-related activities in the rapidly growing electronic commerce industry. Example topic areas: Topics around which discussions may focus include: E-Corporation, Internet technologies, online advertising, online retailing, customer acquisition, customer service, and marketing to e-customers.

### **MKT 574 - CRM**

Hours: 3

Customer Relationship Management - Three semester hours This class will explore the opportunities and challenges presented by a popular business practice - Customer Relationship Management (CRM). CRM is considered the new "mantra" of marketing. It focuses on maximizing customer value. This is accomplished by the development and management of cooperative and collaborative relationships. MKT 521

### **MKT 586 - GLB/International Marketing**

Hours: 3

A study of the significance of international trade for imports and exports. Adaptation to different cultures and ethics for global competition in U.S. markets are extensively analyzed. Prerequisite: Mkt 521.

### **MKT 589 - Independent Study**

Hours: 3

Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisites: Consent of department head.

### **MKT 597 - SPECIAL TOPICS**

Hours: 1-4

Special Topics. One to four semester hours. Organized class. May be repeated when topics vary.

### **MKT 599 - Internship in Elec Commerce**

Hours: 3

Internship in Electronic Commerce. Three semester hours. This course provides the student with an opportunity to obtain professional experience in an electronic business under the direction of a university faculty member.

# College of Education and Human Services

Dr. Timothy Letzring, Dean

903-886-5181; Young Education North Building

The College of Education and Human Services houses five academic departments, including the Departments of Curriculum and Instruction; Educational Leadership; School of Nursing and Human Performance; Psychology, Counseling and Special Education; and School of Social Work. The departments offer programs of study that lead to bachelors, master's, and doctoral degrees.

## College Mission

College of Education and Human Services provides excellence driven programs that prepare student-scholars to become scientists, teachers, administrators, and practitioners who proactively address the transformational challenges of a complex digital environment and global society. We promote instructional engagement, responsive research, quality service, and active partnerships with external constituencies.

Graduate study in the College of Education and Human Services includes, but is not limited to, programs that prepare school administrators including principals, superintendents, and counselors. Master's degrees are also available in educational technology, health, kinesiology, and sports studies, psychology, special education, and social work. Details of each program may be accessed in the departmental division of this catalog:

- Counseling, MS, MEd, PhD
- Curriculum & Instruction, MS, MEd
- Early Childhood Education, MS\*, MEd\*, MA
- Educational Administration, MEd, EdD
- Educational Psychology, PhD
- Educational Technology Leadership, MS, MEd
- Educational Technology Library Science, MS, MEd
- Global E-Learning, MS
- Health, Kinesiology and Sports Studies, MS, MEd
- Higher Education, MS
- Higher Education Leadership, EdD
- Psychology, MS
- Reading, MA\*, MS\*, MEd\*
- Secondary Education, MA, MS, MEd
- Special Education, MA, MS, MEd
- Specialist in School Psychology, SSP
- Social Work, MSW
- Supervision, Curriculum & Instruction- Elementary Education, EdD
- The Art of Teaching, MEd

\* **Federation Program with University of North Texas and Texas Woman's University.**

The College of Education and Human Services offers master level Texas Education Agency approved programs leading to standard certification for teachers in bilingual education, early childhood education, elementary, middle level, and secondary. Additional areas of study for certification include trade and industrial education; and all-level certification in art, health, music, physical education, and special education.

Professional certificates available through Texas Education Agency approved programs in the following areas: career and technology education, educational diagnostician, master mathematics teacher (8-12), master reading teacher, reading specialist, school administrator (principal and superintendent), school counselor, and school librarian.

Program in the College of Education and Human Services are designed to allow the student to complete a master's degree while completing required coursework for teacher certification and professional certificates.



## Center for Educator Certification and Academic Services

Dr. Patricia Parrish, Interim, Director of Educator Preparation  
Young Education Building, 903-886-5182

### Admission

Application to an initial certification (e.g., Alternative Certification Program) or professional certification program should be made in the Center for Educator Certification and Academic Services. Formal admission into the graduate school and alternative certification program is required before Texas A&M University-Commerce can recommend the initial certificate be issued. Information regarding all Teacher Education/Certification Programs may be viewed at <http://www.tamuc.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/default.aspx>.

### Alternative Certification Program (Standard Teacher Certification)

(Provisional Admission)

1. Completion of the application located on the Center for Educator Certification and Academic Services website, <http://www.tamuc.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/default.aspx>
2. Payment of Application fee \$50 non-refundable application fee
3. Documented admission to the Graduate School
4. Bachelor's degree
5. Official transcripts
6. Minimum overall GPA of 2.5 in professional development and content teaching area with no grade below "C".
7. Acceptable scores on basic skill requirement or passing score on content test prior to admission.
8. Meet admission requirements for specific certificate and program area (see website for details).

### Teacher Education Program

(Full admission)

1. Meet provisional admission requirements.
2. Complete 30 hours of field based experience in a Texas Education Agency recognized classroom prior to internship.
3. Complete 80 hours of professional development training equivalent to 2 courses on teacher certification plan prior to internship
4. Successfully complete courses in the time frame listed on the certification plan and maintain a 3.0 GPA.
5. Meet highly qualified requirements through TExES or PACT and/or 24 semester hours (12 upper level) in content teaching area.
6. Complete 5 face-to-face workshops listed on certification plan.
7. Complete a successful internship in a Texas Education Agency recognized school through one of two options: Option 1 - One year paid internship as the teacher of record or Option 2 - one semester as an unpaid clinical/student teacher. If at any time the student resigns or is dismissed from employment, the student will be dismissed from the program.
8. Comply with the Texas Teacher Code of Conduct and exhibit professional behavior at all times.
9. Enroll, fund, and attend all prescribed coursework and training sessions in the designated semesters at the designated times. This includes demonstrating professionalism with being punctual and remaining in attendance for the entire training.
10. Comply with all practices, policies, and requirements lined in "Complete Program Guidelines."

After completion of all certification program requirements, students must apply for their standard certificate with the Texas Education Agency in a timely manner. Filing for certification is an online process.

### Requirements for a Texas Standard Teaching Certification

#### Alternative Certification

In order to successfully complete the Alternative Certification Program and receive recommendation for a Texas Standard Teaching Certificate, the following requirements must be met:

1. Continued admission and retention in the Teacher Education Program.
2. Successful completion of all program requirements, including all phases (pre-internship, internship, and post-internship), required GPAs, and appropriate tests (i.e., TExES, BTLPT, LOTE).
3. Principal Recommendation Form

Failure to receive the school district's recommendation will result in dismissal from the Texas Education Program.

## Professional Certificate Program

(Provisional admission)

1. Completion of the application located on the Center for Educator Certification and Academic Services website, <http://www.tamuc.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/default.aspx>.
2. Payment of application fee, \$50 non-refundable application fee
3. Documented full admission to the Graduate School.
4. Official copy of all graduate transcripts conferring master's degree (if applicable).
5. Professional recommendation from an appropriate person from the educational sector, i.e., principal, supervisor, director, superintendent.
6. A current copy of the Texas teaching certificate (Principal, Educational Diagnostician and Master Reading Teacher only) or professional certificate plan leading to teacher certification.

## Professional Certificate Program

(Completion)

In order to successfully complete the Professional Certification Program, the following are required:

1. A minimum grade-point average of 2.5 for Counseling, 3.0 for School Principal/Superintendent and School Librarian, 3.25 for Reading Specialist and 3.5 for Educational Diagnosticians in the coursework applied toward the professional certification. Only grades "C" or better will be accepted toward certification.
2. Successful completion of the appropriate state certification exam(s).
3. The completion of all departmental requirements for certification.
4. Teacher Service record indicating 2 years of acceptable teaching experience (3 years are required for Master Reading Teacher).

## Curriculum and Instruction

Martha Foote (Department Head)

Location: Education South, 903-886-5537

Curriculum and Instruction Web Site:

<http://www.tamuc.edu/academics/colleges/educationHumanServices/departments/curriculumInstruction/default.aspx>

Dr. Martha Foote, Department Head

The Department of Curriculum and Instruction holds as its central mission the study of curriculum and instructional design and its implementation at all levels of education. To realize a broad range of curricular aims and goals, the department engages in rigorous study of teaching and learning to enhance teaching effectiveness. Five strands of emphasis at the graduate level include:

1. Offering masters and doctoral degree programs.
2. Being actively involved in the public schools for mutually beneficial purposes, i.e., updating and enhancing skills of current teachers while allowing departmental faculty to remain current with public school trends and issues.
3. Offering doctoral programs that develop effective teacher educators through research and intensive study of learning paradigms and instructional strategies.
4. Promoting within faculty and students rigorous scholarship as they participate in basic and applied research, educational program development, and implementation and dissemination of knowledge in enlightening and utilitarian ways.
5. Providing courses to support teaching certification at the graduate level.

## Programs of Graduate Work

The department offers the following certificates, specializations and degrees:

### *Master's and Doctoral Degree Programs*

- Master's Degree in Early Childhood Education (MA, MEd and MS)
- Master's Degree in Curriculum and Instruction (MEd and MS)
- Master's Degree in Reading (MA, MEd and MS)
- Master's Degree in Secondary Education (MEd and MS)
- Master's Degree in The Art of Teaching (MEd)
- Doctoral Degree in Supervision, Curriculum and Instruction Elementary (EdD)

### *Graduate Level Certifications*

The department offers the following certificates, specializations and degrees.

- Courses leading to EC-6, 4-8, 7 or 8-12 (see Alternative Certification Program)
- Reading Specialist Certificate
- Master Reading Teacher Certificate
- All Level Gifted and Talented Certificate
- EC-6 Bilingual Education Certificate
- EC-6 English as a Second Language (ESL) Certificate

Students pursuing initial teacher certification for teaching in the elementary, middle, or secondary level schools in Texas may complete courses at the graduate level to support their initial teacher certification once they have been admitted to the Alternative Certification Program. For information about the Alternative Certification program please, visit the Center for Educator Certification and Academic Services website at: [www.tamuc.edu/teacher](http://www.tamuc.edu/teacher).

Students may qualify for these certificates as they progress through the normal program for the master's degree, provided the student has the Provisional or Standard Teaching Certificate, has the appropriate teaching experience, receives barcode approval, and successfully completes an appropriate TExES exam.

## Curriculum and Instruction MEd/MS

The Masters of Education (MEd) Degree in Curriculum and Instruction is for certified teachers interested in the improvement of classroom teaching through advanced studies in the content and methodology of subjects taught in K - 12 classrooms. The major in curriculum and instruction, available primarily to experienced teachers, prepares graduates to

1. improve student engagement and teaching effectiveness and
2. qualify for leadership positions in settings for which the master's degree is required.

A graduate with a major in curriculum and instruction should possess knowledge of the research and literature in education, curriculum and instructional design, effective teaching practices, and the teaching of diverse students.

The Master of Science (MS) Degree in Curriculum and Instruction is intended for those who do not have teacher certification but wish to include graduate certification courses as part of their master's degree program.

- [Curriculum & Instruction Admission Requirements](#)

## Early Childhood Education MEd/MS/MA

The MEd degree in Early Childhood Education is for certified teachers interested in the human growth and development of young children, birth through age eight years, and in the improvement of teaching young children through advanced studies in the content and methodology of the subjects taught in preschools through grade three. The MS degree in Early Childhood Education is for those who do

not have teacher certification but interested in studying child development leadership, learning theories, and developmentally appropriate practice. The Master of Arts in Early Childhood Education is primarily for those graduate students who would like to write a thesis in the field of early childhood. The study of a foreign language is also required. The major in early childhood education prepares graduates for careers in both public and private educational settings in which the primary focus is on the education of young children between the ages of three and eight. A graduate with a major in early childhood education should possess knowledge in these areas: cognitive, socio-emotional, and physical development of children ages birth to eight, curriculum theories and instructional design, effective instructional approaches for young children, teacher research and documentation of children's learning, and developmentally appropriate practice and authentic assessment of young children.

Professional educators who hold the provisional or standard EC-4 or EC-6 teaching certificate may earn the Master of Education degree in Early Childhood Education. Individuals who do not hold a teaching certificate may earn a Master of Science in Early Childhood Education.

- [Early Childhood Education Admission Requirements](#)

## Reading MEd/MS/MA

The MEd degree in Reading is primarily for certified teachers interested in advanced studies in literacy learning, with emphasis on both developmental and remedial reading and writing instruction prekindergarten through grade 12. The MEd in Reading Program can lead to an All-Level Reading Certification and Master Reading Teacher Certification. The MS in Reading is primarily for those who seek a program that focuses their coursework on content directly related to the teaching of literacy but do not have teacher certification. The Master of Arts in Reading is primarily for certified teachers interested in literacy's role in the development of learning and would like to do a thesis in the area of literacy. The study of a foreign language is also required. The major in reading prepares graduates for careers in both public and private educational settings in which the primary focus is on teaching, supervising, or directing literacy learning in developmental, remedial, and/or enrichment settings. A graduate with a major in reading should possess knowledge of the physiological and psychological growth of children, research literature in literacy learning, and in the ability to diagnose, prescribe, instruct, and evaluate learners in the area of listening, reading, speaking, writing, and other skills related to literacy.

- [Reading Admission Requirements](#)

## Secondary Education MEd/MS

The MEd in Secondary Education is for certified teachers interested in the improvement of education through advanced studies of curriculum and instruction in secondary education. The major in Secondary Education prepares graduates to

1. improve student engagement, classroom management and teaching effectiveness and
2. qualify for leadership positions in settings for which the masters is required.

A graduate with a major in secondary education should possess knowledge of the research and literature in secondary education, curriculum and instructional design, effective teaching practices, philosophical systems in education, and excellence and equity in teaching for all students. Individualized degree plans may be developed to prepare teachers for designing classroom instruction and curriculum for curriculum for advanced and at-risk learners.

The MS is primarily for those interested in the Masters in Secondary Education who either do not have teacher certification or whose content area specialization is in an area of the sciences.

- [Secondary Education Admission Requirements](#)

## Art of Teaching MEd

The MEd in The Art of Teaching is designed for graduate students who would like to obtain teacher certification and a master's degree in education. The degree is designed to assist professionals wishing to enter the field of secondary education to obtain the necessary knowledge and skills to promote effective teaching in their respective field. The program will focus on evidenced-based learning, curriculum and instructional design, and pedagogy for teaching in K-12 schools. This 30 hour graduate program targets primarily individuals with bachelor's degrees in content areas taught in K-12 schools such as math, sciences, English, history, etc., and who wish to become prepared for careers in teaching. It is limited to students who are completing a year-long residency with intensive mentoring from the public school mentors and university liaison. The Master of Education in the Art of Teaching program objective includes providing a rigorous and relative curriculum allowing the student to complete certification requirements and earn a Master's degree.

The essay to be submitted as part of the application packet must answer the following questions:

1. What specific knowledge do you hope to acquire through the program?
2. How will this degree increase your effectiveness as an educator?
3. [The Art of Teaching Admission Requirements](#)

## Admission

### *Master of Education, Master of Arts, Master of Science*

Admission to a graduate program is granted by the Dean of Graduate Studies upon the recommendation of the department. Review each Admission link above for specific requirements for each program.

1. Application Procedures. Applications may be accessed on-line at [www.tamuc.edu/gradschool](http://www.tamuc.edu/gradschool). They are also available at our Commerce, Navarro, Mesquite Metroplex, or Collin College campuses.
2. Admission Requirements.
  1. Application to the Graduate School
  2. Official undergraduate transcript with a 2.75 GPA overall or 3.00 on the last 60 undergraduate hours.
  3. One of the following: Proof of a current valid Texas teaching certificate; Passing scores on ExCET or TExES, or PPR; acceptable GRE score; or Official transcript of a completed master's degree with a least a 3.00 GPA.  
If a student does not meet the above criteria, he/she must provide an official bachelor's transcript from a regionally accredited institution and the following:
    1. Portfolio
    2. Two letters of reference
3. Prerequisites. In addition to those elements listed in the "Policy for Admission to Candidacy," undergraduate prerequisites for graduate majors and minors are currently in force:
  1. Graduate Majors: Only candidates holding at least a provisional or standard teaching certificate or whose graduate program includes courses for meeting requirements of an official certification plan may be admitted to candidacy for an advanced degree.
  2. Graduate Minors: The head of the Department of Curriculum and Instruction through his/her standing committee on admissions will determine whether the minimum number of courses required by the catalog for a minor in curriculum and instruction will enable the candidate to function effectively in the field. This will be based upon each individual's professional preparation and experience.

## Supervision, Curriculum, and Instruction—Elementary Education EdD

Admission details are listed in the section "Admission to Doctoral Degree Programs" earlier in the general section of this catalog.

Admissions to the SCI Doctoral Program in the Department of Curriculum and Instruction will occur twice each year: once in the fall semester and once in the spring semester. First, applicants should contact the Department of Curriculum and Instruction's office to place their name on the new applicant's list. This allows applicants to receive emails for information sessions and interview times. Applicants interested in applying must have at least 3 years of K-12 teaching experience. Applicants must attend a doctoral information session to be considered for admission. During the information session, the applicants will complete a departmental writing sample. To apply, applicants should contact the Department of Curriculum and Instruction's office to place their name on the new applicant's list. Additionally, the applicant must complete the graduate office application process and complete an interview with a committee of doctoral faculty members. Applicants will be rated by the members of the doctoral faculty committee on various aspects of the application package, including the writing sample, the admissions interview, and items required to be submitted by the graduate school.

Once the applicant has been fully admitted to the Supervision, Curriculum, and Instruction (SCI)-ELED doctoral program and notified by the Graduate School, students must complete a departmental orientation session in which the applicant will receive information about requirements for completing the residency plan, learn more about courses and course schedules, and have an initial degree plan developed by a doctoral faculty member.

### Degree and Certification Requirements

The following undergraduate prerequisites for graduate majors and minors are currently in force:

**Graduate Majors:** Only candidates holding at least a provisional or standard teaching certificate or whose graduate program includes courses for meeting requirements of an official certification plan may be admitted to candidacy for an advanced degree with a major in curriculum and instruction.

**Graduate Minors:** The head of the Department of Curriculum and Instruction through his/her standing committee on admissions will determine whether the minimum number of courses required by the catalog for a minor in curriculum and instruction will enable the candidate to function effectively in the field. This will be based upon each individual's professional preparation and experience.

## **Professional Certificates and Certifications**

### *Alternative Certification Program*

Students pursuing teacher certification as a graduate student should contact the Center for Educator Certification and Academic Services at 903-468-8186 for admission requirements. Some of the graduate-level courses may be counted toward a master's degree. Visit [www.tamuc.edu/teacher](http://www.tamuc.edu/teacher) for more information.

### *Professional Certificates: Reading Specialist and Master Reading Teacher Certificate*

Students who complete the program of study for the Reading Specialist Certificate should possess the competencies necessary to earn the master's degree; teach reading in prekindergarten through grade 12; development, remedial or clinical settings; supervise or direct reading programs; and qualify for professional positions in the State of Texas for which the Reading Specialist Certificate is required.

### *All Level Gifted & Talented Certificate*

Texas A&M University-Commerce offers an All Level Gifted and Talented graduate certificate which prepares students for the TExES exam certification in Gifted/Talented Education.

Students who complete the program of study for the Master Reading Teacher Certificate should have a Texas Provisional or Standard Teaching Certificate, at least three years of teaching experience, and completed coursework required for certification.

### *Certifications in EC-6 Bilingual Education and EC-6 English as a Second Language*

For teachers who hold or qualify for the Provisional or Standard Teaching Certificate, the Department of Curriculum and Instruction offers programs leading to certifications in Bilingual Education and English as a Second Language.

Students who complete the Bilingual Education program of studies should

1. possess the competencies necessary to teach, both in English and in Spanish, students in prekindergarten and elementary grades whose dominant language is Spanish and
2. meet the qualifications required by the State of Texas for appointment to such positions.

Those who complete the English as a Second Language (ESL) program of study should

1. possess the competencies necessary to teach English to students in prekindergarten through grade 12 whose dominant language is other than English and
2. meet the qualifications required by the State of Texas for appointment to such positions.

## **Degree and Certification Requirements**

The following undergraduate prerequisites for graduate majors and minors are currently in force:

### *Graduate Majors*

Only candidates holding at least a provisional or standard teaching certificate or whose graduate program includes courses for meeting requirements of an official deficiency plan may be admitted to candidacy for an advanced degree with a major in elementary education.

## Graduate Minors

The head of the Department of Curriculum and Instruction through his/her standing committee on admissions will determine whether the minimum number of courses required by the catalog for a minor in elementary education will enable the candidate to function effectively in the field. This will be based upon each individual's professional preparation and experience.

## Master's Degrees

Several master's degree plan options are presented. In certain cases courses may be substituted for those listed but only with the permission of the major advisor. A field-based Master's Degree in Curriculum and Instruction and Secondary Education is available to cohort groups in some school districts and many courses in the Alternative Certification Program can be included as coursework toward the Master's Degree (see Program Admissions for a Degree Plan).

The Curriculum and Instruction, Early Childhood Education and Reading master's degree are available online as well.

**Note:** The Department reserves the right to suspend from the program any student who in the judgment of the departmental graduate committee, does not meet the professional expectations of the field.

## Curriculum and Instruction MEd

The Masters of Education (MEd) degree in Curriculum and Instruction is for Texas certified teachers interested in the improvement of classroom teaching through advanced studies in the content and methodology of subjects taught in elementary classrooms. The major in curriculum and instruction, available primarily to experienced teachers, prepares graduates to

1. improve student engagement and teaching effectiveness and
2. qualify for leadership positions in settings for which the master's degree is required, and
3. teach at the community college or dual credit classes at the high school level.

A graduate with a major in curriculum and instruction should possess knowledge of the research and literature in curriculum and instruction, curriculum and instructional design in subjects taught in elementary schools, effective teaching practices, and the teaching of students who are culturally diverse.

## Master of Education in Curriculum and Instruction (Option II) Non-Thesis

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### Part A. Required Core Courses (9 semester hours).

#### Must complete Part A before taking comprehensive examination.

<a href="#">EDCI 538</a>	Classroom Mgmt for Tchrs	3
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<a href="#">EDCI 559</a>	Diversity & Equity in Edu	3
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<a href="#">EDCI 595</a>	Research Lit Tech	3
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### Part B. Support Courses (9-27 semester hours)

<a href="#">EDCI 500</a>	Issues in Education	3
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<a href="#">ELED 524</a>	Lang Arts Curr Grds 1-8	3
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<a href="#">EDCI 529</a>	Workshop (Limit one 529 course in part B, titles vary)	3-6
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or <a href="#">ELED 529</a>	Workshop	
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<a href="#">ELED 530</a>	Math Curr Grades 1-8	3
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<a href="#">EDCI 519</a>	Response to Intervention Applied to Exceptional Learners	3
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<a href="#">EDCI 535</a>	Ldrshp & Supv in Sch	3
<a href="#">EDCI 575</a>	Differentiated Instruction	3
<a href="#">ELED 545</a>	Issues in Dev Elem Curriculum	3
<a href="#">ELED 557</a>	Soc Studies Curr Grds 1-8	3
<a href="#">ELED 558</a>	Sci Curriculum Grades 1-8	3
<a href="#">EDCI 597</a>	Special Topics (Limit one 597 course in part B, titles vary)	1-4
or <a href="#">ELED 597</a>	Special Topics	
<b>Part C. Alternative certification courses and/or electives and/or specialization courses can be used to complete 36 total hours in the degree.</b>		
<b>Total Hours</b>		<b>36</b>

\* Approved electives must be sufficient to meet the 36-hour minimum program for the master's degree. Electives may be taken in studies within the Department of Curriculum and Instruction (early childhood, curriculum & instruction, reading, and secondary education) or in other departments within the College of Education or departments outside the college. Electives do not need to be concentrated in any particular discipline. However if the student desires a minor field of study in a specific discipline, at least 12 semester hours must be taken in that declared minor area. Approved disciplines for minor studies include art, biology, early childhood education, physical sciences, English, health, history, mathematics, music, foreign languages, health, kinesiology and sports studies, reading, speech, and theatre arts.

Students must also pass a written comprehensive exam.

## Master of Science in Curriculum and Instruction (Option II) Non-Thesis

The Master's Science (MS) degree in Curriculum and Instruction is designed more specifically for graduate students who are seeking their initial certification through the alternative certification (AC) program and who wish to use those graduate courses in the AC program as part of their master's degree program. The curriculum also involves a minimum of 36 semester hours of study, 18 hours minimum in the major and the remaining hours as electives to complete the 36 hour program. The suggested outline of studies is as follows.

### Part A. Required Core Courses (9 semester hours)

<a href="#">EDCI 538</a>	Classroom Mgmt for Tchrs	3
<a href="#">EDCI 559</a>	Diversity & Equity in Edu	3
<a href="#">EDCI 595</a>	Research Lit Tech (3 semester hours required)	3

### Part B. Required Support Courses (9-12 semester hours)

<a href="#">ELED 524</a>	Lang Arts Curr Grds 1-8	3
<a href="#">ELED 530</a>	Math Curr Grades 1-8	3
<a href="#">ELED 557</a>	Soc Studies Curr Grds 1-8	3
<a href="#">ELED 558</a>	Sci Curriculum Grades 1-8	3

### Part C. Electives (15-18 semester hours)

<b>Graduate courses taken in the Alternative Certification Program and/or other electives. Students may take any advisor</b>	<b>15-18</b>
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approved electives.

<b>Total Hours</b>	36
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Approved electives must be sufficient to meet the 36-hour minimum program for the master's degree. Electives may include graduate courses taken as part of the Alternative Certification (AC) program, in other studies within the Department of Curriculum and Instruction (early childhood, curriculum & instruction, reading, and secondary education) or in studies in other departments within the College of Education or departments outside the college. Electives do not need to be concentrated within any particular discipline. However, if the student desires a minor field of study in a specific discipline, at least 12 semester hours must be taken in that declared minor area.

Students must also pass a written comprehensive exam.

## Master of Education in Early Childhood Education (Option II) Non-Thesis

The curriculum for the Master of Education in Early Childhood Education (MEd) involves a minimum of 36 semester hours of study, 24 semester hours of which must be in ECE & EDCI (degree program for individuals with a Texas teaching certificate). The outline of studies is as follows:

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### Required courses in the major (21 semester hours)

<a href="#">ECE 535</a>	Math Sci Social Stud Curr	3
<a href="#">ECE 536</a>	LITERACY DEV IN THE EARLY YRS	3
<a href="#">ECE 537</a>	Creative Expression in the Art	3
<a href="#">ECE 538</a>	Clrm Management Tchrs	3
<a href="#">ECE 548</a>	Dsgn Inquiry-Based Lrng	3
<a href="#">ECE 560</a>	Early Child Curric Design	3
<a href="#">ECE 561</a>	Child Development	3

### Research

<a href="#">EDCI 595</a>	Research Lit Tech (3 semester hours required)	3
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### Required Support Courses (6 semester hours)

<a href="#">BLED 501</a>	GLB/Theoretical Foundations of Bilingual/ESL Education	3
<a href="#">EDCI 559</a>	Diversity & Equity in Edu	3

### Electives

<b>Approved Electives - 6 semester hours from any graduate courses in the department, college or university other than ECE courses.</b>	6
<b>Total Hours</b>	36

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## Master of Science in Early Childhood Education (Option II) Non-Thesis

The curriculum for the Master of Science in Early Childhood Education involves a minimum of 36 semester hours of study, 24 semester hours of which must be in ECE & EDCI (degree program for individuals without a Texas teaching certificate). The outline of studies is as follows:

<b>Required courses in the major (21 semester hours)</b>		
<a href="#">ECE 535</a>	Math Sci Social Stud Curr	3
<a href="#">ECE 536</a>	LITERACY DEV IN THE EARLY YRS	3
<a href="#">ECE 537</a>	Creative Expression in the Art	3
<a href="#">ECE 538</a>	Clsm Management Tchrs	3
<a href="#">ECE 548</a>	Dsgn Inquiry-Based Lrng	3
<a href="#">ECE 560</a>	Early Child Curric Design	3
<a href="#">ECE 561</a>	Child Development	3
<b>Research</b>		
<a href="#">EDCI 595</a>	Research Lit Tech (3 semester hours required)	3
<b>Required Support Courses (6 semester hours)</b>		
<a href="#">BLED 501</a>	GLB/Theoretical Foundations of Bilingual/ESL Education	3
<a href="#">EDCI 559</a>	Diversity & Equity in Edu	3
<b>Electives</b>		
<b>Approved electives - 6 semester hours from any graduate courses in the department, college or university other than</b>		<b>6</b>
ECE.		
<b>Total Hours</b>		<b>36</b>

### *Written Comprehensive Examination in Early Childhood Education*

Courses for which students will be responsible on the master's written comprehensive examination include: ECE 535, ECE 536, ECE 537, ECE 538, ECE 548, ECE 560, ECE 561, and EDCI 559.

## **Reading MA**

The curriculum for the Master of Arts in Reading involves a minimum of 36 semester hours of study, 18 of which must be in RDG. The study of a foreign language is required to receive a Master of Arts degree. For more information please refer to requirements for the [Master's/Specialist Degree](#). The outline of study is as follows:

### **Master of Arts in Reading (Option I) Thesis**

#### **Option I Thesis**

<a href="#">EDCI 518</a>	Thesis (6 semester hours required)	6
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**Only 6 semester hours of credit for 518 per degree will be given upon satisfactory completion of the requirement**

#### **Required Reading Courses (18 semester hours)**

<a href="#">RDG 520</a>	Literacy and Instruction I	3
<a href="#">RDG 521</a>	Literacy & Instruction II	3

<a href="#">RDG 523</a>	Promoting Literacy Through Language Acquisition and Development	3
<a href="#">RDG 528</a>	Integrating Writing	3
<a href="#">RDG 540</a>	Content Area Reading	3
<a href="#">RDG 562</a>	Critical Issues in Lit Edu	3
<b>Support Courses (12 semester hours)</b>		
<b>The remaining 12 semester hours must be approved by a Reading Advisor in the Department of Curriculum and Instruction</b>		12
<b>Total Hours</b>		36

## Master of Arts in Reading (Option II) Non-Thesis

<b>Required Reading Courses (18 semester hours)</b>		
<a href="#">RDG 520</a>	Literacy and Instruction I	3
<a href="#">RDG 521</a>	Literacy & Instruction II	3
<a href="#">RDG 523</a>	Promoting Literacy Through Language Acquisition and Development	3
<a href="#">RDG 528</a>	Integrating Writing	3
<a href="#">RDG 540</a>	Content Area Reading	3
<a href="#">RDG 562</a>	Critical Issues in Lit Edu	3
<b>Research</b>		
<a href="#">EDCI 595</a>	Research Lit Tech (3 semester hours required)	3
<b>Support Courses (15 semester hours)</b>		
<b>The remaining 15 semester hours must be approved by a Reading Advisor in the Department of Curriculum &amp; Instruction.</b>		15
<b>Total Hours</b>		36

Note: The study of a foreign language is required to receive a Master of Arts degree. For more information please refer to requirements for the [Master's/Specialist Degree](#).

## Master of Science in Reading (Option II) Non-Thesis

The Reading Master's degree program for individuals without a teaching certificate.

The curriculum for the Master of Science in Reading involves a minimum of 36 semester hours of study. The outline of study is as follows:

<b>Required Reading Courses (24 semester hours)</b>		
<a href="#">RDG 520</a>	Literacy and Instruction I	3

<a href="#">RDG 521</a>	Literacy & Instruction II	3
<a href="#">RDG 523</a>	Promoting Literacy Through Language Acquisition and Development	3
<a href="#">RDG 528</a>	Integrating Writing	3
<a href="#">RDG 540</a>	Content Area Reading	3
<a href="#">RDG 560</a>	Literacy Assessment	3
<a href="#">RDG 562</a>	Critical Issues in Lit Edu	3
<a href="#">RDG 567</a>	Practicum in Organizing for Effective Literacy Instruction in Elementary, Middle, and High School	3
<b>Support Courses</b>		
<b>9 semester hours from any content area studied by or valuable to K-12 schools</b>		<b>9</b>
<b>Research</b>		
<a href="#">EDCI 595</a>	Research Lit Tech (3 semester hours required)	3
<b>Total Hours</b>		<b>36</b>

## Master of Education in Reading (Option II) Non-Thesis

The Reading Master's degree program for certified teachers.

The curriculum for the Master of Education in Reading involves a minimum of 36 semester hours of study. The outline of study is as follows:

<b>Research</b>		
<a href="#">EDCI 595</a>	Research Lit Tech (3 semester hours required)	3
<b>Required Reading Courses (24 semester hours)</b>		
<a href="#">RDG 520</a>	Literacy and Instruction I	3
<a href="#">RDG 521</a>	Literacy & Instruction II	3
<a href="#">RDG 523</a>	Promoting Literacy Through Language Acquisition and Development	3
<a href="#">RDG 528</a>	Integrating Writing	3
<a href="#">RDG 540</a>	Content Area Reading	3
<a href="#">RDG 560</a>	Literacy Assessment	3
<a href="#">RDG 562</a>	Critical Issues in Lit Edu	3
<a href="#">RDG 567</a>	Practicum in Organizing for Effective Literacy Instruction in Elementary, Middle, and High School	3
<b>Support Courses (9 semester hours)</b>		
<b>Support courses may be substituted with advisor approval</b>		
<a href="#">ELED 545</a>	Issues in Dev Elem Curriculum	3
<a href="#">ELED 524</a>	Lang Arts Curr Grds 1-8	3

<a href="#">PSY 545</a>	Developmental Psychology	3
<b>Total Hours</b>		36

## Master Reading Teacher Certificate

The requirements for this certificate may be met as part of the master's degree in Reading. Graduate reading courses specifically supporting Master Reading Teacher certification include [RDG 520](#), [RDG 521](#), and [RDG 523](#) in addition, 160 hours of observation/clinical experience must be completed and documented. Students who complete the program of study for the Master Reading Teacher Certificate should have a Texas Provisional or Standard teaching certificate, at least 3 years of teaching experience, and must pass the State Certification exam (TExES) for the MRT certificate. Interested students should consult a departmental advisor for more details.

## Reading Specialist Certificate

This certificate requires the core courses for a master's degree in reading, two professional development courses, two support area courses (linguistics and multicultural awareness), 3 years of teaching experience in an accredited school and a passing score on the TExES exam. This plan must be approved by an advisor in reading and should be filed as soon as possible after initiation of the program of study to ensure that the program planned meets the certification requirements. An overall grade point average of 3.25 in all certificate coursework is required. The requirements for this certificate may be met as part of the master's degree program of studies or in addition to it. Please consult a departmental advisor for details.

## Master of Education in Secondary Education (Option II) Non-Thesis

The curriculum for the Masters of Education Degree (MEd) in Secondary Education requires minimum of 36 semester hours of study, 18 hours of which must have a SED or EDCI prefix. The Secondary Education MEd is for certified teachers. The outline of courses is as follows:

<b>Research</b>		
<a href="#">EDCI 595</a>	Research Lit Tech (3 semester hours required)	3
<b>Required Core (9 semester hours)</b>		
<a href="#">SED 513</a>	Secondary Schl Curriculum	3
<a href="#">SED 521</a>	Models of Tchng Sec Schl	3
<a href="#">SED 528</a>	Philosophy of Education	3
<b>SED Courses</b>		
<b>Plus two to four graduate level SED courses to be selected in consultation with advisor</b>		6-12
<b>Electives</b>		
<b>Plus four to six graduate level electives</b>		12-18
<b>Total Hours</b>		36

Approved electives must be sufficient to meet the 36-hour minimum program for the master's degree. Electives may be taken in studies with the Department of Curriculum and Instruction (EDCI), early childhood, curriculum & instruction, reading, secondary education, gifted education, bilingual education and ESL or studies in other departments within the College of Education and Human Services (COEHS) or departments outside the College of Education and Human Services (COEHS). Students may also choose to complete a concentration of 18 hours in one of the approved disciplines. If the student desires a minor field of study in a specific discipline, at least 12 semester hours must be taken in that declared minor area. Approved disciplines for minor study include art, biology, early childhood

education, physical sciences, English, health, history, mathematics, music, foreign languages, health, kinesiology and sports studies, reading, speech, and theatre arts.

## Master of Science in Secondary Education (Option II) Non-Thesis

The curriculum for the Master of Science Degree (MS) in Secondary Education requires a minimum of 36 semester hours of study, 18 hours of which must have a SED or EDCI prefix. The Secondary Education MS is for individuals who do not currently have a teaching certificate. The outline of courses is as follows:

<b>Research</b>		
<a href="#">EDCI 595</a>	Research Lit Tech (3 semester hours required)	3
<b>Core Requirements</b>		
<a href="#">SED 513</a>	Secondary Schl Curriculum	3
<a href="#">SED 521</a>	Models of Tchng Sec Schl	3
<a href="#">SED 528</a>	Philosophy of Education	3
<b>Graduate Level SED courses.</b>		
<b>Plus two to four graduate-level SED courses to be selected in consultation with advisor.</b>		6-12
<b>Graduate Level electives</b>		
<b>Plus four to six graduate-level electives outside SED</b>		12-18
<b>Total Hours</b>		36

## Electives

Approved electives must be sufficient to meet the 36-hour minimum program for the master's degree. Electives may be taken in studies with the Department of Curriculum and Instruction (EDCI), early childhood, curriculum & instruction, reading, secondary education, gifted education, bilingual education and ESL or studies in other departments, within the College of Education and Human Services (COEHS) or departments outside the College of Education and Human Services (COEHS). Electives do not need to be concentrated within any particular discipline. Students may also choose to complete a concentration of 18 hours in one of the approved disciplines which can lead to credentials for teaching dual credit courses in high schools. If the student desires a minor field of study in a specific discipline, at least 12 semester hours must be taken in that declared minor area. Approved disciplines for minor studies include art, biology, early childhood education, physical sciences, English, health, history, mathematics, music, foreign languages, health, kinesiology and sports studies, reading, speech, and theatre arts.

## The Art of Teaching MEd

The MEd in The Art of Teaching is designed for graduate students who would like to obtain teacher certification and a master's degree in education. The degree is designed to assist professionals wishing to enter the field of secondary education to obtain the necessary knowledge and skills to promote effective teaching in their respective field. The program will focus on evidenced-based learning, curricular and instructional design, and pedagogy for teaching in K-12 schools. This 30 hour graduate program targets primarily individuals with bachelor's degrees in content areas taught in K-12 schools such as math, sciences, English, history, etc., and who wish to become prepared for careers in teaching. It is limited to students who are completing a year-long residency with intensive mentoring from the public school mentors and university liaison. The Master of Education in the Art of Teaching program objective includes providing a rigorous and relative curriculum allowing the student to complete certification requirements and earn a Master's degree.

## Prerequisites

The Master of Education in the Art of Teaching candidate must hold a Bachelor of Science or Bachelor of Arts degree in a STEM area and meet all alternative certification program admission requirements including Basic Skills and 30 hours of classroom observation.

## Requirements

Admission to a graduate program is granted by the Dean of Graduate Studies upon the recommendation of the department. The candidate must be admitted into the A&M-Commerce graduate program and Alternative Certification program.

- A minimum of 30 SCH are required for the Master of Education in the Art of Teaching
- Student must complete his or her Master of Education in the Art of Teaching degree and certification within six (6) years of beginning the program.

**Note:** The Department reserves the right to suspend from the program any student who in the judgment of the departmental graduate committee, does not meet the professional expectations of the field.

## Coursework

A minimum of 30 semester credit hours (SCH) in professional development courses and a one-year paid internship in a Texas Education Agency approved school is required.

## Master of Education in the Art of Teaching (Option II) Non-Thesis

30 semester hours minimum

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Research		
<a href="#">EDCI 595</a>	Research Lit Tech (3 semester hours required)	3
Developmental Courses (27 semester hours)		
<a href="#">SED 521</a>	Models of Tchng Sec Schl	3
<a href="#">EDCI 514</a>	Mgmt & Curr Dev for Div Lnrs	3
<a href="#">EDCI 559</a>	Diversity & Equity in Edu	3
<a href="#">SED 513</a>	Secondary Schl Curriculum	3
<a href="#">SED 523</a>	Internship (6 semester hours required)	3
<a href="#">EDCI 517</a>	Rdg & Lrng in K-12 Cont Area	3
<a href="#">SED 528</a>	Philosophy of Education	3
<a href="#">EDCI 515</a>	Evidence-Based Teaching for Diverse Populations	3
<b>Total Hours</b>		<b>30</b>

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**Note:** A one-year paid internship in the applicant's teaching field as approved by the graduate adviser in the Department of Curriculum and Instruction.

## Bilingual Education Specialization

Students seeking bilingual education specialization must demonstrate advanced oral and written proficiency in both English and Spanish. If advanced Spanish proficiency is not demonstrated, students may be required to take additional Spanish language development courses or complete an immersion sequence.

Students majoring in related area, such as Curriculum and Instruction, Early Childhood Education, Reading or Secondary Education, may take 12-18 hours of specialization courses.

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### Specialization Courses (12 semester hours)

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<a href="#">BLED 501</a>	GLB/Theoretical Foundations of Bilingual/ESL Education	3
<a href="#">BLED 502</a>	Social & Academic Language Development for Bilingual Learners	3
<a href="#">BLED 503</a>	Bilingual Content Area Instruction	3
<a href="#">BLED 510</a>	Dual Language Assessment	3
<a href="#">BLED 529</a>	Workshop: Bil/ESL Educ	3
<a href="#">BLED 597</a>	Special Topics (No more than two 597's in this sequence.)	4
<b>Interdisciplinary Electives (6 semester hours)</b>		
<a href="#">ECE 529</a>	Wkshp Early Childhood Ed (Limit of one 529 in this sequence.)	1-6
or <a href="#">EDCI 529</a>	Workshop	
<a href="#">ECE 535</a>	Math Sci Social Stud Curr	3
<a href="#">ECE 536</a>	LITERACY DEV IN THE EARLY YRS	3
<a href="#">ECE 537</a>	Creative Expression in the Art	3
<a href="#">ECE 560</a>	Early Child Curric Design	3
<a href="#">ECE 561</a>	Child Development	3
<a href="#">ENG 555</a>	General Linguistics	3
<a href="#">ENG 557</a>	Teaching English as a Second/Other Language Methods I	3
<a href="#">ENG 558</a>	Sociolinguistics	3
<a href="#">ENG 562</a>	Psycholinguistics	3
<a href="#">EDCI 517</a>	Rdg & Lrng in K-12 Cont Area	3
<a href="#">RDG 520</a>	Literacy and Instruction I	3
<a href="#">RDG 528</a>	Integrating Writing	3
<a href="#">RDG 540</a>	Content Area Reading	3
<a href="#">SPA 505</a>	GLB/Childn's/Adolesnt Lit Spa	3
<a href="#">SPA 516</a>	GLB/Latin American Lit	3
<b>Total Hours</b>		<b>18</b>

## English as a Second Language (ESL) Specialization

Students seeking ESL specialization are not required to demonstrate proficiency in a language other than English, but are encouraged to develop any language skills they may have.

Students major in related area, such as Curriculum and Instruction, Early Childhood Education, Reading or Secondary Education, then they take 12-18 hours of specialization courses.

### Specialization Courses (12 semester hours)

<a href="#">ECE 529</a>	Wkshp Early Childhood Ed	1-6
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or <a href="#">EDCI 529</a>	Workshop	
<a href="#">ECE 535</a>	Math Sci Social Stud Curr	3
<a href="#">ECE 536</a>	LITERACY DEV IN THE EARLY YRS	3
<a href="#">ECE 537</a>	Creative Expression in the Art	3
<a href="#">ECE 538</a>	Clstrm Management Tchrs	3
<a href="#">ECE 560</a>	Early Child Curric Design	3
<a href="#">ECE 561</a>	Child Development	3
<a href="#">ENG 555</a>	General Linguistics	3
<a href="#">ENG 558</a>	Sociolinguistics	3
<a href="#">ENG 562</a>	Psycholinguistics	3
<a href="#">EDCI 517</a>	Rdg & Lrng in K-12 Cont Area	3
<a href="#">RDG 528</a>	Integrating Writing	3
<a href="#">RDG 540</a>	Content Area Reading	3
<b>Total Hours</b>		<b>12</b>

## All Level Gifted and Talented Certification

The All Level Gifted and Talented Certification program coursework prepares students for the TExES exam certification. These courses can be counted toward a master's degree in Secondary Education or Curriculum and Instruction. Some of the courses may count as electives in other Masters programs such as the Early Childhood Education master or the Reading masters.

### Requirements to complete certificate program.

<a href="#">EDCI 506</a>	Nature & Needs Gifted St	3
<a href="#">EDCI 507</a>	Tchnng Strat Gifted/TAL	3
<a href="#">EDCI 508</a>	Curric Dev for the Gifted	3
<a href="#">EDCI 509</a>	Trends Gifted Educ	3
<b>Total Hours</b>		<b>12</b>

#### Note:

Coursework must be completed at Texas A&M University-Commerce with a 3.0 GPA on all courses used for graduate certificate. **(No Substitutions)**

## EC-6 Bilingual Education and EC-6 English as a Second Language Certification

For teachers who hold or qualify for the Provisional or Standard Teaching Certificate, the Department of Curriculum and Instruction offers certification programs in EC-6 Bilingual Education and EC-6 English as a Second Language. Students who complete the Bilingual Education program of studies should

1. possess the competencies necessary to teach, both in English and in Spanish, students in prekindergarten and elementary grades whose dominant language is Spanish and
2. meet the qualifications required by the State of Texas for appointment to such positions.

Those who complete the English as a Second Language (ESL) program of study should

1. possess the competencies necessary to teach English to students in prekindergarten through grade 12 whose dominant language is other than English and
2. meet the qualifications required by the State of Texas for appointment to such positions.

## Supervision, Curriculum, and Instruction — Elementary Education EdD

Candidates for the degree must complete the Supervision, Curriculum, and Instruction Core coursework (27 hours as seen above), an emphasis area (18 hours), and the dissertation (12 hours) as well as the 15 hours of research tool courses for a total of 72 credit hours. Students without a master's degree or with a master's degree that is not appropriate to the selected area must complete an additional 15 semester hours of studies in a cognate area and 15 hours of approved electives, raising the total minimum to 90 semester hours, excluding the research tool courses.

In addition, the candidate must demonstrate proficiency in the use of research tools to the satisfaction of the major department. The candidate also must complete doctoral residency activities (examples are seen below with detailed information to satisfy this requirement).

Written comprehensive or qualifying examinations as well as oral examinations will be conducted in the major area of studies (SCI core requirements), the support area and, when applicable, in the cognate and elective areas. A minimum of 12 semester hours of [EDCI 718](#) Doct Dissertation is required.

### Departmental Doctoral Residency Policy

Each student is required to complete residency after admission to the doctoral program and prior to completing qualifying exams. Residency activities provides students with more in-depth experiences than occurs when students are simply enrolled in doctoral classes. Students have opportunities to work with other doctoral students and faculty members as colleagues in research projects that provide experience and training toward independent application of skills, which are commensurate with holders of doctoral degrees.

#### 1. 5 Areas of Residency

Below are 5 areas the residency plan should include, plus examples of activities that would fulfill each area.

1. Opportunities to become involved in events to broaden intellectual growth. For example:
  - Departmental Doctoral Email Network provides information about ongoing opportunities such as attendance at colloquiums, and opportunities for grant writing, opportunities to present at conferences, and opportunities to write for professional journals.
  - Doctoral Seminar Assignments provide springboards to activities such as: conducting research projects, writing and submitting manuscripts for publication, and proposing presentations at national or international conferences.
2. Access to a range of academic support resources required for scholarship in that discipline. For example:
  - Specific courses require spending time in the library to provide an understanding of how to access various electronic, paper, and people resources so that students understand how to conduct literature reviews.
  - Specific courses require accessing and developing web-based resources.
3. Opportunities for faculty members and student interactions that provide for the development of a mentoring-apprentice relationship and for a faculty evaluation of students. For example:
  - Doctoral faculty members and student social events provide opportunities for expressing research/writing interests, explaining current research/writing activities, and generally networking on common research/writing interests.
  - Doctoral faculty members invite students to research, write, edit, and teach as assistants, interns, or full-fledged collaborators.
  - Doctoral faculty members invite students to consult or present as assistants, interns, or full-fledged collaborators.
4. Involvement with cognate disciplines and research scholars in those disciplines. For example:
  - Students select options such as reading, mathematics education, early childhood, or other cognates and electives within The Texas A&M University System or Federation and connections with research scholars are facilitated by the doctoral coordinator, major adviser, and include doctoral faculty members.
  - Specific courses spend time on conference calls, web chats, and two-way interactive video to engage in discussion and network with a variety of scholars.
  - Doctoral faculty members consistently encourage and facilitate student membership in a variety of professional and scholarly organizations.
  - Doctoral faculty members consistently encourage/facilitate student attendance in a variety of professional and scholarly conferences.
5. Occasions for meaningful peer interactions among graduate students. For example:

- The Doctoral List Serve provides opportunities to receive and post information and create special interest groups.
- Chat rooms are created via the web for discussion related to particular courses and topics.
- Students are encouraged via seminar assignments to co-research, co-present at national conferences, and co-author manuscripts for publication. Peer support systems and study groups are formally and informally created by students.

## 2. Activities and experiences expected of the doctoral student:

Continuous involvement in activities like the following are expected every semester regardless of enrollment in coursework. While these vary widely, the intent of these activities is to provide the student with a more in-depth experience than occurs when students are simply enrolled in doctoral classes.

1. Research projects
2. Submission of manuscript to state or national journals for publication consideration
3. Staff development consultancies as a collaborator or an independent contractor
4. Attending professional conferences and/or study tours
5. Conference presenter (state, regional, and/or national)
6. Professional development presentations for schools and/or school districts
7. Teaching or Research Internship with a doctoral faculty member
8. Graduate assistant (GAT or GANT)
9. Ad-interim or adjunct instructor
10. Liaison in the field-based program
11. Webmaster of a home page
12. Grant writing
13. Formal report writing
14. Attending Federation meetings and/or guest speaker events
15. Peer review for conference proposals, manuscripts and/or grants
16. Other, to be determined by doctoral adviser and student

## 3. Determination of successful completion of residency and maintenance of documentation:

Information about the residency plan and how to maintain portfolio documentation will be initiated by the departmental doctoral coordinator collaboratively with the student during orientation. During orientation, students learn how to complete the residency documentation form and keep track of their activities. At least two activities should be completed per semester. In addition, during the first session of each doctoral course/seminar the instructor will explain how course requirements and/or projects can be incorporated into the completion of residency activities. The residency form should be signed by each course instructor during the semester the residency activity was completed. The residency form and the portfolio which contains the written documentation must be completed prior to admission to doctoral candidacy. The student is required to present the completed file of documentation to the major advisor and his/her committee prior to taking qualifying and oral exams. The major advisor and committee will be responsible for noting successful completion of the plan on the qualifying exam documentation sheet. Documentation will continue to remain on file in the departmental office for at least 5 years after the doctoral student has completed the doctoral degree.

### *Residency*

Each student is **required** to complete residency after admission to the doctoral program. Residency provides students with opportunities to work with other doctoral students and faculty members as colleagues in projects that provide experience and training toward independent application of skills commensurate with holders of doctoral degrees. The student will plan the residency activities with the approval of the major advisor.

#### **Note:**

The Department reserves the right to suspend from the program any student who, in the judgment of a duly constituted departmental committee, does not meet the professional expectations of the field.

## **Teacher Leadership in Bilingual ESL Instruction Graduate Certificate**

The Teacher Leadership in Bilingual ESL Instruction Graduate Certificate requires admission to the Graduate School and 12 semester hours of graduate courses from the following.

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### **Requirement to complete graduate certificate program.**

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<a href="#"><u>BLED 501</u></a>	GLB/Theoretical Foundations of Bilingual/ESL Education	3
<a href="#"><u>BLED 510</u></a>	Dual Language Assessment	3
<a href="#"><u>BLED 597</u></a>	Special Topics	4
<b>One course (3 sh) from the following:</b>		
<a href="#"><u>BLED 502</u></a>	Social & Academic Language Development for Bilingual Learners	3
<a href="#"><u>BLED 512</u></a>	Social and Academic Language Development in English for Bilingual Learners	3
<b>Total Hours</b>		<b>12</b>

**Note:**

Coursework must be completed at Texas A&M University-Commerce with a 3.0 GPA on all courses used for graduate certificate. (*No Substitutions*)

**Courses**

**BLED**

**BLED 501 - GLB/Theoretical Foundations of Bilingual/ESL Education**

Hours: 3

A critical analysis of the rationale for bilingual, multicultural education focusing on history, philosophy, and theory. The study and analysis of educational programs designed for English Language Learners including the native language and the ESL (English as a Second Language) components as well as a critical review of research on the effective implementation of bilingual/ESL programs

**BLED 502 - Social & Academic Language Development for Bilingual Learners**

Hours: 3

Analysis and application of research-based approaches to the development of oral and written language in English Language Learners that result in biliteracy and high academic achievement. Preparation and adaptation of holistic, thematically based materials and activities and critical evaluation of existing materials in Spanish. Prerequisites: BLED 501 or concurrent enrollment or instructor approval and advanced Spanish proficiency.

**BLED 503 - Bilingual Content Area Instruction**

Hours: 3

Analysis and application of methods, materials, and assessment instruments used in the teaching of language arts, math, science and social studies to bilingual students. Creation, formal presentation, and evaluation of thematic units delivered primarily in Spanish and others using sheltered ESL techniques delivered primarily in English. Prerequisites: BLED 501 or concurrent enrollment or instructor approval and advanced Spanish proficiency. Corequisites: BLED 501 : GLB/Theoretical Foundations of Bilingual/ESL Education

**BLED 504 - Technology Tools for Teaching English Language Learners**

Hours: 3

Students will apply knowledge of current educational technology to the teaching of English Language Learners. They will incorporate videos, podcasts and other instructional technologies into websites in linguistically and culturally appropriate ways to meet the needs and address the strengths of ELLs. Prerequisites: None.

**BLED 510 - Dual Language Assessment**

Hours: 3

Selection, evaluation and design of means for assessing the oral and written language proficiency and academic achievement of bilingual and ESL students. Critical review of standardized tests as well as alternative and informal assessment techniques and instruments, consideration of relationships between first and second language proficiency and academic achievement and sociocultural dimensions of testing and assessment.

**BLED 512 - Social and Academic Language Development in English for Bilingual Learners**

Hours: 3

Analysis and application of current approaches to oral and written language development in English that result in higher academic achievement for K-12 English Language Learners (ELLs). Students will assess the oral languages and literacy skills of ELLs and design,

evaluate, and modify/adapt commercial and research-based instructional materials to build on student strengths and meet identified needs. Prerequisite: BLED 501 or concurrent enrollment or instructor approval.

#### **BLED 513 - Advanced Sheltered Content Area Instruction**

Hours: 3

Analysis and application of second language acquisition research, theory, and pedagogical approaches to the teaching of math, science, social studies, and language arts in English to ESL students in K-12. Content-based ESL and sheltered instructional approaches, methods, and materials that meet state and local standards will be among those explored and experienced. Prerequisites: BLED 501 or concurrent enrollment or instructor approval.

#### **BLED 529 - Workshop: Bil/ESL Educ**

Hours: 3

Workshop in Bilingual/ESL Education Six semester hours may be applied to a graduate degree when topics vary. May be graded on a Satisfactory (S) or Unsatisfactory (U) basis. Prerequisite: BLED 501 or consent of the instructor.

#### **BLED 589 - Independent Study**

Hours: 4

Independent Study

#### **BLED 597 - Special Topics**

Hours: 4

Special Topics

#### **BLED 690 - Seminar in Bilingual/ESL Education**

Hours: 3

Seminar in Bilingual/ESL (English as a Second Language) Education In depth analysis of major topics of critical concern to the profession. Nine semester hours may be applied to a doctoral degree when topics vary. Prerequisite: Doctoral level standing or consent of the instructor.

### **CED**

#### **CED 589 - Independent Study**

Hours: 1-4

Independent Study - Hours: One to four Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. Prerequisites Consent of department head. Note May be repeated when the topic varies.

#### **CED 597 - Special Topics**

Hours: 1-4

Hours: One to four - Organized class Note May be graded on a satisfactory (S) or unsatisfactory (U) basis. May be repeated when topics vary

#### **CED 610 - Intro to Grad Statistics**

Hours: 3

Introduction to Graduate Statistics Course provides an introduction to statistical methods . It will include a basic introduction to research design, The use of SPSS will be integrated into the course. Content will include populations and samples, organizing and displaying data, probability, normal distribution, tests of significance, correlation and simple regression, Z and T test and Chi Square test. The course meets the requirements for a Level II research tool course

#### **CED 611 - Intermediate Grad Stat**

Hours: 3

Intermediate Graduate Statistics - Three semester hours This course is a 3 hour lecture class. The prerequisite is CED 610 or an equivalent introductory graduate course in statistics. This course provides additional training in statistics. It will cover basic statistical concepts of validity and reliability. It will include instruction in using and interpreting tests of statistical tests including: advanced correlational methods, multiple regression, t-tests, ANOVA, two-way factorial ANOVA, and selected nonparametric tests. The use of SPSS will be integrated into the course. Prerequisites : CED 610

#### **CED 697 - Special Topics**

Hours: 1-4

Special Topics

## **ECE**

### **ECE 529 - Wkshp Early Childhood Ed**

Hours: 1-6

Workshop in Early Childhood Education. Three to six semester hours. (Same as EIED 529) Content and credit hours vary. May be graded on a satisfactory (S) and unsatisfactory (U) basis.

### **ECE 535 - Math Sci Social Stud Curr**

Hours: 3

Math Science and Social Studies Curriculum. Three semester hours. A study of the content, methods, and theory appropriate for extending learnings in math, science and social studies. Emphasis is placed upon formulating programs which extend and integrate the learning experiences of young children. Pre- Kindergarten, Kindergarten, Grades 1, 2, and 3.

### **ECE 536 - LITERACY DEV IN THE EARLY YRS**

Hours: 3

Communication Skills: Listening, Speaking, Reading, and Writing. Three semester hours. Study of the acquisition and development of language in the early childhood years with emphasis on the content, methods and theory, appropriate for extending learnings in listening, speaking, reading and writing. Pre-Kindergarten, Kindergarten, Grades 1, 2, and 3.

### **ECE 537 - Creative Expression in the Art**

Hours: 3

Creative Expression in the Arts. Three semester hours. Study of the theory, content, and practice of integrating the performing arts into the curriculum design and the learning environments. Emphasis is placed on aesthetic development of young children through play, movement, music, visual art and creative dramatics.

### **ECE 538 - Clsrm Management Tchrs**

Hours: 3

Classroom Management for Teachers. Three semester hours. A study of current theories and practices of classroom management and discipline in early childhood, elementary, and middle school settings.

### **ECE 548 - Dsgn Inquiry-Based Lrng**

Hours: 3

The focus of this class is to investigate the inquiry approach to learning with emphasis of designing instruction in which specific explorations and activities of children arise from their own questions and lead to true engagement in the learning process. The curriculum and practices of the schools of Reggio Emilia, Italy will be examined as an exemplary model.

### **ECE 560 - Early Child Curric Design**

Hours: 3

Early Childhood Curriculum Design. Three semester hours. Overview of curriculum development in all subject matter areas in early childhood education. Emphasis is placed upon the investigation of theoretical influences on early childhood education- Pre-Kindergarten, Kindergarten, Grades 1,2,3.

### **ECE 561 - Child Development**

Hours: 3

Child Development - Three semester hours This course is a study of the principles and theories of child growth and development in early childhood education. Course content centers on the physical, cognitive, affective, and social development domains. Students will be required to observe the development of a young child outside of the classroom in order to complete a comprehensive child study project.

### **ECE 566 - ECE: Learning Environments and Instructional Design**

Hours: 3

This course provides knowledge and practice in designing developmentally appropriate learning environments and instructional design with the use of technological and other tools/materials to advance learning for children in prekindergarten through the primary grades. Students will investigate the relationship between the classroom environment and instructional planning for young children.

### **ECE 567 - Prof Dev Prac in ECE**

Hours: 3

Professional Development Practicum in early Childhood Education - Three semester hours. Students develop professional skills related to a specialty practice in the field of early childhood education. This practicum provides field based experiences to develop and demonstrate competency in the professional development certificate sought. May be repeated when topics vary. Graded on a satisfactory (S) or unsatisfactory (U) basis. Prerequisites: approval by an advisor to complete a professional development certificate program.

**ECE 575 - Advocacy & Collaboration**

Hours: 3

Advocacy, Family, & Community Collaboration - Three semester hours An emphasis on helping early childhood professionals develops skills and insights to work effectively with parents and the community. To provide opportunities for professionals, families and the community to build effective communication systems and a supportive infrastructure. Early childhood professionals will become knowledgeable of social issues, educational reform and public policy that influence families and their young children. 3 semester hours credit. Prerequisite: Graduate Standing.

**ECE 579 - Comprehensive Exam**

Hours: 0

**ECE 589 - Independent Study**

Hours: 1-4

Independent Study in Early Childhood Education. One to four semester hours. (Same as EIED 589) Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

**ECE 597 - Special Topics**

Hours: 1-4

Special Topic: Early Childhood Education. One to four semester hours. (Same as EIED 597) Organized Class. May be graded on a satisfactory (S) or unsatisfactory (U) basis. May be repeated when the topic varies.

**ECE 634 - HIST & PHIL OF ECE**

Hours: 3

History and Philosophy of Early Childhood Education Hours: Three This course is the study of the history and philosophy of early childhood education and related movements. The focus will be on the impact of past and present early childhood educational philosophies on programs for young children. This course will examine the major theories of early childhood education and the writings of historical contributors whose works have influenced modern early childhood educational thought. Prerequisite: Doctoral Standing

**ECE 648 - LEADERSHIP IN EARLY CHILDHOOD**

Hours: 3

Leadership in Early Childhood Education - Three semester hours This seminar in organizational theory for professionals who work in early childhood education will focus on program administration, child advocacy, and public policy. This is a study of the policy making processes and procedure that impact children, families, and communities. The course provides for the development of skills needed to be effective leaders in early childhood education. Prerequisite: Doctoral Standing.

**ECE 659 - TRENDS & ISSUES IN ECE**

Hours: 3

Trends and Issues in Early Childhood Education Hours: Three This course provides an opportunity to explore the critical trends and issues being debated within the field of early childhood education. Topics will be examined through historical and contemporary theory and practices with emphases on themes linked to policy and advocacy. This study will offer a better understanding of current trends and develop the skills needed to critique ideas and issues surrounding early education. Prerequisite: Doctoral Standing

**ECE 663 - SEM IN RESEARCH IN EARLY CHI E**

Hours: 3

Seminar in Research in Early Childhood Education Hours: Three This course provides students with an opportunity for an in-depth examination of research in early childhood education. They will review theoretical and empirical early childhood research literature. Students will critically examine a variety of relevant research. Topics in the field and share their finding in the seminar. Prerequisite: Doctoral Standing

**ECE 675 - PARENT PARTNERSHIPS & FAMILY L**

Hours: 3

Parent Partnerships and Family Literacy Hours: Three An emphasis on the needs, values and avenues for partnerships with families and an analysis of varied definitions of family literacy and research on family literacy including: examination of the ways literacy is used within families, programs that are designed to involve and inform parents about activities that will promote their children's literacy, and intergenerational literacy initiatives. Programs designed to improve the literacy development of both adults and children will be connected to implications for reading instruction and the creation of reciprocal partnerships with parents. Prerequisite: Doctoral Standing

**ECE 682 - ASSESS IN EARLY CHILDHOOD EDU**

Hours: 3

Assessment in Early Childhood Education Hours: Three This course provides a comprehensive and critical review of early childhood assessment practices and the research that supports these practices. Participants will determine the uses, characteristics, interpretation,

and limitation of a variety of formal and informal measures. Participants will engage in a variety of activities to help them become knowledgeable consumers of assessment and screening measures used in early childhood programs to assist teachers in making sound instructional decisions. Prerequisite: Doctoral Standing

### **ECE 689 - Independent Study**

Hours: 1-4

Independent Study in Early Childhood Education Hours: One to four Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. Prerequisite: Consent of department head. Note: May be repeated when the topic varies

### **ECE 697 - SPECIAL TOPICS**

Hours: 1-4

Special Topics Seminar in Early Childhood Education Hours: One to four An organized class delivered with a seminar format around a specialized topic or content area within the field of Early Childhood Education Prerequisite: Doctoral level standing or consent of the instructor Note: May be repeated when topics vary

## **EDCI**

### **EDCI 500 - Issues in Education**

Hours: 3

Issues in Education. Three semester hours This course focuses on major philosophical and ideological beliefs and their impact on the organization and structure of American education. Specific issues may include the nature of learning, human development, current brain research, multiple intelligences, learning styles, curriculum design and evaluation, teaching strategies, alternative assessment, legal issues, educational technology, and conflict management. May be repeated when topics vary.

### **EDCI 502 - Strat Tchng at Risk Stud**

Hours: 3

Strategies For Teaching the At-Risk Student. Three semester hours Designed to provide specific strategies for enhancing learning for the at-risk student, to develop an increased awareness of students who may be potentially at risk, and to enable teachers to design workable plans for addressing the needs of this student.

### **EDCI 506 - Nature & Needs Gifted St**

Hours: 3

The Nature and Needs of Gifted Students. Three semester hours A survey of the major facets of gifted education with particular emphasis placed on the nature and needs of gifted students. The historical development of gifted education, characteristics of the gifted students, identification of gifted students, the socio-emotional needs of gifted students and curricular and instructional strategies appropriate for the gifted are examined.

### **EDCI 507 - Tchng Strat Gifted/TAL**

Hours: 3

Teaching Strategies and the Gifted/Talented. Three semester hours. Strategies, methods, and techniques of teaching the gifted student are explored. Opportunities are provided for development of strategies based on principles of gifted education. Special emphasis will be devoted to selection of strategies for the development of creativity.

### **EDCI 508 - Curric Dev for the Gifted**

Hours: 3

Curriculum Development for the Gifted Student. Three semester hours. An exploration of theory, research, and practices related to the selection and organization of curriculum for the gifted student. Emphasis will be placed on curricular models and selecting materials used in gifted education. Opportunities will be provided for the development of curriculum for the gifted student.

### **EDCI 509 - Trends Gifted Educ**

Hours: 3

Trends and Issues in Gifted Education. Three semester hours Current problems, trends, and issues in gifted education are researched. Emphasis is placed on current research and literature relating to definition of giftedness, identification, programming, and counseling and guidance for the gifted student.

### **EDCI 514 - Mgmt & Curr Dev for Div Lrnrs**

Hours: 3

Management and Curriculum Development for Diverse Learners This course contains introductory content for the professional body of knowledge necessary for effective teaching in a K-12 classroom. Competency in instructional design as well as organizing and managing a classroom in diverse environments will be developed. The content of this course will include classroom procedures and management,



knowledge of research-based teaching strategies, curriculum analysis/development and lesson design, teaching models, formative and summative assessment, and certification issues. Students will exhibit an understanding of the domains and competences Texas teachers are expected to demonstrate on the Pedagogy and Professional Development TExES certification examination.

### **EDCI 515 - Evidence-Based Teaching for Diverse Populations**

Hours: 3

This capstone course requires students to apply and expand their knowledge through a number of project-based and research initiatives. Students will synthesize or integrate the knowledge they have developed throughout the prerequisite courses in a clinical/internship experience. The course focuses on understanding diagnostic teaching practices and aligning the needs of a diverse population of students. Course requirements will include designing and implementing responsive instruction and assessment, creating a community of learners, and exhibiting an understanding of the legal and professional responsibilities outlined on the Pedagogy and Professional Responsibility TExES test. Students will plan, organize, deliver and evaluate instruction that incorporates the effective use of current tec Prerequisites: EDCI 514.

### **EDCI 516 - Literacy for Special Populations**

Hours: 3

An introduction of effective teaching practices to develop literacy (reading, writing, speaking, listening, media viewing). Topics include the developmental process of literacy, assessment, writing, and technological applications that can contribute to proficiency in literacy. An emphasis will be placed on assisting English Language Learners and students with disabilities to become competent readers and writers.

### **EDCI 517 - Rdg & Lrng in K-12 Cont Area**

Hours: 3

READING & LEARNING IN K-12 CONTENT AREAS This course is designed for graduate students in the alternative certification program seeking initial teacher certification. The focus is on reading comprehension, conceptual development, and strategies for interacting with expository text and medias . The role of the teacher, the structure of text , text analysis methods, and content area reading strategies are examined in relation to the student and the learning process. Research-based reading strategies are discussed as appropriate for all elementary and secondary grade levels

### **EDCI 518 - Thesis**

Hours: 6

Thesis. Six hours This conference course introduces the candidate for the Master of Arts degree to the theories and techniques of educational research and leads to the completion and acceptance of the thesis.

### **EDCI 519 - Response to Intervention Applied to Exceptional Learners**

Hours: 3

This course will build capacity among preservice and inservice teachers to implement the Response to Intervention (RTI) framework with k-12 students who represent high incidence special education populations. Participants will describe ways to identify k-12 students with exceptional learning needs. In addition, preservice and inservice teachers will examine the RTI components of screening of students, monitoring student progress, providing evidence-based interventions.

### **EDCI 529 - Workshop**

Hours: 3-6

### **EDCI 535 - Ldrshp & Supv in Sch**

Hours: 3

Leadership and Supervision in Schools. Three semester hours A study of the meaning and fundamental principles of leadership and supervision. Consideration is given to the development of teacher leaders and to the solution of administrative and pedagogical problems that supervisors and teachers leaders encounter in schools.

### **EDCI 538 - Classroom Mgmt for Tchrs**

Hours: 3

Classroom Management for Teachers. Three semester hours (Same as ECE 538) A study of current theories and practices of classroom management and discipline in schools.

### **EDCI 559 - Diversity & Equity in Edu**

Hours: 3

Multicultural Ed in School. Three semester hours. This course focuses on factors of diversity that impact decisions educator must make regarding design and implementation of curriculum, teaching strategies, and materials in order to provide equity and excellence for all learners.

**EDCI 560 - Designing Curriculum and Instruction for the Culturally Diverse Learner**

Hours: 3

This course will explore the characteristics of diversity in today's global environment and provide concrete examples of how curriculum and instruction can be differentiated to address the cognitive, socio emotional and socio-cultural needs of the culturally diverse learner. The course will emphasize the relationship between culture and learning and how modifications in curriculum, instruction, and assessment impact the learning environment.

**EDCI 566 - Practicum**

Hours: 1-6

Practicum. Six semester hours. Students develop conceptual and professional skills related to their practice in the field. For each semester hour of credit, five hours are spent in lecture/staff development and 10 hours are spent applying what was learned in a field-based setting. May be repeated. Graded on a satisfactory (S) or unsatisfactory (U) basis. Prerequisite: Consent of instructor.

**EDCI 575 - Differentiated Instruction**

Hours: 3

An exploration of the literature and current practices in differentiating instruction in elementary classrooms (K-8). The primary objective of this class is for students to advance their professional knowledge, skills and practice for more effective teaching through differentiated instruction.

**EDCI 589 - Independent Study**

Hours: 1-6

Independent Study. variable credit Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

**EDCI 595 - Research Lit Tech**

Hours: 3

Research Literature and Techniques. Three semester credits. This course provides a review of significant research studies produced by investigators in the student's major field with emphasis on the investigative and verification techniques employed. The student is required to demonstrate competence in using systematic research techniques through the investigation and formal reporting of a research problem.

**EDCI 597 - Special Topics**

Hours: 1-4

Special Topic. variable credit Organized class. May be graded on a satisfactory (S) or unsatisfactory (U) basis. May be repeated when topics

**EDCI 651 - Curr & Instr Desgn**

Hours: 3

Curricula and Instructional Design. Three semester hours. This course provides an examination of research literature relative to the process of designing, implementing, and evaluating curricula and instructional strategies. Prerequisite: Doctoral level standing or consent of instructor.

**EDCI 652 - Research on Learner**

Hours: 3

Research on the Learner. Three semester hours. A study of significant research in the cognitive and metacognitive learning process of young children and implications for instructional strategies. Prerequisite: Doctoral level standing or consent of instructor.

**EDCI 655 - Assessment Lrng & Lrn**

Hours: 3

Assessment of Learning and the Learner. Three semester hours. A study in evaluating the total elementary school program. Attention is given to available evaluation tools, including measurement devices of all types. Particular attention is given to construction of appropriate classroom tests to insure accountability according to Texas' Essential Knowledge and Skills, and to the development of plans for school improvement.

**EDCI 657 - Content Area Literacy**

Hours: 3

Content Area Literacy. Three semester hours. Examination of research on learning in the content curriculum areas of science, math, social studies and music; emphasis on strategies content area teachers may use to foster content area learning. Prerequisite: Doctoral level standing or consent of the instructor.

**EDCI 658 - Process Writing in the Elementary School**

Hours: 3

An examination of process writing research, with an emphasis on implementation in public school programs. Prerequisites: Doctoral level standing or consent of the instructor.

**EDCI 659 - Professional Writing**

Hours: 3

Professional Writing - This course focuses on issues related to research, publication, and grant writing, especially at a level of higher education. Prerequisites: EDCI 658 and Doctoral level standing or consent of instructor.

**EDCI 687 - Sociocult Inquiry in C&I**

Hours: 3

Sociocultural Inquiry in Curriculum and Instruction - Three semester hours The course content centers on qualitative research in the sociocultural environments of public schools. The methodology (research design, data collection, data analysis) associated with this form of inquiry shall be delineated, and students shall experience inquiry from participation in the process. Accordingly, the course focuses on the philosophical and methodological differences between varying approaches (narrative, phenomenology, case studies, grounded theory, and ethnography) to research including mixed methods. Academic writing and critical reading of qualitative research shall also be addressed. This course will qualify as a Level 3 Doctoral Research Tool. Pre-requisites : EDCI 695

**EDCI 689 - Independent Study**

Hours: 1-4

Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

**EDCI 690 - Seminar in Education**

Hours: 3

Three 690 courses are required. Each course provides an in-depth analysis of major topics and is designed for the advanced student in education. Topics vary. Prerequisites Doctoral level standing or consent of the instructor.

**EDCI 695 - Research Methodology**

Hours: 3

Research Methods. Three semester hours. (Same as Coun/EdAd/Psy/695) An overview of research methodology including basic concepts employed in quantitative and qualitative research methods. Includes computer applications for research. Meets requirements for a Level I research tool course. Prerequisite: Doctoral level standing or consent of the instructor.

**EDCI 696 - App of Rsch Methods**

Hours: 3

Application of Research Methods A Level 3 Research Tool that provides application of research methodology in curriculum and instruction including basic concepts employed in quantitative and qualitative research methods. Students will carry out the research study designed in EDCI 695, data collection, data analysis, and use of computer applications for research. Prerequisites: EDCI 695, a Level 2 Doctoral Research Tool (EDCI 699 or HIED 617 or PSY 612), and Doctoral level standing. Note: Meets requirements for a Level 3 research tool course

**EDCI 697 - Special Topics**

Hours: 1-4

Special Topics. One to four semester hours. (Same as Rdg 697) Organized class. May be repeated when topics vary. Prerequisite: Doctoral level standing or consent of the instructor.

**EDCI 698 - Research: Design and Replication**

Hours: 3

Examination of research designs related to curriculum and instruction including: survey research, quantitative content analysis, correlational research, true experimental research, quasi-experimental research, pre-experimental research, single-subject research/behavior analysis, causal-comparative research, program evaluation, qualitative research, combined qualitative/quantitative research, and meta-analysis. Includes creation of a sophisticated research design appropriate for a doctoral dissertation. In order to enroll in this course, tools courses 1-4 must have been successfully completed. Prerequisites: Doctoral level standing, and all Tools 1-4 classes must be completed.

**EDCI 699 - Statistics: Cont Proc App**

Hours: 3

Statistics: Content, Process, Application Description : This course focuses on the content, process, application, and reporting of statistical analyses in research. Computer applications will be integrated with the following content: populations, samples, frequency distributions, scaling and coding data, the structure of a data file, measures of central tendency, variance, standard deviations, z scores, normal curves,

hypothesis testing, t tests for dependent and independent means, effect size and power, correlation, regression, ANOVA, Chi-square, post hoc tests, and probability. Students will also investigate the uses and limitation of statistical software while exploring the reasoning and assumptions underlying the inferential statistical process. Student will learn and apply these statistical concepts with data and write reports describing methodology and results. Prerequisite: Doctoral Standing and EDCI 695.

### **EDCI 718 - Doct Dissertation**

Hours: 3-12

Doctoral Dissertation Hours: Three to Six A candidate must present a dissertation acceptable to the student's advisory committee and the Dean of Graduate Studies and Research on a problem in the area of his/ her specialization. To be acceptable the dissertation must give evidence that the candidate has pursued a program of research, the result of which reveals superior academic competence and a significant contribution to knowledge. Note Graded on a (S) satisfactory or (U) unsatisfactory basis

## **ELED**

### **ELED 501 - Lang Acq Dev E Ch**

Hours: 3

Language Acquisition and Development in Early Childhood. Three semester hours. A study of the acquisition and development of language in young children with a comprehensive examination of the major areas of language experiences.

### **ELED 512 - EFF TCHING & PROFESSIONAL GROW**

Hours: 3

Effective Teaching and Professional Growth Hours: Three This course contains the professional body of knowledge necessary for effective teaching. This course emphasizes theories and issues of education that are directly related to teacher professional growth. The content of the course will include site-based management, professional ethics, school environment issues, communication issues, educational research, and political influences. Students will exhibit an understanding of the Texas teacher competencies as outlined on the Pedagogy and Professional Responsibility portion of the TExES test. Note: Enrollment is limited to teachers on emergency certification.

### **ELED 514 - Management/Curr Dvlp Diverse L**

Hours: 3

Management and Curriculum Development for Diverse Learners. Three semester hours. This course contains the professional body of knowledge necessary for effective teaching. This course emphasizes methods of organizing and managing a classroom based on an understanding of diverse environments. Teacher skills which have been proven to be effective in supporting diversity in the classroom will be developed. The content of this course will include classroom management strategies, curriculum and lesson planning, teaching models, assessment models, and certification issues. Students will exhibit an understanding of the Texas teacher competencies as outlined on the Pedagogy and Professional Responsibility portion of the TExES test.

### **ELED 515 - Effective Teaching Diverse Env**

Hours: 3

Effective Teaching in a Diverse Environment. Three semester hours. This course contains the professional body of knowledge necessary for effective teaching. This course focuses on understanding theories and strategies that address the needs of a diverse population. Included in this course will be diversity issues, refinement of classroom management and planning techniques, teaching strategies, and informal and formal assessment practices. Students will exhibit an understanding of the Texas Teacher competencies as outlined on the Pedagogy and Professional Responsibility portion of the TExES test. Enrollment is limited to teachers on an emergency permit. Co-requisite ELED 523. Prerequisites: ELED 514.

### **ELED 522 - Induction Seminar**

Hours: 3-6

Induction Year Seminar for Elementary/Middle School Teachers. Three to six semester hours. This course is designed to support the transition of new teachers during their induction year. Students actively work with instructor to develop the content of the course through analysis of needs assessment conducted during first class meeting. Weekly support group discussions enable students to become reflective practitioners while exploration, modeling, and implementation of effective teaching strategies encourages professional growth. Co-requisite ELED 523.

### **ELED 523 - Internship in Elem/Middle Scho**

Hours: 3

Internship in Elementary/Middle Schools. Three semester hours. This course will provide experiences in various environments that will be supervised by mentors and university liaisons. Regular seminar sessions may be held which will focus on concerns related to education and/or the workplace.

**ELED 524 - Lang Arts Curr Grds 1-8**

Hours: 3

Language Arts Curriculum for Grade One Through Eight. Three semester hours. A consideration of techniques of teaching the communication skills and the role of linguistics in the language arts program.

**ELED 529 - Workshop**

Hours: 3

Workshop in Elementary Education. Three to six semester hours. May be graded on a satisfactory (S) and unsatisfactory (U) basis.

**ELED 530 - Math Curr Grades 1-8**

Hours: 3

Mathematics Curriculum for Grades One Through Eight. Three semester hours. This course identifies numerous movements toward a modernization of both content and method and relates these innovations to good teaching practices already in use. It includes the language of sets, number system, means for improving pupil performance in solving problems, and techniques for identifying areas of pupil accomplishment or of pupil difficulty.

**ELED 545 - Issues in Dev Elem Curriculum**

Hours: 3

Issues in the Development of the Elementary Curriculum. Three semester hours. The purpose of this course is to note how various philosophies have influenced the development of the elementary curriculum in order to meet the changing social and economic trends. Research articles will be studied in order to evaluate selection of procedures and materials. Practical experiences will be provided in the construction of course of study units for the elementary grades.

**ELED 557 - Soc Studies Curr Grds 1-8**

Hours: 3

Social Studies Curriculum for Grades One Through Eight. Three semester hours. This course is designed to give inservice personnel an opportunity to work cooperatively in attacking classroom problems. In addition to the development of teaching units for use in the classroom, students will become acquainted with the most recent trends in the social studies including an acquaintance with the wide range of materials now available to the social studies teacher. The social studies as an integrating core for experience units will be evaluated.

**ELED 558 - Sci Curriculum Grades 1-8**

Hours: 3

Science Curriculum for Grades One Through Eight. Three semester hours. An examination of current issues and trends in content and pedagogy with an emphasis on inquiry instruction and learning. Development and evaluation of curriculum will ascertain how changing needs in education are being addressed.

**ELED 589 - Independent Study**

Hours: 1-4

Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

**ELED 597 - Special Topics**

Hours: 1-4

Special Topics. One to four semester hours. Organized class. May be graded on a satisfactory (S) or unsatisfactory (U) basis. May be repeated when topics vary.

**RDG****RDG 515 - Read/Learn Content Area**

Hours: 3

Reading and Learning in Content Areas. Three semester hours. This course is designed for graduate students in the emergency permit program seeking initial teacher certification. The focus is on reading comprehension, concept development and strategies for interacting with expository materials. The role of the teacher, the text, and the student are examined in the learning process. Text analysis methods, teacher directed strategies, reader-based strategies, and literature are discussed as appropriate for all elementary and secondary grade levels. Enrollment is limited to teachers on emergency certification.

**RDG 516 - Foundations of Reading**

Hours: 3

Foundations of Reading Instruction. Three semester hours. This course is designed for graduate students in the emergency permit or alternative certification program seeking initial teacher certification. The focus is on the reading process and the factors that condition its

development. The importance of reading in school and in life serves as a background for critical evaluation of the methods and materials of reading instruction. Special consideration is given to the essential components of research-based programs and the features of classrooms that support effective beginning reading instruction.

### **RDG 520 - Literacy and Instruction I**

Hours: 3

Literacy and Instruction I. Three semester hours. This course focuses on the application of knowledge of the interrelated components of reading across all developmental stages, including oral language, phonological and phonemic awareness, the alphabet principle, word analysis, fluency, comprehension, vocabulary, written language, concepts of print, and expertise in reading instruction at the primary, intermediate/middle, and high school levels.

### **RDG 521 - Literacy & Instruction II**

Hours: 3

Literacy and Instruction II. Three semester hours. This course explores research proven classroom strategies for student comprehension development and expression through writing, with a focus on the reader, the writer, texts, and the transaction. In addition, this course examines assessment of reading comprehension and writing, with attention on profiling class needs and individual needs and abilities, the selection of appropriate books and materials for grouping, and the teacher as a reading professional.

### **RDG 523 - Promoting Literacy Through Language Acquisition and Development**

Hours: 3

Promoting Literacy Through Language Acquisition and Development. Three semester hours. Students in this course will gain knowledge and skills in primary and secondary language acquisition, including the relationship of these languages, to facilitate and promote literacy. Other skills include: conducting appropriate reading assessments on an ongoing basis; designing and implementing effective reading instruction that reflects state content and performance standards addressing the needs of all learners; applying knowledge of reading difficulties, dyslexia, and reading disabilities to facilitate and promote literacy; and using research-based reading instruction that is collaborative and consultative with colleagues, mentoring, coaching, and providing professional development

### **RDG 528 - Integrating Writing**

Hours: 3

Integrating Writing in the literacy program. Three semester hours This course is designed to increase awareness and understanding of writing within the context of literacy attainment. This course will study various components of writing that enhance classroom instruction.

### **RDG 529 - Workshop**

Hours: 3

Workshop in Reading. Three to six semester hours. May be graded on a satisfactory (S) or unsatisfactory (U) basis.

### **RDG 540 - Content Area Reading**

Hours: 3

Diagnostic and prescriptive teaching and learning strategies based on needs assessment. Instructional strategies discussed are appropriate for all grade levels and all content areas.

### **RDG 560 - Literacy Assessment**

Hours: 3

Diagnosis and Treatment of Reading Problems. Three semester hours. Designed to refine the diagnostic and remedial skills of the student through the study of clinical instruments, formal and informal measurements, and study of clinical cases.

### **RDG 562 - Critical Issues in Lit Edu**

Hours: 3

Critical Issues in Literacy Education. Three semester hours. This course is designed to increase awareness and understanding of critical issues surrounding the evolving concept of literacy. This course will study selected issues affecting educational thought and schooling practices emphasizing critical analysis of the cultural, political and sociological contexts of school-societal problems.

### **RDG 567 - Practicum in Organizing for Effective Literacy Instruction in Elementary, Middle, and High School**

Hours: 3

The graduate reading course provides opportunities through practicum component to apply substantive, research-based instruction that effectively prepares reading specialist and MRT candidates to deliver a balanced, comprehensive program of instruction in reading, writing, and related language arts.

**RDG 589 - Independent Study**

Hours: 1-4

Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

**RDG 597 - Special Topics**

Hours: 3

Special Topics. One to four semester hours. Organized class. May be graded on a satisfactory (S) or unsatisfactory (U) basis. May be repeated when topics vary.

**RDG 640 - Seminar in Research**

Hours: 3

Seminar in Research. Three semester hours. A study of significant research in literacy and related areas. May be repeated once. Prerequisite: Doctoral level standing or consent of the instructor.

**RDG 650 - Child, YA, & Multicul Lit**

Hours: 3

Child, Young Adult, & Multicult Lit: History, Pedagogy, and Technology This course will address four major literature issues related to elementary and secondary school students: 1) explore children's, young adult literature, and multicultural literature genres, 2) research current and historical trends and issues, 3) investigate integration and cross curricular pedagogical issues, and 4) probe the expanding definition of texts in a technological medium. Prerequisite: Doctoral level standing or consent of instructor.

**RDG 667 - Reading Proc:Theor & Impl**

Hours: 3

The Reading Process: Theories and Implications. Three semester hours. An in-depth analysis of varied definitions and theories of reading including examination of implication for reading instruction. Prerequisite: Doctoral level standing or consent of the instructor.

**RDG 689 - Independent Study**

Hours: 1-4

Independent Study in Reading. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

**RDG 690 - Seminar in Rdg Ed**

Hours: 3

Seminar in Reading Education. Three semester hours. In depth analysis of major topics of critical concern to the profession. Nine semester hours may be applied to a doctoral degree when topics vary. Prerequisite: Doctoral level standing or consent of the instructor.

**RDG 692 - Learning to Read**

Hours: 3

Learning to Read: From Research to Best Practice. Three semester hours. The 21st century began with a renewed call to "leave no child behind" in learning to read. But how can this be accomplished? This course is designed to examine the major approaches to beginning reading that have been advocated and practiced over the past 50 years. Participants will answer the questions "Can all children learn to read?" and "What does the research say about beginning reading instruction?" Prerequisite: Doctoral level.

**RDG 697 - Special Topics**

Hours: 1-4

Special Topics. Three semester hours. (Same as EEd 697) Organized class. May be repeated when topics vary. Prerequisite: Doctoral level standing or consent of the instructor.

**SED****SED 500 - Issues in Education**

Hours: 3

Issues in Education. Three semester hours. Focuses on major philosophical and ideological beliefs and their impact on the organization and structure of American education. Specific issues may involve classroom management and discipline, parent involvement, the nature of learning, human development, current brain research, multiple intelligences, learning styles, curriculum design and evaluation, teaching strategies, alternative assessment, legal issues, educational technology, crisis management and conflict management.

**SED 501 - Induc Yr Sem for Sec Schl Teac**

Hours: 3-6

Induction Year Seminar for Secondary School Teachers. Three to six semester hours. This course is designed to support the transition of

new teachers during their induction year. Students actively work with the instructor to develop the content of the course through analysis of needs assessment conducted during first class meeting. Support group discussions enable students to become reflective practitioners while exploration, modeling, and implementation of effective teaching strategies encourage professional growth. Co-requisite: SED 523

### **SED 511 - Adolescent Growth and Development**

Hours: 3

This course will focus on the physical, cognitive, socio-emotional, and moral stages of human development of adolescents between the ages of 11 and 19. Emphasis will be placed on individual differences and how educators can employ principles of curriculum and instruction to address the needs of adolescents. The impact of social and environmental factors on adolescents will be a key component of this course.

### **SED 512 - The Secondary School: Teaching and Learning in the 21st Century**

Hours: 3

This course explores contemporary trends and issues influencing the secondary school (middle, jr. high, and high school) and the impact of those trends on the adolescent learner. The course shall address teaching and learning in the twenty-first century such as how to design instruction to support critical thinking, problem solving, creative thinking, best uses of technology and the student's awareness of the impact of globalization in an interconnected world.

### **SED 513 - Secondary Schl Curriculum**

Hours: 3

The Secondary School Curriculum. Three semester hours. Focuses on descriptions and analyses of models of curriculum theory and curriculum development. Specific emphasis will be placed on philosophical and social forces which affect the design, implementation, and assessment of the curriculum. Particular attention will be given to practical applications of curriculum design and evaluation and leadership efforts necessary for overcoming individual and organizational resistance to change.

### **SED 516 - Educ Rsch for Eff Tchng**

Hours: 3

Educational Research for Effective Teaching. Three semester hours. Contains the professional body of knowledge necessary for effective teaching. This course emphasizes theories and issues of education that are directly related to teacher professional growth. The content of the course will include site based management, professional ethics, school environment issues. Communication issues, educational research, and political influences. Students will exhibit an understanding of the Texas teacher competencies as outlined on the Professional Development portion of the TExES test. Enrollment is limited to students accepted into the Alternative Certification Program (ACP). Prerequisites: SED 514, 515.

### **SED 521 - Models of Tchng Sec Schl**

Hours: 3

Models of Teaching in the Secondary School. Three semester hours. Includes a study of the research, philosophy, and learning theory underlying current models of instruction. Practical alternative teaching strategies effective in accommodating students with diverse learning styles will be discussed as well as classroom management and the implications of whole-brain research and multiple intelligences for secondary/middle school teaching. Particular attention will be given to the teacher as an agent and manager of change.

### **SED 523 - Internship**

Hours: 3

Internship. Three semester hours. Provides experiences in various environments which will be supervised by mentors and university liaisons. Regular seminar sessions may be held which will focus on concerns related to education and/or the workplace.

### **SED 528 - Philosophy of Education**

Hours: 3

Philosophy of Education. Three semester hours. Includes a study of systematic philosophies of education and their views of the learner, learning process, curriculum, instruction, and leadership. Particular attention will be given to the use of philosophical techniques and concepts for solving problems.

### **SED 529 - Workshop**

Hours: 3

Workshop. Three semester hours. Topics will be selected with reference to the needs of learners. Graded as A-F or (S) satisfactory or (U) unsatisfactory.

### **SED 559 - Diversity & Equity in Edu**

Hours: 3

Diversity & Equity in Edu. Three semester hours. Focuses on sociocultural issues which influence learning and work environments. The cultural dynamics of racism, ethnicity, ageism, sexism, elitism, bilingualism, disabilities, and other cultural diversities are emphasized.



**SED 589 - Independent Studies**

Hours: 1-4

Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisites: Consent of department head.

**SED 597 - Special Topics**

Hours: 1-4

Special Topics

**SED 614 - Supervision in Education**

Hours: 3

Supervision in Education. Three semester hours. Provides a study of leadership skills and trends in instructional supervision. The course is designed for general and special supervision, deans, department heads, division chairs, superintendents, principals, and classroom teachers.

**SED 632 - Sec Curr Problems and Trends**

Hours: 3

Secondary Curriculum Problems and Trends. Three semester hours. Includes a study of the problems facing the nation's schools and efforts made to resolve them. Programs and curricula necessary for preparing students to function optimally in the 21st century will be discussed.

## Educational Leadership

Chuck Holt (Interim Department Head)

Location: Young Education Building, 903-886-5520

Educational Leadership Web Site:

<http://www.tamuc.edu/academics/colleges/educationHumanServices/departments/educationalLeadership/default.aspx>

The Department of Educational Leadership offers programs that develop professionalism and educational leadership in practicing and prospective school administrators, technologists, and higher education professionals.

### Programs of Graduate Work in the Department of Educational Leadership

The following programs are offered within the Department of Educational Leadership:

#### *Doctoral Degrees*

- Educational Administration
- Higher Education Leadership

#### *Master's Degree*

- Educational Administration
- Educational Technology Library Science
- Educational Technology Leadership
- Global E-Learning
- Higher Education

#### *Certifications:*

- Principal
- Trades and Industry
- Superintendent
- School Librarian

## Graduate Work in the Educational Administration Program

The Department of Educational Leadership offers Master of Education and Doctor of Education degrees in Educational Administration as well as professional certification programs for principals and superintendents. These differentiated programs prepare students for careers as elementary and secondary school principals, administrators of curriculum and instruction, school business administrators, school superintendents, personnel administrators, and college teachers of educational administration. Graduates of the doctoral program typically pursue careers as college teachers of educational administration or as administrators in public schools.

Admission to a graduate program is granted by the Dean of Graduate Studies upon the recommendation of the department.

- [Educational Administration Admission Requirements](#)
- [Educational Administration Doctoral Admission Requirements](#)

## Graduate Work in the Higher Education Program

A Doctor of Education degree in Higher Education Leadership is available as a 60-semester-hour program. The program does not include a minor and requires that the student has already completed a Master's Degree. Master of Science degrees in Higher Education are available with an emphasis in college teaching or higher education administration. The master's and doctoral programs in Higher Education prepare students for careers as college and university faculty and administrators.

Admission to a graduate program is granted by the Dean of Graduate Studies upon the recommendation of the department.

- [Higher Education Admission Requirements](#)
- [Higher Education Leadership Doctoral Admission Requirements](#)

## Graduate Work in the Educational Technology Program

The Master of Science and Master of Education degrees are offered in Educational Technology. The degrees are in Educational Technology Leadership, and in Educational Technology Library Science. Coursework is available in one certification area to prepare educators for teaching or becoming School Librarians. Certification for school librarians (in public and private elementary and secondary schools) is available in two formats—students who already have a Master's take only the certification courses, but students without a Master's may take the certification courses as part of the Educational Technology Library Science Master's degree.

Admission to a graduate program is granted by the Dean of Graduate Studies upon the recommendation of the department.

- [Educational Technology Leadership Admission Requirements](#)
- [Educational Technology Library Science Admission Requirements](#)

## Graduate Work in the Global E-Learning Program

The MS in Global E-Learning is 30 semester hours in length and utilizes a tuition structure inclusive of books, materials, and the lifelong e-portfolio provided through Epsilon.

The MS in Global E-Learning offers 7-week modules with 6 starts per year. This program is designed to empower the next generation of learning and teaching.

The seven programmatic competencies of the online MS in Global E-Learning follow:

1. Metacognition - the knowledge and skills for designing, developing, and evaluating curriculum.;
2. Communication - the fundamentals of active engagement including assessing training and teaching needs;
3. Digital Fluency - utilizing effective instructional technologies and presentation design;
4. Cultural Fluency - an introduction to the generational styles of learning and pedagogy for the 21st century;
5. Global Fluency - training and development from a global perspective;
6. Servant Leadership - management in training and development; and

7. Commitment to Life-Long Learning - analysis of effective strategies for employment in the field of training and development.

Admission to a graduate program is granted by the Dean of Graduate Studies upon the recommendation of the department.

- [Global E-Learning Admission Requirements](#)

## Professional Certification for Educational Administrators

Two professional certificates, the Principal and the Superintendent, may be obtained through the Department of Educational Leadership. Part of these certification courses might be included in a doctoral program, depending on circumstances of the student and his or her professional objectives.

### *Principal Certification Program*

The Principal certification program is designed for principals, administrators of curriculum and instruction, and all school administrators holding a position below that of superintendent. The certificate requires a minimum of 30 specified semester hours of graduate work beyond the bachelor's degree. In addition to completing the required coursework, to be eligible to receive the principal certificate, individuals must have passed the Principal TExES, be a certified (fully qualified) teacher in Texas, and have two years of creditable teaching experience as a classroom teacher. To be eligible to receive the standard principal certificate, individuals holding the provisional principal certificate must hold a master's degree from an accredited institution of higher education and must have successfully completed the induction period specified in 19 TAC: 241.20 (b). Students may pursue a graduate degree while simultaneously working toward certification.

### *Superintendent Certification Program*

The Superintendent Certification Program is an 15-hour program of coursework for candidates holding a Master's Degree and Standard Principal Certification. The candidate will complete courses designed to meet 6 national advanced leadership standards for visionary, ethical, political, collaborative, instructional, and organizational school district leadership. This certification program is designed to develop candidates who will meet the 10 competencies assessed by the State Board of Educator Certification TExES examination for the Standard Superintendent Certificate 064.

## Admission

### *Graduate Certificates*

Admission to a graduate certificate program requires admission to the Graduate School as a nondegree student and an official bachelor's transcript.

**Note:** The Department reserves the right to suspend from the program any student who in the judgment of the departmental graduate committee, does not meet the professional expectations of the field

## Educational Administration MEd

Those who apply to the Texas A&M University-Commerce Graduate School for admission to the master's degree program in educational administration must meet the general admission requirements. General A&M-Commerce Graduate School admissions policies are described elsewhere in this catalog. Students who apply for admission have two admissions options available:

1. regular degree seeking admission or
2. admission as a non-degree seeking student.

Beyond the university admissions requirements, the department requires the following to be screened for full admission to master's degree programs: Undergraduate degree from a regionally accredited institution. One of the following: official Graduate Record Examination, (GRE), a previous completed master's degree with a 3.0 gpa from a regionally accredited institution, or an undergraduate grade point average of 3.00 or higher overall, or proof of a valid Texas teaching certificate or principal certificate. Applicants without an acceptable application packet will be considered for conditional admission.

## Master of Education in Educational Administration (Option II) Non-Thesis

The MEd degree program includes 30 required hours in educational administration. All 30 required hours apply to the department's principal certification program. Students who have not been fully admitted to the program may take up to 6 hours of coursework under non-degree seeking status while their admission status is pending. These courses are [EDAD 615](#) and [EDAD 626](#). No other courses may be taken until fully admitted.

Fully admitted students will take the following courses:

<b>Research</b>		
<a href="#">EDAD 595</a>	Using Research for Best Practice (3 semester hours required)	3
<b>Required Courses (27 semester hours)</b>		
<b>*Admission to each course requires departmental clearance</b>		
<a href="#">EDAD 615</a>	Leading Effective Schools	3
<a href="#">EDAD 626</a>	Using the Law in Educational Practice	3
<a href="#">EDAD 656</a>	Building Capacity for Powerful Learning	3
<a href="#">EDAD 619</a>	GLB/Designing Curriculum	3
<a href="#">EDAD 574</a>	Developing Quality Instructional Programs	3
<a href="#">EDAD 508</a>	Facilitating Learning for Diverse Students	3
<a href="#">EDAD 607</a>	Using Eval and Data to Imp Lea	3
<a href="#">EDAD 554</a>	GLB/Leading the Learning Community	3
<a href="#">EDAD 614</a>	Leading Learning Communities Internship	3
<b>Total Hours</b>		<b>30</b>

**Notes:** Students with conditional admission must achieve a grade point average of 3.75 in the first four courses to continue in the program. Grade points earned from other courses or transferred courses may not be used to satisfy this grade point requirement.

Students with objectives other than principal certification may be advised to substitute other courses in their degree plan, when appropriate.

In addition to coursework, the master's degree programs require satisfactory performance on the department's comprehensive examination. The comprehensive examination may be taken upon completion of [EDAD 554](#) (at end of program).

The department's residency requirement for the master's degree is fulfilled by completing a residency seminar, typically done in the initial semester of enrollment toward the master's degree.

## Principal Certificate

The 21-hour Principal Certification Only option is for those students who have already earned a Master's degree from an accredited institution. Whether a student pursues the 30-hour online Master's Degree in Educational Administration with Principal Certification or the 21-hour online Principal Certification Only plan, [EDAD 615](#) must be taken during the first semester of course work. Principal Certification admission is a two-step process. Students must meet the Graduate Studies admission requirements as well as the Principal Certification Program admission requirements below for Certification.

The Principal internship shall include a minimum of 160 clock-hours of field-based practicum. The EDAD 614 Principal Internship is a 3-credit hour course that lasts for the entire semester.

All courses must be completed at A&M-Commerce in a satisfactory manner within 6 years of taking the TExES Principal Certification Exam. The certification program required courses are:

### [Principal Certification Admission Requirements](#)

**Note:** Qualified students seeking Probationary Principal or superintendent certification should contact the Department of Educational Leadership.

## **Requirements for Approval to take the Principal TExES**

The Texas Examination Educator Standards (TExES) is required of all students seeking administrator certification. Senate Bill 50 requires that persons seeking educator certification in Texas perform satisfactorily on comprehensive examinations (Principal No. 68, Superintendent No. 64).

Students wishing to be approved for the Principal TExES must meet all requirements specified in the TExES registration bulletin. All principal certification students who are also pursuing a master's degree in educational administration must have an approved degree plan on file, successfully completed the department's comprehensive examination for the master's degree, be enrolled in the final semester of their certification program, and have completed the prerequisite coursework. Principal certification only students must have an approved certification plan on file and, be enrolled in the final semester of their certification program, and have completed the prerequisite coursework to receive approval to take the Principal TExES.

## **Timeline for Completion**

Students must complete all requirements for the principal certificate during the 6 years immediately preceding the department's recommendation for certification. Students not completing the program in the 6-year time period may not be approved to take the Principal TExES and may be required to complete additional coursework or satisfy other requirements to receive such approval.

## **Renewal of Standard Principal Certificate and Assessment Process**

Individuals who are issued the Standard Principal Certificate on or after September 1, 1999, are subject to Certificate Renewal and Continuing Professional Education requirements, which are elaborated in Title 19, Texas Administrative Code, Chapter 232. All individuals holding a valid Texas professional administrator certificate prior to September 1, 1999, and who are employed as principals or assistant principals must complete the assessment described in Title 19, Texas Administrative Code, 241.35.

## **Superintendent Certificate**

The Superintendent Certification Program requires an additional 15 semester hours of specific graduate work beyond the Principal's Certificate as follows:

1. 12 semester hours of graduate work in areas of competency such as finance of public education, the superintendency, human resource administration, and facilities planning and management. These courses may not be used to fulfill elective requirements for the master's degree or principal's certification except as approved by the department's procedures in advance.
2. Internship program. 3 semester hours ([EDAD 611](#)).

## **Timeline for Completion**

The program is designed for students to progress through cohort groups and be completed within 3 calendar years after initial enrollment. Students not completing the program in this time period may not be approved to take the Superintendent TExES and may be required to complete additional coursework prior to receiving approval.

## **Requirements for Continuing Education and the Renewal of the Standard Superintendent Certificate**

Individuals who are issued the Standard Superintendent Certificate on or after September 1, 1999, and are employed as a superintendent by a Texas public school district are subject to Certificate Renewal and Continuing Professional Education requirements which are elaborated in Title 19, Texas Administrative Code, Chapter 232.

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<b>Superintendent Certificate</b>		
<a href="#">EDAD 611</a>	Sch Dist CEO Lead: The Intern	3
<a href="#">EDAD 628</a>	Sch Dist CEO Lead: The Supt	3
<a href="#">EDAD 620</a>	School District Instructional Leadership: Human Resources	3
<a href="#">EDAD 627</a>	School District Organizational Leadership: Finance	3
<a href="#">EDAD 651</a>	School District Organizational Leadership: Facilities	3
<b>Total Hours</b>		<b>15</b>

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## **Educational Administration EdD**

The Doctor of Education degree in Educational Administration is designed specifically for persons who already have a master's degree. Building upon the master's degree, the program requires a major course of study of 36 semester hours (not including the dissertation) 12 semester hours of research tools, and successful completion of a dissertation.

Students are assigned a curriculum advisor from the Doctoral Faculty that assists them with course selection and developing a Residency Plan. After becoming a doctoral candidate, the student will work with a dissertation committee.

The committee includes (minimally) 3 faculty members. Two faculty members will be from the department and one faculty member from outside the department. These individuals guide in the dissertation proposal and the dissertation.

The research tools develop proficiency in quantitative and qualitative research methodology.

Application packets are reviewed for admission November 1st for the spring and July 15th for fall.

Students admitted to the doctoral program begin with classes as a cohort group in the semester following admission and are required to progress as a cohort group through a sequence of doctoral-only core courses and research tools courses. The cohort program is designed to provide students with the opportunity to progress through the program in a logical and sequential manner with a group of colleagues pursuing similar professional goals. Admitted students may enroll in minor, elective, or certification courses prior to the semester in which their cohort is scheduled to begin.

### **Residency**

Each student is required to complete the residency after admission to the doctoral program. Residency provides students with opportunities to work with other doctoral students and faculty as colleagues in projects that provide experience and training toward independent application of skills commensurate with holders of doctoral degrees.

The student will plan the residency activities with the approval of the curriculum advisor.

### **Doctoral Residence Seminar**

All candidates are required to complete [EDAD 699](#) Resident Doctoral Seminar.

### **Research Proficiency**

All candidates must meet Graduate School research tools requirements for the Doctor of Education degree (see Office of Graduate Studies for more information).

### **Dissertation**

A dissertation of at least 12 semester hours must be completed to the satisfaction of the major department.

## Higher Education MS

### Master of Science in Higher Education with an emphasis in Higher Education Teaching (Option II) Non-Thesis

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<b>Research</b>		
<a href="#">HIED 595</a>	Research Methodologies (3 semester hours required)	3
<b>Required Courses (15 semester hours)</b>		
<a href="#">HIED 528</a>	GLB/Philosophy of Education	3
<a href="#">HIED 651</a>	Curr Dev High Ed	3
or <a href="#">HIED 541</a>	Community College Curriculum	
<a href="#">HIED 542</a>	Analysis of Teaching in High E	3
<a href="#">HIED 621</a>	Eff Tch/Learning Higher ED	3
<a href="#">HIED 656</a>	Higher Ed & Law	3
<b>Graduate Level Courses</b>		
18 semester hours (6 courses) acceptable graduate-level courses in a teaching field(s) to be selected in consultation with advisor.		18
<b>Total Hours</b>		<b>36</b>

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### Master of Science in Higher Education with an emphasis in Higher Education Administration (Option II) Non-Thesis

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<b>Research</b>		
<a href="#">HIED 595</a>	Research Methodologies (3 semester hours required)	3
<b>Required Courses (24 semester hours)</b>		
<a href="#">HIED 528</a>	GLB/Philosophy of Education	3
<a href="#">HIED 540</a>	American Community College	3
<a href="#">HIED 651</a>	Curr Dev High Ed	3
or <a href="#">HIED 541</a>	Community College Curriculum	
<a href="#">HIED 657</a>	Org & Govern in HIED	3
<a href="#">HIED 658</a>	Admin of Stu AFF in HIED	3
or <a href="#">HIED 653</a>	Com Col Instr Lead	
<a href="#">HIED 656</a>	Higher Ed & Law	3
<a href="#">HIED 659</a>	HIED Finance	3

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<a href="#">HIED 622</a>	Internship	3
<b>Electives</b>		
<b>Plus 9 Semester hours of Electives</b>		9
<b>Total Hours</b>		36

## Higher Education Leadership EdD

The Doctor of Education degree in Higher Education Leadership is a 60 semester hour program of study designed specifically for persons who already have a master's degree. Building upon the master's degree, the program requires a major course of study of 36 semester hours (not including the dissertation), plus 12 semester hours of research tools, 3 semester hours of proposal design, and 9 semester hours of dissertation.

Doctoral advisement committees include (minimally) 3 faculty members. Two faculty members will be from the department and one faculty member from outside the department. These individuals help determine the courses to be taken and guide in the dissertation proposal and the dissertation.

The research tools develop proficiency in quantitative and qualitative research methodology.

### Research Proficiency

All candidates must meet Graduate School research tools requirements for the Doctor of Education degree (see Office of Graduate Studies for more information).

### Dissertation

A dissertation of at least 9 semester hours must be completed to the satisfaction of the major department.

## Educational Technology Leadership MS/MEd

### Master of Science/Master of Education in Educational Technology Leadership (Option II) Non-Thesis

<b>Research</b>		
<a href="#">HIED 595</a>	Research Methodologies (3 semester hours required)	3
or <a href="#">EDAD 595</a>	Using Research for Best Practice	
<b>Required courses in the major (15 semester hours)</b>		
<a href="#">ETEC 524</a>	Intro to Educational Technolog	3
<a href="#">ETEC 527</a>	Web 2.0 Technologies for Instruction	3
<a href="#">ETEC 561</a>	Learning & Technology	3
<a href="#">ETEC 562</a>	Applying Instructional Media and Technology	3
<a href="#">ETEC 579</a>	Implementation of Educational Technology Programs	3
<b>Twelve semester hours (4 courses) of elective courses from the following ETEC elective options:</b>		
<a href="#">ETEC 526</a>	Games & Simulations for Learning	3



<a href="#">ETEC 578</a>	Inst Design & Dev	3
<a href="#">ETEC 588</a>	Issues In Ed Tech & Tech Chg	3
<a href="#">ETEC 591</a>	Online, Virtual, and Distributed Learning Systems	3
<a href="#">ETEC 593</a>	Strategic Planning for Technology Integration	3
<a href="#">ETEC 594</a>	Technology and Inquiry-based Instructional Methods	3
<a href="#">ETEC 597</a>	Special Topics	3
<b>Note: may also choose courses from a field other than ETEC in consultation with program advisor</b>		
<b>Total Hours</b>		<b>30</b>

## Master of Science/Master of Education in Educational Technology Library Science (Option II) Non-Thesis

<b>Research</b>		
<a href="#">HIED 595</a>	Research Methodologies (3 semester hours required)	3
or <a href="#">EDAD 595</a>	Using Research for Best Practice	
<b>Required courses in the major (30 semester hours) from the following:</b>		
<a href="#">LIS 512</a>	Info Ref & Mediographic	3
<a href="#">LIS 515</a>	Cataloging/Classification	3
<a href="#">LIS 524</a>	Dev General/Spec Collectn	3
<a href="#">LIS 527</a>	Books Child/Young Adults	3
<a href="#">LIS 540</a>	Admin School Libraries	3
<a href="#">LIS 550</a>	Practicum in a School Library	3
<a href="#">EETEC 524</a>	Intro to Educational Technolog	3
<a href="#">EETEC 527</a>	Web 2.0 Technologies for Instruction	3
<a href="#">EETEC 562</a>	Applying Instructional Media and Technology	3
<a href="#">EETEC 579</a>	Implementation of Educational Technology Programs	3
<b>Three semester hours (1 course) from the following courses or an ETEC elective selected in consultation with advisor.</b>		
<a href="#">EETEC 561</a>	Learning & Technology	3
or <a href="#">LIS 557</a>	Technology Integration for School Librarians	
<b>Total Hours</b>		<b>36</b>

## Educational Technology Minor

Requires 12-18 semester hours. Courses to be selected in consultation with ETEC advisor (will vary based on hours available in each program).

## School Librarian Certificate

A passing score on the TExES exam, a Master's degree, and two years of classroom teaching experience. Interested students should consult the program adviser to determine order of courses, as well as prerequisites.

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### Required Courses

<a href="#">LIS 550</a>	Practicum in a School Library	3
<a href="#">LIS 515</a>	Cataloging/Classification	3
<a href="#">LIS 557</a>	Technology Integration for School Librarians	3
<a href="#">LIS 597</a>	Special Topics	4
<a href="#">ETEC 579</a>	Implementation of Educational Technology Programs	3
<b>Total Hours</b>		13-16

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## Global E-Learning MS

### Master of Science in Global E-Learning (Option II) Non-Thesis

The online Master of Science in Global E-Learning equips specialists in education for practice in public education, private education, business, industry, and non-profit organizations. Learning and technology are intertwined as we develop the next generation of enhanced training, development, and teaching to engage learners with key components of instructional technology. Technology provides access to all forms of education and this program will teach educators how to implement technology across curricula and classrooms of all kinds. With a blend of theory and technical skills, this program will prepare teachers and corporate trainers alike.

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### Research

<a href="#">EDUC 595</a>	Research Methodologies (3 semester hours required)	3
<b>Required Courses (27 semester hours) from the following:</b>		
<a href="#">EDUC 515</a>	Intercultural Education	3
<a href="#">EDUC 554</a>	Theories of Adult Learning	3
<a href="#">EDUC 514</a>	GLB/Gen Issues in Global Edu	3
<a href="#">EDUC 553</a>	Transformational Leadership	3
<a href="#">EDUC 560</a>	Org/Imple Work-Based Learning	3
<a href="#">EDUC 570</a>	Seminar in Global Education	3
<a href="#">EDUC 528</a>	Intro to Program Design	3
<a href="#">EDUC 510</a>	Utilize Effective Instructional Technologies	3
<a href="#">EDUC 516</a>	Fundamentals of Adult Engagement	3
<b>Total Hours</b>		30

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## Trade and Industry Certificate

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<b>Required Courses</b>	<b>9</b>
<a href="#">EDUC 510</a>	Utilizi Eff Inst Technologies
<a href="#">EDUC 511</a>	Managing Instr Envirmt
<a href="#">EDUC 560</a>	Org/Imple Work-Based Lrn
<b>Plus one approved elective</b>	<b>3</b>
<b>Total Hours</b>	<b>12</b>

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## Trades and Industry Certificate Pre-Employment Lab

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<b>Required Courses (15 semester hours)</b>		
<a href="#">EDUC 510</a>	Utilizi Eff Inst Technologies	3
<a href="#">EDUC 511</a>	Managing Instr Envirmt	3
<a href="#">EDUC 525</a>	GLB/Hum Relat in Global E-Lrng	3
<a href="#">EDUC 548</a>	Design & Evaluatn Curriculum	3
<a href="#">EDUC 560</a>	Org/Imple Work-Based Lrn	3
<b>Plus</b>		
<a href="#">EDUC 523</a>	Internship	3
<b>Total Hours</b>		<b>18</b>

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## Courses

### EDAD

#### **EDAD 508 - Facilitating Learning for Diverse Students**

Hours: 3

This course prepares prospective educational leaders to administer various school programs for diverse student populations. Programs addressed include special education, gifted education, bilingual education/English Language Learners, early childhood, school safety, career and technology education, counseling, and alternative education. The course will also inform students about the diverse needs of all individuals within the community related to race, color, national or ethnic origin, ancestry, age, religion, disability or handicap, gender, sexual orientation, or any other characteristics protected under applicable federal, state or local law. Prerequisites: EDAD 615, 626 and 656.

#### **EDAD 518 - Thesis**

Hours: 3-6

#### **EDAD 524 - LAW AND POLICY IN INSTRUCTION**

Hours: 3

#### **EDAD 554 - GLB/Leading the Learning Community**

Hours: 3

This capstone course is designed to prepare candidates for exemplary school leadership as evidenced by student knowledge, dispositions,

and performance ability to promote the success of all students. The course will include real-world situations and problem-based learning projects to enable the candidates to develop visionary, collaborative, instructional, organizational, and political leadership for the twenty-first century. Prerequisites: EDAD 615, EDAD 619, EDAD 574, EDAD 626 and EDAD 656.

### **EDAD 561 - Multicultural Education**

Hours: 3

Multicultural Education for School Administrators - Three semester hours The purpose of this course is to examine the variables, which affect behavior, beliefs and perceptions of the many cultures and races that comprise our society. Special focus will include the role of socio-economic status, gender, religion, age, and language. Major demographic changes in the United States, Texas and the Dallas-Fort Worth Metroplex will be examined. Emphasis will also be placed on those newcomer populations and their countries of origin, ethnic contributions, and cultural influences that impact on our institutions, both public and private. Design and implementation of a program evaluation of a current bilingual school or district program followed by design and implementation of a long-term program improvement plan to include professional development, family involvement, and instructional design is a requirement of this course.

### **EDAD 563 - Practicum in ELL**

Hours: 3

Special Programs Practicum in Administering ELL Programs - Three semester hours This course develops candidates for program leadership by providing opportunities to synthesize, practice, and apply knowledge from coursework in real settings. Practice-based coursework assignments related program leadership are synthesized in a theory-based, reflective research paper that serves as a comprehensive program examination of preparedness for administering programs that serve English Language Learners.

### **EDAD 564 - Univ. Interschol. League**

Hours: 3

University Interscholastic League - Three semester hours The purpose of this course is to prepare students to administer programs that are governed by UIL rules and policies. Emphasis will be given to basic concepts, issues, regulations, problems and procedures in the management of programs that are governed through UIL. Also included will be state and federal legislation and court decisions pertaining to these programs. The course will concentrate on best practices in leading these programs.

### **EDAD 566 - Special Programs Prac.**

Hours: 3

Special Programs Practicum - Three semester hours This course develops candidates for program leadership by providing opportunities to synthesize, practice, and apply knowledge from coursework in real settings. Practice-based coursework assignments related to program leadership are synthesized in a theory-based, reflective research paper that serves as a comprehensive program examination of preparedness for program coordinators or directors. Pre-requisites : EDAD 595 and EDAD 564-University Interscholastic League OR EDAD 652

### **EDAD 567 - Admin. Positive Behavior**

Hours: 3

Administering the Campus Culture to Promote Positive Student Behaviors - Three semester hours Emphasizes practical approaches and strategies to enable school leaders to build capacity in faculty and staff to manage student behavior in educational settings.

### **EDAD 569 - Admin. Instructional**

Hours: 3

Administering Instructional Practices in Special Education Programs and Services - Three semester hours This course will assist the campus administrator in understanding and implementing roles and responsibilities of general education teachers, special education teachers and all related service providers that deal with students with special needs. The course will explore the administrator role in developing and implementing the IEP process. The course will assist administrators in understanding the needs and stressors that parents and caregivers experience as their child with special needs attends school.

### **EDAD 574 - Developing Quality Instructional Programs**

Hours: 3

Developing Quality Instructional Programs. Three semester hours. The course explores the principles of administering instructional programs through development of a continuous improvement process utilizing a learning community. These principles are inclusive of the Instructional Leadership Development Model required for administrative certification in Texas. Prerequisites: EDAD 615, EDAD 626 and EDAD 656.

### **EDAD 589 - Independent Study**

Hours: 1-4

Independent Study - Hours: One to four Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. Prerequisites Consent of department head. Note May be repeated when the topic varies.

**EDAD 594 - Navigating the Political Dynamics of Education**

Hours: 3

Navigating the Political Dynamics of Education. Three semester hours. (Same as PSci 594). This is an elective educational leadership course to develop candidates who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political context of education. Emphasis will be placed on leading a learning community by navigating the political dynamics determining educational policy at the school and district levels of organization.

**EDAD 595 - Using Research for Best Practice**

Hours: 3

This course provides an overview of quantitative and qualitative research designs used in the field of education in order to implement instructional best practices. Emphasis is placed on the process and consumption of research. The student is required to demonstrate competence in developing and refining research techniques for best practices through the creation of a research proposal. EDAD 626  
Prerequisites: (or Corequisite) EDAD 615.

**EDAD 597 - Special Topics**

Hours: 1-4

Special Topics. One to four semester hours. Organized class. May be repeated when topics vary.

**EDAD 601 - Foundations of Educational Administration**

Hours: 3

Foundations of Educational Administration. Three semester hours. This course will provide students an opportunity to study the philosophical, psychological and sociological dimensions of educational administration in a historical, as well as, contemporary context.  
Prerequisites: Doctoral status.

**EDAD 602 - Communication for Effective Learning**

Hours: 3

Communicating for Effective Learning. Three semester hours. This course is designed to provide prospective school leaders with the opportunity to assess and improve verbal, written, and oral communication skills. The course focuses on group dynamics, conflict management, team building and overcoming communication obstacles to impact improved student learning. Prerequisites: EdAd 574, 595, 615, 626.

**EDAD 607 - Using Evaluation and Data to Improve Learning**

Hours: 3

Using Evaluation and Data to Improve Learning. Three semester hours. This course provides school leaders with the skills and knowledge necessary to analyze state, district, and local data for use in planning systemic improvement of instructional delivery, program effectiveness, and administrative processes. Acquisition, analysis, and interpretation of data are applied in educational settings to facilitate research based decisions in planning for instructional and organizational improvement. Prerequisites: EDAD 615.

**EDAD 610 - Leading Learning Communities Reflective Practicum**

Hours: 3

Leading Learning Communities Reflective Practicum. Three semester hours. One of four culminating courses that develop candidates for school leadership by providing opportunities to synthesize, practice, and apply knowledge from principal preparation coursework in real settings. Practice-based coursework assignments related to each standard of school building leadership are synthesized in a theory-based, reflective research paper that serves as a comprehensive program examination of preparedness for school building leadership.  
Prerequisites: EdAd 508, 574, 595, 602, 607, 615, 619, 623, 626, or SED 513, or ELED 545, Corequisite: EDAD 554 or 656.

**EDAD 611 - School District CEO Leadership: The Internship**

Hours: 3

School District CEO Leadership: The Internship. Three semester hours. The internship is the process and product that results from applying the knowledge and skills defined by the six National Standards for School District Leadership and the State Competencies for the Standard Superintendent Certificate. Candidates for School District Leadership will participate in planned internship activities during the entire course of the Superintendence Program. Application of standards based knowledge and skills and research in real settings over time is the critical aspect of the internship. Prerequisite: Principal certification and admission into the superintendent certification program. Co-requisite: Concurrent enrollment in EDAD 628.

**EDAD 612 - Examining Issues and Trends in School Leadership**

Hours: 3

Examining Issues and Trends in School Leadership. Three semester hours. The purpose of this elective course is to provide an opportunity to study a current and identified administrative or leadership issue in a specific school district or combination of districts. With departmental approval this course may be repeated when the issues of topics differ. Pre-requisite: EDAD 615

**EDAD 614 - Leading Learning Communities Internship**

Hours: 3

Leading Learning Communities Practicum. Three semester hours over two semesters. One of four culminating courses that develop candidates for school leadership by providing opportunities to synthesize, practice, and apply knowledge in actual school settings while collaboratively planning and being guided by a practicing school leader/mentor. Over two semesters of internship activities, students collect artifacts that are used to create a professional portfolio to demonstrate preparedness for leading learning communities.

Prerequisites: EDAD 615, EDAD 626, EDAD 656, EDAD 619 and EDAD 574.

**EDAD 615 - Leading Effective Schools**

Hours: 3

This introductory course provides an overview of school administration in Texas, which includes roles, functions, and duties of those who are charged with supervising schools in Texas. Critical review and analysis of principles of effective school leadership and organizational theories aligned to SBEC Principal Standards are examined and applied to the current challenges of leading 21st century schools in Texas.

**EDAD 618 - Exp Edu Issues Colloquium**

Hours: 3

**EDAD 619 - GLB/Designing Curriculum**

Hours: 3

This Course focuses on the development of and designing of curriculum for facilitating continuous improvement in the instructional program. Sound research-based practices related to planning, supervision, curriculum development and delivery, program evaluation, and change management for diverse learners in multicultural settings are incorporated. Prerequisites: EDAD 574, EDAD 615, EDAD 626, and EDAD 656.

**EDAD 620 - School District Instructional Leadership: Human Resources**

Hours: 3

School District Instructional Leadership: Human Resources. Three semester hours. This is an integrated School District Instructional Leadership course to develop candidates who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff and developing competencies for the Standard Superintendent Certificate in school district instructional leadership of human resources. Prerequisites: Principal certification and admission into the superintendent certification program or doctoral status.

**EDAD 622 - Lead/Man Org Chge for Improv**

Hours: 3

Leading and Managing Organizational Change for Improvements. Three semester hours. This course examines the processes for successfully initiating and implementing improvements in organizations. Issues related to commitment, strategic development, dealing with resistance, creating new organizational cultures, and evaluating and predicting intended results are included. Application of theories and models of improving and changing individual and organizational behavior will be studied. Not eligible for doctoral credit.

Prerequisites: EDAD 574, 595, 626.

**EDAD 626 - Using the Law in Educational Practice**

Hours: 3

This leadership course serves as an in-depth examination of federal and state school law for educational leaders addressing legal issues that impact the operation of public schools. Prerequisites: EDAD 615.

**EDAD 627 - School District Organizational Leadership: Finance**

Hours: 3

School District Organizational Leadership: Finance. Three semester hours. This is an integrated course to develop candidates who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment and develop competencies for the Standard Superintendent Certificate in school district organizational leadership in finance. Prerequisites: Principal certification and admission into the superintendent certification program or doctoral status.

**EDAD 628 - Sch Dist CEO Lead: The Supt**

Hours: 3

School District CEO leadership: The Superintendency. Three semester hours. This is a School District CEO Leadership course for the superintendency to develop candidates who have the knowledge and ability to promote the success of all students through visionary leadership, collaborative leadership, ethical leadership and political leadership; and develop the competencies for the Standard Superintendent Certificate in school district CEO leadership of the superintendency. Prerequisite: Principal certification and admission into the superintendent certification program. Co-requisite: Concurrent enrollment in EDAD 611.

**EDAD 634 - Examining the Dynamics of Change and Conflict Resolution in Educational Systems**

Hours: 3

Examining the Dynamics of Change and Conflict Resolution in Educational Systems. Three semester hours. This course is an in-depth, advanced examination of the emerging body of contemporary literature in change theory and conflict management within education organizational systems. The course includes a culminating experience with students developing their own scholarly driven change model as it applies to their education organizational context. Prerequisites: Doctoral Status. EDAD 695, EDAD 671, EDAD 601 and EDAD 637.

**EDAD 636 - Economics of Education**

Hours: 3

Economics in Education. Three semester hours. An advanced study course is the exploration into the economics associated with public education. Each student will utilize a critical analysis of educational policies, reforms and educational markets from an economic perspective by examining historical, contemporary and post-modern literature in human capital theory, demographics and societal trends and the economic impact of schools and schooling on the local, state, federal and international economic and societal systems. Prerequisite: Doctoral status.

**EDAD 637 - Advanced Organizational Behavior in Education**

Hours: 3

The application of theories of organizational behavior to the problems of educational institutions. Through the examination and application of theories including but not limited to leadership, decision-making, communication, motivation, power and influence, group dynamics, and change, this course is designed to develop diagnostic and problem-solving skills necessary for successful leadership of educational organizations. EDAD 695 and EDAD 671.

**EDAD 639 - Educational Program Evaluation for School Leaders**

Hours: 3

Educational Program Evaluation for School Leaders. Three semester hours. Theory and practice of evaluation including research methods and design strategies to measure program outcomes; skills to evaluate personnel and projects included as components of evaluation models and management of educational evaluation functions; skills in preparing and communicating evaluation findings. Prerequisites: Doctoral Status. EDAD 695 and EDAD 671.

**EDAD 641 - School District Instructional Leadership: Curriculum**

Hours: 3

School District Instructional Leadership: Curriculum. Three semester hours. This integrated School District Instructional Leadership course will develop candidates who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff and develop the competencies for the Standard Superintendent Certificate in school district instructional leadership of curriculum. Prerequisites: Doctoral Status. EDAD 695 and EDAD 671.

**EDAD 647 - Ethics & Philosophy of Educational Administration**

Hours: 3

This course will provide students an opportunity to apply the concepts of ethics and philosophy to the personal and professional aspects of school organization, operation, and leadership. Students will apply these concepts in fashioning reasoned decisions, thoughtful analyses, and problem solving events. Prerequisites: Doctoral status. EDAD 695 and EDAD 671.

**EDAD 651 - School District Organizational Leadership: Facilities**

Hours: 3

School District Organizational Leadership: Facilities. Three semester hours. This is an integrated course to develop candidates who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment and develop competencies for the Standard Superintendent Certificate in school district organizational leadership of facilities. Prerequisites: Principal certification and admission into the superintendent certification program or doctoral status.

**EDAD 652 - Enh Sch Perf Eff Public/Comm**

Hours: 3

Enhancing School Performance Through Effective Public and Community Relations. Three semester hours. This course focuses on assisting district and campus leaders in creating and using effective public relations to achieve organizational goals and enhance professional success. Educational leaders plan and apply strategic ongoing internal and external communications to build and maintain key relationships that form meaningful partnerships to enhance school performance and student achievement.

**EDAD 654 - Multicultural Education for Administrators**

Hours: 3

This course prepares prospective educational leaders to administer various school programs for diverse student populations. Programs

addressed include special education, gifted education, bilingual education, early childhood, school safety, career and technology education, English language learners, counseling, and alternative education. The course emphasizes the leadership that will insure all students receive quality, flexible instructional services that meet individual student needs.

#### **EDAD 655 - Executive Communications**

Hours: 3

The goal of this course is for students to develop the knowledge and skills necessary for a communication plan that will effectively articulate the district's vision, mission, and priorities to all educational stakeholders and the mass media. Additionally, this course expands one's understanding how to effectively communicate to a diverse community of learners, build consensus, mediate conflicts, and implement an internal and external communication plan. The course is practical in nature and is designed to introduce students to many aspects of communication.

#### **EDAD 656 - Building Capacity for Powerful Learning**

Hours: 3

This school leadership course is designed to develop the candidate's knowledge and skills of human resources, the budgetary process, and the financial accounting system. The human resources section will focus on personnel management and instructional supervision skills needed to create an effective learning environment for all students. The budgeting and finance sections will focus on performance-based projects related to budget planning and development, resource acquisition and allocation, the accounting code system, and the school finance system. Prerequisites: EDAD 615 and EDAD 595.

#### **EDAD 658 - School Crisis Leadership**

Hours: 3

School Crisis Leadership. Three semester hours. This course will provide students with tools, communication techniques, and research-based methods to assist in the prevention of and recovery from school crisis. Students will gain skills to establish safe learning environments and lead students, faculty, and other school stakeholders through potential crisis. Prerequisites: Doctoral Status. EDAD 695 and EDAD 671.

#### **EDAD 663 - Doc Writing Auth Diss**

Hours: 3

Doctoral Writing-Authoring the Doctoral Dissertation - Three semester hours Description : This course serves as an introductory class in the dissertation writing process. The focus of the course is the development of advanced academic writing. Course topics include topic statements, significance statements, of their proposed research and development, and reviews of literature.

#### **EDAD 664 - Doctoral Writing - Prospectus Development**

Hours: 3

Doctoral Writing - Prospectus Development -Three semester hours. This course serves as an intermediate class in the dissertation writing process. The focus of the course is the development of advanced academic writing. Course topics include theoretical frameworks, advanced reviews of literature, and alignment of research questions and research methodologies. Prerequisites: Doctoral Status. EDAD 695 and EDAD 671.

#### **EDAD 671 - Gov and Pol of Edu Organ**

Hours: 3

Governance and Politics of Educational Organizations. Three semester hours. This doctoral student only seminar is designed to provide students with the opportunity to create and/or refine their understanding of educational governance and politics of the environment. This understanding will be built as students acquire knowledge and skills from theories, research, and current practices related to governance and policy development in education. In addition, the course is structured to provide students with the opportunity to explore and understand current issues in school governance, policy formulation, and related legal issues. Students should be able to utilize this understanding of educational governance and policy in their formal and informal studies in the field of educational leadership. Prerequisite: Doctoral status.

#### **EDAD 689 - Independent Study**

Hours: 1-4

Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisites: Doctoral status.

#### **EDAD 695 - Research Methodology**

Hours: 3

Research Methodology. Three semester hours. (Same as Coun/EDCI/Psy) An overview of research methodology including basic concepts employed in quantitative and qualitative research methods. Includes computer applications for research. Meets requirements for a Level I research tool course. Prerequisite: Doctoral status or consent of the instructor.



**EDAD 697 - Special Topics**

Hours: 3

Special Topics. One to four semester hours. Organized class. May be repeated when topics vary. Prerequisite: Doctoral status.

**EDAD 698 - Qualitative Research Methods**

Hours: 3

Qualitative Research Methods. Three semester hours. This is an approved Level IV research tools course. Using the foundation of the following qualitative research approaches: critical ethnography, phenomenology, case studies, grounded theory, and defining cultural themes and patterns, as a basis of all thick description, this course moves into the sociological/ anthropological roots of qualitative research. It assists the student in understanding how the problem statement must be related to the methodology and the outcome of the research, assists students in selecting proper qualitative methods, and allows students to pursue those methods within the general framework of the class. Students are urged to develop solid conceptual framework from the social sciences and to formulate reason  
Prerequisites: Levels I, II, and III research tool courses. Doctoral Status.

**EDAD 699 - Resident Doctoral Seminar**

Hours: 3

Resident Doctoral Seminar. Three semester hours. Only doctoral students fulfilling their residency requirement may register for this course. Students will be guided and assisted in the development of dissertation proposals, writing dissertation chapters, design, data analysis, preparing articles for publication, proposing of papers for conferences and professional meetings, etc. Emphasis will be placed on the student working with their chairs and committee members in these activities. Prerequisites: Doctoral Status. EDAD 695 and EDAD 671.

**EDAD 718 - Doctoral Dissertation**

Hours: 3-12

Doctoral Dissertation. Three to 12 semester hours. A candidate must present a dissertation acceptable to the student's advisory committee and the Dean for Graduate Studies and Research on a problem in the area of specialization. To be acceptable the dissertation must give evidence that the candidate has pursued a program of research, the results of which reveal superior academic competence and a significant contribution to knowledge. Graded on a (S) satisfactory or (U) unsatisfactory basis. Prerequisites: Doctoral Status.

**EDUC****EDUC 500 - The Art of Teaching**

Hours: 10

The Art of Teaching - Ten semester hours This course is the entry portal for the competency-based delivery of the Masters in the Art of Teaching. Emphasis is placed on the programmatic competencies of differentiation of instruction, management of the instructional environment, cultural fluency, digital fluency, work-force preparation, metacognition, and the field of study.

**EDUC 501 - Differentiation of Instr**

Hours: 3

Differentiation of Instruction - Three semester hours EDUC 501 Differentiation of Instruction (3 semester hours - 48 lecture hours) examines learning styles and curriculum design to identify best practice in the differentiated delivery and assessment of instruction to meet diverse student need.

**EDUC 502 - Managing Inst Envir**

Hours: 3

Management of the Instructional Environment - Three semester hours Description : EDUC 502 (3 semester hours - 48 lecture hours) examines best practice in classroom oversight to include the organization and management of instruction and strategic instructional leadership.

**EDUC 503 - Cultural Fluency**

Hours: 3

Cultural Fluency - Three semester hours EDUC 503 Cultural Fluency (3 semester hours - 48 lecture hours) examines the intersection of race, class, gender, & sexuality in the intercultural educational environment.

**EDUC 504 - Digital Fluency**

Hours: 3

Digital Fluency - Three semester hours EDUC 504 Digital Fluency (3 semester hours - 48 lecture hours) examines multimedia implementation and design to guide adoption and utilization of emerging technologies into instructional delivery.

**EDUC 505 - Work-Force Preparation**

Hours: 3

Work-Force Preparation - Three semester hours Description : EDUC 505 (3 semester hours - 48 lecture hours) examines employment in a global society and workplace with emphasis on required skill sets for career flexibility and upward mobility

**EDUC 506 - Metacognition**

Hours: 3

Metacognition - Three semester hours Description : EDUC 506 (3 semester hours - 48 lecture hours) provides a review of significant research designs used in the field of education in order to seek out "best practices" in the educational environment. Emphasis is placed on the evaluation and consumption of research.

**EDUC 507 - Field of Study**

Hours: 12

Field of Study - Twelve semester hours Description : EDUC 507 (12 semester hours - 192 lecture hours) documents student achievement within a designed field of study appropriate to the degree.

**EDUC 510 - Utilizi Eff Inst Technologies**

Hours: 3

Utilizing Effective Instructional Technologies. Three semester hours. (Previously Shed 510 and TDEV 510) Provides career and technology teachers and business/industrial trainers with knowledge and skills for selecting, applying, and evaluating basic instructional techniques and learning principles. Students will demonstrate competencies in presentations utilizing various instructional technologies and techniques. Students will be required to complete specialized research projects.

**EDUC 511 - Managing Instr Envirnmnt**

Hours: 3

Managing the Instructional Environment. Three semester hours. (Previously Shed 511 and TDEV 511) Provides career and technology teachers and business/industrial trainers with knowledge and skills for implementing classroom management strategies. Students will conduct learner assessments to develop program performance standards which will be documented through career portfolios. Budgeting procedures, safety practices, legal issues, and instructor liability will be discussed. Students will be required to complete specialized research projects.

**EDUC 514 - GLB/Gen Issues in Global Edu**

Hours: 3

This course provides an introduction to generational issues in the training and development profession. Topics include an overview of the history of pedagogy and its development over the last century, a comparison of the strengths and weaknesses of the generational styles of learning, parallels between the different generations, the learning style of the different generations and a pedagogy for the 21st century related to the training and development profession.

**EDUC 515 - Intercultural Education**

Hours: 3

Intercultural Education- Three semester hours This course provides an introduction to the training and development profession from an intercultural perspective. Topics include an overview of the roles and skills of training and development professionals in intercultural contexts, contributions of intercultural training and development to an organization's goals, trends in the training and development industry in intercultural contexts, and resources available for intercultural contexts to those employed in the training and development profession.

**EDUC 516 - Fund of Act Engagement**

Hours: 3

Fundamentals of Active Engagement - Three semester hours This course provides an introduction to the fundamentals of active engagement. Topics include assessing training needs and participants, developing active training objectives, creating practical opening activities, preparing brain-friendly lectures, designing active training exercises, creating e-learning applications, and the process for providing for back-on-the-job application.

**EDUC 518 - Thesis**

Hours: 3-6

Thesis. Six semester hours. (Same as ACED and ETec 518). Introduces the candidate for the Master of Arts or Master of Science (Option I) degree to the theories and techniques of educational research and leads on to the completion and acceptance of the thesis. Graded on a (S) satisfactory or (U) unsatisfactory basis.

**EDUC 523 - Internship**

Hours: 3

Internship. Three semester hours. Provides experiences in various environments which will be supervised by mentors and university liaisons. Regular seminar sessions may be held which will focus on concerns related to education and/or the workplace.

**EDUC 525 - GLB/Hum Relat in Global E-Lrng**

Hours: 3

Provides career and technology teachers and business/industrial trainers with knowledge and concepts for developing effective working relationships within the school, community, and workplace. This course includes the development of skills related to problem solving, group dynamics, motivation, communication, and change theory. Students will be required to complete specialized research projects.

**EDUC 528 - Intro to Pres Design**

Hours: 3

Intro to Presentation Design - Three semester This course is designed to help trainers move their training and facilitation skills to the next level of performance. Topics cover a wealth of issues including how to use case studies, conduct inventories, exercises, games, and simulations, facilitate role plays, as well as conduct effective and safe demonstrations and administer tests.

**EDUC 548 - Design & Evaluatn Curriculum**

Hours: 3

Designing and Evaluating Curriculum. Three semester hours. (Previously Shed 548 and TDEV 548) Provides career and technology teachers and business/industrial trainers with the knowledge and skills needed for designing, developing, and evaluating curricula. Emphasis will be placed on formulating course goals and objectives and on developing a variety of measurement instruments. Students will be required to complete specialized research projects.

**EDUC 552 - Going Global**

Hours: 3

Going Global - Three semester hours This course includes topics related to the history of training and development, organization and management of training and development, diversity, training, and the law, adult learning, designing instructional systems, media and methods used in

**EDUC 553 - Transformational Lship**

Hours: 3

Transformational Leadership - Three semester hours This course includes topics related to the role of management in training and development The focus of the course is directed toward the individual and the organization. Included are the broad areas of executive development, supervisor development and career development.

**EDUC 554 - Theories of Adult larning**

Hours: 3

Theories of adult Learning. Three semester hours This course explores adult development to promote an expanded understanding of issues and practices in adult education. the course focuses on three core areas of concern in adult education: acknowledgement of learner experience, promotion of autonomy and self-direction, and establishment of teacher-learner relationships in the adult environment

**EDUC 556 - Survey Design & Eval**

Hours: 3

Survey Design & Eval. Three semester hours This course provides a framework for th development of survey instruments. specific attention will be given to the methodologies for determining reliability and validity. Methodologies for converting data into information will also be discussed .

**EDUC 560 - Org/Imple Work-Based Lrn**

Hours: 3

Organizing and Implementing Work-Based Learning. Three semester hours. (Previously Shed 512 and TDEV 560) Provides career and technology teachers with knowledge and skills for identifying, evaluating, and selecting work-based training stations. Emphasis will be placed on training opportunities, training agreements, legal issues, and criteria for work-based learning.

**EDUC 570 - Seminar in Global Education**

Hours: 3

Seminar in Global Education - Three semester hours. This is a capstone course. Topics include an analysis of servant leadership, effective strategies for employment in the field of training and development, globalization, appreciation of human diversity, and commitment to life-long learning.

**EDUC 579 - Hist & Prin Career/Tech Edu**

Hours: 3

History and Principles of Career and Technology Education. Three semester hours. Traces the history and principles of career and technology education. In addition, emphasis will be placed on the administration of career and technology education as it relates to public education. Students will be required to complete specialized research projects.

**EDUC 589 - Independent Study**

Hours: 1-4

Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisites: Consent of department head.

**EDUC 595 - Research Methodologies**

Hours: 3

Research Methodologies - Three semester hours Description : EDUC 595 Research Methodologies(3 semester hours) provides a review of significant research designs used in the field of education in order to seek out "best practices" in global delivery for the classroom, campus, and educational entity. Emphasis is placed on the evaluation and consumption of research.

**EDUC 597 - Special Topics**

Hours: 1-4

Special Topics. One to four semester hours. Organized class. May be repeated when topics vary.

**ETEC****ETEC 518 - Thesis**

Hours: 3-6

**ETEC 522 - Internship/Practicum**

Hours: 3

Internship/Practicum. Three semester hours. Varied on-the-job experiences, on or off campus, applicable to student's professional preparation and goals are provided. Supervision by a member of the Graduate Faculty is required. Prerequisite: Permission from the instructor.

**ETEC 524 - Intro to Educational Technolog**

Hours: 3

Introduction to Educational Technology. Three semester hours. This course will introduce the student to educational technology and current research on critical issues, trends, diffusion and adoption of technology and history and theoretical foundations of the field. Students will identify, develop and apply a variety of technological skills congruent to their educational technology philosophy. Prerequisite: None

**ETEC 525 - Webmaster for Ed & Trng**

Hours: 3

Webmastering for Education and Training. Three semester hours. A study of Internet development applications for teaching and training, with an emphasis on on-line production, presentation, and research activities and the development of effective computer-mediated-communication methods to facilitate on-line learning communities. Methods of accessing, obtaining, managing and utilizing information from a variety of sources will be explored, as will the organization, deployment and evaluation of on-line materials. Prerequisite: ETEC 524, or permission from the instructor.

**ETEC 526 - Games & Simulations for Learning**

Hours: 3

Games and Simulations for Learning - Three semester hours. This course examines games and simulations as learning technologies, including defining qualities and characteristics, as well as theories of learning and play. Emphasis is placed on processes for designing and selecting appropriate games and simulations based on analysis of instructional needs.

**ETEC 527 - Web 2.0 Technologies for Instruction**

Hours: 3

Three semester hours. This course explores the current and emerging Web 2.0 technologies used in education and other instructional settings. Students will explore, analyze, and design uses of these technologies to enhance instruction. Emphasis will be on the appropriate selection of technologies for various instructional goals and settings.

**ETEC 557 - Integr Tech throughout the Cur**

Hours: 3

Integrating Technology and Computer Applications into Content Areas. Three semester hours. Includes an in-depth study of methods for integrating the emerging technologies into specific content areas. Research, as well as current and future implementation issues, will be investigated, and a program for action will be developed.

**ETEC 561 - Learning & Technology**

Hours: 3

Learning & Instructional Design - Three semester hours Description : This course will focus on learning theory, instructional design and development, and various instructional technologies to support the teaching and learning process.

**ETEC 562 - Applying Instructional Media & Technology**

Hours: 3

Applying Instructional Media and Technology. Three semester hours. Introduces students to the selection and use of computer-based media, multimedia, and conventional media, in the preparation of materials for instructional purposes. Special attention is given to computer hardware and software involved in computer based media production, digital formatting technology, and multimedia processes.

**ETEC 578 - Inst Design & Dev**

Hours: 3

Instructional Design and Development. Three semester hours. Students will utilize a systems approach to design and develop instruction. The four phases of instructional design, analysis, design, development, and evaluation, are examined. Prerequisite: ETEC 561

**ETEC 579 - Implementation of Educational Technology Programs**

Hours: 3

Three semester hours. An examination of the theories, practices, and competencies required for effective implementation of educational technology programs. Examines historical trends in technology integration and explores key factors and considerations for the implementation of instructional technology programs. Prerequisites: ETEC 524 or permission of instructor.

**ETEC 581 - Digital Video/Audio in Instruc**

Hours: 3

Digital Video and Audio Production and Applications for Instructional Settings. Three semester hours. Concerned with digitizing video and audio for use in multimedia and web applications. Emphasis is on knowledge and skills for digital video/audio production, compression, and digitizing from traditional media. Prerequisite: ETec 562.

**ETEC 588 - Issues In Ed Tech & Tech Chg**

Hours: 3

Issues in Educational Technology and Technological Change. Three semester hours. This course focuses on the processes by which professional change agents (for example, educational technologists) influence the introduction, adoption, and diffusion of technological change. The interlocking relationships of technology, culture, and society and the role of the change agent in affecting those relationships are covered. Students learn how to predict and minimize the undesirable consequences of change and how to enhance the development of communication skills required when working with people. areas to the addressed, but not limited to include mentoring for and with technology, assistive technology solutions, and applications of emerging technologies.

**ETEC 589 - Independent Study**

Hours: 1-4

Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisites: Consent of department head.

**ETEC 591 - Online, Virtual, and Distributed Learning Systems**

Hours: 3

Three semester hours. Examines theories and practice of online, virtual, or distributed learning systems, such as flipped classrooms, hybrid or blended learning environments, and distance education. Emphasis is on the design and implementation of effective instructional strategies for online, virtual, or distributed learning environments. Prerequisites: ETEC 524 or permission of the instructor.

**ETEC 593 - Strategic Planning for Technology Integration**

Hours: 3

This course examines the process for developing and implementing a strategic plan for technology integration in educational settings. Emphasis is placed on developing a mission, vision, and priority goals for technology integration that align with school/institution strategic plans, as well as state technology and readiness standards.

**ETEC 594 - Technology and Inquiry-based Instructional Methods**

Hours: 3

Technology and Inquiry-based Instructional Methods - Three semester hours. This course examines the role of technology in the inquiry-based instructional methods vital to fostering critical thinking and complex problem solving skills and abilities. Emphasis is placed on social constructivist learning theories and inquiry-based instructional methods, such as case study approaches and problem- or project-based learning.

**ETEC 597 - Special Topics**

Hours: 3

Special Topics. One to four semester hours. Organized class. May be repeated when topics vary.

**HIED****HIED 513 - Secondary Sch Curriculum**

Hours: 3

The Secondary School Curriculum. Three semester hours. Focuses on descriptions and analyses of models of curriculum theory and curriculum development. Specific emphasis will be placed on philosophical and social forces which affect the design, implementation, and assessment of the curriculum. Particular attention will be given to practical applications of curriculum design and evaluation and leadership efforts necessary for overcoming individual and organizational resistance to change.

**HIED 528 - GLB/Philosophy of Education**

Hours: 3

Includes a study of systematic philosophies of education and their views of the learner, learning process, curriculum, instruction, and leadership. Particular attention will be given to the use of philosophical techniques and concepts for solving problems.

**HIED 540 - American Community College**

Hours: 3

The American Community College. Three semester hours. Provides an overview of the community college with particular emphasis on the history, philosophy, and uniqueness of the institution. State and local governance and finance are also examined.

**HIED 541 - Community College Curriculum**

Hours: 3

The Community College Curriculum. Three semester hours. Furnishes an examination of trends and issues in the community college, and an evaluation of major community college curriculum areas. Changes in the community college curriculum will be analyzed to suggest future planning strategies.

**HIED 542 - Analysis of Teaching in High E**

Hours: 3

The Community College Curriculum. Three semester hours. Furnishes an examination of trends and issues in the community college, and an evaluation of major community college curriculum areas. Changes in the community college curriculum will be analyzed to suggest future planning strategies.

**HIED 543 - Issues in Adult & Dev Ed**

Hours: 3

Issues in Adult and Developmental Education. Three semester hours. Exploration of adult and developmental education including analysis of nontraditional learners in higher education. Emphasis is placed on history, social impact, current practices, and research in the areas of basic education, developmental education, and customized training.

**HIED 589 - Independent Study**

Hours: 1-4

Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisites: Consent of Program Coordinator.

**HIED 595 - Research Methodologies**

Hours: 3

Research Methodologies. Three semester hours. Provides a study of research methodologies with appropriate practical application in relevant problem solving. Specific research types, including action research, will be emphasized. The student is required to demonstrate his or her competence in the investigation and formal reporting of a problem.

**HIED 597 - Special Topics**

Hours: 4

Special Topics

**HIED 617 - Stat Proc for Edu & Rese**

Hours: 3

Statistical Procedures for Education and Research. Three semester hours. (Same as HHPK 617). An introduction to statistical methods and their implications for educators and educational researchers. Appropriate computer applications will be integrated with classroom content relating to populations and samples; organizing, displaying, and summarizing data; probability; normal distribution; tests of significance; correlation and simple regression; Z and T tests; and the chi square test. Meets requirements for a Level II research tool course.

**HIED 619 - Advanced Statistical Procedures for Education and Research**

Hours: 3

Advanced Statistical Procedures for Education and Research - Three semester hours. Includes a review of introductory statistics, presentation of basic concepts of analyses of variance, advanced correlation methods, and multiple regression, as well as other advanced statistical methods. Focuses on use of the computer for data. Prerequisites: HIED 695 and HIED 617.

**HIED 621 - Eff Tch/Learning Higher ED**

Hours: 3

Effective Teaching and Learning in Higher Education. Three semester hours. Consists of a study of diverse teaching strategies and the learning paradigms on which they are based. Also included will be an analysis of special problems encountered by the professoriate.

**HIED 622 - Internship**

Hours: 3

Internship. Three semester hours. Provides supervised experiences in a setting appropriate to the student's projected career aspirations and areas of specialization. Prerequisite: Consent of instructor.

**HIED 627 - Hist HIED in US**

Hours: 3

History of Higher Education in the United States. Three semester hours. Examines the origin, development, and distinctive features of American higher education. Special emphasis is given to the traditional and contemporary roles of post-secondary institutions, and how political, economic, and social forces have altered the public and private college and university landscape

**HIED 628 - Survey of Dev ED**

Hours: 3

Survey of Developmental Education - Three semester hours A survey of best practices and current and emerging trends in the administration and delivery of effective developmental education programs.

**HIED 637 - Inst Eff & Outcomes Assessmt**

Hours: 3

Institutional Effectiveness and Outcomes Assessment. Three semester hours. Examines the application of a variety of institutional assessment processes to the development, or improvement, of the organization and to the measurement of accountability. Special attention will be devoted to strategic planning as a necessary foundation for both assessment and development.

**HIED 639 - Seminar in Supervision**

Hours: 3

Seminar in Supervision. Three semester hours. Provides a study of various supervisory models utilized in the improvement of instruction. Particular attention will be devoted to identifying and solving on-going problems as they impact the enhancement and delivery of effective programs.

**HIED 640 - Policy Making in Higher Edu**

Hours: 3

Policymaking in Higher Education. Three semester hours. Examines the development, implementation, and enforcement of policies by institutions of higher education, state higher education agencies, governing boards, and the government. Emphasis is placed on the impacts of policies on institutions and students.

**HIED 641 - HIED Reform in U.S.**

Hours: 3

Higher Education Reform in the United States and Texas - Three semester hours The course focuses on higher education reform in the U.S. and Texas. Starting from an overview of major historical reforms in American higher education, students examine recent and current

calls for reform via the area targeted for change—curriculum, students, faculty, institutions, and types/systems of higher education. Finally, students investigate current Texas initiatives for reform, their purpose and likely impact.

#### **HIED 642 - Texas HIED Reform**

Hours: 3

Texas Higher Education Reform - Three semester hours This course focuses on higher education reform in Texas. A brief overview of major reforms in Texas since 2000 is followed by an examination of recent actions or the THECB and the Texas Legislature as well as the recommendations for reform in public higher education. The course is organized around the “big ideas” identified by the Advisory Committee for Cost Efficiencies—Pay for performance; Pathways for successful student outcomes; New approaches to delivery; Strategies for capital financing; and Creating a culture of productivity and continuous improvement

#### **HIED 650 - Doctoral Research Practicum**

Hours: 3

Doctoral Research Practicum - Three semester hours This course includes individualized research that culminates with a significant foundation for the dissertation proposal, as demonstrated by an extensive review of the literature related to the student's selected topic.

#### **HIED 651 - Curr Dev High Ed**

Hours: 3

Curriculum Development in Higher Education. Three semester hours. Provides a study of the factors and influences which have affected the development of the curriculum in higher education. Procedures for designing, implementing, and evaluating curricula at the senior college level will be examined. In addition, trends, issues, problems, and variations in general education programs in colleges and universities are studied. The objectives of general education in all post-high school curricula are emphasized.

#### **HIED 653 - Com Col Instr Lead**

Hours: 3

Fundamental Theories in Community College Instructional Leadership. Three semester hours. Introduces prominent theories of administrative thought, including the theories of change, communication, role, and evaluation of personnel. Practical applications of these theories will be studied; and leadership strategies for the dean, division chair, and department chair will be emphasized.

#### **HIED 654 - Sem Inst Leadersh**

Hours: 3

Seminar in Instructional Leadership. Three semester hours. Curriculum development, organizing for instruction, evaluation, and other community college leadership skills will be emphasized, particularly as they apply to strategies for faculty development to enhance teaching and learning.

#### **HIED 655 - GLB/Issues Higher Education**

Hours: 3-6

Provides an in-depth analysis of prevalent issues unique to both community colleges and to senior institutions, as illustrated in the higher education literature. Emphasis is placed on the effects of these factors on the total institution.

#### **HIED 656 - Higher Ed & Law**

Hours: 3

Higher Education and the Law. Three semester hours. Organic structure of the law, how to use legal resources, and significant issues and trends, past, present, and future, in higher education law.

#### **HIED 657 - Org & Govern in HIED**

Hours: 3

Organization and Governance in Higher Education - Three semester hours Examines organizational theories, models, policies, and cultures; external and internal governance and management processes; leadership theories and practices; and critical roles and responsibilities affecting a variety of college and university administrative and instructional units.

#### **HIED 658 - Admin of Stu AFF in HIED**

Hours: 3

Administration of Student Affairs in Higher Education - Three semester hours Examines organizational structures and leadership and management processes associated with college and university student affairs administration. Special emphasis is given to institutional policies, planning, and coordination to support enrollment management, housing and dining, recreation services, and career services, and how these key processes contribute to the mission of public and private 2- and 4-year institutions.

#### **HIED 659 - HIED Finance**

Hours: 3

Higher Education Finance - Three semester hours Examines the complexities of higher education finance and how political, economic, and social forces impact budgetary decisions. Provides an overview of financial administration in public and private colleges and



universities, with special emphasis on funding theories and strategies, governmental and private-sector programs and initiatives, resource allocation concerns, and institutional fund-raising activities.

### **HIED 670 - Diversity in HIED**

Hours: 3

Diversity in Higher Education - Three semester hours Provides historical and modern-day contextual frameworks for studying the presence, promotion, and refinement of diversity programs in American colleges and universities. Examines best practices employed by institutions of higher education to address challenges and opportunities in planning for and implementing diversity programs and related activities.

### **HIED 689 - Independent Study**

Hours: 1-4

Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisites: Consent of Program Coordinator.

### **HIED 695 - Research Methodology**

Hours: 3

Research Methodology. Three semester hours. An overview of research methodology including basic concepts employed in quantitative and qualitative research methods. Includes computer applications for research. Meets requirements for a Level I research tool course. Prerequisites: Admission to the doctoral program.

### **HIED 696 - Advanced Research Methodology: Interpretive Inquiry**

Hours: 3

Advanced Research Methodology: Interpretive Inquiry. Three semester hours. This is a Level IV doctoral research tool course that provides a background and analysis of the interpretive act in all educational research. Designed to provide an in depth study of the process of conducting research in the naturalistic paradigm, the course focuses on an examination of the major methodological traditions of this approach. Also included is terminology and consideration of the distinctions between the naturalistic and rationalistic, or quantitative methods of inquiry. Prerequisites: Completion of HIED 695.

### **HIED 697 - Special Topic**

Hours: 1-4

Special Topics Hours: One to Four Organized class. Prerequisites HIED 595 or HIED 695 Note May be repeated when topics vary.

### **HIED 698 - Advanced Qualitative Research**

Hours: 3

Advanced Qualitative Research - Three semester hours. An intensive analysis of the theory and practice of qualitative research in Higher Education, including a review of primary methods such as grounded theory, case study, and ethnography and an examination of additional methods such as connoisseurship, ethnomethodology, and symbolic interactionism. Emphasis will be placed upon practice in research design, multiple methods of data collection, and exhaustive data analysis. Prerequisite: Completion of HIED 695 and 696 with grade of B or better

### **HIED 710 - Research Colloquium**

Hours: 3

Research Colloquium. One to three semester hours. This course is a forum for the search of knowledge and understanding of contemporary and historical issues concerning education. The student will demonstrate his/her competence in using systematic research procedures through preparation of a doctoral proposal. Prerequisites: Completion of four research tools with grade of B or above.

### **HIED 718 - Doct Dissertation**

Hours: 3-12

Doctoral Dissertation. Twelve semester hours. A candidate must present a dissertation acceptable to the student's advisory committee and the Dean for Graduate Studies and Research on a problem in the area of his specialization. To be acceptable the dissertation must give evidence that the candidate has pursued a program of research, the results of which reveal superior academic competence and a significant contribution to knowledge. Graded on a (S) satisfactory or (U) unsatisfactory basis.

## **LIS**

### **LIS 512 - Info Ref & Mediographic**

Hours: 3

Information, Reference, and Mediographic Services. Three semester hours. Includes a detailed study of the basic and most useful reference sources with strong emphasis on new computer technologies applicable to the school library situation.

**LIS 515 - Cataloging/Classification**

Hours: 3

Cataloging and Classification. Three semester hours. Descriptive cataloging of print and non-print materials for the school library. Emphasizes Anglo-America Cataloging Rules, Dewey Decimal Classification, and Sears Subject Heading.

**LIS 524 - Dev General/Spec Collectn**

Hours: 3

Developing General and Specialized Collections. Three semester hours. Examines principles and practices in selecting print and non-print media for school library programs. Evaluates media for children and young adults.

**LIS 527 - Books Child/Young Adults**

Hours: 3

Books and Related Materials for Children and Young Adults. Three semester hours. In-depth study of leading examples of media as they relate to the curriculum and the role of the school librarian.

**LIS 540 - Admin School Libraries**

Hours: 3

Administration of School Libraries - Three semester hours Administration of a school library is a complex process that affects the entire school. The librarian must manage a many-faceted operation that involves staff, materials, equipment, facility, and furnishings. Application of management principles and state library competencies will be studied as they relate to the school library program. The course will cover the library in relation to curriculum, selection and acquisition of materials and equipment, scheduling, facility design, cooperative planning with staff members, censorship, and professional standards including laws and regulations.

**LIS 550 - Practicum in a School Library**

Hours: 3

Practicum in a School Library. Three semester hours. Open only to graduate students applying for school librarian certification, this course is designed to give the student experiences in organization, administration, selection, classification, cataloging, and reference work in a school library under the supervision of a certified librarian. Prerequisite: Completion of all other required certification courses and permission of the instructor.

**LIS 557 - Technology Integration for School Librarians**

Hours: 3

This course includes an in-depth study of methods for integrating the emerging technologies into specific content areas, with an emphasis on the role of school librarians. Research, as well as current and future implementation issues, will be investigated, and a program for action will be developed. Prerequisites: ETEC 524 or permission of the instructor.

**LIS 589 - Independent Study**

Hours: 1-4

**LIS 597 - Special Topics**

Hours: 4

## Psychology, Counseling and Special Education

Jennifer L. Schroeder (Department Head)

Location: Binnion Hall 201, 903-886-5200

Psychology, Counseling and Special Education Web Site:

<http://www.tamuc.edu/academics/colleges/educationHumanServices/departments/psychologyCounselingSpecialEducation/default.aspx>

Jennifer Schroeder, Department Head

Curt Carlson, Educational Psychology Doctoral Program Coordinator

Chris Simpson, Counseling Doctoral Program Coordinator

Steve Ball, Applied Psychology Program Coordinator

Jennifer Schroeder, School Psychology Program Coordinator

Chester Robinson, Counseling Master's Program Coordinator

Beth Jones, Special Education Program Coordinator

The Department of Psychology, Counseling and Special Education offers degree programs leading to masters, specialist, and doctoral degrees. In addition, courses in Psychology, Counseling and Special Education are also provided for students desiring licensure in school psychology, licensure as a psychological associate, certification as a professional school counselor, and professional certification as an

educational diagnostician. Provisional teaching certification endorsement is offered in the area of generic special education and support courses are provided for students desiring teacher, counselor, supervisor and administrator certifications. All students and faculty are expected to act in accordance with the ethical standards for the profession of psychology and will be expected to exhibit:

1. an attitude that respects the worth, uniqueness, and potential for growth and development of all individuals;
2. personal stability, ethical behavior, and respect for the confidentiality of privileged information;
3. a personal manner in which responsibilities are fulfilled in a cooperative and conscientious fashion;
4. productive and cooperative work relationships that display motivation, independence, and adaptability; and
5. a commitment to continuing personal and professional growth characterized both by participation in professional organizations and by production and presentation of scholarly papers and publications.

The department reserves the right to suspend or remove from the program any student who, in the judgment of a duly constituted departmental committee, does not meet these ethical and professional standards.

## **Programs of Graduate Work in Psychology**

### **Psychology MS**

The Department of Psychology, Counseling and Special Education offers the Master of Science degree in Psychology. This program prepares students for careers in mental health settings; psychology and training in business, government, and education; or further graduate work.

The 36-hour MS program focuses on courses in human cognition and research methodology, i.e. educational and experimental psychology. Most of the coursework completed for the master's degree may be transferred to the PhD program. The thesis option for the MS is available and encouraged, but not required.

### **Psychological Associate Licensure**

Licensure as a psychological associate by the Texas State Board of Examiners of Psychologists requires a minimum of 27 semester hours of appropriate psychology courses, 9 semester hours of practicum and a total of 54 semester hours of graduate work in the degree program. Contact the applied psychology adviser for further information. The applied master's program is accredited by the Masters in Psychology Accreditation Council (MPAC).

### **School Psychology SSP**

The School Psychology program at Texas A&M University-Commerce prepares students for attainment of a Specialist in School Psychology (SSP) degree. The current specialist degree program is consistent with requirements published by the Texas State Board of Examiners of Psychologist for the Licensed Specialist in School Psychology (LSSP) and has been granted national approval from the National Association of School Psychologist (NASP). Upon completion of the 66 hour degree program, graduates are eligible for licensure in the state of Texas as a LSSP and certification at the national level as a NCSP. The 66 hour degree program includes 6 hours of practicum and 6 hours of internship. The remaining 54 academic course hours are in the content areas of psychological foundations, research and statistics, educational foundations, assessment, intervention, and professional and legal issues.

### **Educational Psychology PhD**

The Department of Psychology, Counseling and Special Education offers a Doctor of Philosophy (PhD) in Educational Psychology. This program has an interdisciplinary perspective, with a strong foundation in methodology. Students will acquire an in-depth knowledge of human learning and cognition, instructional strategies, research, and evaluation. This emphasis will prepare students to integrate knowledge of human cognition and instructional practice across a variety of occupational, educational, and content matter domains, with emphasis on applications of learning technologies.

Career opportunities for psychologists exist with federal and state educational agencies, national and state legislative groups, regional educational laboratories and research centers, higher education, public and private schools, professional organizations, high technology companies, military, publishers, private funding agencies, medical organizations, and private consulting. Increasing opportunities for psychologists are expected in all settings where job training and retraining is required and where technology-assisted learning (including distance education) is employed.

Currently, the Department of Psychology, Counseling and Special Education offers a limited number of courses online, although the PhD program is not available as distance education. Still, the combination of online and summer courses available may make the doctoral program a viable option for nontraditional students.

Time to complete the degree program depends upon many factors, including:

1. how many courses a student completes per semester,
2. whether courses are offered during the semester that they are needed by the student,
3. successful completion of comprehensive exams, and
4. how persistent a student is in completing the thesis and dissertation requirements.

Some full-time students have completed the degree program within four years, but, of course, part-time students require more time. Coursework used towards the doctoral degree cannot be older than 10 years at the time the degree is conferred.

## **Graduate Minors in Psychology**

Minors in psychology are available for students in all other master's and doctoral degree programs.

## **Programs of Graduate Work in Counseling**

### **Counseling MS**

The Master of Science in Counseling offers an emphasis in School Counseling for those students seeking certification as a professional school counselor and an emphasis in Clinical Mental Health Counseling for those students desiring licensure as a Licensed Professional Counselor (LPC). Both the School Counseling and the Clinical Mental Health Counseling programs are 60 hour programs. Both programs include a common core as well courses specific to each emphasis.

### **Counseling MEd**

The Master of Education in Counseling is a 36 semester hour program designed for those students who plan to work in college and university student affairs, but prefer a counseling foundation in their preparation. Graduates of the MEd program typically seek employment in student activities, career services, academic advising, Greek affairs, recruiting and admissions, residence life, and other departments and offices within the student affairs division of community colleges and four-year colleges and universities.

### **Counseling PhD**

The PhD in Counseling program includes approximately 69-72 hours of coursework beyond the equivalent of a CACREP-accredited master's degree. This total includes doctoral field experience, specified doctoral courses, cognate area, elective cluster, research tools, and dissertation.

## **Programs of Graduate Work in Special Education**

### **Special Education MA/MS/MED**

The Department of Psychology, Counseling and Special Education offers three graduate degrees in Special Education: the Master of Arts in Special Education, Master of Science in Special Education, and Master of Education in Special Education. Programs of graduate work may be planned according to the interests of the student and to meet the degree requirements.

### **Graduate Minor in Special Education**

Minors in special education on the master's degree are available. A minor consists of a minimum of 12 hours in the area of special education. Comprehensive minors in special education are available for doctoral degree students majoring in supervision, curriculum and instruction, educational administration, counseling, psychology, and related areas.

## Admission

### Psychology MS

Admission to a graduate program is granted by the Dean of Graduate Studies upon the recommendation of the department. In addition to meeting the general university requirements for admission to Graduate Studies, applicants to the master's degree programs in Psychology must:

1. Submit an official Bachelor's transcript including all transcripts used towards bachelor's degree. Any master's degree transcript or transcripts with graduate coursework (if applicable).
2. Official GRE Scores.
3. 3 letters of recommendation.
4. Resume (Vita)
5. Submit a brief statement of goals.
6. Interview (Scheduled by dept. after complete application file sent to them)

- [Psychology Admission Requirements](#)

### Psychological Associate Licensure

For students pursuing licensure as a psychological associate, modifications to the master's program requirements include that the bachelor's degree either be in psychology or include a course in statistics.

### Educational Psychology PhD

Before being admitted to the doctoral program, the prospective student must first meet the general requirements for admission to the Graduate School. Applicants to the doctoral program must hold at least a bachelor's degree. In all cases, admission to graduate degree programs in psychology is competitive, since available facilities and faculty do not permit admission of all qualified applicants. Application packets are reviewed January 31 for Early Priority Summer and Fall Admission. February 1 through April 30 Rolling Review for Summer Admission. July 15 for late review for fall admission and November 15 for spring admission. The components of an application to the doctoral program are as follows:

1. Graduate Record Examination (GRE).
2. Transcript(s) from all institutions attended or currently attending. Any master's degree transcript or transcripts with graduate coursework (if applicable).
3. Recommendations/references. The doctoral applicant is required to submit four reference forms (two from references holding a doctoral degree).
4. Work experience and Goals Statement.
5. Interview

The department reserves the right to deny entrance to an applicant who, in the judgment of a duly constituted departmental committee, appears unlikely to succeed professionally, or whose goals are inconsistent with the orientation of the degree program, regardless of any other qualifications.

- [Doctoral Educational Psychology Admission Requirements](#)

## Admission

### School Psychology SSP

Admission to a graduate program is granted by the Dean of Graduate Studies upon the recommendation of the department. In addition to meeting the general university requirements for admission to the Graduate School, applicants to the SSP program must:

1. All official transcripts - Bachelor's degree, including all transcripts used towards bachelor's degree. Any master's degree transcript or transcripts with graduate coursework (if applicable).
2. Official GRE Scores
3. Submit a resume or vita.

4. Submit three letters of recommendation.
5. Statement of Goals
6. Interview

- [Specialist in School Psychology Admission Requirements](#)

**Note:** The Department reserves the right to suspend from the program any student who in the judgment of the departmental graduate committee, does not meet the professional expectations of the field.

## Admission

### Counseling MS/MED

Admission to a graduate program is granted by the Dean of Graduate Studies upon the recommendation of the department. Those who apply to the Texas A&M University-Commerce Graduate Studies for admission to one of the master's degree programs in counseling must meet the general Graduate Studies admissions requirements as described elsewhere in this catalog as well as additional departmental requirements. Application materials collected by Graduate Studies will be forwarded to the Department of Counseling for review, and applicants are required to have approval of the department before Graduate Studies will grant admission to the master's degree program in counseling.

After full admission to Graduate Studies is granted, the department requires students to meet its admission to candidacy requirements for the master's degree. School Counseling and Clinical Mental Health Counseling students must earn a grade of A or B in the four Level 1 classes: COUN 501, COUN 510, COUN 516, and COUN 522 and pass the Level 1 examination. Student Affairs students must achieve a grade of A or B in COUN 501, COUN 510, COUN 606, and HIED 540. School Counseling and Clinical Mental Health Counseling students must meet admission to candidacy requirements prior to advancing to Level 2 classes. More information regarding admission to candidacy is available in the departmental office.

- [Counseling Admission Requirements](#)
- [Doctoral Counseling Admission Requirements](#)

## Admission

### Special Education MA/MS/MED

Admission to a graduate program is granted by the Dean of Graduate Studies upon the recommendation of the department. In addition to meeting the general university requirements for admission to Graduate Studies, applicants to the master's degree program in special education must:

1. All official transcripts - Bachelor's degree, including all transcripts used towards bachelor's degree. Any master's degree transcript or transcripts with graduate coursework (if applicable).
2. 3 letters of recommendation.
3. Resume
4. Submit a statement of goals.
5. Official GRE scores.
6. Interview

In addition, applicants may submit for departmental review additional materials or a portfolio to support their application, including items such as awards, certificates of merit, examples of innovative program/curriculum development, publications, and a resume. Students seeking admission will be required to have approval of the department's graduate faculty.

- [Special Education Admission Requirements](#)

### Psychology MS

Students can choose from the following two options, both of which are 36 semester hours:

1. Psychology MS Thesis Option (requires an empirical thesis, for 6 semester hours or [PSY 518](#)).
2. Psychology MS Non-Thesis Option (requires 3 semester hours of [PSY 595](#)).

## Master of Science in Psychology (Option I) Thesis

Thesis		
<a href="#">PSY 518</a>	Thesis (6 semester hours required)	3-6
<b>Only 6 semester hours of credit for 518 per degree will be given upon satisfactory completion of the requirement</b>		
Required Core Courses (30 semester hours)		
<a href="#">PSY 505</a>	Intro to Educational Psycholog	3
or <a href="#">PSY 511</a>	Cognitive Science	
<a href="#">PSY 509</a>	History & Systems of Psy	3
<a href="#">PSY 515</a>	Neuro/Bio Bases of Behavi	3
or <a href="#">PSY 545</a>	Developmental Psychology	
<a href="#">PSY 612</a>	Psy Ed Statistics	3
<a href="#">PSY 681</a>	Intermediate Statistics	3
<a href="#">PSY 620</a>	Intro to Human Cognition	3
<a href="#">PSY 622</a>	Research Design: Introduction to Theses and Dissertations	3
<a href="#">PSY 625</a>	Cognition & Instruction I	3
or <a href="#">PSY 627</a>	SOCIAL COGNITION	
<a href="#">PSY 594</a>	Ethical Issues in Organization	3
or <a href="#">PSY 618</a>	Group Dynamics	
<a href="#">PSY 621</a>	Advanced Cognition	3
or <a href="#">PSY 675</a>	Advanced Topics in Educational Psychology	
<b>Total Hours</b>		<b>36</b>

## Master of Science in Psychology (Option II) Non-Thesis

Required Core Courses (33 semester hours)		
<a href="#">PSY 505</a>	Intro to Educational Psycholog	3
or <a href="#">PSY 511</a>	Cognitive Science	
<a href="#">PSY 509</a>	History & Systems of Psy	3
<a href="#">PSY 515</a>	Neuro/Bio Bases of Behavi	3
<a href="#">PSY 612</a>	Psy Ed Statistics	3
<a href="#">PSY 681</a>	Intermediate Statistics	3

<a href="#">PSY 620</a>	Intro to Human Cognition	3
<a href="#">PSY 625</a>	Cognition & Instruction I	3
<a href="#">PSY 594</a>	Ethical Issues in Organization	3
or <a href="#">PSY 618</a>	Group Dynamics	
<a href="#">PSY 627</a>	SOCIAL COGNITION	3
<a href="#">PSY 545</a>	Developmental Psychology	3
or <a href="#">PSY 572</a>	Psychological Assessment and Measurement	
<a href="#">PSY 621</a>	Advanced Cognition	3
or <a href="#">PSY 675</a>	Advanced Topics in Educational Psychology	
<b>Required Research</b>		
<a href="#">PSY 595</a>	Research Literature & Techniqu (3 semester hours required)	3
<b>Total Hours</b>		<b>36</b>

## Master of Science in Psychology with an emphasis in Applied Psychology (Option I) Thesis

### Thesis

<a href="#">PSY 518</a>	Thesis (6 semester hours required)	3-6
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**Only 6 semester hours of credit for 518 per degree will be given upon satisfactory completion of the requirement**

### Required Core Courses (21 semester hours)

<a href="#">PSY 502</a>	Theories of Personality	3
<a href="#">PSY 503</a>	Abnormal Psy/Devpmt Psychopath	3
<a href="#">PSY 515</a>	Neuro/Bio Bases of Behavi	3
<a href="#">PSY 620</a>	Intro to Human Cognition	3
<a href="#">PSY 527</a>	GLB/Social/Cltural Bases Behav	3
<a href="#">PSY 545</a>	Developmental Psychology	3
<a href="#">PSY 594</a>	Ethical Issues in Organization	3

### Applied Track Courses (30 semester hours)

<a href="#">PSY 508</a>	Theory/Technique Applied Psy	3
<a href="#">PSY 535</a>	Applied Behavior Analysis	3
<a href="#">PSY 572</a>	Psychological Assessment and Measurement	3
<a href="#">PSY 573</a>	Intellectual Assessment I	3
<a href="#">PSY 575</a>	Personality Assessment II	3



<a href="#">PSY 592</a>	Group Psychotherapy	3
<a href="#">PSY 612</a>	Psy Ed Statistics	3
<a href="#">PSY 691</a>	Clinical Practicum Psych (9 sh)	3
<b>Electives (6 semester hours)</b>		
<a href="#">PSY 615</a>	Psy Principles of Consultation	3
<a href="#">PSY 675</a>	Advanced Topics in Educational Psychology	3
<b>Other electives approved by the Applied Director may be taken.</b>		
<b>Total Hours</b>		<b>63</b>

## Master of Science in Psychology with an emphasis in Applied Psychology (Option II) Non-Thesis

<b>Required Core Courses (21 semester hours)</b>		
<a href="#">PSY 502</a>	Theories of Personality	3
<a href="#">PSY 503</a>	Abnormal Psy/Devpmt Psychopath	3
<a href="#">PSY 515</a>	Neuro/Bio Bases of Behavi	3
<a href="#">PSY 620</a>	Intro to Human Cognition	3
<a href="#">PSY 545</a>	Developmental Psychology	3
<a href="#">PSY 527</a>	GLB/Social/Cltural Bases Behav	3
<a href="#">PSY 594</a>	Ethical Issues in Organization	3
<b>Applied Track Courses (30 semester hours)</b>		
<a href="#">PSY 508</a>	Theory/Technique Applied Psy	3
<a href="#">PSY 535</a>	Applied Behavior Analysis	3
<a href="#">PSY 572</a>	Psychological Assessment and Measurement	3
<a href="#">PSY 573</a>	Intellectual Assessment I	3
<a href="#">PSY 575</a>	Personality Assessment II	3
<a href="#">PSY 592</a>	Group Psychotherapy	3
<a href="#">PSY 612</a>	Psy Ed Statistics	3
<a href="#">PSY 691</a>	Clinical Practicum Psych (9 sh)	3
<b>Research (4 semester hours)</b>		
<a href="#">PSY 521</a>	Research Design	1
<a href="#">PSY 595</a>	Research Literature & Techniqu (Three semester hours required)	3
<b>Electives (6 semester hours)</b>		

<a href="#">PSY 615</a>	Psy Principles of Consultation	3
<a href="#">PSY 675</a>	Advanced Topics in Educational Psychology	3
<b>Other electives approved by the Applied Director may be taken.</b>		
<b>Total Hours</b>		<b>61</b>

## Psychology Minor

Minors in psychology are available for students in all other master's and doctoral degree programs.

## Psychological Associate Licensure

Licensure as a psychological associate by the Texas State Board of Examiners of Psychologists requires a minimum of 27 semester hours of appropriate psychology courses, 9 semester hours of practicum and a total of 54 semester hours of graduate work in the degree program. Contact the applied psychology adviser for further information. The applied master's program is accredited by the Masters in Psychology accreditation Council (MPAC).

## Specialist in School Psychology SSP

The School Psychology program at Texas A&M University-Commerce prepares students for attainment of a Specialist in School Psychology (SSP) degree. The current specialist degree program is consistent with the requirements published by the Texas State Board of Examiners of Psychologists for the Licensed Specialist in School Psychology (LSSP) and has been granted national approval from the National Association of School Psychologist (NASP).

## Specialist in School Psychology (Option I) Thesis

### Psychological Foundations (15 semester hours)

<a href="#">PSY 515</a>	Neuro/Bio Bases of Behavi	3
or <a href="#">PSY 507</a>	Pharmaco-therapy	
<a href="#">PSY 620</a>	Intro to Human Cognition	3
<a href="#">PSY 527</a>	GLB/Social/Cltural Bases Behav	3
or <a href="#">PSY 672</a>	Cultural Iss & Diversity	
<a href="#">PSY 545</a>	Developmental Psychology	3
<a href="#">PSY 503</a>	Abnormal Psy/Devpmt Psychopath	3

### Educational Foundations (6 semester hours)

<a href="#">SPED 586</a>	Inclusion: Strategies and Accommodations	3
<a href="#">SPED 520</a>	Introduction to Exceptionalities	3
or <a href="#">SPED 528</a>	Special Education Law	

### Intervention/Problem Solving (21 semester hours)

<a href="#">PSY 572</a>	Psychological Assessment and Measurement	3
<a href="#">PSY 573</a>	Intellectual Assessment I	3

<a href="#">PSY 576</a>	Psy Assess Child & Adol	3
<a href="#">PSY 508</a>	Theory/Technique Applied Psy	3
or <a href="#">PSY 592</a>	Group Psychotherapy	
<a href="#">PSY 535</a>	Applied Behavior Analysis	3
<a href="#">PSY 615</a>	Psy Principles of Consultation	3
<a href="#">PSY 635</a>	Adv Behav Assess & Interv	3
<b>Statistics &amp; Research Methodologies (9 semester hours)</b>		
<a href="#">PSY 518</a>	Thesis (6 semester hours required)	3-6
<b>Only 6 semester hours of credit for 518 per degree will be given upon satisfactory completion of the requirement</b>		
<a href="#">PSY 612</a>	Psy Ed Statistics	3
<b>Professional School Psychology (3 semester hours)</b>		
<a href="#">PSY 506</a>	Professional School Psy	3
<b>Practicum &amp; Internship (12 semester hours)</b>		
<a href="#">PSY 691</a>	Clinical Practicum Psych (Repeat twice for 6 semester hours)	3
<a href="#">PSY 790</a>	Internship in School Psycholog (Repeat twice for 6 semester hours)	3
<b>Total Hours</b>		<b>66</b>

## Specialist in School Psychology (Option II) Non-Thesis

<b>Psychological Foundations (15 semester hours)</b>		
<a href="#">PSY 515</a>	Neuro/Bio Bases of Behavi	3
or <a href="#">PSY 507</a>	Pharmaco-therapy	
<a href="#">PSY 620</a>	Intro to Human Cognition	3
<a href="#">PSY 527</a>	GLB/Social/Cltural Bases Behav	3
or <a href="#">PSY 672</a>	Cultural Iss & Diversity	
<a href="#">PSY 545</a>	Developmental Psychology	3
<a href="#">PSY 503</a>	Abnormal Psy/Devpmt Psychopath	3
<b>Educational Foundations (6 semester hours)</b>		
<a href="#">SPED 586</a>	Inclusion: Strategies and Accommodations	3
<a href="#">SPED 520</a>	Introduction to Exceptionalities	3
or <a href="#">SPED 528</a>	Special Education Law	
<b>Intervention/Problem Solving (21 semester hours)</b>		
<a href="#">PSY 572</a>	Psychological Assessment and Measurement	3

<a href="#">PSY 573</a>	Intellectual Assessment I	3
<a href="#">PSY 576</a>	Psy Assess Child & Adol	3
<a href="#">PSY 508</a>	Theory/Technique Applied Psy	3
or <a href="#">PSY 592</a>	Group Psychotherapy	
<a href="#">PSY 535</a>	Applied Behavior Analysis	3
<a href="#">PSY 615</a>	Psy Principles of Consultation	3
<a href="#">PSY 635</a>	Adv Behav Assess & Interv	3
<b>Statistics &amp; Research Methodologies (9 semester hours)</b>		
<a href="#">PSY 605</a>	Single Subject Designs	3
<a href="#">SPED 595</a>	Research Literature & Techniques (3 semester hours required)	3
<a href="#">PSY 612</a>	Psy Ed Statistics	3
<b>Professional School Psychology (3 semester hours)</b>		
<a href="#">PSY 506</a>	Professional School Psy	3
<b>Practicum &amp; Internship (12 semester hours)</b>		
<a href="#">PSY 691</a>	Clinical Practicum Psych (Repeat twice for 6 semester hours)	3
<a href="#">PSY 790</a>	Internship in School Psycholog (Repeat twice for 6 semester hours)	3
<b>Total Hours</b>		<b>66</b>

## Educational Psychology PhD

Before being admitted to the doctoral program, the prospective student must first meet the general requirements for admission to the Graduate School. Applicants to the doctoral program must hold at least a bachelor's degree.

In all cases, admission to graduate degree programs in psychology is competitive, since available facilities and faculty do not permit admission of all qualified applicants. The components of an application to the doctoral program are as follows:

1. Graduate Record Examination. Applicants must submit scores for the quantitative, verbal, and analytical/written sections of the GRE.
2. Transcript(s) showing academic prerequisites.
  - o Applicants holding the master's degree must have an overall grade point average of at least 3.50 on graduate work, exclusive of practicum and thesis grades.
  - o For students applying with a completed non-thesis master's degree, completion of the thesis will be required prior to admission to doctoral candidacy.
3. Recommendations/references. The doctoral applicant is required to submit four satisfactory recommendations on forms provided by the Graduate School, including one from the last employer, if it was a professional experience, and one from the last institution attend. Two must hold doctorates.
4. Statement of goals. All prospective students must submit a brief statement to the graduate admissions committee stating their goals in psychology and how the Department of Psychology and Special Education at Texas A&M University-Commerce can help them attain those goals.

The department reserves the right to deny entrance to an applicant who, in the judgment of a duly constituted departmental committee, appears unlikely to succeed professionally, or whose goals are inconsistent with the orientation of the degree program, regardless of any other qualifications.

# Counseling MS/MEd

Jennifer Schroeder (Department Head)

## Master of Science in Counseling

The Master of Science in Counseling offers an emphasis in School Counseling for those students seeking certification as a professional school counselor and an emphasis in Clinical Mental Health Counseling for those students desiring licensure as a Licensed Professional Counselor (LPC). Both are 60-hour programs and include a common core as well courses specific to each emphasis.

## Master of Education in Counseling

The Master of Education in Counseling offers an emphasis in Student Affairs for those students desiring employment in a wide variety of college and university student services settings. The Student Affairs program is a 36-hour program offered entirely online. It targets the Bachelor-level student affairs professional desiring a graduate degree to improve service delivery and promotability.

### Program Requirements

Satisfactory performance is required on the Department's Master's Comprehensive Examination that includes both a nationally developed core component and a specialty component for School Counseling and Clinical Mental Health Counseling. The master's comprehensive examination for Student Affairs emphasis is departmentally developed. These examinations are given once each fall and spring semester, and once during the summer. Details about the examination and scheduled dates are available in the departmental office.

## Master of Science in Counseling with an emphasis in School Counseling (Option II) Non-Thesis

Master's degrees in Counseling with School Counseling emphasis require the courses listed below:

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All courses carry 3 semester hours credit unless otherwise indicated.

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### Open Courses (No Prerequisites) 9 semester hours

<a href="#">COUN 512</a>	Career Development	3
<a href="#">COUN 517</a>	Assessment in Counseling	3
<a href="#">COUN 545</a>	DEV ISSUES/STRATEG IN COUNSELI	3

### Level 1: Foundation Courses (No Prerequisites) 12 semester hours

<a href="#">COUN 501</a>	Intro to Coun Profession *	3
<a href="#">COUN 510</a>	Counsel Theory & Tech *	3
<a href="#">COUN 516</a>	Basic Counseling Skills *	3
<a href="#">COUN 522</a>	Counseling Diverse Populations *	3

### Level 2: Intermediate Courses (Prerequisites: All Level 1 Courses) 21 semester hours

<a href="#">COUN 514</a>	School Counseling and Development	3
<a href="#">COUN 520</a>	Advanced School Counseling	3
<a href="#">COUN 528</a>	Intro Grp Dynamics & Procedure	3
<a href="#">COUN 534</a>	Counseling Children and Adolescents	3

<a href="#">COUN 539</a>	Introduction to Play Therapy	3
<a href="#">COUN 560</a>	Crisis Intervention	3
<a href="#">COUN 581</a>	Assessment and Treatment of Chemical Dependency	3
<b>Level 3: Advanced Courses (Prerequisites: Pass Level 2 Examination) 15 semester hours</b>		
<a href="#">COUN 548</a>	Advanced Counseling Skills	3
<a href="#">COUN 551</a>	Practicum	3
<a href="#">COUN 552</a>	Internship (Must be repeated for credit; 6 semester hours required)	3
<a href="#">COUN 595</a>	Research Literature and Techniques (3 semester hours required)	3
<b>Elective - 3 semester hours (1 course) from the following:</b>		
<a href="#">COUN 513</a>	Communication In Marriage	3
<a href="#">COUN 530</a>	Clinical Mental Health Counseling	3
<a href="#">COUN 564</a>	Family Crisis & Resources	3
<a href="#">COUN 580</a>	Cou Substan Abuser: Drugs	3
<a href="#">COUN 589</a>	Independent Study (1-3 semester hours credit)	1-3
<a href="#">COUN 590</a>	Legal Issues Stu Affairs	3
<a href="#">COUN 597</a>	Special Topics (1-3 semester hours credit)	1-3
<a href="#">COUN 606</a>	Stu Affairs Services Hi Ed	3
<a href="#">COUN 607</a>	Contemp College Student	3
<a href="#">COUN 611</a>	Introduction to Marriage and Family Counseling/Therapy	3
<a href="#">PSY 503</a>	Abnormal Psy/Devpmt Psychopath	3
<a href="#">PSY 507</a>	Pharmaco-therapy	3
<b>Total Hours</b>		<b>60</b>

\* Students pursuing the School Counseling emphasis in MS Counseling must earn an A or B in the four Level 1 classes: COUN 501, 510, 516, & 522 and pass the Level 1 examination before meeting candidacy requirements and advancing to Level 2 classes.

## Master of Science in Counseling with an emphasis in Clinical Mental Health Counseling (Option II) Non-Thesis

All courses carry 3 semester hours credit unless otherwise indicated

<b>Open Courses (No Prerequisites) 9 semester hours</b>		
<a href="#">COUN 512</a>	Career Development	3
<a href="#">COUN 517</a>	Assessment in Counseling	3
<a href="#">COUN 545</a>	DEV ISSUES/STRATEG IN COUNSELI	3

<b>Level 1: Foundation Courses (No Prerequisites) 12 semester hours</b>		
<a href="#">COUN 501</a>	Intro to Coun Profession *	3
<a href="#">COUN 510</a>	Counsel Theory & Tech *	3
<a href="#">COUN 516</a>	Basic Counseling Skills *	3
<a href="#">COUN 522</a>	Counseling Diverse Populations *	3
<b>Level 2: Intermediate Courses (Prerequisites: All Level 1 courses) 21 semester hours</b>		
<a href="#">COUN 528</a>	Intro Grp Dynamics & Procedure	3
<a href="#">COUN 530</a>	Clinical Mental Health Counseling	3
<a href="#">COUN 560</a>	Crisis Intervention	3
<a href="#">COUN 581</a>	Assessment and Treatment of Chemical Dependency	3
<a href="#">COUN 611</a>	Introduction to Marriage and Family Counseling/Therapy	3
<a href="#">PSY 503</a>	Abnormal Psy/Devpmt Psychopath	3
<a href="#">PSY 507</a>	Pharmaco-therapy	3
<b>Level 3: Advanced Courses (Prerequisites: Pass Level 2 Examination) 15 semester hours</b>		
<a href="#">COUN 548</a>	Advanced Counseling Skills	3
<a href="#">COUN 551</a>	Practicum	3
<a href="#">COUN 552</a>	Internship (Must be repeated for credit; 6 semester hours required)	3
<a href="#">COUN 595</a>	Research Literature and Techniques (3 semester hours required)	3
<b>Electives 3 semester hours (1 course from the following)</b>		
<a href="#">COUN 513</a>	Communication In Marriage	3
<a href="#">COUN 514</a>	School Counseling and Development	3
<a href="#">COUN 520</a>	Advanced School Counseling	3
<a href="#">COUN 534</a>	Counseling Children and Adolescents	3
<a href="#">COUN 539</a>	Introduction to Play Therapy	3
<a href="#">COUN 564</a>	Family Crisis & Resources	3
<a href="#">COUN 580</a>	Cou Substan Abuser: Drugs	3
<a href="#">COUN 589</a>	Independent Study (1-3 semester hours)	1-3
<a href="#">COUN 590</a>	Legal Issues Stu Affairs	3
<a href="#">COUN 597</a>	Special Topics (1-3 semester hours)	1-3
<a href="#">COUN 606</a>	Stu Affairs Services Hi Ed	3
<a href="#">COUN 607</a>	Contemp College Student	3
<b>Total Hours</b>		<b>60</b>

\* Students pursuing the Clinical Mental Health emphasis in MS Counseling must earn an A or B in the four Level 1 classes: COUN 501, 510, 516, & 522 and pass the Level 1 examination before meeting candidacy requirements and advancing to Level 2 classes.

## Master of Education in Counseling with an emphasis in Student Affairs (Option II) Non-Thesis

Required courses in the major, minor, or specialization

### Student Affairs Emphasis - MEd (36 semester hours)

<a href="#">COUN 501</a>	Intro to Coun Profession *	3
<a href="#">COUN 510</a>	Counsel Theory & Tech *	3
<a href="#">COUN 512</a>	Career Development	3
<a href="#">COUN 522</a>	Counseling Diverse Populations	3
<a href="#">COUN 552</a>	Internship	3
<a href="#">COUN 560</a>	Crisis Intervention	3
<a href="#">COUN 580</a>	Cou Substan Abuser: Drugs	3
<a href="#">COUN 590</a>	Legal Issues Stu Affairs	3
<a href="#">COUN 595</a>	Research Literature and Techniques (3 semester hours required)	3
<a href="#">COUN 606</a>	Stu Affairs Services Hi Ed *	3
<a href="#">COUN 607</a>	Contemp College Student	3
<a href="#">HIED 540</a>	American Community College *	3
<b>Total Hours</b>		<b>36</b>

**Students pursuing the Student Affairs emphasis in MED Counseling must earn an A or B in the following four classes:**

\* **COUN 501, 510, 606, & HIED 540 in order to complete admission to candidacy requirements.**

## Counseling PhD

### Course Requirements

Doctoral students must have met the equivalent of CACREP master's program requirements, plus complete approximately 69 hours of additional coursework, as outlined below.

1. Master's Degree—A minimum of 48 semester hours, equal/equivalent to a CACREP-accredited master's degree, must be completed prior to finishing the doctorate.
2. Doctoral Field Experience—12 semester hours of class, which includes a combination of supervised clinical training, teaching, and clinical supervision.
3. Core Doctoral Courses—21 semester hours of required doctoral counseling courses.
4. Cognate Area— 9 semester hours from one of several department-approved content areas.
5. Elective — 3 semester hours selected with adviser to build competencies in an area that meets the student's professional needs.
6. Research Tools—15 semester hours in research methodology and statistics (or documented proficiency) from the University-approved Research Tools options. One of the research tools courses must be a qualitative research course.



- Dissertation—9 to 12 semester hours. In addition to the courses above, all general catalog requirements for the degree must be met.

## Residency

Doctoral student residency in the A&M-Commerce Department of Counseling serves three purposes. First, it is designed to encourage collegial relationships between students and faculty. Second, it introduces students to typical professional expectations they will encounter as they progress through their careers. Finally, activities within the residency enhance student learning by supplementing the academic and experiential components of the program.

To fulfill the residency requirements in the Department of Counseling, doctoral students must complete the following activities.

- Attend a minimum of six doctoral seminars.
- Assist faculty members on two different projects intended to ultimately lead to either manuscripts submitted for publication in peer-reviewed journals or presentation proposals submitted for peer-reviewed program consideration at state, regional, or national conferences. Students must collaborate with at least two different faculty members.
- Engage in a minimum of three departmental activities. Suggested activities include proctoring master’s comprehensive examinations, assisting with Murphy Day, assisting with the fall school counselor conference, assisting with the Truax celebration, assisting in the preparation of the departmental newsletter, maintaining the departmental bulletin board, maintaining the departmental job board, etc. Activities **MUST** include assisting with Master’s-level Practicum (COUN 551). This is in addition to COUN 660 Supervision requirement.
- Actively engage in professional service. Two components comprise this requirement:
  - Holding elected or appointed office in a local (E.g., Chi Sigma Iota, Doctoral student Association, Branch of the Texas Counseling Association), state (e.g., Texas Counseling Association or its divisions), regional (e.g., Southern Region of the American Counseling association), or national (e.g., American Counseling association or its divisions, American College Personnel Association), professional organization or by chairing or serving as a member of a committee of one of these organizations.
  - Serving on a university, college, or departmental committee or task force (e.g., Master’s Admissions Committee, Departmental Human Subjects Protection Committee University Library Committee).
- Completing 24 semester hours at Texas A&M University-Commerce toward the degree.

There is no specified time limit for completing residency.

**Note:** The department reserves the right to suspend from the program any student who, in the judgment of a duly constituted departmental committee, does not meet the professional expectations of the field. A copy of the department’s Retention/Dismissal Procedure may be obtained from the departmental office.

## Special Education MA/MS/MEd

### Degree Requirements

For the master’s degree programs in Special Education, both thesis and non-thesis options are available. The following are examples of typical tracks:

### Master of Arts/Master of Education/ Master of Science in Special Education (Option I) Thesis

A candidate for the Master of Arts degree must meet the language requirement outlined in the requirements for the [Master’s/Specialist degree](#) section of the Graduate catalog.

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#### Core courses (12 semester hours)

<a href="#">SPED 520</a>	Introduction to Exceptionalities	3
<a href="#">SPED 553</a>	Cognition, Learning, and Development	3

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<a href="#">SPED 580</a>	Current Topics in Special Education	3
<a href="#">SPED 535</a>	Applied Behavior Analysis	3
or <a href="#">PSY 535</a>	Applied Behavior Analysis	
<b>Characteristics (6 semester hours)</b>		
<a href="#">SPED 524</a>	Characteristics of Students with Mild Disabilities	3
<a href="#">SPED 526</a>	Characteristics of Students with Moderate to Severe Disabilities	3
or <a href="#">SPED 540</a>	Autism Spectrum Disorders	
<b>Law (3 semester hours)</b>		
<a href="#">SPED 528</a>	Special Education Law	3
<b>Methods (6 semester hours)</b>		
<a href="#">SPED 563</a>	Positive Approaches and Strategies for Effective Classroom Management and Behavioral Interventions (**)	3
<a href="#">SPED 583</a>	Content Area Instruction for Students with Mild Disabilities	3
<a href="#">SPED 586</a>	Inclusion: Strategies and Accommodations (O9)	3
or <a href="#">SPED 597</a>	Special Topic	
<b>Thesis (9 semester hours)</b>		
<a href="#">SPED 605</a>	Single Subject Designs	3
or <a href="#">PSY 612</a>	Psy Ed Statistics	
<a href="#">SPED 518</a>	Thesis (6 semester hours required)	3-6
<b>Only 6 semester hours of credit for 518 per degree will be given upon satisfactory completion of the requirement</b>		
<b>** Courses Needed for EBD/Autism Emphasis--540 and 563</b>		
<b>Total Hours</b>		<b>36</b>

## Master of Arts/Master of Education/Master of Science in Special Education (Option II) Non-Thesis

<b>Core Courses (12 semester hours)</b>		
<a href="#">SPED 520</a>	Introduction to Exceptionalities	3
<a href="#">SPED 553</a>	Cognition, Learning, and Development	3
<a href="#">SPED 580</a>	Current Topics in Special Education	3
<a href="#">SPED 535</a>	Applied Behavior Analysis	3
or <a href="#">PSY 535</a>	Applied Behavior Analysis	
<b>Characteristics (6 semester hours)</b>		
<a href="#">SPED 524</a>	Characteristics of Students with Mild Disabilities	3

<a href="#">SPED 526</a>	Characteristics of Students with Moderate to Severe Disabilities	3
or <a href="#">SPED 540</a>	Autism Spectrum Disorders	
<b>Law (3 semester hours)</b>		
<a href="#">SPED 528</a>	Special Education Law	3
<b>Methods (6 semester hours)</b>		
<a href="#">SPED 563</a>	Positive Approaches and Strategies for Effective Classroom Management and Behavioral Interventions	3
<a href="#">SPED 583</a>	Content Area Instruction for Students with Mild Disabilities	3
<b>Research (6 semester hours)</b>		
<a href="#">SPED 605</a>	Single Subject Designs	3
<a href="#">SPED 595</a>	Research Literature & Techniques (3 semester hours required)	3
<b>Elective</b>		
<b>3 semester hours</b>		3
<b>Total Hours</b>		36

## Master of Arts/Master of Education/Master of Science in Special Education (Option I) Thesis (Educational Diagnostician professional certification)

<b>Foundations and Professional Role</b>		
<a href="#">SPED 520</a>	Introduction to Exceptionalities	3
<b>Select 1</b>		
<a href="#">SPED 524</a>	Characteristics of Students with Mild Disabilities	3
<a href="#">SPED 526</a>	Characteristics of Students with Moderate to Severe Disabilities	3
<a href="#">SPED 540</a>	Autism Spectrum Disorders	3
<b>Law</b>		
<a href="#">SPED 528</a>	Special Education Law	3
<b>Assessment and Evaluation</b>		
<a href="#">SPED 572</a>	Principles of Assessment and Measurement	3
<a href="#">SPED 573</a>	Principles of Cognitive Assessment	3
or <a href="#">PSY 573</a>	Intellectual Assessment I	
<a href="#">SPED 574</a>	Principles of Psycho-Educational Assessment	3
<a href="#">PSY 635</a>	Adv Behav Assess & Interv	3
<b>Curriculum and Instruction</b>		
<a href="#">SPED 535</a>	Applied Behavior Analysis	3

or <a href="#">PSY 535</a>	Applied Behavior Analysis	
<a href="#">SPED 553</a>	Cognition, Learning, and Development	3
<a href="#">SPED 586</a>	Inclusion: Strategies and Accommodations	3
<b>Practicum</b>		
<a href="#">PSY 691</a>	Clinical Practicum Psych	3
<b>Thesis Option 1</b>		
<a href="#">SPED 518</a>	Thesis (6 semester hours required)	3-6
<b>Only 6 semester hours of credit for 518 per degree will be given upon satisfactory completion of the requirement</b>		
<b>Total Hours</b>		<b>39</b>

## Master of Arts/Master of Education/Master of Science in Special Education (Option II) Non-Thesis (Educational Diagnostician professional certification)

<b>Foundations and Professional Role (6 semester hours)</b>		
<a href="#">SPED 520</a>	Introduction to Exceptionalities	3
<b>Select 1</b>		
<a href="#">SPED 524</a>	Characteristics of Students with Mild Disabilities	3
<a href="#">SPED 526</a>	Characteristics of Students with Moderate to Severe Disabilities	3
<a href="#">SPED 540</a>	Autism Spectrum Disorders	3
<b>Law (3 semester hours)</b>		
<a href="#">SPED 528</a>	Special Education Law	3
<b>Assessment and Evaluation (12 semester hours)</b>		
<a href="#">SPED 572</a>	Principles of Assessment and Measurement	3
<a href="#">SPED 573</a>	Principles of Cognitive Assessment	3
or <a href="#">PSY 573</a>	Intellectual Assessment I	
<a href="#">SPED 574</a>	Principles of Psycho-Educational Assessment	3
<a href="#">PSY 635</a>	Adv Behav Assess & Interv	3
<b>Curriculum and Instruction (9 semester hours)</b>		
<a href="#">SPED 535</a>	Applied Behavior Analysis	3
or <a href="#">PSY 535</a>	Applied Behavior Analysis	
<a href="#">SPED 553</a>	Cognition, Learning, and Development	3
<a href="#">SPED 586</a>	Inclusion: Strategies and Accommodations	3
<b>Practicum (3 semester hours)</b>		

<a href="#">PSY 691</a>	Clinical Practicum Psych	3
<b>Research (6 semester hours)</b>		
<a href="#">SPED 605</a>	Single Subject Designs	3
<a href="#">SPED 595</a>	Research Literature & Techniques (3 semester hours required)	3
<b>Total Hours</b>		<b>39</b>

## Special Education Minor

<a href="#">SPED 520</a>	<b>Introduction to Exceptionalities</b>	<b>3</b>
<a href="#">SPED 528</a>	Special Education Law	3
<a href="#">SPED 563</a>	Positive Approaches and Strategies for Effective Classroom Management and Behavioral Interventions	3
<a href="#">SPED 586</a>	Inclusion: Strategies and Accommodations	3
<b>Total Hours</b>		<b>12</b>

### Notes:

In addition to the course requirements, students must satisfactorily complete a comprehensive examination prior to graduation if non-thesis option is selected. Application to take the comprehensive examination should be submitted upon completion of 18 semester hours in Special Education. Comprehensive examinations are scheduled once each fall and spring semester through the special education secretary.

Students will be approved for graduation and the degree after they have completed all degree requirements satisfactorily and been approved by the Graduate Committee of the department and the Graduate School.

## Special Education Professional Certificate

1. General Requirements
  1. Admission to the Graduate School
  2. Admission to the Teacher Education Program
  3. Two years teaching experience
2. Preparation Requirements for Educational Diagnostician
  1. Research [SPED 595](#) or [SPED 518](#)
  2. Knowledge of Students with Disabilities [SPED 520](#), [SPED 524](#) or [SPED 526](#); [SPED 540](#)
  3. Knowledge of Psycho-educational and other Diagnostic Procedures  
[SPED 572/PSY 572](#)  
[SPED 573/PSY 573](#)  
[SPED 574](#)
  4. Knowledge of Learning Theory [SPED 553](#) and [PSY 535/SPED 535](#)
  5. Knowledge of Instructional Modification (Remediation, Techniques, and Materials) [SPED 580](#) and one from:  
[SPED 580](#), [SPED 586](#)
  6. Practicum [PSY 691](#)
  7. Research [PSY 605/SPED 605](#)

## Special Education Standard Certificate

1. General Requirements
  1. Admission to the Graduate School
  2. Admission to the Teacher Education Program
2. Preparation requirements in the area of Generic Special Education: [SPED 520](#), [PSY 535/SPED 535](#), [SPED 553](#), and [SPED 580](#).
3. Preparation requirements in the area of Severely and Profoundly Handicapped:

1. Valid Teaching Certificate
2. [SPED 520](#) and [SPED 580](#) plus two years teaching experience with S/PH.
4. Preparation requirements as Supervisor of Special Education:
  1. Hold a regular Professional Certificate
  2. Hold a minimum of one provisional certificate in special education.

*Note*

The department reserves the right to suspend from the program any student who, in the judgment of a duly constituted departmental committee, does not meet the professional expectations of the field.

## Chemical Dependency Counseling Graduate Certificate

The Chemical Dependency Counseling Graduate Certificate Program requires admission to the Graduate School and includes 12 semester hours of graduate coursework.

### Requirement to Complete the Graduate Certificate Program

Required Courses		
<a href="#">COUN 501</a>	Intro to Coun Profession	3
<a href="#">COUN 510</a>	Counsel Theory & Tech	3
<a href="#">COUN 580</a>	Cou Substan Abuser: Drugs	3
<a href="#">COUN 581</a>	Assessment and Treatment of Chemical Dependency	3
<b>Total Hours</b>		<b>12</b>

**Note**

All coursework must be taken from Texas A&M University-Commerce with a SPA of at least 3.0 on all courses used for graduate certificate. (*No Substitutions*)

## Psychology of Gerontology and Positive Aging Graduate Certificate

The Psychology of Gerontology and Positive Aging Graduate Certificate requires admission to the Graduate School and 15 semester hours of graduate courses from the following.

Requirement to complete graduate certificate program.		
<a href="#">PSY 545</a>	Developmental Psychology	3
or <a href="#">COUN 545</a>	DEV ISSUES/STRATEG IN COUNSELI	
<a href="#">PSY 593</a>	Health Psychology	3
<a href="#">PSY 594</a>	Ethical Issues in Organization	3
<a href="#">PSY 598</a>	Psychology of Gerontology	3
<a href="#">PSY 697</a>	Special Topic (Cognitive Aging)	1-4
<b>Total Hours</b>		<b>15</b>

**Note:**

Coursework must be completed at Texas A&M University-Commerce with a 3.0 GPA on all courses for graduate certificate. (*No Substitutions*) Students may earn the certificate while enrolled in a separate Master (e.g., Counseling; Applied/Clinical-Psychology) or Doctoral Program (e.g., Educational Psychology).

**Courses****COUN****COUN 501 - Intro to Coun Profession**

Hours: 3

Introduction to the Counseling Profession. Three semester hours. Recommended as initial course in a student's program to serve as an introduction to the counseling profession. Roles of counselors and related professionals in various settings are presented. Professional goals and objectives, trends, professional associations, ethical and legal issues, history, credentials, and preparation standards for counselors are explored.

**COUN 510 - Counsel Theory & Tech**

Hours: 3

Counseling Theories and Techniques. Three semester hours. A study of the philosophical and theoretical bases of the helping process. Includes study of major counseling theories, basic helping skills, and applications to diverse populations. Also includes professional issues related specifically to the counseling process.

**COUN 512 - Career Development**

Hours: 3

Career Development. Three semester hours. Interrelationships among lifestyle, work place, and career planning are explored. Career development theories; occupational, educational, and personal/social information sources and delivery systems; and organization of career development programs are studied.

**COUN 513 - Communication In Marriage**

Hours: 3

Communication in Marriage. Three semester hours. Theories and techniques of verbal, and nonverbal communication in marriage relationship are studied.

**COUN 514 - School Counseling and Development**

Hours: 3

As the foundation course for those planning to enter school counseling, this course covers organization, planning, management, and evaluation of comprehensive school counseling programs. Appropriate roles and functions of school counselors at various school levels, coordination of professional services; and professional issues such as ethics and associations as they specifically relate to school counseling are included. Recommended for non-counselor educational professionals as well as counselors. Prerequisites: Pass Level 1 examination or consent of instructor.

**COUN 516 - Basic Counseling Skills**

Hours: 3

Provides the foundation for all practicum and internship experiences. Students learn communication and interpersonal skills under faculty supervision. Demonstration of these skills is a prerequisite for enrollment in practicum (Coun 551). Students will examine their intrapersonal issues and interpersonal styles and will follow ACA Ethical Standards. Prerequisites: Application form returned to department several months before actual enrollment in this course (check department for availability and due dates), Minimum grade of B in COUN 501 COUN 510.

**COUN 517 - Assessment in Counseling**

Hours: 3

Assessment in Counseling. Three semester hours. Includes group and individual appraisal techniques to be used to support career, educational, and personal planning and development. Standardized and non-standardized data information gathering methods, validity, reliability, psychometric statistics, factors influencing appraisals, and use and interpretation of appraisal results with a variety of populations are explored.

**COUN 520 - Advanced School Counseling**

Hours: 3

This course is designed to support further understanding of how to implement a comprehensive developmental school counseling program. Furthermore, this course thoroughly examines specialized topics related to school counseling. Through the course, students are taught models that can be applied in real life situations. They are also encouraged to develop their own models for practical application.

This course is a required course for all professional school counseling graduate students and students pursuing a career as a professional school counselors in a pre-K-12 school setting. This course is intended to support the development of students' professional school counseling competencies (dispositions, knowledge, skills, and attitudes) as stipulated by the CACREP. Prerequisites: COUN 514 or consent of instructor.

### **COUN 522 - Counseling Diverse Populations**

Hours: 3

Counseling Diverse Populations. Three semester hours. Emphasis on developing knowledge, skills and attitudes for more effective counseling with persons different from the counselor regarding characteristics such as culture, race, gender, sexual orientation, physical disability, and religious preference. Substantial attention is given to developing awareness of one's own values, attitudes and beliefs as they relate to counseling in a diverse society. Provides an understanding of how diverse values and mores, interaction patterns, social conditions, and trends related to diversity affect counseling.

### **COUN 528 - Intro Grp Dynamics & Procedure**

Hours: 3

A study of group development, dynamics, and theories in relation to group counseling. Leadership styles, techniques and roles are explored, and ethical issues related to group interventions are discussed. Prerequisites: Pass Level 1 Examination.

### **COUN 530 - Clinical Mental Health Counseling**

Hours: 3

As the foundation course for those planning to be counselors in mental health settings, this course includes theoretical and applied information regarding mental health counseling services in the context of the larger social services system. A variety of delivery systems, staffing procedures, case management procedures, emergency services, treatment paradigms, and the need for consultation and collaboration among mental health professionals are discussed. Prerequisites: Pass Level 1 Examination or consent of instructor.

### **COUN 534 - Counseling Children and Adolescents**

Hours: 3

Prepares counselors to address the specific needs of children and adolescents, with emphasis on developmental needs, specific therapeutic interventions, and common emotional issues. Group and individual counseling techniques and treatment planning are included. Prerequisite: Pass Level 1 Examination.

### **COUN 539 - Introduction to Play Therapy**

Hours: 3

Students will develop an effective philosophy of and approach to play therapy and an increased understanding of children and of children's world views. Through an experiential component, the student will learn to communicate with children at an affective level, to promote children's self-exploration and understanding, and to increase children's sensitivity to and acceptance of others. Prerequisites: Pass Level 1 Examination.

### **COUN 545 - DEV ISSUES/STRATEG IN COUNSELI**

Hours: 3

This course provides an overview of theory and research related to human growth and development over the lifespan. In addition to meeting the core curricula objectives required for accreditation, the course provides specific developmentally appropriate interventions supported by research that are designed to enhance the growth and development of clients who seek counseling services. Crosslisted with: PSY 545.

### **COUN 548 - Advanced Counseling Skills**

Hours: 3

A laboratory-based, experiential course, Advanced Counseling Skills will merge the continued development of basic skills with theoretically based conceptualization skills and techniques. Students will examine their intrapersonal alignments with chosen theoretical orientations. Students will practice theoretically consistent conceptualization skills and techniques. Students will be expected to adhere to ACA Ethical Standards. Pre-requisites: Pass Level 1 Examination.

### **COUN 549 - Ethics in Prof Coun**

Hours: 1

Ethics in Professional Counseling. One semester hours Examines ethical and legal issues in counseling and the behavioral sciences. Includes theories of moral philosophy and the development and application of professional codes.

### **COUN 551 - Practicum**

Hours: 3

Provides for continued development and practice of skills learned in Coun 516. Students develop conceptual and professional skills related to their practice at a field site and practice various specified counseling and related activities during a minimum of 100 hours at an agency or educational setting. Prerequisites: Application form returned to department several months before actual enrollment in this



course (check with department for availability and due dates), a grade of "B" or better in 548, and successful completion of Admission to Candidacy requirements (or the equivalent for those seeking school counselor certification only), and pass Level 2 Examination within the Department of Counseling. Graded on a satisfactory (S) or unsatisfactory (U) basis, with a grade of "S" required to progress to Coun 552. Note Satisfactory performance at the field placement and during on-campus class meetings must be demonstrated before students can proceed to internship (Coun 552).

### **COUN 552 - Internship**

Hours: 3

Primary interest is on integration of process, conceptual, professional, and personal skills. Provides extensive supervised experience in a setting closely aligned with student's chosen program. Prerequisites: Application form returned to department several months before actual enrollment in this course (check for availability and due dates); successful completion of COUN 551. Students must receive a grade of "S" in the first semester of 552 to progress to the second semester of 552, and an "S" in the final semester of 552 to graduate and/or be recommended for school counselor certification. Note Course is repeated for two, three-credit hour courses, each requiring approximately 20 weekly hours (300 total in each) of field experience, to meet master's degree requirement of six hours of internship.

### **COUN 560 - Crisis Intervention**

Hours: 3

An overview of crisis intervention. Major theoretical models of situational crises are described and operationalized across a variety of service delivery systems. Students will develop conceptual competency necessary for professionals engaged in crisis intervention. Special emphasis is given to contemporary research in suicidology, disaster psychology, and crisis management for schools. Prerequisites: Pass Level 1 Examination or admission to Student Affairs program or consent of instructor.

### **COUN 564 - Family Crisis & Resources**

Hours: 3

Family Crises and Resources. Three semester hours. Crises and special problems encountered in family living with individual and community resources pertinent to them.

### **COUN 580 - Cou Substan Abuser: Drugs**

Hours: 3

Chemical Dependency in Perspective. Three semester hours. Covers a broad range of topics related to chemical dependency that school, community, student affairs, marriage/family, career, and other counselors should know. Topics include prevention, abused substances and their effects, symptoms of chemical dependency, an introduction to various chemical dependency treatment models, applications in a multicultural society, chemical dependency counseling with children and families, twelve-step and other support groups, employee assistance programs, relapse prevention, HIV/AIDS and other current issues.

### **COUN 581 - Assessment and Treatment of Chemical Dependency**

Hours: 3

Provides in-depth information regarding the assessment and treatment of chemical dependency. Topics include coping skills; motivation for change; management of stress, anxiety, and anger; screening for chemical dependency in health care settings; various chemical dependency interventions; and planning specific treatments to match individual clients. Prerequisites: Pass Level 1 Examination or consent of instructor.

### **COUN 589 - Independent Study**

Hours: 1-3

Independent Study. One to three semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisites: Consent of department head.

### **COUN 590 - Legal Issues Stu Affairs**

Hours: 3

Legal Issues in College Student Affairs. Three semester hours. Provides information about the legal issues common to college student affairs administrators. Includes student-university relationship, risk management techniques, civil rights, contracts and federal regulations.

### **COUN 595 - Research Literature and Techniques**

Hours: 3

Emphasizes research in the student's major field, basic statistics, literature review, proposal and report development, research implementation, needs assessment, program development, and ethical and legal considerations regarding research through the presentation of a formal research proposal and/or completion of presentation of a research report. Prerequisites: Pass Level 2 Examination or admission to Student Affairs program or consent of instructor.

**COUN 597 - Special Topics**

Hours: 1-3

Special Topics. One to three semester hours. Organized class. May be repeated when topics vary.

**COUN 606 - Stu Affairs Services Hi Ed**

Hours: 3

Student Affairs Services in Higher Education. Three semester hours. As the foundation course for those planning to enter students affairs work in higher education, this course offers students opportunities to examine the historical and contemporary role and scope of college students personnel services. Provides students with in-depth understanding of major theories of students development and the application of these theories to student development practice.

**COUN 607 - Contemp College Student**

Hours: 3

The Contemporary College Student. Three semester hours. Examines various aspects of contemporary college student life and characteristics of present and future college students. Presented as a seminar to identify and examine salient issues facing college students including, but not limited to, sources of motivation, learning styles, development of values, relationship development, mental-health/psychosocial development and issues related to gender, health, and intercultural concerns.

**COUN 610 - Adv Counsel Theories & Techniq**

Hours: 3

Advanced Counseling Theories and Techniques. Three semester hours. In-depth study of various counseling approaches with opportunities for demonstration and evaluation of each student's counseling skills. Prerequisite: Doctoral status or consent of the instructor.

**COUN 611 - Introduction to Marriage and Family Counseling/Therapy**

Hours: 3

A survey of the historical development and principal conceptualizations of marital and family counseling/therapy. Goals include an initial examination and comparison of various theories currently employed in the field with an emphasis on interview techniques. Subject areas to be covered include the various schools of family counseling/therapy, along with current trends and issues in marriage and family counseling/therapy. Prerequisites: Pass Level 1 Examination or consent of instructor.

**COUN 612 - Adv Sem M&F Coun/Therapy**

Hours: 3

Advanced Seminar in Marriage and Family Counseling/Therapy. Three semester hours. A didactic and experiential seminar course in marital and family counseling/therapy for advanced students. Emphasis is on the development of the student's therapeutic expertise in structural and strategic family intervention techniques. Prerequisites: Coun 611 and doctoral status or consent of the instructor.

**COUN 613 - Adv Statistical Technique**

Hours: 3

Includes a review of introductory statistics, presentation of basic concepts of analyses of variance, advanced correlational methods, and multiple regression, as well as other advanced statistical methods. Focuses on use of the computer for data. Meets requirements for a Level III research tool course. Prerequisite: Level I and Level II research tools or equivalent or permission of the instructor. Crosslisted with: PSY 612.

**COUN 614 - Counseling Strategies for Parent-Child Relationships**

Hours: 3

A didactic and experiential course dealing with counseling techniques applied to the improvement of parent-child relationships. The course focuses on intervention skills of transgenerational family therapy, play therapy, and parenting education based on an understanding of the family life cycle and family structure. Prerequisites: Doctoral standing or consent of instructor.

**COUN 615 - Marital Counsel/Therapy**

Hours: 3

Marital Counseling/Therapy. Three semester hours. A study of counseling theories applied to marital and other dyadic relationships. Emphasis will be placed on the assimilation, integration, and application of information pertaining to such topics as marital/divorce developmental tasks theory, object relations theory, systemic family of origin theory, interaction patterns in marriage, divorce process, and post-divorce adjustment. Techniques and historical development of marriage enrichment, marital counseling/therapy, and divorce counseling/therapy interventions will be included. Prerequisites: Coun 611 and doctoral status or consent of the instructor.

**COUN 620 - Superv Cou Human Develop**

Hours: 3

Supervision in Counseling and Human Development. Three semester hours. A didactic and experiential course for post-graduate and doctoral students who wish to assume the role of supervisor. Goals include the assimilation and application of major

theoretical/conceptual models and supervision approaches in counseling and human development. Prerequisite: Doctoral status or consent of the instructor.

### **COUN 621 - Psychoeducational Consulting and Program Evaluation**

Hours: 3

Psychological, educational, and sociological theories, models, and processes applied to human and organizational systems of change. Special attention is directed to applying theory to practice and to differentiating between human and structural problems and interventions. Prerequisites: Doctoral standing or consent of instructor. Crosslisted with: PSY 679.

### **COUN 622 - Advanced Seminar in Counseling Diverse Populations**

Hours: 3

This course provides students with a variety of opportunities to increase their level of personal (self-reflective) awareness, and clinical awareness, knowledge, and skills in working with diverse populations. This increased level of cultural competence better prepares students to teach supervise, and mentor counseling trainees and novice practitioner, to conduct culturally sensitive research, and to provide direct services to culturally diverse clients. Prerequisites: Doctoral standing or consent of instructor.

### **COUN 623 - Race, Class and Gender**

Hours: 3

Race, Class, and Gender Issues in Counseling - Three semester hours The multicultural counseling competencies (Arredondo et al., 1996) specify that culturally skilled counselors are expected to understand how factors such as gender, social class, age, sexual orientation, religion, and educational background intersect and interrelate with ethnicity, race, and culture in the lives of their clients, as well as their own lives. The primary purpose of this course is to explore the interconnections of race, class, and gender; including how they shape the structure of U. S. society, and in turn, the experiences of client and counselor. A conceptual framework for understanding race, class, and gender, and their intersection provides students with increased understanding of contemporary issues that impact their clients' lives, and provides a foundation for social justice consciousness that leads to client empowerment and advocacy. Pre-requisite: COUN 522: Counseling Diverse Populations or equivalent graduate level multicultural counseling course.

### **COUN 625 - Research Application**

Hours: 3

A doctoral course which focuses on the development of research skills and inquiry methods. The student is exposed to various quantitative and qualitative approaches. In addition, the course provides students with an understanding of scientific inquiry, purpose and benefits of research, research-related ethical and legal issues, and sampling procedures. Prerequisites: Doctoral status and completion of 30 semester hours of doctoral level coursework or consent of instructor.

### **COUN 650 - Inst Th & Meth in Coun Ed**

Hours: 3

This course is designed to develop/improve counselor educator skills including planning units or courses, delivering instruction, and assessing learner outcomes. The course also addresses ethical standards for counselor educators. Although the primary focus is on teaching counselors-in-preparation, students will acquire knowledge and develop skills that are applicable to other situations such as presenting at professional conferences and conducting staff development. Prerequisite: doctoral standing or consent of instructor. Crosslisted with: PSY 680.

### **COUN 660 - Doctoral Field Experience**

Hours: 1-6

Doctoral Field Experience. Three semester hours. The doctoral field experience includes a minimum of nine semester hours, during which time students are involved in various supervised experiences. The first three semester hours include 300 clock hours of supervised clinical work in the department based training facility where students provide direct counseling to individuals, families, couples, and groups, and refine advanced counseling skills. The remaining six semester hours (600 clock hours) include 300 clock hours of clinical experience in an approved site, plus 300 clock hours of supervised teaching and clinical supervision. During this time students are expected to expand their counseling, teaching, and supervision skills. Prerequisites: Coun 610 and 620; consent of Doctoral Internship Coordinator.

### **COUN 689 - Independent Study**

Hours: 1-3

Independent Study. One to three semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisites: Consent of department head.

### **COUN 690 - Qualitative Research**

Hours: 3

Practicum in Qualitative Research Hours: Three. This practicum experience is designed to complement and build upon knowledge gained in HiEd 696 or EdAd 698. Prerequisites: HiEd 696 or EdAd 698 Note: The course is intended for advanced doctoral students who plan to do a qualitative study for their dissertations and/or seek in-depth practical experience in the use of qualitative research methods used in

educational research (e.g., interview strategies, participant observation, and case studies). Students will engage in practice and skill development in analyzing and interpreting qualitative data, communicating results, and evaluating qualitative research. Each student will complete a qualitative research project and write a journal length article based on the research.

### **COUN 695 - Research Methodology**

Hours: 3

Research Methodology. Three semester hours. An overview of research methodology including basic concepts employed in quantitative and qualitative research methods. Includes computer applications for research. Meets requirements for a Level I research tool course. Prerequisites: Doctoral status or consent of the instructor.

### **COUN 697 - Special Topics**

Hours: 3

COUN 697 - Special Topics Hours: Three Organized class Prerequisites Doctoral status Note May be repeated when topics vary

### **COUN 717 - Ethics & Prof Development**

Hours: 3

Ethics and Professional Development. Three semester hours. Examines ethical and professional development issues in counseling and the behavioral sciences. Prerequisite: Doctoral status.

### **COUN 718 - Dissertation**

Hours: 3-9

Doctoral Dissertation. Three to nine semester hours. A candidate must present a dissertation acceptable to the student's advisory committee and the Dean for Graduate Studies and Research on a problem in the area of his specialization. To be acceptable, the dissertation must give evidence that the candidate has pursued a program of research, the results of which reveal superior academic competence and significant contribution to knowledge. Graded on a (S) satisfactory or (U) unsatisfactory basis.

## **PSY**

### **PSY 500 - Psychology in Education**

Hours: 3

Psychology in Education Contexts. Three semester hours. A course designed for teacher education students to provide a thorough understanding of the dynamic relationship between cognition, learning, and development for school-aged children and adolescents. Formative and summative assessment and evaluation procedures will also be presented. This course is required as a part of the initial certification program in teacher education.

### **PSY 502 - Theories of Personality**

Hours: 3

Theories of Personality for Psychotherapy and for Psychological Counseling. Three semester hours. This is a study of the historically influential personality theories as they relate to contemporary psychology

### **PSY 503 - Abnormal Psy/Devpmt Psychopath**

Hours: 3

Abnormal Psychology and Developmental Psychopathology. Three semester hours. The course is oriented to the social-biological origins and dynamics of psychopathology in adults and children including developmental disorders.

### **PSY 505 - Intro to Educational Psycholog**

Hours: 3

Introduction to Educational Psychology. Three semester hours. This class is designed to introduce the student to the basic principles of educational psychology with an emphasis on the cognitive aspects of modern pedagogy. Topics that will be covered include a historical introduction to theory, research, and issues in educational psychology through both classic and contemporary readings in the areas of instructional psychology, motivation, measurement, learning, technology, and socialization.

### **PSY 506 - Professional School Psy**

Hours: 3

Professional School Psychology. Three semester hours. This course deals with pertinent issues in school psychology, such as ethics, emergent technologies, history and foundations of school psychology, legal issues, professional issues and standards, alternative models for the delivery of school psychological services, as well as roles and functions of the school psychologist. Prerequisites: Consent of instructor.

**PSY 507 - Pharmaco-therapy**

Hours: 3

Pharmaco-therapy. Three semester hours This course provides an examination of psychoactive medications and their use in the treatment of mental and behavioral disorders. The efficacy and safety of medications will be discussed. The course presents basic principles of pharmaco-therapy that are the rationales behind the pharmacological treatment of psychological disorders. Applied components will relate to the aspects of the course material to mental health service delivery. The class also examines the historical psychopharmacological perspective, basic pharmacology underlying the use of medication, and recent research in the field. Prerequisite: Admission to a Psychology Graduate program.

**PSY 508 - Theory/Technique Applied Psy**

Hours: 3

Theory and Techniques of Applied Psychology. Three semester hours. An introduction to theoretical models and their applications which are useful across a range of practical human situations. These include educational contexts, individual and group consultation, and organizations. Both assessment and intervention models will be presented, with an emphasis on their relationship. Active practitioners will discuss and demonstrate selected intervention techniques. Prerequisite: Graduate standing.

**PSY 509 - History & Systems of Psy**

Hours: 3

History and Systems of Psychology. Three semester hours. A comparative and critical study is made of a number of viewpoints in psychology from early experimental psychology to the contemporary field and organismic theories.

**PSY 511 - Cognitive Science**

Hours: 3

Cognitive Science. Three semester hours. Cognitive Science concerns the nature of human cognition from an interdisciplinary perspective, including insights from philosophy, psychology, linguistics, artificial intelligence, anthropology, and neuroscience. Selected topics include mental representation, cognitive processing mechanisms, language, and computational modeling.

**PSY 514 - Theories of Human Learning**

Hours: 3

Theories of Human Learning - Three semester hours This is a course that is taken primarily by doctoral students, not master's students, as part of their electives on their degree plan.

**PSY 515 - Neuro/Bio Bases of Behavi**

Hours: 3

Neuromechanisms/Biological Bases of Behavior. Three semester hours. Designed for psychology or counseling students, this course is concerned with biological bases of developmental neuropsychology, peripheral nervous systems, psychophysiology, behavioral pharmacology, and their relations to central nervous system arousal, motivational, emotional, and memory structures. Prerequisite: Psy 315 or consent of instructor.

**PSY 517 - Intro to Hum-Comp Inter Design**

Hours: 3

Introduction to Human-Computer Interaction Design. Three semester hours. Students will learn the fundamental concepts of human-computer interaction and user-center design thinking, through working in teams on a interaction design project, supported by lectures, readings, and discussions. They will learn to evaluate and design usable and appropriate software based on psychological, social and technical analysis. They will become familiar with the variety of design and evaluation methods used in interaction design, and will get experience with these methods in their project. Graduate student team projects will involve more advanced HCI design issues. Topics will include usability and affordances, direct manipulation, systematic design methods, user conceptual models and interface metaphors, design languages and genres, human cognitive models, physical ergonomics, information and interactivity structures, and design tools and environments.

**PSY 518 - Thesis**

Hours: 3-6

Thesis. Three semester hours. This conference course introduces the candidate for the Master of Arts or Master of Science Option I degree to the theories and techniques of educational and psychological research and leads to the completion and acceptance of the thesis. Course is repeated for at least two three-credit hour courses. Graded on a (S) satisfactory or (U) unsatisfactory basis.

**PSY 521 - Research Design**

Hours: 1

Research Design. One semester hours. The focus on this course is on the design, analysis, and interpretation of experimental research. Emphasis will be given to designs which can be analyzed by ANOVA or MANOVA. Statistical software will be employed to assist with the analysis of data. Prerequisite: Psy 612 or equivalent or permission of instructor. Cross list with SPED 521

**PSY 527 - GLB/Social/Cltural Bases Behav**

Hours: 3

This course is designed to cover principles and research related to social and cultural bases of behavior, motivation, attitude, value, leadership, propaganda, groups, morale, industrial conflict, roles, ethnic attitudes, and status.

**PSY 535 - Applied Behavior Analysis**

Hours: 3

Applied Behavior Analysis. Three semester hours. (Same as SpEd 535) A study of operant conditioning and reinforcement principles as they apply to describing, explaining, predicting, and developing human behavior in socially desirable ways, so that benefits occur in individuals in family, school, work, and community setting.

**PSY 536 - Hypnosis Applications**

Hours: 3

Hypnosis Applications Hours: Three This course introduces the advanced student to hypnosis and trance as they may be used in counseling and psychotherapy, as well as in behavior therapy, habit management, and behavioral medicine. Traditional induction and trance management techniques, indirect hypnosis, and a number of related therapeutic techniques drawn from a variety of therapeutic models are taught and practiced. Prerequisite: Consent of instructor.

**PSY 537 - Advanced Therapeutic Intervention**

Hours: 3

A study of selected current specific techniques used in the practice of psychotherapy. Students will study a set of clinical procedures based on different theoretical models, including cognitive behavioral therapy, psychodynamic psychotherapy, solution-focused psychotherapy, and others. Emphasis will be on technique with evidence-based effectiveness and practical value in producing therapeutic movement, and students will practice the procedures in controlled clinical settings. They will also be encouraged to develop an articulated practice model of their own. Prerequisites: PSY 508 or consent of program advisor.

**PSY 538 - Ethics in Clinical Practice**

Hours: 3

The course will provide a review of the basics of ethical philosophy and the current code of ethics of the American Psychological Association, with emphasis on clinical practice. It will also provide a review of the statutory and common law bases for conducting an ethical practice while minimizing risk to clients and the professional integrity of the psychologist. Prerequisites: Admission to the applied psychology program.

**PSY 539 - Forensic Psychology**

Hours: 3

Forensic Psychology - Three semester hours This course introduces students to the field of forensic psychology, its history, and the relationship between law and psychology, the mental health system, mental illness and criminal conduct. An introduction to the legal system is also included. As an introduction the course will highlight the following topics: ethics in forensic psychology, violence and risk assessment evaluation, treatment of the juvenile and adult offender, mental health law, psychology of law enforcement, forensic psychology in correctional settings, forensic documentation and report writing.

**PSY 545 - Developmental Psychology**

Hours: 3

Study of the lifespan of humans. Emphasizes both experimental and theoretical approaches to the study of cognitive, personality, social, perceptual and physical development from conception to death. Crosslisted with: COUN 545.

**PSY 572 - Psychological Assess/Measureme**

Hours: 3

Psychological Assessment and Measurement. Three semester hours. (Same as SpEd 572). This course is the first required course in the sequence of assessment courses and is planned to provide a framework for the development of assessment practices. Attention will be given to issues of measurement, identifying appropriate sources of diagnostic information, reliability, validity, identifying and selecting test instruments, conducting the assessment process in an ethical and considerate manner, interpreting norm references and criterion-referenced test scores. Prerequisite: Graduate standing.

**PSY 573 - Intellectual Assesmnt I**

Hours: 3

Intellectual Assessment I. Three semester hours. (Same as SpEd 573) The purpose of this course is to attain knowledge of cognitive functioning and develop skills in the cognitive assessment of children and adolescents. This course integrates the skills of administration, scoring, and interpretation of major cognitive assessment instruments (e.g., WJ-III COG, KABC-II, & WISC-IV) in the context of recent cognitive theories and research. The Cattell-Horn-Carroll (CHC) Theory of Cognitive Abilities will be the primary underlying framework for interpreting test data. Also, an emphasis will be placed on utilizing the Cross-Battery Assessment approach when utilizing the CHC

theory of cognitive abilities. Issues of assessing culturally and linguistically diverse children and adolescents are integrated throughout the course in addition to specified lectures.

### **PSY 575 - Personality Assessment II**

Hours: 3

Personality Assessment II. Three semester hours. The course will examine the socio-emotional, behavioral and cultural aspects of personality and informal assessments for children and adults as part of the diagnostic process. Psychometric and ethical considerations with the use of these techniques will be considered. Computerized testing and scoring of personality tests and techniques will also be covered. Prerequisites: Concurrent or prior enrollment in Psy 572 and 503.

### **PSY 576 - Psy Assess Child & Adol**

Hours: 3

Psychological Assessment of Children and Adolescents This course will focus on assessment and diagnostic/eligibility considerations pertaining to children and adolescents (ages 3-21) exhibiting characteristics of various disabilities as defined by IDEA (Individuals with Disabilities Education Act) and the DSM-IV-TR. Students will develop knowledge and skills related to multiple assessment techniques frequently used in determining diagnostic/eligibility criteria. Such techniques include interviewing, behavior rating scales, behavior observations, and specific standardized instruments designed to aide in the identification of disabilities in children and adolescents. Additional topics addressed in this course include: working with multi-disciplinary assessment teams, intervention strategies and recommendations, working with families, and multicultural considerations. Pre-requisites : PSY/SPED 572 or consent of instructor

### **PSY 589 - Independent Study**

Hours: 1-4

Independent Study. One to three semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

### **PSY 592 - Group Psychotherapy**

Hours: 3

Group Psychotherapy - Three semester hours Techniques and ethical considerations in group therapy. Topics will include psychological theories as they apply to group therapy. Techniques in group therapy and ethical considerations of group therapists.

### **PSY 593 - Health Psychology**

Hours: 3

Health Psychology - Three semester hours This class is designed to introduce the basic concepts of Health Psychology. Students will be introduced to different medical disorders and diseases and the implications for the psychological health and impact on psychological functioning of individuals with these disorders. Students will study physical limitations and adaptations. They will understand basic ADA law and how to make buildings accessible. Psychological treatments for persons with disorders and physical limitations will be introduced. Topics covered will include depression and illness, traumatic injuries, neuromuscular diseases, cancer, and chronic pain. Also covered will be the use of psychological techniques to improve behaviors for wellness including smoking cessation, proper nutrition, and exercise. Such methods of treatment will include biofeedback, relaxation and behavioral goal setting. Graduate students will understand the applicability of foundations of health psychology to older adults and the study of geriatrics. Cross list with: PSY 492 - Health Psychology

### **PSY 594 - Ethical Issues in Organization**

Hours: 3

Ethical Issues in Organizations. Three semester hours. Ethical issues applied to individuals in an organizational setting. Included are theories of moral philosophy and the development and application of professional and business codes.

### **PSY 595 - Research Literature & Techniqu**

Hours: 3

Research Literature and Techniques. Three semester hours. This course will provide a study of the research literature in the students' field of major interest and develop and understanding of research techniques used in this field.

### **PSY 597 - Special Topics**

Hours: 3

Special Topics. One to four semester hours. Organized class. May be repeated when topics vary.

### **PSY 598 - Psychology of Gerontology**

Hours: 3

Psychology of Gerontology - Three semester hours This course will cover topics in gerontology including physical and mental changes in older adults, transitions such as retirement, mental health issues for the older adult, and health issues. The course will provide needed information to help the older adult adjust to changes in life. The course will focus on positive sides of aging which are often neglected.

**PSY 601 - Perception**

Hours: 3

Perception. Three semester hours. This course is a survey of classical and current theory and research on human perception. It includes the relations of sensation and perception, stimulus and receptor correlates, physiological bases for perception, and the study of the visual, auditory, cutaneous, and chemical senses.

**PSY 605 - Single Subject Designs**

Hours: 3

This is an introductory level course concentrating on single subject data designs, visual inspection and inference of data and statistical analysis for educational and behaviorally therapeutic interventions and data collection processes.

**PSY 610 - Nonparametric Statistics**

Hours: 3

Nonparametric Statistics. Three semester hours. This course, a Graduate School approved level IV research tool course, concentrates on the logic and application of distribution-free statistics with emphasis on psychological and educational data and research. Prerequisites: Level I-III research tool courses or equivalent or permission of instructor.

**PSY 612 - Psy Ed Statistics**

Hours: 3

This course, a Graduate School approved level II research tools course, is an introductory level course that concentrates on statistical methods applicable to educational and psychological research procedures and interpretations. Crosslisted with: COUN 613.

**PSY 615 - Psy Principles of Consultation**

Hours: 3

Psychological Principles of Consultation. Three semester hours. This course will examine the psychological principles and knowledge base underlying the major models and theories of individual and organizational consultation. Scientific information derived from the study of learning, cognition, development, and personality theory will be examined in relation to the common consultative practices and models employed in business, government, and education.

**PSY 618 - Group Dynamics**

Hours: 3

Group Dynamics: Understanding and Working in Groups. Three semester hours. This course will provide both a theoretical background and practical knowledge for understanding and working in a group environment. Basic principles of group membership, identity, and interaction will be identified. The ultimate goal of the class is to make the student a more productive group member. To achieve this goal, some topics that will be discussed include leadership, communication skills and patterns, conflict styles and resolutions, viewing diversity as a strength, needs for and uses of power, and team development and training. The student will develop these skills through active participation in numerous group activities and environments.

**PSY 620 - Intro to Human Cognition**

Hours: 3

Introduction to Human Cognition - Three semester hours This course provides an overview of cognitive psychology. We will investigate topics of perception, attention, consciousness, memory, imagery, knowledge representation, language, problem solving, decision making, and other selected aspects. Emphasis also will be placed on the relationship between mental processes and the brain. In addition, students will learn to appreciate the scientific methods that are developed to investigate these topics.

**PSY 621 - Advanced Cognition**

Hours: 3

Advanced Cognition. Three semester hours. This seminar course will examine the disciplines of cognitive science and cognitive psychology, with primary attention to the three predominant metaphors and models of the mind: the mind as a computer, the mind as a neural network, and the mind as a brain.

**PSY 622 - Research Design: Introduction to Theses and Dissertations**

Hours: 3

In this course, students will learn the principles of developing a research idea that can ultimately be developed into an actual research proposal. Students will be expected to abstract research articles and based on these summaries, identify and operationalize a research question, prepare a potential method section, and prepare and submit a research proposal draft.

**PSY 625 - Cognition & Instruction I**

Hours: 3

Cognition and Instruction I. Three semester hours. This course will examine the psychological principles and scientific knowledge base underlying the major instructional theories. Content will include an evaluation of how current theories and knowledge of human cognition relate to the principles and practices of instructional design and development.



**PSY 626 - Cognition/Instruction II**

Hours: 3

Cognition and Instruction II. Three semester hours. This course will require students to apply knowledge and theory derived from cognitive psychology to the design and development of instructional systems and products. Students will be expected to integrate cognitive models and knowledge of human cognition within the process of developing and designing instructional systems and products. Prerequisite: Psy 625 or consent of instructor.

**PSY 627 - SOCIAL COGNITION**

Hours: 3

Social Cognition - Three semester hours This course will investigate the research on the cognitive mediators of interpersonal behavior. This course is predicated on the belief that our social interactions are determined by what we believe we know about ourselves, other people, and the situations in which we encounter them. Topics to be covered include: Attribution, person perception, stereotyping, attitudes, the self, and social memory.

**PSY 630 - RORSCHACH AND PROJECTIVES**

Hours: 3

Rorschach and Projectives Hours: Three Students learn to administer and interpret the Rorschach, using the Comprehensive System Projective procedures involving drawing, storytelling, sentence completion, etc., are also reviewed.

**PSY 635 - Adv Behav Assess & Interv**

Hours: 3

Advanced Behavioral and Academic Assessment and Intervention Founded on a decision-making and accountability model, this course provides training in varied methods of assessment for the purpose of obtaining behavioral and academic information for identification and understanding of academic and behavioral concerns, and evaluating intervention models and for the measurement of progress. Emphasis is placed on a systematic process to collect data to translate assessment results into decisions regarding service delivery and to evaluate the outcomes of the services provided. Prerequisite: PSY/SPED 535.

**PSY 661 - Org Change and Improvement**

Hours: 3

Organizational Change and Improvement. Three semester hours. (Cross-listed with Mgt 594) This course will examine the principles of organizational change and the scientific knowledge base underlying the major models and theories of organizational change and improvement. Particular attention will be given to models and practices of continuous organizational improvement and how such models relate to current knowledge and theory.

**PSY 670 - Multivariate Analysis**

Hours: 3

Multivariate Statistics. Three semester hours. This course, a Graduate School approved level IV research tools course, provides a conceptual introduction, as well as computational and computer competence, in modern multivariate procedures. Topics include multiple regression, discriminant function analysis, analysis of covariance, multiple analysis of variance, item analysis, cluster analysis, factor analysis, and canonical correlation. Applications to measurement and test construction are emphasized. Prerequisite: Level I-III research tools courses or equivalent or permission of instructor.

**PSY 671 - Advanced Tests & Measurements**

Hours: 3

This course is designed to: (1) introduce students to modern and classical test theories, the concepts and the techniques, including test construct, scaling, modern and classical reliability theories, validity, modern and classical item analysis techniques, equating and test score interpretation; (2) provide students with knowledge about how a psychological or educational test is developed; (3) provide students with knowledge about strengths and limitations of psychological and educational tests; (4) provide students opportunities to discuss technical issues in test development and to practice their knowledge through projects. Prerequisites: PSY 612.

**PSY 672 - Cultural Iss & Diversity**

Hours: 3

Multicultural Issues and Diversity in Assessment and Therapy This course is an examination of cultural and diversity issues present in educational and psychological assessment and therapeutic treatment. Students will develop sensitization to personal and societal attitudes and values, as well as an increase of their awareness of current models of multicultural assessment and therapy/intervention. Topical areas addressed in the course are: culture, ethnicity, religion, socio-economic status, worldview, gender, age, disability, and sexual orientation. The course additionally identifies models for developing competency in assessing and providing therapeutic services to diverse clients.

**PSY 674 - Spec Topics in Clin Psy**

Hours: 3

Special Topics in Clinical Psychology - Three semester hours Course will enhance the clinical skills of students planning to work as

practicing psychological associates and LSSPs and other clinical fields. Topic might include Crisis Intervention, Therapeutic Interventions for Older Adults, or Behavioral Health, for example. This course may be taken a total of 3 times for credit.

### **PSY 675 - Advanced Topics in Educational Psychology**

Hours: 3

The topic for this course is determined by the instructor, but will typically involve some aspect of cognitive, social, physiological, or quantitative psychology. Can be repeated when topic varies.

### **PSY 679 - Program Evaluation**

Hours: 3

This course will emphasize both the practical and theoretical issues involved in the planning, execution, and interpretation of program evaluations. Prerequisites: Psy 612 or 572 or equivalent or permission of instructor. Crosslisted with: COUN 621.

### **PSY 680 - Professional Development**

Hours: 3-6

This course is intended for students who have completed most of their coursework in the educational psychology doctoral program. Students will be placed in supervised work settings which provide an opportunity for students to apply knowledge and learn new skills. Apprenticeship sites may be on or off campus, paid or unpaid. Off-campus sites include government agencies, industry, higher education, public education, or other appropriate settings. A written agreement between the student, academic supervisor, on-site supervisor, and the sponsoring agency specifying the requirements for the apprenticeship will be required. Apprenticeship students will be expected to complete at least 150 hours on-site during the semester, although this requirement may be increased, depending upon the student. Prerequisites: Psy 625 and Psy 626 or consent of instructor. Crosslisted with: COUN 650.

### **PSY 681 - Intermediate Statistics**

Hours: 3

Intermediate Statistics. Three semester hours. This course, a Level III research tools course, will emphasize the understanding of intermediate level statistical concepts and their application to the social sciences and education. Content will include one-way, factorial, and repeated measures analysis of variance, simple analysis of covariance, and advanced correlational methods, bivariate regression and an introduction to multiple regression, selected nonparametric methods, and introduction to multivariate analysis of variance. Students will be required to use computational software to assist in the analysis and interruption of data. Prerequisites: Level I and Level II research tools or equivalent or permission of instructor.

### **PSY 689 - Independent Study**

Hours: 1-4

Independent Study. One to three semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisites: Consent of department head.

### **PSY 691 - Clinical Practicum Psych**

Hours: 3

Clinic Practicum in Psychology. Three semester hours. This course consists of supervised experience in psychological settings under the supervision of a licensed psychologist. Course is repeated for at least two three-credit hour courses, each requiring at least 150 weekly hours of clinical experience. Graded on a (S) satisfactory or (U) unsatisfactory basis. Prerequisite: Consent of instructor. Repeatable

### **PSY 695 - Research Methodology**

Hours: 3

Research Methodology. Three semester hours. (Same as Coun/EdAd/EIEd/HPE/ SHEd 695) An overview of research methodology including basic concepts employed in quantitative and qualitative research methods. Includes computer applications for research. Meets requirements for a Level I research tool course. Prerequisite: Doctoral status or consent of the instructor.

### **PSY 696 - Supplementary Practicum in Clinical Psychology**

Hours: 1

This course consists of supervised experience in psychological settings under the supervision of a licensed psychologist, specifically designed for the student has completed 9 hours of 691, but who requires additional practicum time to complete direct hour requirements. Prerequisites: Completion of 9 semester hours of PSY 691.

### **PSY 697 - Special Topic**

Hours: 1-4

### **PSY 718 - Doctoral Dissertation**

Hours: 3-12

Doctoral Dissertation. Twelve semester hours. Doctoral dissertations must be acceptable to the student's advisory committee and the Dean for Graduate Studies and Research on a problem in the area of his specialization. To be acceptable, the dissertation must give

evidence that the candidate has pursued a program of research, the results of which reveal superior academic competency and significant contribution to knowledge. Graded on a (S) satisfactory or (U) unsatisfactory basis.

### **PSY 790 - Internship in School Psycholog**

Hours: 3-6

Internship in School Psychology. Three semester hours. This course consists of supervised experience in psychological settings under the supervision of a Licensed Specialist in School Psychologist. Graded on a (S) satisfactory or (U) unsatisfactory basis. Prerequisite: Consent of instructor. Course is repeated for at least two but no more than four, three-credit hour courses, each requiring approximately 20 weekly hours of field experience, to meet master's degree requirement for internship.

## **SPED**

### **SPED 518 - Thesis**

Hours: 3-6

Thesis. Six semester hours. This conference course introduces the candidate for the Master of Arts or Master of Science (Option I) degree to the theories and techniques of educational and psychological research and leads to the completion and acceptance of the thesis.

### **SPED 520 - Introduction to Exceptionalities**

Hours: 3

The purpose of SpEd 520 is to familiarize teachers with characteristics and learning differences of pupils with exceptionalities. It includes training in informal assessment and a survey of research-based instructional strategies. Emphasis will be given to state and federal legislation guiding eligibility determination, services provided, placement decision-making, and development of individualized education programs in the least restrictive environment.

### **SPED 524 - Characteristics of Students with Mild Disabilities**

Hours: 3

SpEd 524 examines characteristics, causes, and research-based instructional strategies for students identified with mild intellectual disabilities, behavioral/emotional disabilities, learning disabilities, and other mild disabilities. Legal and historical foundations are addressed. The inclusive learning environment, positive classroom management procedures, social skills training, and family partnerships are included in this course.

### **SPED 526 - Characteristics of Students with Moderate to Severe Disabilities**

Hours: 3

SpEd 526 focuses on educational programming and other services for students with moderate to severe disabilities. Content in this course focuses on school, home, and community partnerships; student-centered classroom management; assessment; the inclusive instructional environment, including instructional strategies and functional and academic skills; social skills; motor, health, and self-care functioning; and transition to adulthood.

### **SPED 528 - Special Education Law**

Hours: 3

SpEd 528 will provide students with a history of special education litigation and legislation. Specifically, students will gain a deep understanding of the Individuals with Disabilities Education Improvement Act, the major legislation governing the provision of special education services. Students will become familiar with federal statutes and regulations concerning assessment and evaluation procedures, due process and mediation, discipline, individual education plans (IEPs), free appropriate education (FAPE), and least restrictive environment (LRE).

### **SPED 535 - Applied Behavior Analysis**

Hours: 3

SpEd 535, an introductory course, focuses on the principles and procedures of applied behavior analysis (ABA). Attention is given to the history and philosophical assumptions, identification of factors that contribute to challenges and improved performance, and procedures that can be used to evaluate student performance in school and clinical settings.

### **SPED 540 - Autism Spectrum Disorders**

Hours: 3

The focus of SpEd 540 is autism spectrum and related disorders. This course examines interdisciplinary assessment, trends in diagnosis, parent partnerships, and effective inclusive practices. SpEd 540 emphasizes characteristics of disorders within the spectrum, including related disorders, and subsequent research-based interventions in the areas of communication, play, social-emotional development, sensory motor issues, and health care.

**SPED 553 - Cognition, Learning, and Development**

Hours: 3

SpEd 553 is designed for professionals providing learning and transition services to students with special needs. Consideration is given to cognitive abilities and styles, information processing, memory, and development. Prerequisites: SpEd 520.

**SPED 563 - Positive Approaches and Strategies for Effective Classroom Management and Behavioral Interventions**

Hours: 3

SpEd 563 is designed for students to become knowledgeable of principles and best practices of effective classroom management and individual behavioral intervention strategies. Students will analyze diverse techniques using proactive, positive, and instructional approaches to translate theoretical perspectives into effective practice. This course will incorporate the evidence-based practices relevant to developing safe and effective learning environments, positive behavioral interventions and supports, and functional behavior assessments / behavior plans.

**SPED 572 - Principles of Assessment and Measurement**

Hours: 3

(Same as Psy 572) SpEd 572 is the first required course in the sequence of assessment courses and is planned to provide a framework for the development of assessment practices. Attention will be given to issues of measurement, identifying appropriate sources of diagnostic information, reliability, validity, identifying and selecting test instruments, conducting the assessment process in an ethical and considerate manner, interpreting norm references and criterion-referenced test scores. Prerequisite: Graduate standing.. Prerequisites: Graduate standing.

**SPED 573 - Principles of Cognitive Assessment**

Hours: 3

The purpose of SpEd 573 is to introduce students to principles of cognitive assessment. This course integrates the skills of administration, scoring, and interpretation of major cognitive assessments in the context of recent cognitive theories and research.

**SPED 574 - Principles of Psycho-Educational Assessment**

Hours: 3

SpEd 574 explores a variety of methods to assess students' academic and behavioral achievement. Test administration, scoring, and interpretation of evaluation results are emphasized. Prerequisites: PSY/SPED 572, SpEd 520, SpEd 528 and Psy/SPED 573.

**SPED 580 - Current Topics in Special Education**

Hours: 3

This course addresses current topics and issues in the special education field. The student will develop an understanding of the role of convergent research evidence in addressing current issues in special education practice and policy. Emphasis will be placed on the use of research to support practitioner decision-making. Prerequisites: SpEd 520. Depending on program selected ONE or BOTH from 524 and 526.

**SPED 583 - Content Area Instruction for Students with Mild Disabilities**

Hours: 3

SpEd 583 will provide students with an understanding of effective reading, writing, and math instruction, with emphasis on the challenges faced by children and adolescents with a wide array of disabilities. Major approaches to assessment and remediation in reading and math will be reviewed, enabling students to develop diagnostic-prescriptive programs. In addition, this course will provide students with methods of remediation in oral language, handwriting, spelling, and conceptual writing. Students will be enabled to provide appropriate strategies to meet a wide range of individual differences across age levels. Prerequisites: SpEd 520 and SpEd 524.

**SPED 586 - Inclusion: Strategies and Accommodations**

Hours: 3

A brief history of special education law and inclusive practices are presented, with comparison of the full inclusion model and the continuum of services. Characteristics of students with mild and moderate disabilities are examined, as well as considerations for placement in the least restrictive environment. Collaboration models, peer assistane techniques, behavioral intervention, and accommodation strategies are presented to prepare teachers to provide necessary supports in inclusive settings.

**SPED 589 - Independent Study**

Hours: 3

Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. Note: May be repeated when the topic varies. Prerequisites: Consent of department head.

**SPED 595 - Research Literature & Techniques**

Hours: 3

SpEd 595 introduces students to fundamental research concepts, methods, and practices to address problems in the students' field of interest. Emphasis is placed on review and critique of the literature and the role of research in applied settings.

### **SPED 597 - Special Topic**

Hours: 3

Organized class. May be repeated when topics vary.

### **SPED 605 - Single Subject Designs**

Hours: 3

SpEd 605 is an introductory level course concentrating on single subject data designs, visual inspection and inference of data and statistical analysis for educational and behaviorally therapeutic interventions and data collection processes. Prerequisites: SpEd or PSY 535.

## **School of Nursing and Health Sciences**

Barbara Tucker (Director)

Location: Nursing Building, 903-886-5315

School of Nursing and Health Sciences Web Site:

<http://www.tamuc.edu/academics/colleges/educationHumanServices/departments/nursing/default.aspx>

Barbara Tucker, Director

The Nursing Department offers a Bachelor of Science in Nursing (BSN) program designed to enable students to integrate scientific knowledge from theory and research, high level skills, and concepts of leadership into the care of individuals, families, and groups.

## **Health and Human Performance**

Tara Tietjen-Smith (Interim Department Head)

Location: Field House, 903-886-5549

Health and Human Performance Web Site:

<http://www.tamuc.edu/academics/colleges/educationHumanServices/departments/healthHumanPerformance/default.aspx>

Dr. Tara Tietjen-Smith, Interim Department Head

Sarah Mitchell, Interim Coordinator of Graduate Studies

Graduate programs offered in the Department of Health and Human Performance are designed to provide students with specialized training to enhance current job opportunities as well as prepare students for positions with public and private agencies in the areas of health and human performance. These graduate degree programs are designed to provide graduate students with:

1. Knowledge and skills necessary to organize and administer programs of health and human performance;
2. The ability to interpret, analyze, critique, and produce research within health and human performance that is current and relevant to communities of learners in our academic, professional, and global environments;
3. Knowledge related to the current challenges and trends underlying programs of health and human performance;
4. Tools to excel as a leader in the fields of health, kinesiology, and sport in a dynamic and digital society; and
5. Applied knowledge and real world experience in diverse community and global settings.

## **Programs of Graduate Work**

The Department of Health and Human Performance offers the following graduate degree: Master of Science (M.S.) in Health, Kinesiology, and Sport Studies with four different concentrations: Athletic Administration, Exercise Science, Health Promotion, and Sport & Recreation Management. For each of these concentrations, a minimum of 18 to 24 hours must be completed in the major field. The Department also offers a cognate in Human Performance for students in the doctoral (Ed.D.) program in Higher Education Leadership.

## **Admission**

Admission to a graduate program is granted by the Dean of Graduate Studies upon the recommendation of the department. Each applicant will be evaluated on his/her successful completion of an undergraduate degree in health, kinesiology, human performance or a closely related field. The applicant will also be evaluated on undergraduate or graduate GPA, two recommendation forms with accompanying letters of reference from sources acquainted with the applicants academic capabilities (one preferably from a former professor), and GRE scores (verbal and quantitative). With the consensus of departmental graduate faculty, deficient students may be

granted probationary status. Deficiencies must be removed by the completion of foundation courses specific to the selected graduate program by the end of the second semester of enrollment.

- [Admission Requirements](#)

## Degree Requirements

All students must complete a departmental advisement guide before attaining 12 semester hours of graduate credit. To complete the advisement guide, the student must consult with the department's Coordinator of Graduate Studies. Students must maintain a grade point average of 3.00 on all graduate courses taken in the Department of Health and Human Performance. In addition, all students must have a passing score on the departmental comprehensive exams if following a non-thesis option. In order to take the comprehensive exam, a departmental advisement guide must be on file; and all courses must be completed, or the student must be enrolled in final semester of courses.

**Note:** The Department reserves the right to suspend from the program any student who in the judgment of the departmental graduate committee, does not meet the professional expectations of the field.

## Health, Kinesiology, and Sports Studies MS

### Master of Science in Health, Kinesiology, & Sports Studies emphasis in Sport & Recreation Management (Option I) Thesis

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#### Required Core Courses (18 semester hours)

<a href="#">HHPK 519</a>	Research Methods in Human Performance	3
<a href="#">HHPK 617</a>	Statistical Procedures for Health and Human Performance	3
or <a href="#">CED 610</a>	Intro to Grad Statistics	
<a href="#">HHPS 535</a>	Soc of Sport & Phys Activity	3
<a href="#">HHPH 516</a>	Hist, Phil, & Curr Tps Hum Per	3
or <a href="#">HHPK 516</a>	History, Philosophy, and Current Topics in Human Performance	
<a href="#">HHPS 528</a>	Sport Psychology	3
<a href="#">HHPS 584</a>	Administration in Sport and Recreation Programs	3

#### Thesis (6 semester hours)

<a href="#">HHPK 518</a>	THESIS	3-6
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**Only 6 semester hours of credit for 518 per degree will be given upon satisfactory completion of the requirement**

#### Required Support Courses

##### Choose 4 courses (12 semester hours)

<a href="#">HHPS 564</a>	Fac/Equip in Kine & Sport	3
<a href="#">HHPS 525</a>	Mktng and Pub Relat in Sports	3
<a href="#">HHPS 520</a>	Governance and Ethics in Sport	3

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<a href="#">HHPS 521</a>	Fin & Econ in Sport	3
<a href="#">HHPS 539</a>	Sport Law	3
<b>Total Hours</b>		<b>36</b>

## Master of Science in Health, Kinesiology, & Sports Studies emphasis in Sport & Recreation Management (Option II) Non-Thesis

### Required Core Courses (18 semester hours)

<a href="#">HHPK 595</a>	CRITIQUING & CONDUCTING RESEAR (3 semester hours required)	3
<a href="#">HHPK 617</a>	Statistical Procedures for Health and Human Performance	3
or <a href="#">CED 610</a>	Intro to Grad Statistics	
<a href="#">HHPS 535</a>	Soc of Sport & Phys Activity	3
<a href="#">HHPH 516</a>	Hist, Phil, & Curr Tps Hum Per	3
or <a href="#">HHPK 516</a>	History, Philosophy, and Current Topics in Human Performance	
<a href="#">HHPS 528</a>	Sport Psychology	3
<a href="#">HHPS 584</a>	Administration in Sport and Recreation Programs	3
<b>Internship (3 semester hours)</b>		
<a href="#">HHPS 537</a>	Internship in Sport Studies	3
<b>Required Support Courses (15 semester hours)</b>		
<a href="#">HHPS 564</a>	Fac/Equip in Kine & Sport	3
<a href="#">HHPS 525</a>	Mktng and Pub Relat in Sports	3
<a href="#">HHPS 520</a>	Governance and Ethics in Sport	3
<a href="#">HHPS 521</a>	Fin & Econ in Sport	3
<a href="#">HHPS 539</a>	Sport Law	3
<b>Total Hours</b>		<b>36</b>

## Master of Science in Health, Kinesiology, & Sports Studies emphasis in Exercise Science (Option I) Thesis

### Required Core Courses (18 semester hours)

<a href="#">HHPK 519</a>	Research Methods in Human Performance	3
<a href="#">HHPK 617</a>	Statistical Procedures for Health and Human Performance	3
or <a href="#">CED 610</a>	Intro to Grad Statistics	
<a href="#">HHPH 660</a>	GLB/GLOBAL HEALTH ISSUES	3

<a href="#">HHPH 516</a>	Hist, Phil, & Curr Tps Hum Per	3
or <a href="#">HHPK 516</a>	History, Philosophy, and Current Topics in Human Performance	
<a href="#">HHPK 534</a>	Exercise in Health and Disease	3
<a href="#">HHPK 570</a>	Psy of Motor Learning	3
<b>Thesis (6 semester hours)</b>		
<a href="#">HHPK 518</a>	THESIS (6 semester hours required)	3-6
<b>Only 6 semester hours of credit for 518 per degree will be given upon satisfactory completion of the requirement</b>		
<b>Required Support Courses</b>		
<b>Choose 4 courses (12 semester hours)</b>		
<a href="#">HHPK 530</a>	SPORTS CONDITIONING	3
<a href="#">HHPK 664</a>	FITNESS TEST EXERCISE PERSCP	3
<a href="#">HHPK 545</a>	Advanced Exercise Physiology	3
<a href="#">HHPK 593</a>	BIOMECHANICS	3
<a href="#">HHPK 532</a>	CARDIOPULMONARY PHYSIOLOGY	3
<b>Total Hours</b>		<b>36</b>

## Master of Science in Health, Kinesiology, & Sports Studies emphasis in Athletic Administration (Option II) Non-Thesis

<b>Required Core Courses (18 semester hours)</b>		
<a href="#">HHPK 595</a>	CRITIQUING & CONDUCTING RESEAR (3 semester hours required)	3
<a href="#">HHPK 617</a>	Statistical Procedures for Health and Human Performance	3
or <a href="#">CED 610</a>	Intro to Grad Statistics	
<a href="#">HHPS 535</a>	Soc of Sport & Phys Activity	3
<a href="#">HHPS 528</a>	Sport Psychology	3
<a href="#">HHPS 520</a>	Governance and Ethics in Sport	3
<a href="#">HHPS 539</a>	Sport Law	3
<b>Required Support Courses (12 semester hours)</b>		
<a href="#">HHPS 564</a>	Fac/Equip in Kine & Sport	3
<a href="#">HHPS 525</a>	Mktng and Pub Relat in Sports	3
<a href="#">HHPS 584</a>	Administration in Sport and Recreation Programs	3
<a href="#">HHPS 521</a>	Fin & Econ in Sport	3
<b>Total Hours</b>		<b>30</b>



## Master of Science in Health, Kinesiology, & Sports Studies emphasis in Health Promotion (Option I) Thesis

### Required Core Courses (18 semester hours)

<a href="#">HHPK 617</a>	Statistical Procedures for Health and Human Performance	3
or <a href="#">CED 610</a>	Intro to Grad Statistics	
<a href="#">HHPK 519</a>	Research Methods in Human Performance	3
<a href="#">HHPH 516</a>	Hist, Phil, & Curr Tps Hum Per	3
or <a href="#">HHPK 516</a>	History, Philosophy, and Current Topics in Human Performance	
<a href="#">HHPH 547</a>	GLB/Health Psychology	3
or <a href="#">HHPS 528</a>	Sport Psychology	
<a href="#">HHPH 585</a>	Prog Design in Health Prom	3
<a href="#">HHPH 660</a>	GLB/GLOBAL HEALTH ISSUES	3

### Thesis (6 semester hours)

<a href="#">HHPH 518</a>	THESIS	3-6
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Only 6 semester hours of credit for 518 per degree will be given upon satisfactory completion of the requirement

### Required Support Courses

<a href="#">HHPH 544</a>	Health Prom Adm and Mgmt	3
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### Choose 3 courses (9 semester hours)

<a href="#">HHPH 531</a>	NUTRITION & OPITMAL PERF	3
<a href="#">HHPH 550</a>	Health Prom w/Spec Popula	3
<a href="#">HHPK 534</a>	Exercise in Health and Disease	3
<a href="#">HHPK 664</a>	FITNESS TEST EXERCISE PERSCP	3

<b>Total Hours</b>		<b>36</b>
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## Master of Science in Health, Kinesiology, & Sports Studies emphasis in Health Promotion (Option II) Non-Thesis

### Required Core Courses (18 semester hours)

<a href="#">HHPH 595</a>	CRITIQUING & CONDUCTING RESEAR (3 semester hours required)	3
<a href="#">HHPK 617</a>	Statistical Procedures for Health and Human Performance	3
or <a href="#">CED 610</a>	Intro to Grad Statistics	
<a href="#">HHPH 516</a>	Hist, Phil, & Curr Tps Hum Per	3
or <a href="#">HHPK 516</a>	History, Philosophy, and Current Topics in Human Performance	

<a href="#">HHPH 547</a>	GLB/Health Psychology	3
or <a href="#">HHPS 528</a>	Sport Psychology	
<a href="#">HHPH 585</a>	Prog Design in Health Prom	3
<a href="#">HHPH 660</a>	GLB/GLOBAL HEALTH ISSUES	3
<b>Internship (3 semester hours)</b>		
<a href="#">HHPH 537</a>	Intership Health Prom	3
<b>Required Support Courses (15 semester hours)</b>		
<a href="#">HHPH 544</a>	Health Prom Adm and Mgmt	3
<a href="#">HHPH 531</a>	NUTRITION & OPITMAL PERF	3
<a href="#">HHPH 550</a>	Health Prom w/Spec Popula	3
<a href="#">HHPK 534</a>	Exercise in Health and Disease	3
<a href="#">HHPK 664</a>	FITNESS TEST EXERCISE PERSCP	3
<b>Total Hours</b>		<b>36</b>

## Courses

### HHPH

#### **HHPH 510 - CURR CONSTRUCTION IN H/PE**

Hours: 3

Curriculum Construction in Health and Kinesiology. Three semester hours (Same as HHPK 510). A study of trends and current practices in curriculum construction and revision in programs of health and kinesiology in secondary and collegiate settings. The total program, as well as grade placement and units of instruction is studied. Provision is made for the inclusion of knowledge and skills necessary for educating exceptional learners.

#### **HHPH 512 - Critic Issue in Envrmtal Hlth**

Hours: 3

Critical Issues in Environmental Health. Three semester hours. An introduction to key environmental health issues and challenges in resource limited settings which are characteristic of many developing nations. Examines principles and methods, risk factors, prevention and control, and policies related to the aspects of human health determined by biological, physical, and chemical factors in the environment

#### **HHPH 514 - Global Perspective of Nutrition**

Hours: 3

This course examines malnutrition and how it occurs by analyzing several situations from around the world. Covers how nutrition can affect society and community and examines benefits of well-nourished populations. Analyzes major food and nutritional issues that affect health, survival, and human development in resource-limited settings.

#### **HHPH 516 - Hist, Phil, & Curr Tps Hum Per**

Hours: 3

History, Philosophy, & Current Topics in Human Performance. Three semester hours (Same as HHPK 516). A study of current problems and trends in health and physical education. Local, regional, state and national issues will be included in this course.

#### **HHPH 518 - THESIS**

Hours: 3-6

Thesis. Six semester hours. (Same as HHPK 518).

**HHPH 529 - WORKSHOP**

Hours: 3-6

Workshop. Three or six semester hours. (Same as HHPK 529). A workshop in kinesiology, health education, recreation or sports studies.

**HHPH 531 - NUTRITION & OPTIMAL PERF**

Hours: 3

Nutrition and Optimal Performance. Three semester hours. A study of nutrition as it relates to optimum performance and health. Nutrient need, sources, functions and interactions are reviewed according to the latest scientific findings. Principles of body conditioning are emphasized with attention to diet and lifestyle practices that promote health and decrease risks of nutrition related diseases.

**HHPH 537 - Internship Health Prom**

Hours: 3

Supervised Internship as selected community, public or private health agencies.

**HHPH 544 - Health Prom Adm and Mgmt**

Hours: 3

Health Prom Adm and Mgmt. A consideration of managing health/fitness programs at the workplace and in other agencies. Includes budgeting, revenue, personnel, emergency procedures and safety, legal liability, facility management staff development, marketing record keeping, policies and procedures, and various management strategies.

**HHPH 547 - GLB/Health Psychology**

Hours: 3

An examination of the contributions of psychological research performed to the understanding, prevention, and treatment of a variety of health concerns. The biopsychosocial model of health and illness will be emphasized. Social, emotional, behavioral, biological, and spiritual factors that influence health in a global environment will be explored.

**HHPH 550 - Health Prom w/Spec Popula**

Hours: 3

Identify study of health care issues relevant to at-risk populations/communities and to facilitate health promotion/disease prevention activities.

**HHPH 585 - Prog Design in Health Prom**

Hours: 3

A study of necessary skills for the development, delivery, and evaluation of health programs to targeted populations. Courses of study, workshop planning, and special programs will be developed for appropriate target group.

**HHPH 587 - ID & UTIL HEALTH RES**

Hours: 3

Identification and Utilization of Health Resources. Three semester hours. A study of private practitioners, commercial, voluntary, and government agencies at the local, state, and national levels which provide health services. Emphasis placed upon the utilization of these resources in the health instruction and health service programs.

**HHPH 589 - INDEPENDENT STUDY**

Hours: 1-4

Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

**HHPH 590 - H & PE: TCH DESIGN/STRATG/ASSM**

Hours: 3

Health and Kinesiology: Teaching Design, Strategies, and Assessment. Three semester hours (Same as HHPK 590). A comparison, and contrast of various teaching strategies and designs appropriate for the health and kinesiology teaching environment. Additional study will include pedagogical assessment techniques for health and kinesiology.

**HHPH 591 - Seminar**

Hours: 1-3

Reports and discussions of topics of current interest in health and human performance.

**HHPH 595 - CRITIQUING & CONDUCTING RESEAR**

Hours: 3

Critiquing & Conducting Research. Three semester hours (Same as HHPK 595). A study of research methods and designs appropriate for proposing, conducting, reading, reporting, and critiquing research in health, kinesiology and sports studies. A major emphasis will be on

conducting meta-analysis of research literature. Each student is required to demonstrate systematic research techniques through the investigation and formal reporting of an independent research project using either a meta-analysis, descriptive, or experimental research design.

### **HHPH 597 - Special Topics**

Hours: 4

Special Topics

### **HHPH 660 - GLB/GLOBAL HEALTH ISSUES**

Hours: 3

A focus on current health issues facing the world community. An epidemiological approach will be used in studying the causes and distribution of health related states and events in specified populations and the application of this information to the prevention and/or control of health problems.

### **HHPH 718 - DISSERTATION**

Hours: 3-12

## **HHPK**

### **HHPK 510 - CURR CONSTRUCTION H/KINE**

Hours: 3

Curriculum Construction in Health and Kinesiology. Three semester hours (Same as HHPH 510). A study of trends and current practices in curriculum construction and revision in programs of health and kinesiology in secondary and collegiate settings. The total program, as well as grade placement and units of instruction, is studied. Provision is made for the inclusion of knowledge and skills necessary for educating exceptional learners.

### **HHPK 516 - History, Philosophy, and Current Topics in Human Performance**

Hours: 3

A study of current problems and trends in health and physical education. Local, regional, state and national issues will be included in this course.

### **HHPK 517 - Interdisciplinary Topics in Human Performance**

Hours: 3

An in-depth study of the fundamentals of interdisciplinary physical education programs with a focus on teaching models that guide in collaboration and integration of physical education content in other subject areas, organizing content, and creating meaningful activities that impact student learning.

### **HHPK 518 - THESIS**

Hours: 3-6

Thesis. Six semester hours.

### **HHPK 519 - RESEARCH METHODS IN HUMAN PERFORMANCE**

Hours: 3

Research Methods in Human Performance. Three semester hours. (Same as HHPH 595) A study of research methods and designs appropriate for proposing, conducting, reading, reporting and critiquing research in health, kinesiology, and sports studies. A major emphasis will be on conducting meta-analysis of research literature. Each student is required to demonstrate systematic research techniques through the investigation and formal reporting of an independent research project using meta-analysis, descriptive or experimental research design.

### **HHPK 522 - Teaching Health Related Fitness for K-12**

Hours: 3

This course focuses on how to implement a lifetime, health-related physical fitness program in school and community settings. Students will improve their knowledge of fitness concepts, design learning activities, review the research on physical activity, and develop strategies to teach lifetime fitness to children and adolescents.

### **HHPK 523 - Teaching Games Content for K-12**

Hours: 3

The purpose of the course is to learn to design appropriate experiences to assist children and adolescents in becoming skillful game players. The course will specifically focus on two games curriculum models: the Sport Education Model and the Tactical Games Approach. Games in the four primary areas of invasion, target, fielding, and net & wall games will be emphasized.

**HHPK 529 - WORKSHOP**

Hours: 3-6

Workshop. Three or six semester hours. (Same as HHPH 529). A workshop in kinesiology, health education, recreation, or sports studies.

**HHPK 530 - SPORTS CONDITIONING**

Hours: 3

Sports Conditioning. Three semester hours. A study of the scientific basis of conditioning athletes. Focus will be on cardiovascular and resistance conditioning in the off-season, pre-season, and in-season. An introduction and utilization of appropriate equipment for cardiovascular conditioning and resistance training will be examined.

**HHPK 532 - CARDIOPULMONARY PHYSIOLOGY**

Hours: 3

A study of normal physiological mechanisms during rest and during physical work and exercise. The focus of this course is on the mechanisms that affect the heart.

**HHPK 533 - Stress Testing & Electrocardio**

Hours: 3

Theoretical and practical experiences will be examined to assist in analysis and recognition of normal and abnormal electrocardiography at rest and exercise (ECG). Students will learn how to understand and interpret ECG tracings, exercise prescription, and understand the mechanisms of cardiac activation in health and exercise.

**HHPK 534 - Exercise in Health and Disease**

Hours: 3

Exercise in Health and Disease. Three semester hours. The analysis of mechanisms responsible for reduction of functional capacity as result of biological aging and/or loss of health. Use of preventive exercise program to diminish reduction and/or deterioration of physiological mechanisms as a function of age, health and disease. Prerequisite: HHPK 532 and 535

**HHPK 536 - ADAPTED KINESIOLOGY**

Hours: 3

Adapted Kinesiology. Three semester hours. Principles of adapting physical activities to individual needs. Instructional strategies, screening and testing procedures, and modification of equipment will be emphasized. Patterns of organization and administration of programs will also be addressed.

**HHPK 537 - Intnshp in Human Performance**

Hours: 3

Internship in Human Performance - Three semester hours. Practical experience in a health and/or human performance worksite with instructor approval.

**HHPK 538 - EXERCISE METABOLISM**

Hours: 3

An investigation of metabolic processes, metabolic responses to exercise, regulatory mechanisms, sources, role, and regulation of carbohydrate, lipid, and protein metabolism and potential metabolic bases of central and peripheral fatigue. Prerequisite: HHPK 532 and 535.

**HHPK 540 - SUPERVISION IN H/KINE**

Hours: 3

Supervision in Health and Kinesiology. Three semester hours. (Same as HIED 540). A study of philosophy, history, principles, organization, and techniques of supervision and their application to the supervision of health and kinesiology.

**HHPK 545 - Advanced Exercise Physiology**

Hours: 3

Application of basic physiological concepts to the programs of kinesiology, emphasis upon the physiological effects and adjustments occurring from participation in physical activity. Major factors in conditioning, fatigue, diet, and physical fitness are considered.

**HHPK 546 - ETHICS, GOVERN, & LEGAL IN SPO**

Hours: 3

Ethics, Governance, and Legalities in Sports. Three semester hours. A study focusing on ethical problems in the contemporary sport industry and the theoretical models available for analyzing these problems. Various governing agencies, primarily the UIL and NCAA, in sport will also be studied emphasizing investigation of the legal ramifications, organizational structure, authority, membership, and influence of these sport governing bodies. Legal aspects of teaching, coaching, and administering athletic programs in secondary and post-secondary education and community settings will also be included.

**HHPK 547 - ECO/MKT/PUB RELATIONS IN SPORT**

Hours: 3

Economics, Marketing and Public Relations in Sports. Three semester hours. A study of revenue sources available to sport organizations such as tax support, municipal and corporate bonds, ticket sales, concessions, fund raising, sponsorship, licensing and PSL's. Further study will include sport-marketing plans utilizing the concepts of product, price, promotion, sales and advertising. The course will further examine aspects of external and internal communication in sport pertaining to community, customer, employee and media relations.

**HHPK 560 - MOTOR DEVELOPMENT ISSUES**

Hours: 3

Motor Development Issues. Three semester hours. Study of the influences of heredity and environment upon motor skill development. Theories of motor learning and motor control will be explored as they affect motor skill acquisition, retention, and transfer of motor skills. Techniques for appraising motor development are also studied.

**HHPK 570 - Psy of Motor Learning**

Hours: 3

Psychology of Motor Learning. Three semester hours. An investigation of psychological principles involved in motor performance. Particular attention will be given to the application of these principles in teaching game and sport skills and in the coaching of athletics.

**HHPK 589 - INDEPENDENT STUDY**

Hours: 1-4

Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

**HHPK 590 - H & KINE: TCH DSGN/STRAT/ASSMT**

Hours: 3

Health and Kinesiology: Teaching Design, Strategies, and Assessment. Three semester hours (Same as HHPH 590). A analysis, comparison, and contrast of various teaching strategies and designs appropriate for the health and kinesiology teaching environment. Additional study will include pedagogical assessment techniques for health and kinesiology.

**HHPK 591 - Seminar**

Hours: 1-3

Reports and discussions of topics of current interest in health and human performance.

**HHPK 593 - BIOMECHANICS**

Hours: 3

Mechanical Analysis of Motor Skills. Three semester hours. A study of the basic mechanical principles and physical laws which govern human movement. Intensive study will be devoted to analysis of fundamental motor skills and to the use of these skills in dance and sports activities.

**HHPK 595 - CRITIQUING & CONDUCTING RESEAR**

Hours: 3

Critiquing and Conducting Research. Three semester hours. (Same as HHPH 595) A study of research methods and designs appropriate for proposing, conducting, reading, reporting and critiquing research in health, kinesiology, and sports studies. A major emphasis will be on conducting meta-analysis of research literature. Each student is required to demonstrate systematic research techniques through the investigation and formal reporting of an independent research project using meta-analysis, descriptive or experimental research design.

**HHPK 597 - Special Topics**

Hours: 4

Special Topic

**HHPK 617 - Stat Proc Hlth/Hum Perf**

Hours: 3

Statistical Procedures for Health and Human Performance. Three semester hours. An introductory study of statistical methods and their implications for education and research. Populations and samples; organizing, displaying, and summarizing data; probability; normal distribution; tests of significance; correlation and simple regression; Z and T tests; and the chi square test will be the focus of this course. Appropriate computer applications will be integrated into the course. Meets requirements for a Level II research tool course.

**HHPK 664 - FITNESS TEST EXERCISE PERSCP**

Hours: 3

Health-Related Fitness Testing and Exercise Prescriptions. Three semester hours. A study of field-based fitness testing and exercise prescriptions. The course will focus on the American College of Sports Medicine guidelines for fitness testing and exercise prescriptions. The health-related fitness parameters of cardio respiratory endurance, joint flexibility, muscular strength, muscular endurance and body

composition will be studied in the course. Students will be given opportunity to participate in both classroom and laboratory experiences related to health-related physical fitness.

### **HHPK 718 - DISSERTATION**

Hours: 3-12

## **HHPS**

### **HHPS 520 - Governance and Ethics in Sport**

Hours: 3

A study of ethical problems in the contemporary sport industry and the theoretical models available for analyzing these problems. Various governing agencies in sport, including those at the high school, collegiate, and professional levels will be studied, emphasizing investigation of the organizational structure, authority, membership and influence of these sport governing bodies.

### **HHPS 521 - Fin & Econ in Sport**

Hours: 3

The study of financial theories and practical application as they impact sport revenues and expenditures; familiarization with current issues and trends in financing sport organizations.

### **HHPS 525 - Mktng and Pub Relat in Sports**

Hours: 3

Mktng and Pub Relat in Sports. An investigation of revenue source available to sport organizations and sport-marketing plans utilizing the concepts of product, price, promotion, sales and advertising. The course will further examine aspects of external and internal communication in sport pertaining to community, customer, employee and media relations.

### **HHPS 528 - Sport Psychology**

Hours: 3

Sport Psychology - Three semester hours A study of the relationship of psychology to sport: topics include history of sport psychology, application of learning principles, social psychology, personality variables, psychological assessment, youth sport, women in sport, the psychology of coaching, and performance enhancement.

### **HHPS 535 - Soc of Sport & Phys Activity**

Hours: 3

Sociology of Sport and Physical Activity - Three semester hours A study of the social institution of sport and physical activity and consequences for American society, including social organization from play to professional sport; violence, discrimination, and special populations; and socialization implications from participation in sports and physical activity.

### **HHPS 537 - Internship in Sport Studies**

Hours: 3

Internship in Sport Studies. Supervised internship with corporate fitness centers, rehabilitation centers, hospitals, recreation centers and similar agencies and organizations.

### **HHPS 539 - Sport Law**

Hours: 3

Sport Law. A study of the legal aspects of the professional sports industry, including the ways in which contract, labor, tort and antitrust law influence, impact and direct the development of relationships between leagues, athletes, agents, television, internet, advertisers and fans. There will also be a critical analysis of law as it impacts sport in educational institutions and communities.

### **HHPS 541 - OUTDOOR ED TCHRS**

Hours: 3

Outdoor Education for Teachers in Secondary Schools. Three semester hours. A study of the organization for school camping and outdoor education. Topics include water safety, scouting, gunmanship, crafts, campfire activities, and other camp recreational activities.

### **HHPS 564 - Fac/Equip in Kine & Sport**

Hours: 3

Fac/Equip in Kine & Sport. A study of acquisition, planning, and construction of physical education and sport facilities. Additionally, studies will be made of appropriate selection and use of physical education and sport equipment.

### **HHPS 584 - Administration in Sport and Recreation Programs**

Hours: 3

This course is an overview of the nature and scope of administrative issues in the sport industry and recreational agencies and will expand the students' understanding of management theories and their application to sport and recreation administration.

### **HHPS 589 - INDEPENDENT STUDY**

Hours: 1-4

Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

### **HHPS 594 - Leadership in Sport and Recreation**

Hours: 3

A study of the leadership theories and practices in recreational, collegiate, and professional sport and in recreational programs for youth organizations, institutions, industry, and public agencies.

### **HHPS 597 - Special Topics**

Hours: 1-4

Special Topics

## **School of Social Work**

Rebecca Judd (Interim Department Head)

Location: Henderson Hall, 903-468-8100

School of Social Work Web Site:

<http://www.tamuc.edu/academics/colleges/educationHumanServices/departments/socialWork/default.aspx>

Dr. Rebecca Judd, Interim Department Head

Linda Openshaw, MSW Program Director

## **Program of Graduate Work**

### *Master of Social Work*

The Master of Social Work program at Texas A&M University-Commerce is designed to meet the educational needs of advanced level social workers. The program is fully accredited by the Council on Social Work Education (CSWE). All MSW graduates are eligible to sit for the State of Texas LMSW licensure testing. The program follows an advanced generalist practice model. Courses in the MSW program are offered evenings and weekends to accommodate working students.

## **Admission**

Admission to a graduate program is granted by the Dean of Graduate Studies upon the recommendation of the department. In addition to the general requirements for admission to the Graduate School, those seeking admission to the MSW Program must submit a packet of admissions materials, available either by contacting the School of Social Work at 903-468-3047 or by going to the School's website at <http://www.tamuc.edu/academics/colleges/educationHumanServices/departments/socialWork/documents/MSWAdmissionPacket.pdf> to download it directly. The completed documents must be submitted to the School of Social Work at P.O. Box 3011, Commerce, TX 75429-3011. Components of the admissions materials include:

1. A professional narrative statement. A description of what would be contained in such a statement is included in the admissions packet.
2. A resume or vita of educational and occupational experiences.
3. Three references using the forms included in the admissions packet, preferably including one reference from an undergraduate professor or a former supervisor from a paid or volunteer social services agency.
4. Official bachelor's degree transcript if other than A&M-Commerce graduate.

The MSW program will admit students who show the greatest capacity to complete graduate-level work and become effective social work practitioners. To be admitted to the program, students must meet school criteria such as undergraduate grade point average, GRE scores, and writing ability. Other criteria include evidence of effective interpersonal skills, professional work experience, and values, ethics, and a fit with the social work profession and our program. The program is committed to recruiting and instructing students who represent a diverse population.



Depending on their undergraduate degree, students who are admitted to the MSW program will receive either Foundation Admission or Advanced Standing Admission. Advanced Standing is reserved for those who hold a Bachelor of Social Work (BSW) undergraduate degree from a CSWE-accredited institution. Fewer hours are required of students who receive advanced standing admission.

All students are expected to act in accordance with the National Association of Social Workers (NASW) Code of Ethics, the Texas State Board of Social Work Examiners Code of Conduct and the School's Student Code of Conduct.

If students do not conduct themselves in a manner befitting a professional social worker (as defined in the NASW Code of Ethics and the Code of Conduct), whether in the classroom, in the field setting, or in their interactions with other students, faculty, and staff they may be dismissed from the program. Such conduct is regarded as an academic expectation for the social work profession, regardless of classroom grades.

- [Social Work Admission Requirements](#)

**Note:** The Department reserves the right to suspend from the program any student who in the judgment of the departmental graduate committee, does not meet the professional expectations of the field.

## Social Work MSW

The Master of Social Work program at Texas A&M University-Commerce is designed to meet the educational needs of advanced level social workers. The program is fully accredited by the Council on Social Work education (CSWE). All MSW graduates are eligible to sit for the State of Texas LMSW licensure testing. The program follows an advanced generalist practice model. Courses in the MSW program are offered evenings and weekends to accommodate working students.

### Degree Requirements

1. A 3.0 graduate GPA (including a B or better in field courses).
2. A passing score on the Social Work Comprehensive Examination.
3. Submission of a Graduation Application to the Registrar's Office by the deadline published each semester in the Schedule of Classes.

### Program Scope and Sequence

#### Foundation Courses (24 semester hours)

**Students who enter the program without a CSWE-accredited BSW must complete all foundation courses prior to enrolling in concentration courses. The social work elective can be taken at anytime.**

**At this time, Foundation courses are only offered at the Mesquite Metroplex Center.**

<a href="#">SWK 501</a>	Generalist Practice with Individuals, Families, and Small Groups	3
<a href="#">SWK 503</a>	Generalist Practice with Groups, Organizations, and Communities	3
<a href="#">SWK 511</a>	Human Behavior in the Social Environment I	3
<a href="#">SWK 513</a>	Human Behavior in the Social Environment II	3
<a href="#">SWK 521</a>	Foundation of Social Welfare Policy	3
<a href="#">SWK 531</a>	Research for Practice	3
<a href="#">SWK 541</a>	Social Justice for Oppressed Populations	3
<a href="#">SWK 553</a>	Field Foundations Practicum *	3

**Includes a one hour weekly seminar and 260 hours at field agency.**

<b>Concentration Courses (36 semester hours)</b>		
<a href="#"><u>SWK 505</u></a>	Advanced Generalist Practice with Individuals	3
<a href="#"><u>SWK 506</u></a>	Advanced Generalist Practice with Families	3
<a href="#"><u>SWK 507</u></a>	Organizations, Communities, and Social Policy	3
<a href="#"><u>SWK 508</u></a>	Social Work Supervision and Administration	3
<a href="#"><u>SWK 509</u></a>	Advanced Generalist Practice with Small Groups	3
<a href="#"><u>SWK 510</u></a>	Clinical Practice in Mental Health	3
<a href="#"><u>SWK 554</u></a>	Advanced Generalist Practice Field Practicum (9 semester hours required) *	3-6
<b>Includes a one hour weekly seminar and 160-260 hours at a field agency.</b>		
<a href="#"><u>SWK 590</u></a>	Research Methods in Advanced Social Work Practice	3
<a href="#"><u>SWK 595</u></a>	Research Literature and Techniques (3 semester hours required)	3
<a href="#"><u>SWK 597</u></a>	Special Topics	3
<b>Total Hours</b>		<b>60</b>
* Grade of "B" or better required for SWK 553 and SWK 554.		

## Courses

### SWK

#### **SWK 501 - Generalist Practice with Individuals, Families, and Small Groups**

Hours: 3

Generalist Practice with Individuals, Families and Small Groups. Three semester hours. This foundation practice course provides an overview of social work values, skills, and knowledge from an empowerment and strengths perspective to mezzo and macro systems (ie., organizations and communities). The relationships between communities, organizations, human diversity and at-risk populations are infused throughout the course. Prerequisites: Students must have been admitted to the MSW program.

#### **SWK 503 - Generalist Practice with Groups, Organizations, and Communities**

Hours: 3

Generalist Practice with Groups, Organizations and Communities. Three semester hours. This foundation practice course provides an overview of social work values, skills, and knowledge from an empowerment and strengths perspective to mezzo and macro systems (ie., organizations and communities). The relationships between communities, organizations, human diversity and at-risk populations are infused throughout the course. Prerequisite: Students must have been admitted to the MSW program.

#### **SWK 505 - Advanced Generalist Practice with Individuals**

Hours: 3

Advanced Generalist Practice with Individuals. Three semester hours. This advanced practice course provides students with theories and skills for working with individuals from an advanced generalist perspective. By the end of the course, students will be expected to demonstrate critical thinking, integration of theory with practice, and knowledge, values and skills appropriate for autonomous practice. Prerequisites: Students must have been admitted to the MSW program; completed all MSW foundation curriculum requirements; and be in good standing in the MSW program.

#### **SWK 506 - Advanced Generalist Practice with Families**

Hours: 3

Advanced Generalist Practice with Families. Three semester hours. This advanced practice course provides students with theories and skills for working with families which includes an advanced generalist approach. Students will be expected to demonstrate critical thinking and the use of evidence-based practices in working effectively with family systems. Prerequisites: Students must have been admitted to the MSW program, completed all MSW foundation curriculum requirements, and be in good standing in the MSW program.

**SWK 507 - Organizations, Communities, and Social Policy**

Hours: 3

Organizations, Communities and Social Policy. Three semester hours. This advanced practice course provides students with theories and skills for working with organizations and communities. Students will learn how to engage in policy practice and intervene with macro-level systems. This course emphasizes advanced generalist practice with policies and political systems, organizations, and communities. Prerequisites: Students must have been admitted to the MSW program, completed all MSW foundation curriculum requirements, and be in good standing in the MSW program.

**SWK 508 - Social Work Supervision and Administration**

Hours: 3

Social Work Supervision and Administration. Three semester hours. This advanced practice course provides students with theories and skills needed for supervision of direct service staff and management skills in human service organizations. The course addresses relevant theories and models of supervision and administration. Key skills are identified which will enable students to effectively manage and create resources, develop and impact organizational policies, and serve as effective administrators and supervisors. Prerequisites: Students must have been admitted to the MSW program, completed all MSW foundation curriculum requirements, and be in good standing in the MSW program.

**SWK 509 - Advanced Generalist Practice with Small Groups**

Hours: 3

Advanced Generalist Practice with Small Groups. Three semester hours. This advanced practice course provides students with theory and skills necessary for advanced generalist practice with groups. Students will apply critical thinking and evidence-based practice to work with groups. Students are expected to integrate theory and knowledge with skills to effectively lead and intervene with group systems. Prerequisites: Students must have been admitted to the MSW program, completed all MSW foundation curriculum requirements, and be in good standing in the MSW program.

**SWK 510 - Clinical Practice in Mental Health**

Hours: 3

Clinical Practice in Mental Health - Three semester hours. This advanced course presents the Diagnostic and Statistical Manual (DSM) of mental disorders as a resource for understanding individual psychosocial functioning. Students will develop the ability to understand and apply the DSM in advanced generalist social work practice. Students will be expected to use critical thinking and evidence-based practice approaches with clients experiencing mental health issues. Prerequisites: Students must have been admitted to the MSW program, completed all MSW foundation curriculum requirements, and be in good standing in the MSW program.

**SWK 511 - Human Behavior in the Social Environment I**

Hours: 3

Human Behavior in the Social Environment I. Three semester hours. This foundation course is designed to provide foundation students with an understanding of the biological, psychological, and social systems aspects of human development. Content in this course overviews interactions between individuals, families, and their environments. It provides theories of development from conception through adolescence. Systems theory provides a foundation for exploring other major theories of individual and family development. The course addresses issues of diversity including ethnocentrism, racism, and physical/intellectual ability. Prerequisites: Students must have been admitted to the MSW program and be in good standing in the MSW program.

**SWK 513 - Human Behavior in the Social Environment II**

Hours: 3

Human Behavior in the Social Environment II. Three semester hours. This foundation course provides foundation students with an understanding of the biological, psychological, and social aspects of human development from young adulthood through the end of life. Content addresses issues of diversity such as gender roles, sexism and social orientation. Systems theory provides a foundation for exploring other theories of individual and family development within and among larger social systems. Prerequisites: Students must have been admitted to the MSW program and be in good standing in the MSW program.

**SWK 521 - Foundation of Social Welfare Policy**

Hours: 3

Foundation of Social Welfare Policy. Three semester hours. This foundation course in social welfare policy introduces students to social policy development, social welfare institutions, and the historical and existing policies underpinning the development of social policy. Course content is designed to emphasize the effect of social policies on client systems at the micro, mezzo, and macro levels. Specific attention will be given to the interaction between social welfare policies and at risk populations. Prerequisites: Students must have been admitted to the MSW program and be in good standing in the MSW program.

**SWK 531 - Research for Practice**

Hours: 3

Research for Practice. Three semester hours. The scientific method in social work practice is presented. The methods of empirical research for knowledge building, the role of research in theory construction, research designs and data analysis, and methods of practice

and program evaluation are introduced. Students learn to apply qualitative and quantitative research methods to the problems of social work practice. Prerequisites: Students must have been admitted to the MSW program and be in good standing in the MSW program.

### **SWK 541 - Social Justice For Oppressed Populations**

Hours: 3

Social Justice for Oppressed Populations. Three semester hours. This foundation course provides students with knowledge about social work with diverse populations. The emphasis of this course is on developing an understanding about client groups who are oppressed in our society based on factors such as race, ethnicity, gender, sexual orientation, and disability. Attention will also focus on systems which perpetuate oppression and exploring mechanisms for achieving social justice. Course content will include strategies for empowering diverse groups. Prerequisites: Students must have been admitted to the MSW program and be in good standing in the MSW program.

### **SWK 553 - Field Foundations Practicum**

Hours: 3

Field Foundations Practicum. Three semester hours This field practicum provides students with experiential opportunities designed to develop foundation level social work skills and knowledge in an agency setting. Students are required to complete a minimum of 260 clock hours. Prerequisites: Students must have been admitted to the MSW program, completed all foundation courses or be concurrently enrolled in remaining foundation courses to enroll in SWK 553 and be in good standing with the MSW program. Students must complete this course and all foundation coursework before enrolling in advanced classes. Must receive grade of 'B' or above.

### **SWK 554 - Advanced Generalist Practice Field Practicum**

Hours: 3-6

Advanced Generalist Practice Field Practicum: (3 to 6 semester hours). This field practicum provides students with experiential opportunities designed to integrate theory and advanced generalist practice with client systems in an agency setting. Note: Students are required to complete a minimum of 640 clock hours, 9 semester hours of Field Practicum (typically over 3 semesters), and attend a weekly field seminar. May be repeated for a maximum of 9 semester hours. Must receive grade of 'B' or better. Prerequisites: Students must have been admitted to the MSW program, completed all MSW foundation curriculum requirements, and be in good standing in the MSW program.

### **SWK 570 - Treatment of Children and Adolescents**

Hours: 3

Treatment of Children and Adolescents. Three semester hours This course is designed to teach the background knowledge and skills needed for advanced generalist practice with children and adolescents.

### **SWK 589 - Independent Study**

Hours: 3

Independent Study. One to three semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. Prerequisites: Consent of department curriculum committee and department head.

### **SWK 590 - Research Methods in Advanced Social Work Practice**

Hours: 3

Research Methods in Advanced Social Work Practice This course provides students with information on advanced techniques of practice and program evaluation. Both qualitative and quantitative research designs are taught. All steps in the research process are examined. Ethical and behavioral issues in evaluation research are presented. Must be completed in preparation for enrollment in SWK 595 Prerequisites: Swk 531 or admission to the advanced standing program.

### **SWK 595 - Research Literature and Techniques**

Hours: 3

Research Literature and Techniques. Three semester hours. This course integrates research design, instrument selection and development and techniques of data collection and analysis for application in a field setting. Development of a research project based on a practicum assignment is required. Prerequisites: Completion of SWK 590.

### **SWK 597 - Special Topics**

Hours: 3

Special Topics. Three semester hours. Topics vary and have included the following: Rural Social Work with the Elderly, Progressive Practices in Developmental Disabilities, Spirituality and Social Work, Child Welfare and Issues in Addiction.

## Officers and Faculty

Click on any of the following links for information:

- [Board of Regents](#)
- [Presidents of Texas A&M University-Commerce](#)
- [Officers of the Administration](#)

### Board of Regents

<b>Name</b>	<b>Residence</b>	<b>Term Expires</b>
Hon. Phil Adams	Bryan/College Station	2021
Hon. Robert L. "Bob" Albritton	Fort Worth	2021
Hon. William "Bill" Mahomes, Jr.	Dallas	2021
Hon. Anthony G. Buzbee	Houston	2019
Hon. Morris Foster	Austin	2019
Hon. Charles W. Schwartz	Houston	2019
Hon. Elaine Mendoza	San Antonio	2017
Hon. Judy Morgan	Texarkana	2017
Hon. Cliff Thomas	Victoria	2017
Hon. Alvaro G. "Gabriel" Pereira	College Station	2016

### Presidents of Texas A&M University-Commerce

<b>Name</b>	<b>Dates</b>
William L. Mayo	1889-1917
Randolph B. Binnion	1917-1924
Samuel H. Whitley	1924-1946
Arthur C. Ferguson	1946-1947
James G. Gee	1947-1966
D. Whitney Halladay	1966-1972
F. Henderson McDowell	1972-1982
Charles J. Austin	1982-1987
Jerry D. Morris	1987-1997
Keith D. McFarland	1998-2008
Dan R. Jones	2008-

## Officers of the Administration

<b>Name</b>	<b>Title</b>
Dan R. Jones, PhD	President and Chief Executive Officer
Adolfo Benavides, PhD	Provost and Vice President for Academic Affairs
Randy VanDeven, PE	Vice President for Institutional Advancement
Mary W. Hendrix, PhD	Vice President for Student Access and Success
Linda King, BBA	Chief of Staff
Ryan Ivey, MS	Athletic Director
Tim Murphy, MS	Chief Information Officer
Betty Block, EdD	Interim Associate Provost and Vice President for Academic Affairs
Marila Palmer, PhD	Associate Provost, for Institutional Effectiveness & Planning
Sharon Johnson, PhD	Associate Vice President for Student Access & Success and Outreach & Student Support Services
Paula Hanson, BBA	Associate Vice President, for Business & Administration and Comptroller
Lisa Martinez, MA	Executive Director for Marketing Communications
Arlene Horne, PhD	Vice Provost for Research and Dean of Graduate Studies
Madeline Justice, EdD	Interim Assistant Provost for Special Projects
Tim Letzring, EdD	Dean of the College of Education & Human Services
Salvatore Attardo, PhD	Dean of the College of Humanities, Social Sciences, & Arts
Brent Donham, EdD	Dean of the College of Science & Engineering
Derald Harp, PhD	Interim Director of the School of Agriculture
Ricky Dobbs, PhD	Dean of the University College
Raymond Green, PhD	Dean of the Honors College
Dina Sosa-Hegarty, MA	Dean of Enrollment Management & Retention
Barbara Corvey, MA	Chief Human Resources Officer
Noah Nelson, BA	Director of Community Engagement & Media Relations
Edward Romero, PhD	Chief Diversity Officer
Jacques Fuqua, MA	Executive Director for Global Programs
John Kaulfus, M.Ed	Vice President and Dean of Campus Life & Student Development
John Humphreys, DBA	Interim Dean of the College of Business

# Graduate Council

The Graduate Council consists of four elected members from each of the four colleges: Science and Engineering, Humanities, Social Sciences and Arts, Business, Education and Human Services, and one elected member from the School of Agriculture. In addition, two graduate students are elected by the graduate student body.

The Dean of Graduate Studies is an ex officio member and serves as chairman of the Graduate Council. The Assistant Dean is an ex officio member and serves as vice chair.

The Graduate Council formulates procedures related to all graduate programs subject to the policies, rules and regulations of the Texas A&M University System.

## Graduate Council Members

### College of Humanities, Social Sciences & Arts

#### *Elected*

<b>Name</b>	<b>Term</b>	<b>Expires</b>
Dr. Jessica Brannon-Wranosky		2017
Ms. Josephine Durkin		2016
Dr. Karen Roggenkamp		2018

### College of Science & Engineering

#### *Elected*

<b>Name</b>	<b>Term</b>	<b>Expires</b>
Dr. Laurence Angel		2016
Dr. Jeff Kopachena		2016
Dr. Tingxiu Wang		2017

### College of Business

#### *Elected*

<b>Name</b>	<b>Term</b>	<b>Expires</b>
Dr. Megan Burke		2017
Dr. Ogunc Kurtay		2016
Dr. Sonia Taneja		2018

### College of Education and Human Services

#### *Elected*

<b>Name</b>	<b>Term</b>	<b>Expires</b>
Dr. Gilbert Naizer		2016
Dr. Jennifer Schroeder		2016
Dr. Jon Travis		2017

### School of Agriculture

#### *Elected*

<b>Name</b>	<b>Term</b>	<b>Expires</b>
Dr. Douglas LaVergne		2018

## Graduate School

### *Elected*

#### **Name Term**

Dr. Arlene Horne, Chair

Dr. Mary Beth Sampson, Vice Chair

Doctoral Student Representative: TBD

Master's Student Representative: TBD

Note: Year represents expiration of term



# School of Agriculture

## Agricultural Sciences

### **Rafael Bakhtavoryan**

Assistant Professor

B.S., Armenian Agricultural Academy, M.S., Ph.D., Texas A&M University

### **Petra Collyer**

Assistant Professor

D.V.M., University of Berlin; Ph.D., University of Berne

### **Aaron Cooper**

Assistant Professor

B.S., Texas A&M University; M.S., University of Nebraska-Lincoln; Ph.D. Texas A&M University

### **Douglas Eborn**

Assistant Professor

B.S., Utah State University; M.S., Ph.D., Kansas State University

### **Derald Harp**

Associate Professor

B.S., M.S., Tarleton State University; Ph.D., Texas A&M University

### **Curtis Jones**

Assistant Professor

B.S., M.S., Texas A&M University; Ph.D., Louisiana State University.

### **Douglas D. LaVergne**

Assistant Professor

B.S., Southern University A&M College; M.S., University of Arkansas; Ph.D., Texas A&M University

### **Jose Lopez**

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B.B.A., Ave Maria College; M.S., Ph.D., Texas Tech University.

### **Jacqueline Wahrmond**

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B.S., University of Kentucky; M.S., University of Florida; Ph.D., Oklahoma State University

### **Robert L. Williams**

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M.S., Texas A&M University-Commerce; Ph.D., Texas Tech University

# College of Science and Engineering

## Biological and Environmental Sciences

### **Venugopalan Cheriya**

Assistant Professor

BS., Kerala Agricultural University, India, MS., Indian Agricultural Research Institute, India, Ph.D., Indian Agricultural Research Institute, India, Postdoctoral Fellow Research Associate, Tufts University School of Medicine

### **DongWon Choi**

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### **Johanna Delgado-Acevedo**

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### **Haydn A. Fox**

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### **Lin Guo**

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### **Izar Khan**

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### **Jeffrey G. Kopachena**

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### **Kodeeswaran Parameshwaran**

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### **Dean Ransom**

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## Chemistry

### **Laurence Angel**

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### **Allan Headley**

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**Ben W.- L. Jang**  
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**Mutlu Mete**  
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**Unal Sakoglu**  
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## **Engineering & Technology**

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**Brent Donham**  
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**Jerry D. Parish**

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# College of Humanities, Social Science and Arts

## Art

### **Joseph Daun**

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### **Gerard D. Huber**

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**Theatre**

**Tony DeMars**

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**Carrie Klypchak**

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**Michael Knight**

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**Rebecca Worley**

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# College of Business

## Accounting

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### **Sandra Gates**

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### **Gordon Heslop**

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### **Tim Wilson**

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## Economics and Finance

### **Raymond J. Ballard**

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### **Dale Funderburk**

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### **Singru Hoe**

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### **Srinivas Nippani**

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### **Kurtay Ogunc**

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### **Steven S. Shwiff**

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## Management

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**Lloyd Basham**

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**Jennifer Flanagan**

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**Kishor Guru-Gharana**

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**Mario Hayek**

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**Stephanie Pane**

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**Mildred Pryor**

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**Chris Myers**

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# College of Education & Human Services

## Curriculum and Instruction

### **David L. Brown**

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### **Sherri Colby**

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### **Martha Foote**

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### **Freida Golden**

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### **Laura Chris Green**

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### **Barbara Hammack**

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### **Kay Hong-Nam**

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### **Evelyn Lawson**

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### **Gilbert L. Naizer**

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### **Jim Larkin Page**

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### **LaVerne Raine**

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### **Mark Reid**

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**Elton G. Stetson**

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**Educational Leadership****Melissa Arrambide**

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**Mary Jo Dondlinger**

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**Kriss Kemp-Graham**

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**JoHyun Kim**

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**Warren Ortloff**

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