



COURSE SYLLABUS
LIS 524: Developing General and Specialized Collections
Fall 2016

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

• ***Textbook(s) Required:***

Mardis, Marcia A. (2016). *The collection program in schools: Concepts and practices* (6th ed.). Santa Barbara, CA: Libraries Unlimited.

• ***Optional and Supplementary Resources:***

Hoffmann, Frank W. (2007). *Library collection development policies: School libraries and learning resource centers*. Lanham, MD: Scarecrow Press, Inc.

American Association of School Librarians (2009). *Empowering learners: Guidelines for school library programs*. Chicago: American Library Association.

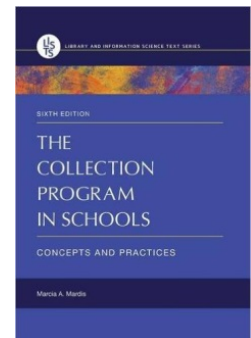
American Association of School Librarians (1998). *Information power: Building partnerships for learning*. Chicago: American Library Association.

ALA's Workbook for Selection Policy Writing

<http://www.ala.org/bbooks/challengedmaterials/preparation/workbook-selection-policy-writing>

AASL Resource Guides for School Library Media Program Development

http://www.ala.org/Template.cfm?Section=My_ALA&template=/ContentManagement/ContentDisplay.cfm&ContentID=31760



AASL's Standards for the 21st-Century Learner

<http://www.ala.org/aasl/standards>

Russell, C. [Ed.] (2004). *Complete copyright: An everyday guide for librarians*. Chicago: American Library Association.

Russell, C. (2012). *Complete copyright for K-12 librarians and educators*. Chicago: American Library Association.

Crews, Kenneth D. (2011). *Copyright law for librarians and educators: Creative strategies and practical solutions*. (3rd rev. ed.) Chicago: American Library Association.

Along with the information in these online course materials and the Mardis text, you will be required to access supplementary reading materials. These include:

- online resources for writing reviews, examples of collection development/selection policies;
- journal articles accessible via Texas A&M University-Commerce's e-journals and website;
- and guidelines for evaluating Web-based resources

Course Description:

This course is designed as an introduction to principles and practices in selecting print and non-print media for school library programs and evaluating media for children and young adults. Included are discussions of weeding, censorship, school community analysis, and school library standards.

Student Learning Outcomes:

1. The student will acquire an understanding of the school library collection development process.
2. The student will learn to evaluate a library collection based on the current school community and curriculum and other factors.
3. The student will recognize, evaluate, and use standard selection aids and review processes, including print, non-print, and networked resources for all types of library materials/resources.
4. The student will acquire an understanding of how to manage censorship, challenged materials, and copyright issues as they relate to local school district policies.
5. The student will acquire knowledge about ordering and processing library materials, including the budget fundamentals.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This class will incorporate active learning techniques and will require a high level of student participation. There will be a small portion of lecture, but class will revolve around threaded discussions allowing for the exchange of ideas and formulation of questions related to the processes of collection development and management, as well as approximately twenty assignments. Classmates will reply to at least **TWO** postings each unit (see the end of the syllabus for further information about postings - postings which basically say 'I agree' or 'I disagree' will not count as a posting) to create an on-line discussion that expands on the topic(s) and assignments. The instructor will read all postings and will occasionally jump into the conversation. Since the discussions will be based on each unit's assigned readings and assignments, it is important that you complete the reading and assignments so that you will be an informed participant in the discussions. The questions listed under Discussion, below, will be a starting point for the threaded discussions. Currently there are no required synchronous online times. This course will be delivered completely online via eCollege. **THIS IS NOT A SELF PACED COURSE!!!!**

TECHNOLOGY REQUIREMENT

This is an online class. Almost all instructional activities and assignments will be delivered and received online using the eCollege learning media platform. All will be online. The following technological resources will be required.

- Access to a computer with Internet access (high-speed preferred)
- Document Productivity Software (Microsoft Office preferred)
- Please submit all written assignments in WORD or WORKS (required)

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

eCollege Access and Log in Information (7.1)

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamuc.edu/login.aspx>.

You will need your CWID and password to log into the course. If you do not know your CWID or have forgotten your password, please contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

Please use MyLeo email accounts in this course. If you use other email, you may miss important announcements or information.

ACCESS AND NAVIGATION

eCollege Technical Concerns: Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511, or through the Online Chat by clicking on the "Live Support" tab within your eCollege course.

Course Concerns: If you have questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.), please contact your instructor via email, through the "Virtual Office," or during office hours.

Other Questions/Concerns: Contact the appropriate TAMU-C department relating to your questions/concern. Contact information for individual departments is available by navigating the information on the university web page (www.tamuc.edu). Phone numbers are available by clicking on "Contact Us" link at the bottom left corner of the university web main page. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903.886.5520 (Martha Moore, Educational Leadership department secretary) between the hours of 8:00 am and 5:00 pm, Monday through Friday.

Accessing Library Databases & Tutorials: Currently enrolled students wanting to access databases from abroad:

1. Install the VPN client software from: <https://vpn.tamuc.edu>.
2. Open the installed VPN application and enter personal login information as follows:

Login: student\your CWID (Example: student\12345678)

Password: (enter your myLeo password)

NOTE: The Library databases do not always play well with Internet Explorer 9, so you may want to access them with other browsers like Mozilla Firefox or Google Chrome.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

The best way to contact me is via email since I check it daily. A reply will be sent within 12 hours (depending upon the time your message was received). Please limit phone calls to urgent situations.

Another way to interact with me is through a "Virtual Office" that I will set up. It will be under course home and the hours will be the same as my office hours. However, if you want to be assured of my presence, please set up a time/appointment with me in advance.

A "Class Lounge" will also be set up allowing a space for connecting and chatting with your classmates. This space is not limited to discussion about the class. It can be used for socializing. Keep in mind that the rules of Netiquette ("[Netiquette](#)") will still be in force in this space, as well as in any communication in this class.

Periodically review (a) updated announcements in eCollege for updated information pertaining to this course, and (b) check your university e-mail account frequently.

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the '*Help*' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.-5:00 p.m., Monday through Friday.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Assignment policy:

1. All assignments (unless otherwise specified) are placed in the dropbox under the correct unit number. Assignments graded in the drop box are automatically posted in the grade book.
2. Font should be black and Times New Roman, 12 point.
3. The filename for each assignment should start with your last name, followed by the unit number and the name of the assignment, e.g.: smith1bookreview.docx

Citizenship: All students enrolled in the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (see Students Guide Handbook, Policies and Procedures, Conduct).

Courtesy: It is my belief that if we call ourselves professionals, then we should act accordingly. I would ask you to keep this in mind as you participate in class. Please practice courtesy, respect the opinions of others, be positive in speech and effort, encourage your classmates, respect confidentiality, and support each other's learning.

Late Work: All assignments are due by midnight of the last day of the unit assigned, with a few exceptions, which will be noted.

Academic Honesty: Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, which includes, but is not limited to, plagiarism (the

appropriation or stealing of the ideas or words of another and passing them off as one's own), auto-plagiarism (duplicate submission of single work for credit in multiple classes), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. All works submitted for credit must be original works created **by the scholar** uniquely for the class. Works submitted are subject to submission to TurnItIn, or other similar services, to verify the absence of plagiarism. Consequences of academic dishonesty may range from reduced credit on the plagiarized assignment to petition for removal from the academic program or institution, depending on the circumstances and extent of the violation; however, in typical instances, an automatic F in the course is considered appropriate. Any works referenced should be properly cited in accordance with APA 6th edition style.

Scholarly Expectations:

Work submitted at the graduate level is expected to demonstrate critical and creative thinking skills and be of significantly higher quality than work produced at the undergraduate level. To achieve this expectation, all students are responsible for giving and getting peer feedback of their work prior to submitting it for a grade. Students are also expected to resolve technical issues, be active problem solvers, and embrace challenges as positive learning opportunities. Educational technology professionals must be able to work cooperatively and collaboratively with others—skills which students are expected to practice in this course. Students are expected to ask for help when they need it and offer help when they notice someone in need.

Dropping the Class: At times, we become overloaded or have unplanned events that demand our attention. If you need to adjust your schedule by dropping this course, please follow university procedures to officially drop the class. Please do not just disappear. If you fail to officially drop the class, a grade must be assigned at the end of the course.

Incomplete Grades: Per university policy, you must visit with the instructor, develop, and sign "A Plan for Completing the Grade of X" before you may receive an incomplete for the course. The reason for such requests is limited to "circumstances beyond student's control which prevented student from attending classes during Finals Week or the preceding three weeks." You are notified that the deadline date for all plans is not to exceed one semester. Failure to fulfill plan requirements within the specified time will result in a course grade of F.

University Specific Procedures:

Students with Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

[Office of Student Disability Resources and Services](#)

Texas A&M University-Commerce

Gee Library 132

Phone (903) 886-5150 or (903) 886-5835 Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu

Student Conduct: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct in the Student Guidebook*).

COURSE OUTLINE / CALENDAR

A NOTE ABOUT DISCUSSIONS—For full credit, you must post one original post in response to the question and two comments on your classmates' postings by the due date.

Unit 1 – The Collection, Collection Development, and the Community

READ: Chapters 1, 2, 4 and 5 of the textbook

DISCUSSIONS: Introductions

Reading Discussion

ASSIGNMENT 1: Critique of Collection Management Policies

Each student will obtain a copy of a Collection Management Policy from an existing library. The contents of the policy will then be evaluated according to its (a) organization and ease of use, (b) thoroughness and appropriateness of sections, and (c) usefulness in furthering the given library's collection building agenda. The discussion of each policy should consist of a minimum of 350 words. If your school library has these policies, you may use those policies; otherwise there are several available on the Internet.

TO DO (should be completed before the end of unit 1):

#1 - Create an account with 1-2 school library vendors. If you are not currently at a school library, you can set up an account with these companies. The companies know that students set up accounts, so just fill out a profile for each company. You will not need to actually order something. The vendors are:

Follet Library Resources

<http://www.titlewave.com>

Click Login and fill out profile. In Title box, Select MLS/Library Science Student

Bound to Stay Bound

<http://www.btsb.com>

Select Login, then Register Now. Fill out the profile and use MLS Library Student for Title/Position.

Permabound Books

<http://www.permabound.com>

Click New Account (in upper ribbon). In the Register for an Account, select Other for Title.

Mackin Educational Resources

<http://www.mackin.com/corp/landing.html>

Click on Register in the upper right corner. For Job Title, use College Student.

This site has changed so you may try using it, but your instructor makes no guarantees:

Discovery Education Store

<http://store.discoveryeducation.com/>

Click on 'Store Sign In' and 'Create new account' (lower left of screen), then fill the form out.

#2 - LM_NET Subscription and review:

This national discussion service initiated by Eisenberg and Millbury has grown to become the key sources for addressing common issues in school library media center management. Subscribe to this service and monitor the discussion for the semester. Begin this subscription by the **first weekend of class**. Bring topics of interest to be discussed in our discussions and/or make a list to discuss when we discuss future trends near the end of the course.

<http://lmnet.wordpress.com/subscribe/>

WARNING: They will send you an email that you will need to reply to in order to complete your registration. In many cases, this email will land in your spam box. If you are able, set your spam so that LM-NET is whitelisted. If not, be sure to check your spam for the confirmation email if it doesn't appear in your email within 24 hours of registering.

Unit 2 – Community Analysis; Collaborative Planning

READ: Chapters 3, 14 and 15 of the textbook.

DISCUSSIONS: Community Analysis

ASSIGNMENT 2: Community Analysis

Students will write a community analysis and needs statement for a school library. Include:

- type of school library;
- amounts and sources of funding;
- size of collection; number and type of staff;
- the specific community that the library serves (demographic/census information);
- the library's mission, the school's mission;
- and a broader community that the library serves.

The school analysis information checklist (p. 30) in the textbook may be used as a guide.

Unit 3 – Selection Tools for Books; Selection Tools for Serials and Non-print Materials and Government Documents; Selection Criteria (online resources) & Collection Maintenance (incl. weeding)

READ: Chapter 6, 7, 8, and 10 of the textbook.

Selecting Web Resources on AcqWeb's Collection Development Sites

http://www.acqweb.org/lis_cd.html

Guenther, Kim. "Making Smart Licensing Decisions." *Computers in Libraries*, June 2000. p.58.

<http://eds.b.ebscohost.com/eds/pdfviewer/pdfviewer?sid=c0bb30ec-e0eb-4d83-9191-977ac673e32%40sessionmgr113&vid=3&hid=110>

NOTE: if the link above does not work for you:

1. Go to the Libraries' webpage (<http://www.tamuc.edu/library/>)

2. At the top of the page, in the middle is the Easy Search box. Just below the box select Title (Keyword is the default).

3. Copy and paste the title (in quotes in the citation) in to the search box and hit search. You should be taken to the title that you are looking for. If not, be sure that you have quotation marks on either end of the title in the search box.

DISCUSSION: The Selection Process

ASSIGNMENT 3: Journal Review

Select 2 evaluation tools/journals from the list below. Write a review of each of the selected titles that you will examine (ideally, you should try to look a one or two issues in print – your public library or your school library may have some of these, and the titles below with asterisks are held in the Texas A&M University-Commerce Library – otherwise you may have to try to examine them online). Your review should include:

- pluses and minuses of each title (Did you prefer one? Why?);
- what percentage of the journals are reviews;
- what is the journal's editorial policy for reviewing;
- were they appropriate to your school library – why or why not;
- currency of the reviews;
- you may include other details that you feel are important.

Tools for review:

Booklist*

School Library Journal*

Book Links

Voice of Youth Advocates or VOYA

Publishers Weekly*

Horn Book Magazine*

Library Media Connection: LMC
Choice

ASSIGNMENT 4: Select Resources

Select one particular type of library (e.g., elementary school, K-12 - if you are currently at a school, as a teacher or librarian, feel free to use your school's library as your model) and then select three items appropriate to that setting. These items can be any combination of media formats: audiovisual/multimedia, computer software, video games. Be sure to cite reviews (at least one journal review per title-- provide full bibliographic citation and note whether the overall assessment is "positive" or "negative" in tone), selective bibliographies, awards, etc., useful in helping you, the evaluator, come to a decision as to whether or not to include the item in question in your library. NOTE: you may not be able to find reviews in the sources previously mentioned, depending on what you choose, but I suggest that you look the item(s) that you choose up in the Texas A&M-Commerce Library's Easy Search. You might find a review in another journal that is not necessarily targeted to school libraries.

NOTE: Customer reviews from Amazon are NOT acceptable. You may consider them in your selection process, if you like, but they should not be a primary source, and are not acceptable in this class. You do not know the qualifications of the person reviewing, and, to be honest the reviewer could be the author's cousins, nephews, whatever, or maybe the author's worst enemy and their relatives. In any case, you have no idea if they are qualified to give a review that influences your selection. This is also true of fan sites like GoodReads. These sites might be good for ideas that you might want to check out, or a second or third opinion, but they are by no means authoritative and are not likely to let you know if your books contain important features that you need for a school collection.

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ASSIGNMENT 5: Deselect Resources

Using the same library you chose for Assignment 4, do the following: Write a weeding policy for your library. Identify 5 titles in your library's collection for weeding. Explain why they should be weeded

Unit 4 - Collection Analysis & Acquisitions with Budgeting

READ: Chapters 9, 12, and 16 of the textbook.

DISCUSSION: Collection Analysis & Acquisitions

ASSIGNMENT 6 – Random Sample

Select one of the following:

1. You will conduct a random sample of your collection and report on your findings. You

will gather factual data about the collection that you can use to communicate with administrators, teachers, and the public.

NOTE: For your random sampling, you may choose a specific genre, and work with that collection, or do a systematic random sample. To do a systematic random sample, find out the number of titles in the collection, decide on how big you want your sample to be (i.e. you want to sample 20 items out of 100). You will then divide 100 by 20 and you will come up with 5. At that point you will pick a random title from your collection's list of titles, and you will choose every 5th title from the title that you chose to start with. Those 5th titles will be your random sampling. You may also choose to do this random sample with a call number range.

2. Choose one curriculum area (preferably nonfiction), or call number range, in your library. Apply two assessment techniques (collection mapping, a collection-centered measure, a use-centered measure, or a simulated-use study) to that curriculum area. For each technique, provide:

a reason for using this technique in this assessment

a summary of results

a brief discussion of what these results might mean to the library

a brief critique of the technique used

a brief discussion about how the results of this assessment might be used (will you weed the section, will you share the results with teachers/administrators/accrediting agencies?)

ASSIGNMENT 7: Plan Your Order

You have \$2000.00 to purchase books (fiction and nonfiction) and reference materials for your collection. Choose 2-4 curriculum areas based on needs that you have discovered in your library. Spend at least \$500 on non-print items, and don't forget special needs. Build your order(s) using your vendor database account(s) set up during Unit 1. Don't forget to take into account costs for shipping and handling, and for pre-processing the items. Use the vendor's software to build the order(s), but save them in Word and put them in the Dropbox that way. No order should be less than \$100 due to the costs to the school/school district to process orders.

Unit 5 – Copyright and Other Ethical Issues and Censorship/Intellectual Freedom

READ: Chapter 13 in the Bishop textbook.

Freedom to Read Statement from American Library Association
<http://www.ala.org/ala/aboutala/offices/oif/statementspols/ftstatement/freedomtoreadstatement.pdf>

Library Bill of Rights Statement from American Library Association
<http://www.ala.org/advocacy/intfreedom/librarybill>

Bosman, Julie. "With One Word, Children's Book Sets Off Uproar" *New York Times*, Feb. 18, 2007
http://www.nytimes.com/2007/02/18/books/18newb.html?_r=0

Whelan, Debra Lau. "A Dirty Little Secret." *School Library Journal*, Feb. 2009. p. 26 -30. <https://proxy.tamu-commerce.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=36426974&site=ehost-live>

NOTE: if the link above does not work for you:

1. Go to the Libraries' webpage (<http://www.tamuc.edu/library/>)
2. At the top of the page, in the middle is the Easy Search box. Just below the box select Title (Keyword is the default).
3. Copy and paste the title (in quotes in the citation) in to the search box and hit search. You should be taken to the title that you are looking for. If not, be sure that you have quotation marks on either end of the title in the search box.

DISCUSSION: Ethics in School

ASSIGNMENT 8: Scenarios

On page 206 and 207 of the textbook there is a list of 12 scenarios. Choose 2 scenarios from the list and explain how you would handle those situations and why you would handle them that way. Please include the scenario at the top of your discussion, so that I will know what is being discussed. Approximately 2 to 3 pages.

Final Project: A Collection Development Plan

Collection Development Plan

The final project will provide us with an opportunity to experience the full selection and acquisition cycle—a **collection development policy**. Using your library, or your dream library, you will identify goals and measurable outcomes. You will use the information you have assembled from all the previous lessons and assignments to create your collection development policy. You can also use some of the items that you created for previous assignments to help populate your policy. See pages 52 and 53 for the contents that should be included.

Syllabus changes: The instructor reserves the right to make changes to this syllabus and schedule. Nothing in this syllabus may be construed as a contract.

Grading

Students will receive higher grades on Discussion Posts and Responses if he/she:

- responds to classmates' comments and questions
- reference/cites comments specifically to the professional literature (texts, supplemental reading, additional relevant materials located by the student)
- relates meaningfully to the issue addressed
- raises an area of inquiry or an issue in a clear manner for further discussion or debate
- recommends a resource which helps a fellow student gain more understanding on an issue or topic
- summarizes information as evidence that either validates (supports) or suggests a different perspective (counters) and the information is referenced; such information may or may not agree with the student's personal opinion;
- initiates discussions by posting new questions or raising alternative viewpoints on issues helps others in class find meaning and relevance to the issues and information raised

Students will receive higher grades on Assignments if he/she:

- uses the appropriate filename (lastnameAssignment#.docx)
- uses 12 point Times New Roman or Arial font with one inch margins and double spaced
- has thoroughly spell checked and grammar checked their writing
- has met at least the minimum length required
- has turned the assignment in to Dropbox by the deadline

The instructor will use subjective judgment and the eCollege statistics to determine the extent of the student's contributions to class.

Standard grading for the overall class score is:

Grade	Percentage
A	90% – 100%
B	80% - 89%
C	75% - 79%
D	70% - 74%
F	69% and below

Assignment	Percentage of Final Grade
Introduction	2%
Discussion 1: Collection Development	4%
Discussion 2: Community Analysis	4%
Discussion 3: The Selection Process	4%
Discussion 4: Collection Analysis & Acquisition	4%
Discussion 5: Ethics in School Libraries	4%
Assignment 1: Critique of Collection Management Policies	8%
Assignment 2: Community Analysis	8%
Assignment 3: Journal Review	8%
Assignment 4: Select Resources	8%
Assignment 5: Deselect Resources	8%
Assignment 6: Random Sample	8%
Assignment 7: Plan Your Order	8%
Assignment 8: Scenarios	8%
Final Project: Collection Development Plan	14%
Total	100%

ETEC ePORTFOLIO for MS/MEd in Educational Technology

Students pursuing the MS/MEd degree in Educational Technology Leadership (ETLD) program *and* the MS/MEd degree in Educational Technology Library Science (ETLS) are now required to submit an electronic portfolio prior to graduation. This requirement does not pertain to students taking ETEC courses as an elective for other programs, or to those pursuing only the School Library Certification who have already earned a masters degree.

Many courses in ETEC and LIS program have identified artifact(s) that should be included in the eportfolio to provide evidence of acquired and developing knowledge, skills, and philosophical approaches. In courses where recommended artifacts are not identified, it is the student's responsibility to *collect* artifacts throughout the course and appropriately *select* which artifacts to include in the eportfolio. This includes courses from other departments and/or institutions for which the student is receiving credit towards the ETEC masters degree. For example, if a student takes courses in ELED, EDAD, MGMT, or TDEV and applies credits earned toward their ETEC masters degree, the student should include artifacts from those courses in their ETEC eportfolio.

For LIS 524, the required artifacts are:

- Community Analysis assignment
- Copyright and Ethical Issues scenarios assignment
- Collection Development Plan

Newly admitted majors in the program should contact Dr. Mary Jo Dondlinger, coordinator of the ETEC program, for more information on how to get started with the ETEC ePortfolio. If you plan to major in the program, but have not yet applied, you are strongly encouraged to do so as soon as possible. Please contact MaryJo.Dondlinger@tamuc.edu for more information about the program's portfolio requirement.