

2011-2012 Graduate Catalog



2011-2012 Graduate Catalog



www.tamu-commerce.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, sex, handicap, or age; except where sex, handicap, or age is a bonafide occupational qualification. Admission to A&M-Commerce is based upon stated academic requirements regardless of race, creed, color, national origin, sex, or age.

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, local, or email), telephone listing, date and place of birth, major field of study, minor field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student.

Any student who objects to the release of the directory information on file must notify the Registrar's Office, Administration Building, in writing, that he or she does not wish to have such information released. This request will be honored, and the information will be held confidential by the Registrar's Office. Any questions concerning this policy may be directed to the Registrar's Office, Administration Building, Texas A&M University-Commerce, 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*. Copies of the *Guidebook* are available at the time of registration, and additional copies are available from the Dean of Students Office and the Student Life Office. It is the responsibility of the student to make himself/herself aware of said policies. Disciplinary matters are handled by the Dean of Students Office. University policies and procedures are subject to change without prior notice.

For More Information

For additional information about a specific department or office at A&M-Commerce, write to that office c/o Texas A&M University-Commerce, Commerce, Texas 75429.

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 2011. 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.tamu-commerce.edu/administration/policies/>.

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Commerce, Texas 75429-3011

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Commerce, Texas 75429
Nonprofit Organization

Texas A&M University-Commerce

is accredited by the

Commission on Colleges of the Southern Association of Colleges and Schools

(1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone 404-679-4501)

to award bachelor's, master's, and doctoral degrees.

Texas A&M University-Commerce

has programs accredited by

AACSB, The International Association for Management Education,

ABET Engineering Accreditation Commission,

American Chemical Association,

Council for Accreditation of Counseling and Related Educational Programs,

Council on Social Work Education,

Masters in Psychology Accreditation Council,

National Association of Schools of Music,

National Association of Industrial Technology,

National Athletic Trainer Association,

Texas State Board for Educator Certification, and

is a member in good standing of the

American Association of Colleges for Teacher Education,

American Association of State Colleges and Universities,

American Association of University Women,

Associate of Texas Colleges and Universities,

Association of Texas Graduate Schools,

Commission on Accreditation of Allied Health Education Programs,

Council for Higher Education Accreditation,

Council of Colleges of Arts and Sciences,

Council of Graduate Schools in the United States,

Federation of North Texas Area Universities,

Inter-University Council of the North Texas Area,

National Commission of Accrediting,

National Council of University Research Administrators,

Texas Association of Black Personnel in Higher Education,

Texas Association of Chicanos in Higher Education, and

Teacher Education Council of State Colleges and Universities.

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.

Official 2011-2012 University Calendar*

Click on any of the following links for information:

- [Fall Semester 2011](#)
- [Winter Mini 2012](#)
- [Spring Semester 2012](#)
- [May Mini 2012](#)
- [Summer I 2012](#)
- [Summer II 2012](#)
- [August Mini 2012](#)

Fall Semester 2011

Fall Assembly	August 25
Payment Deadline	August 26
Orientation & Registration—International Students	August 25
Registration continues	August 29- September 1
First Class Day	August 29
Graduation Application filing period	August 29-September 16
Labor Day Holiday	September 6
Last day to register or change schedules	August 29
Schedules removed for nonpayment of tuition/fees for Fall 2011	September 14
Last day to drop a class with refund, if remaining enrolled	September 14
Homecoming	October 22
Last day a Doctoral Dissertation can be defended for Fall Graduation	October 28
Graduation Fair- Commerce Campus	November 9 - 10
Graduation Fair- Mesquite Metroplex Center	November 11
Final submission date for Master's Comprehensive Exam Report	November 4
Final submission date for Thesis and Dissertations	November 4
Thanksgiving Holiday	November 24 - 25
Classes resume following holiday	November 28
Last day to drop a class or withdraw from school	December 2
Last Class Day	December 9
Final exams	December 10 - 16
Commencement	December 17

Winter Mini 2012

Payment deadline	December 16
First Class Day	December 19
Last Day to register or change schedules	December 19
Schedules removed for nonpayment of tuition/fees for Winter Mini 2011	December 20
Last Class Day	January 9

Spring Semester 2012

Spring Assembly	January 12
Orientation & Registration—International Students	January 12
Payment deadline	January 13
Registration continues	January 17-21
First Class Day	January 17
Graduation Application filing period	January 17-February 3
Last day to register or change schedules	January 17
Holiday, Martin Luther King Day	January 16
Schedules removed for nonpayment of tuition/fees for Spring 2012	February 1
Last day to drop a class with refund, if remaining enrolled	February 1
Residence halls close for Spring Break at 5 p.m.	March 9
Spring Break	March 12 - 16
Classes resume following Spring Break	March 19
Last day a Doctoral Dissertation can be defended for Spring Graduation	March 23
Graduation Fair- Commerce Campus	
Graduation Fair- Mesquite Metroplex Center	
Graduate Expo- Mesquite Metroplex Center	
Alumni Forum	April
Final submission date for Master's Comprehensive Exam Report	March 30
Final submission date for Thesis and Dissertations	March 30
Last day to drop a class or withdraw from school	April 27
Last Class Day	May 4
Final exams	May 7 - 11
Commencement	May 12

May Mini 2012

Payment Deadline	May 11
First Class Day	May 14
Last day to register or change schedules	May 14
Schedules removed for nonpayment of tuition/fees for May mini 2012	May 15
Last Class Day	May 30

Summer I 2012

Holiday, Memorial Day	May 28
Orientation for New International Students	June 1
Payment Deadline	June 1
First Class Day	June 4
Graduation Application filing period	June 4 - 5
Registration continues	June 4
Last day to register or change schedules	June 7

Last day to drop a class with a refund, if remaining enrolled	June 7
Schedules removed for nonpayment of tuition/fees for Summer I, 2012	June 7
Last Day a Doctoral Dissertation can be defended for Summer Graduation	June 21
Last day to drop a class or withdraw from school	June 28
Holiday, Independence Day	July 4
Final submission date for Master's Comprehensive Exam Report	July 1
Final submission date for Thesis and Dissertations	July 1
Final exams and last day of classes for Summer I	July 7

Summer II 2012

Payment Deadline	July 8
Final submission date for Master's Comprehensive Exam Report	July 1
Final submission date for Thesis and Dissertations	July 1
Schedules removed for nonpayment of tuition/fees for Summer II, 2012	July 14
First Class Day	July 11
Registration continues	July 11-12
Graduation Fair- Commerce Campus	July 19-20
Graduation Fair- Mesquite Metroplex Center	July 21
Last day to register or change schedules	July 12
Last day to drop a class with a refund, if remaining enrolled	July 14
Last day to drop a class or withdraw from school	August 4
Final exams and last day of classes for Summer II	August 11
Commencement	August 13

August Mini 2012

Payment Deadline	August 11
First Class Day	August 12
Last day to register or change schedules	August 15
Schedules removed for non-payment of tuition/fees for Aug. Mini 2012	August 15
Last Class Day	August 27

***This calendar is subject to revisions. For the most current calendar, please visit the university website at www.tamu-commerce.edu/registrar_office/calendar.asp.**

Introduction to the University

Click on any of the following links for information:

- Overview of Campuses
 - Our History
 - Texas Higher Education Coordinating Board
 - Our Vision
 - Our Mission
 - Our Programs
 - Cooperative Alliance Among Universities
 - Campus Facilities
 - University Police Department
-

Overview of Campuses

Texas A&M University-Commerce is a multi-campus university with over 8,000 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 College in Corsicana, Navarro College in Midlothian, and the Universities Center at Dallas (downtown). This catalog serves the graduate student population of all five 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 Metroplex Center 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, bookstore, conference room and faculty/staff offices. This facility is shared by Texas A&M University-Commerce and the Mesquite Independent School District. Available through study at this facility are master's degrees in educational leadership, elementary education, secondary education, special education, and global e-learning as well as courses supporting other programs. Onsite security and free parking are provided.

Navarro Partnership Program

Navarro College, 3200 W. 7th Ave., Corsicana, Texas
903-875-7617

This partnership offers a four-year undergraduate program in education, a Master of Education in Elementary Education, a Master of Science in Secondary Education, as well as graduate courses supporting other programs.

Navarro College Partnership

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

Texas A&M University-Commerce and the Navarro College District Partnership offer the Bachelor of Science Degree in Interdisciplinary Studies for EC-4th grade and the Bachelor of Applied Arts and Science Degree in Midlothian, Texas. Navarro will offer the basic courses students need for Freshman and Sophomores, while Texas A&M University-Commerce will offer the courses for Juniors and Seniors.

Universities Center at Dallas (UCD)

*1901 Main St. Suite 422, Dallas, Texas
214-915-1900*

Universities Center at Dallas comprises three universities: Texas A&M University-Commerce, the University of North Texas, and The University of Texas at Arlington. UCD in Downtown Dallas offers degrees for residents and working professionals in one convenient location from the best universities in DFW! You can complete your bachelors, earn your masters, or work towards your doctorate evenings and weekends. The Center is connected to the walkway and tunnel system linking downtown buildings. It offers secured access and public parking and is served by DART bus routes and the RAIL. Office hours are Monday through Friday, 8:30 a.m.-5:00 p.m.

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), Bilingual/ESL Education (Cuernavaca, Mexico) 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.

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. His creed, which continues today, was “ceaseless industry, fearless investigation, unfettered thought, and unselfish service to others.” The institution’s history of dynamic change began in 1894 when “Mayo’s College” moved to Commerce. 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 school became East Texas State University. In 1996, the institution joined The Texas A&M University System and became Texas A&M University-Commerce. Today, at the Commerce campus, the Mesquite Metroplex Center, the Universities Center at Dallas, Navarro College Partnership, and through state-of-the-art telecommunications and internet-based instruction, the University meets the undergraduate, graduate, and professional needs of the citizens of Northeast Texas and beyond. Its mission is achieved through teaching, scholarly activities and research, and service activities on its campuses and in the community and region.

Texas Higher Education Coordinating Board

The Texas Higher Education Coordinating Board is the state agency, created by the Texas Legislature in 1965, that is charged with providing “leadership and coordination for the Texas Higher Education system to achieve excellence for the higher education of Texas students.” The Board exercises its leadership and oversight responsibilities through a variety of means that include making recommendations to the state for the enhancement of higher education, approving or disapproving degree programs, and establishing policies for the efficient use of the state’s higher education resources.

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

The Graduate School is one of five academic divisions of the University. The other divisions are the College of Science, Engineering and Agriculture, the College of Humanities, Social Sciences and Arts, the College of Business, and the College of Education and Human Services.

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

The College of Science, Engineering and Agriculture includes the departments of Agricultural Sciences; Biological and Environmental Sciences; Chemistry; Computer Science and Information Systems; Physics; Industrial Engineering and Technology.

The College of Business contains the departments of Accounting and Finance; Business Administration and Management Information Systems; and Marketing and Management.

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

Within these four colleges, major disciplines at the master's level are accounting, agricultural sciences; agriculture education; applied criminology; art; art in teaching; biological sciences; broadfield sciences; business administration; chemistry; computer science; counseling; early childhood education; educational administration; educational technology; English; elementary education; finance; global E-learning; health, kinesiology, and sports studies; higher education; history; interdisciplinary studies; management; marketing; mathematics; music; physics; political science; psychology; reading; secondary education; social work; sociology; Spanish; special education; technology management; theatre.

Major areas of study leading to a doctoral degree include counseling; educational administration; educational psychology; English; and supervision, curriculum, and instruction-elementary education; and supervision, curriculum, and instruction-higher education.

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. Contact the Office of Graduate Studies and Research 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 interinstitutional 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
- MA, MS in computer science
- MA, MS in interdisciplinary studies
- MA, MS, MEd in reading
- MA, 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 and Research.

Pathways to the Doctorate Program

The Pathways to the Doctorate Program is dedicated to increasing the number, quality, and diversity of doctoral graduates across all disciplines within The Texas A&M University System. The goal is to attract high-achieving students within The Texas A&M University System to pursue careers in higher education. Consisting of nine universities as well as the Health Science Center, The Texas A&M University System spans the State of Texas. This enables the System to recruit top students from a variety of geographical, socioeconomic, racial, ethnic, and cultural environments. Through a variety of activities such as seminars and workshops, inter-institutional exchange programs, a mentoring program, and an annual research symposium with system-wide participation, the Pathways program aims to

- Create a pathway for talented students from Texas A&M University-Commerce who wish to pursue graduate education at any of the other System campuses.
- Attract quality graduate students to Texas A&M University-Commerce from other System campuses to pursue doctoral studies unavailable at other campuses.
- Foster opportunities for faculty, graduate students, and undergraduate students to collaborate on innovative research and interpersonal communications skills.
- Enlighten and encourage students and teachers (K-12 through college) to see that science and technology are essential for leading a life of discovery and fun.
- Help meet faculty needs as postsecondary enrollment grows and current faculty retire.

Additional information is available from major department heads, the Dean of Graduate Studies and Research, and the Pathways to the Doctorate webpage at www.tamus.edu/pathways.

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

James G. Gee Library and Other Research Facilities

[903-886-5731](tel:903-886-5731)

The James G. Gee Library, named for Texas A&M University-Commerce's fifth president, is the academic center of campus. The online catalog, which is Internet accessible, provides access to the library's collection containing over 1.8 million monographs, periodicals, microforms, and other processed materials including non-print media. This total includes collections of juvenile and young people's literature, archival materials, curriculum materials, and maps. The university has been a depository for federal government publications since 1937 and for Texas state documents since 1963.

In support of undergraduate and graduate programs, the library provides free access to enrolled A&M-Commerce students, faculty, and staff to more than electronic databases, including full-text electronic resources, via the web. An interlibrary loan service delivers books and articles to Gee Library from libraries throughout the world. Viewing machines are available for microform items, and reader-printers enable students to obtain hard copy of microform materials. Photocopy machines are also available in the library as well as an account management kiosk for university Lion Cards.

A&M-Commerce Library is a member of the AMIGOS Bibliographic Council, and TexShare. 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. The library computer laboratory, located on the first floor, is available to all students. The lab provides internet access along with computers, printers, and software for word processing, spreadsheets, and reports. Laptops and digital multimedia equipment including cameras, recorders, and studio space are also available.

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

Technology Services

903-468-6000

Technology Services (formerly CTIS), located in room 156 of the Business Administration Building, is the centralization of automated data processing, academic computing, academic research, telecommunications, computer hardware, and application support. Technology Services is responsible for the integrity, security, and reliability of all academic and administrative information that supports and enhances the A&M-Commerce campus.

Technology Services is staffed to provide systems analysis, programming, data preparation, and computer processing for all divisions. Telecommunications performs installation and maintenance of copper and fiber-optic cable plants that provide voice, video, and data service to the core campus and the residence halls. Internet access is available in every occupied building through a traditional wired network as well as an expanding wireless network that covers many of the academic buildings. Off-campus Internet access is made available to students, faculty, and staff through dial-up modems or a virtual private network service for broadband users. Technology Services provides a one-stop shop for supporting PC and Macintosh hardware, software, and Internet applications.

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 quarterly magazine for alumni and friends of the University. Other programs and services include an affinity credit card program, discounted auto and medical insurance for graduates, legacy scholarship 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 Dean of Campus Life and Student Development, Assistant Dean of Campus Life and Student Development, Center for Applied Leadership, Judicial Affairs, Residential Living and Learning, and TRIO Programs.

The Department of Residential Living and Learning at Texas A&M University-Commerce offers a variety of living environments including traditional residence halls, suite-style residence halls, single student apartments, and family housing apartments. The Department of 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. The Department of Residential Living and Learning is located in D. Whitney Halladay Student Services Building. For more information about student housing, see Department of Residential Living and Learning and/or visit the department's website at www.tamu-commerce.edu/housing.

Recreational and Cultural Facilities

[Rayburn Student Center](#)

The Rayburn Student Center (RSC) is designed to be a destination, as well as the crossroads for our campus community. Named after Sam Rayburn, our most distinguished alum to date, we seek to be that place where students learn to become successful as leaders, can connect with one another, and get involved through learning, service and creativity.

YOUR HUB FOR A GREAT SOCIAL ATMOSPHERE, ORGANIZATIONS, AND ENTERTAINMENT. This \$25 million building provides modern, state of the art meeting rooms, a food court, game room, dining room, informal lounges, patios and lockers.

SERVICES/RESOURCES:

- First Floor: Welcome Desk, Video Wall, The Club/Game Room, Pride Shop & Copy Services, Campus Bookstore, Convenience Store, Mane Card Office, Campus Dining and Food Court.

- Second Floor: Student Activities & Leadership includes the hub for student organizations, Greek Life, Leadership Engagement and Development (L.E.A.D.), Campus Activities Board, Student Government Association, Scheduling Office and Catering Assistant's Office. A large combo Conference Room and six break out rooms for meetings, luncheons and presentations can be utilized by students, faculty, staff and community guests.

The student center is located on the corner of Neal and Stonewall streets right across from the Science Center. This 92,000 square foot structure contains state of the art technology integrated into its design to promote the very best for presentations, entertainment and everyday functional use.
<http://web.tamu-commerce.edu/studentLife/studentCenter/>

Morris Recreation Center

903-468-3170

The Morris Recreation Center is the focal point of the Texas A&M University-Commerce campus and serves as the "heartbeat" of student life. The \$12 million state-of-the-art recreation facility opened its doors to students, faculty, staff, and the community in the summer of 2003, and has been thriving ever since! Inside of the facility is an impressive climbing wall that soars at forty-five feet, a three lane jogging track, four racquetball courts, two basketball courts, an extensive fitness area with a large variety of cardiovascular machines, a well equipped weight room, a spacious activity room for open and private fitness classes, a classroom, a rest and snack area, and men's and women's locker rooms. The outdoor area, also referred to as the Great Out-Roars, includes a heated leisure pool, a two-tier spa, two sand volleyball courts, two basketball courts, picnic tables, BBQ grills, and a sunbathing area. The Morris Recreation Center offers a large variety of activities and provides a great social atmosphere for the Texas A&M University-Commerce community. Additional information about the "Rec" and the services offered can be found at the department's website: <https://www.tamu-commerce.edu/reccenter/>

Cain Sports Complex

The \$1 million Cain Sports Complex is a great facility that includes a lighted NCAA softball field, a lighted baseball field, two lighted Intramural Sports fields, an informal soccer field, a picnic area, horseshoe pits, a serene lake, and an undeveloped green area.

Adventure Base Area

The Adventure Base is a branch of the Morris Recreation Center's Outdoor Program. It consists of an extensive outdoor challenge course that promises fun for everyone! It boasts over twenty high and low elements that are sure to challenge any team or group. An array of experiential opportunities await you and your team, ranging from camping skills to ecology. For more information on the Adventure Base Area stop by our new Outdoor Resource Center!

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 24 hours. Come show us what you've got!

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.tamu-commerce.edu/upd/.

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](#)
- [Student Housing](#)
- [Children's Learning Center](#)
- [Services for Students with Disabilities](#)
- [Greek Life](#)
- [International Student Services](#)

- [Veterans' Affairs](#)
- [Career Development](#)
- [Scholarship Office](#)
- [Financial Aid](#)
- [Withdrawing on 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

The Department of Student Health Services and Wellness assists students in achieving and maintaining optimal health by providing compassionate and affordable health care and wellness education. We offer primary health care services including treatment of illness, injuries, mental health and wellness issues, and provide education and encouragement for patients to develop a lifelong approach to preventive and proactive health and wellness behavior. There is no charge for students to see the physician assistant or nurse but there are charges for laboratory testing, x-rays, medications, vaccinations, small procedures and various other services. We do not accept or file insurance. Walk-ins are welcome but you may also make an appointment by calling 903-886-5853. Student Health Services and Wellness is located in Henderson Hall, at the back of campus, and is open Monday through Friday, 8 a.m. to noon and 1 p.m. to 5 p.m. We hope that you take advantage of all Student Health Services and Wellness has to offer.

Counseling Center

(903) 886-5145

The Counseling Center provides free services to currently enrolled students to help them meet the daily challenges of student life and maximize their potential for academic and personal success. Services include consultation and referral, crisis intervention, and educational outreach. Groups, legal assistance, and a relaxation room are also available. Confidentiality is respected and counseling records are not included as part of a student's academic record. We encourage you to take advantage of all the services that the Counseling Center offers. Sometimes a little help can make a big difference. For more information about counseling services or to schedule an appointment, the Counseling Center is located in the Halladay Student Services Building, Room 204, or contact 903-886-5145.

Student Housing

(903) 886-5797

The Department of Residence Life at Texas A&M University-Commerce offers a variety of living environments, including traditional residence halls, suite-style residence halls, single student apartments, and family housing apartments.

Single student housing includes cable, and utility services, double occupancy rooms, central heat and air-conditioning, and continuous maintenance service. The halls designated for family housing offer air-conditioned and centrally heated, furnished and unfurnished apartments. Utilities and cable are furnished by the Department of Residence Life.

The Department of Residence Life strives to create a living-learning environment in each residence hall that will enable each resident to succeed academically and developmentally. The Department of Residence Life is located in the first floor of Whitley Hall. For more information about student housing, contact the Department of Residence Life at 903-886-5797 and/or visit the department's website at www.tamu-commerce.edu/reslife.

Children's Learning Center

(903) 886-5769

This is a licensed day care/learning center located on campus for children six weeks to five years of age and an after-school and summer camp program for children ages 6-10. The Children's Learning Center provides the latest in curricula and educational play equipment for all ages in a consistent learning environment.

The Children's Learning Center prides itself on exceptional, quality care in an academic environment that stimulates the social, emotional, physical, and cognitive abilities of the child.

Services for Students with Disabilities

(903) 886-5835

Texas A&M University-Commerce encourages all students with disabilities to become totally involved in all aspects of campus life. Therefore, the Office of Disability Resources and Services (SDRS) make sure that all students have equal access to all the opportunities and programs found within the university community. In order to receive accommodations, students must fill out an application and submit recent documentation to be reviewed for eligibility. Each student registered with SDRS will receive individualized academic advice, and will be given reasonable accommodations (i.e., note taker, extended time on exams, a quiet place to test, books on tapes, and materials in Braille). To make an appointment, please call (903) 886-5835 or (903) 886-5150. SDRS works closely with the Division of Assistive and Rehabilitative Services and the Division of Assistive and Rehabilitative Services for the Blind (800) 538-8075.

Greek Life

(903) 468-3087

The mission of the Office of Greek 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 Greek Life is charged with advising the four Greek councils and the National Order of Omega Greek Honor Society at Texas A&M University-Commerce.

Facilitating an excellent cocurricular education is the primary purpose of the Office of Greek Life. Our 350+ fraternity and sorority members are provided the opportunity to participate in education programs that focus on alcohol/drug awareness, leadership/community building, identity development/diversity, and academic enhancement throughout their college career.

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 DS2019 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 Business Administration Building, 3rd floor, room 350. E-mail John_Jones@tamu-commerce.edu.

Veterans' Affairs

(903) 468-3223

This 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 Office of Veterans' Affairs located in the One-Stop Shop. General information about both the GI Bill and the Hazlewood Tuition exemption can also be found at <http://www.tamu-commerce.edu/CareerServices/VeteransAffairs.htm>.

Career Development

(903) 468-3223

This office provides students, alumni, and employers, as well as A&M-Commerce's academic departments with career information, resources, events, programs and services to provide a connection between academic preparation and professional careers. Programs and services include job fairs, on-campus interviews, free career assessment, career counseling (www.myplan.com), mock interviews, job search workshops, business etiquette dinners, resume and cover letter critique. Resources include Lion Tracks (www.myinterfase.com/tamu-commerce.student) an online student resume and employer job bank database, resource library and free career related publications.

Scholarship Office

903-886-5915

Graduate students with a high GPA are encouraged to apply within their graduate department for available scholarships. The Scholarship Office is located in the One-Stop Shop.

Financial Aid

(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. The Office of Financial Aid is located in the One-Stop Shop.

Withdrawing on 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, <http://www.tamu-commerce.edu/home/finaid/8.htm>.

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 <http://www.tamu-commerce.edu/home/finAid/23.htm>. A copy of the policy is also available in the Office of Financial Aid located in the One-Stop Shop.

Office of Graduate Studies and Research

Click on any of the following links for information:

- Mission
- Purpose and Nature of the Office of Graduate Studies and Research
- Graduate Faculty
- Administrative Procedures
- Class Attendance Rule
- Registration
- Grading System
- Graduate Assistantships
- Tuition and Fees for the 2011-2012 Academic Year
- Admission to the Graduate School
- Master's Degree Program Status
- Academic Probation and Suspension from Master's Degree Programs
- Requirements for the Master's Degree

- Second Master's Degree
 - Requirements for Specific Master's Degrees
 - Doctoral Degree Programs
 - Admission to Doctoral Degree Programs
 - Requirements for the Doctoral Degree
-

Allan D. Headley, Dean

Business Administration Building

Internet: <http://www.tamu-commerce.edu/gradschool>

E-Mail: graduate_school@tamu-commerce.edu

Phone: 903-886-5163

Fax: 903-886-5165

Mailing Address

Texas A&M University-Commerce

Office of Graduate Studies and Research

P. O. Box 3011

Commerce, TX 75429

Physical Address

Texas A&M University-Commerce

Office of Graduate Studies and Research

2600 S. Neal St.

Commerce, TX 75428

Mission

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

Purpose and Nature of the Office of Graduate Studies and Research

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.

Master's degree programs provide for the needs of students seeking professional employment, research opportunities, advanced degrees, including the doctoral degree, 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*

Health, Kinesiology, and Sports

Agricultural Education	Studies Higher Education Administration
Agricultural Sciences	Higher Education Teaching
Applied Criminology**	History
Art	Interdisciplinary Studies
Art in Teaching	Management*
Biological Sciences	Marketing
Broadfield Sciences	Mathematics
Business Administration*	Music Education
Chemistry	Music Performance
Computer Science	Political Science
Counseling	Physics
Early Childhood Education	Psychology
Economics	Reading
Educational Administration	Secondary Education
Educational Technology— Leadership**	Social Work
Educational Technology — Library Science**	Sociology
Elementary Education	Spanish
English	Special Education
Global E-Learning**	Technology Management*
Finance	Theatre

**Also Available As Online Program.*

***Only Available Online*

We offer graduate certificates in the following areas:

Criminal Justice Management	Environmental Science
College Teaching	Studies in Children's and Adolescent Literature and Culture
College/University Administration	Teaching English to Speakers of Other Languages (TESOL)
Creative Writing	Film Studies

We offer a specialist degree with the following major:

School Psychology

We offer doctoral degrees with the following majors:

English (PhD)
Counseling (PhD)
Educational Administration (EdD)
Educational Psychology (PhD)
Supervision, Curriculum and Instruction—Elementary Education (EdD) (Multi-Level)
Supervision, Curriculum and Instruction—Higher Education (EdD)

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; (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. All requests initially go to the departmental Graduate Faculty for a recommendation. The request is then forwarded through the department head, college dean, and graduate dean for a recommendation from each. 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 and Research 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 each semester 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 and Research.

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

- I. 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.
- II. 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.
- III. 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.
- IV. 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.
- V. 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 and Research is entrusted to the Dean of Graduate Studies and Research. A Graduate Council, consisting of 14 elected members formulates and recommends to the President of the University procedures related to graduate education. The Dean of Graduate Studies and Research 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 who are classified as full-time resident 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 "Student Appeal of Instructor's Evaluation" (Procedure 13.02.99.R14).

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 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 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, plagiarism (the appropriation or stealing of ideas or works of another and passing them off as one's own), 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.

If a student is accused of academic dishonesty, the faculty member making the accusation is responsible for initiating disciplinary proceedings. The penalty assessed should be related to the severity of the infraction. If the student and faculty member agree on the penalty, assessment of the penalty concludes the disciplinary action.

However, certain violations of academic honesty, such as plagiarism, infringe upon the academic community's basic tenets of scholarly inquiry. Therefore, if a faculty member believes the infraction is severe enough to warrant further action and/or if the problem may be cumulative, occurring in other classes in which the student is enrolled, the faculty member may file a report of the infraction with the Dean of Graduate Studies and Research. The student must be notified that the report has been filed with the Dean of Graduate Studies and Research to allow the student the

opportunity to file a response. If a faculty member believes the infraction is so severe that a penalty greater than failure on a project and/or course is warranted, the faculty member may recommend to the Dean of Graduate Studies and Research through the department head and academic dean that the student be suspended or expelled.

If the student disagrees with the charge or level of penalty, he/she is entitled to due process in accordance with the University procedure for student appeals. The appeal process for this procedure is through the following channels: department head; Dean of Graduate Studies and Research; and the Administration Committee of the Graduate Council, which will present its recommendation to the full Graduate Council for final disposition of the appeal. Final jurisdiction on graduate student appeals is the Graduate Council.

In addition, international students must comply with current Department of Homeland Security (DHS) and U.S. Citizenship and Immigration Services (USCIS) regulations.

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.

RCR Training

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.tamu-commerce.edu/gradschool/research/>).

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 web.tamu-commerce.edu/admissions/registrar/. MyLeo (A&M-Commerce WEB application for Students) allows eligible students to register through the Internet. Students can access MyLeo through <http://leo.tamu-commerce.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 semester 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 9-12 graduate hours is considered full time. A student taking 6 graduate hours is considered half-time. The maximum course load for a full-time graduate student during each summer term is 7 hours. A student taking 6 hours in each summer term is considered full-time. The maximum course load for a mini-term is 3 hours. A master's student who has completed all other course work and is enrolled in 3 hours of 518 thesis credit is considered half-time.

Only in unusual circumstances shall a doctoral student register for more than 12 semester credit hours in a given semester (fall or spring), and then only if approved in advance by the Dean of Graduate Studies and Research or other comparable official. See the section "Graduate Assistantships" for information about course loads for graduate assistants. Doctoral students admitted to candidacy and enrolled in 3 hours of 718 dissertation credit are considered half-time. Doctoral students who are enrolled in 9 credit hours of organized classes and who are performing research related to their dissertation may be required to register for an additional 3 hours of dissertation for a total of 12 credit hours.

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 Academic Calendar 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 Academic Calendar 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 web.tamu-commerce.edu/admissions/registrar/pdf/studentWithdrawal.pdf. 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 web.tamu-commerce.edu/admissions/registrar/generalInformation/withdrawal.aspx.

Grading System

Grades—Their Meaning and Value

Grade Marks	Grade Meaning	Points Per Semester Hour
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
DS	Dropped Satisfactory	0
DU	Dropped Unsatisfactory	0

*No more than 3 C's 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 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 web.tamu-commerce.edu/admissions/registrar/generalInformation/withdrawal.aspx.

Incomplete Courses

Students, who because of circumstances beyond their control are unable to attend classes during finals week or the preceding three weeks will, upon approval of their instructor, receive a mark of "X" (incomplete) in 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 semester (exclusive of summer) in calculating the grade point average. Grades of "X" earned during a semester are to be completed by the end of the following long semester. If the "X" is not removed by that time, the grade becomes an F, 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 of the College. The plan will include why the grade was given and steps necessary for the student to receive the final grade.

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 semester) does not apply for these courses.

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.tamu-commerce.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 an 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 (GAR, GANT, GAT) are available to master’s 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 Research and the department. Additional information available on line at: web.tamu-commerce.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.
3. Teaching assistants are required to have a minimum of 18 graduate hours in the field to be taught.
4. Course-load requirements:
 - Full-time GAs must be registered in 6 graduate hours or more for fall/spring semester.
 - Half-time GAs must be registered in at least 3 graduate hours for fall/spring semester.
 - Full-time GAs must be registered in 3 graduate hours or more for summer I semester.
 - Half-time GAs must be registered in at least 3 graduate hours for summer I semester.
 - Full-time GAs must be registered in 3 graduate hours or more for summer II semester.
 - 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.

Stipends

Stipends for master's and doctoral assistantships will be set by the President of the University and Chief Executive Officer after consultation with the Graduate Council, Dean of Graduate Studies and Research, and the Provost and Vice President for Academic Affairs.

Tuition Remission

A Graduate Assistant 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 and is only available fall and/or spring semesters. Fees are not included and only six graduate hours of enrollment (no undergraduate credits) at Texas A&M University-Commerce will be paid. Departmental requests for GAT/GAR positions eligible to receive Tuition Remission will be reviewed each year by the academic deans and the Provost's Office. 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 School website at web.tamu-commerce.edu/academics/graduateSchool/funding/assistantships/tuitionRemission.aspx

Waiver for Out-of-State Tuition and Fees

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 and fees. 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 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.

Teaching Appointments

Master's or doctoral 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

Graduate assistantships may be held for a maximum of 4 semesters (exclusive of summer sessions) by master's students. Graduate assistantships may be held for a maximum of 6 semesters (exclusive of summer sessions) by doctoral students. Appointments can be extended for up to 2 semesters at the discretion of the department head. 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. 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 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 evaluated every semester, both orally and in writing, by the department head or faculty supervisor. Such evaluations will be forwarded to the college dean. Graduate assistants who are teachers of record must be evaluated by their students.

Tuition and Fees for the 2011-2012 Academic Year

Tuition rates are subject to change by the Legislature. Current rates are available on the University webpage. <http://web.tamu-commerce.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 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.

Diploma fee (payable when applying for degree)—\$40
Educator Certification—Fee based on type of certification earned
Late registration fee—\$100
Installment payment plan fee—\$35
Late installment payment plan fee—\$25

Returned check fee—\$30
Lab fees—\$5 to \$45
Course Enhancement Fees—\$8 to \$16 per course

Graduate Business Courses – \$25 per hour

Reinstatement Fees – \$200

Testing Fees:

Quick THEA—\$35 CLEP Test—\$75

Practice TExES—\$15 TExES—\$82

Graduate Application Fees:

U.S. Citizen—\$50 International—\$75

Career Services User Fee:

Basic—\$10 Extended—\$15

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://web.tamu-commerce.edu/studentLife/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 the Graduate School

Admission to the Graduate School permits the student to enroll in graduate courses, but does not guarantee admission to a program leading to the master's or doctoral degree. All students must consult with the major departmental advisor concerning specific departmental admission requirements. Departments have the right, and many exercise that right, to have program admission requirements that are higher than those set by the Graduate School. In no case, however, can a department set criteria lower than the Graduate Council minimum. Additional information regarding admission can be found online at web.tamu-commerce.edu/academics/graduateSchool/graduateAdmissions/default.aspx.

General Requirements for Admission to the Graduate School

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 applicant will submit to the Office of Graduate Studies and Research the following:

1. An application for admission to Graduate Studies, available online: <https://apps.tamu-commerce.edu/GraduateAdmissionsApplication/>.

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 and Research by the issuing institutions). Students applying to the BPA/MBA 5-year program should contact their major adviser. A bachelor's degree transcript is not required for admission for students applying to the BPA/MBA (accounting) program. The BPA/MBA program is only available to Texas A&M University-Commerce students.
 4. An official copy of the aptitude portion (General) of the Graduate Record Examination (GRE) must be submitted to the Office of Graduate Studies and Research through the Educational Testing Service.
- Students applying for admission to a master's in art or a master's in music are not required to submit GRE/GMAT scores.
 - Applicants to a master's degree in accounting, agricultural education, business administration, early childhood, elementary education, finance, management, marketing, reading, secondary education, social work, and technology management should contact the specific department for optional criteria in regard to the GRE/GMAT exam.
 - Students pursuing a master's degree in computer science may submit either the GRE or GMAT exam.
 - Applicants holding a master's degree from a regionally accredited institution who are seeking a second master's degree may be exempt from this requirement, subject to departmental requirements.

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 and Research. Materials must be submitted to the Office of Graduate Studies and Research 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

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

International Students

An international 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 and Research a minimum of 90 days prior to the semester in which they wish to enroll. Each applicant must submit in one package the following documents:

1. An application for admission to Graduate Studies, available online: at <https://apps.tamu-commerce.edu/GraduateAdmissionsApplication/>.
 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.
 4. A sponsor's statement with a current bank statement showing a balance of at least \$17,500 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 (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. An official Graduate Record Examination (GRE) score or a Graduate Management Admission Test (GMAT) score sent by Educational Testing Service to A&M-Commerce.
- Master's students pursuing a degree in Art or Music are not required to submit a GRE/GMAT score. Applicants to a master's degree in accounting, agricultural education, business administration, early childhood, economics, elementary education, finance, management, marketing, reading, secondary education, social work, and technology management should contact the specific department for optional criteria in regard to the GRE/GMAT exam.

- Students pursuing a master’s degree in computer science may submit either the GRE or GMAT exam.

Grade point average (GPA) requirements are the same as those for the appropriate degree program. 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 an 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: John_Jones@tamuc.edu for more information or you may visit www.tamuinsurance.com. Due to the mandatory coverage requirements medical and repatriation/evacuation insurance is required the entire year (including summer).

Submitting an Application (Domestic/International)

Documents must be submitted to the Office of Graduate Studies and Research at least 30 days before registration for master’s level and doctoral level enrollment and 90 days before international student enrollment. Application deadlines are available online at web.tamuc.edu/academics/graduateSchool/graduateAdmissions/applicationSubmissionDeadlines.aspx.

Applications can be submitted online at the Graduate School website: www.tamuc.edu/gradschool. All admission documents need to be mailed to:

Mailing Address

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

Physical Address

Texas A&M University-Commerce
Office of Graduate Studies and Research
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 to the Office of Graduate Studies and Research:

1. An application for admission to non-degree status.
2. A \$50.00 nonrefundable application fee.
3. An official bachelor’s degree transcript sent directly to the Graduate School by the issuing institution.

Non-degree students will not be subject to grade point average or Graduate Record Examination (GRE) requirements, nor will they fall under 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. Such students will not be subject to Graduate School grade point average or Graduate Record Examination requirements, nor will they fall under the academic suspension policies applicable to degree-seeking students.

Applicants must submit the following to the Office of Graduate Studies and Research:

1. An application for admission to Graduate Studies for certification.
2. A \$50.00 non-refundable application fee.
3. An official bachelor's degree transcript which must be sent directly to the Graduate School by the issuing institution.

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

<http://web.tamu-commerce.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. The Graduate School 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 web.tamu-commerce.edu/academics/graduateSchool/programs/gradCertificates.aspx.

Applicants must submit the following to the Office of Graduate Studies and Research:

1. An application for admission to Graduate Studies for certification.
2. A \$50.00 non-refundable application fee.
3. An official bachelor's degree transcript which must be sent directly to the Graduate School by the issuing 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 Research and satisfy all admission requirements for the specific degree program. A student must have 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 credit hours taken in non-degree status may be applied toward a master's 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 degree program. All students should consult with the degree granting program concerning specific departmental transfer criteria.

Master's/Specialist Degree Program Status

Students desiring acceptance into a master's or specialist program first must meet the general requirements for admission to Graduate Studies. For master's 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:

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 such as GRE/GMAT, letters of recommendation, interviews, portfolios, etc. Applicants who hold a master's degree from a regionally accredited institution in the United States and are seeking a second master's degree may be exempt from the GRE/GMAT requirement.
- Applicants to the BPA/MBA 5-year (accountancy) program are not required to have earned a bachelor's degree prior to admission into the program.

Conditional Admission Status

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

Removal of Conditional 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
- Complete 9 semester hours of Texas A&M University-Commerce graduate coursework with a graduate GPA of at least 3.4 and no grades below B; and approval of the major department.

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 (initial semester of enrollment in graduate studies) with any of the following deficiencies:

1. An official bachelor's transcript from a regionally accredited institution is not on file.
2. An official GRE or GMAT score is not on file at Texas A&M University-Commerce.
3. One or more departmental requirements have not been met.

Students admitted provisionally must be sure all outstanding admission documents are received by the Office of Graduate Studies and Research before the end of the first semester of enrollment. Submitting necessary GRE/GMAT scores or departmental requirements on time is the student's responsibility. Students whose files are not complete during the semester of provisional enrollment will not be permitted to reenroll or early register until the necessary documentation is received and an admission decision is determined. A list of all admission documents required for a student's program can be viewed online through [MyLeo](#).

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 for 1 semester. 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 reenroll 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. As noted above, 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. 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.
- 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."
 - Courses taken from other institutions will not be transferable if taken during a period of suspension from Texas A&M University-Commerce.

Requirements for the Master's/Specialist Degree

- **Prerequisite Coursework.** Admission to the Graduate School 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 hours.
 - **Major.** A minimum of 18 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 good standing with the Office of Graduate Studies and Research, and must complete a Change of Major/Degree form.

- **Minor.** A student may complete a minor (approved sequence of 12 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.
- **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 graduate degree.
 - No more than three grades of "C" can be used toward a master's degree.
- **Academic Fresh Start.** A graduate student who has not been enrolled for a period of at least 6 years may petition the Dean of Graduate Studies and Research to have previous graduate grades from courses at Texas A&M University-Commerce eliminated from the calculation of the official grade point average provided the courses were taken over 10 years previously. No courses eliminated from the student's grade point average calculation can be used toward a graduate 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 and Research 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 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. Degree programs requiring candidacy are Art, Biological Sciences, Chemistry, Counseling, History, Music, Physics, and Sociology. Admission to candidacy requires the following:
 - 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 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 and Research prior to the semester in which the student expects to graduate.

Process to Schedule Thesis Proposal Defense

- Scheduling of the thesis 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 you 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.tamu-commerce.edu/gradschool/research/responsible_conduct_training.asp). Additional training is required for individuals (see #2 below) whose research involves human/animal subjects or biological agents. Completion of #1 and #2 (if applicable) and A&M-Commerce Institutional Review Board (IRB) or Animal Care and Use Committee (IACUC) or Institutional Bio-safety Committee (IBC) approval must be achieved before you submit your Schedule Form for the Thesis Proposal Defense. Only students who have met the above applicable requirements will be eligible to schedule their proposal defenses. Proposal approval, not submission, by the Office of Graduate Studies and Research is required before any studies may be conducted.

To be able to schedule your proposal defense:

1. You must complete the online training for **Responsible Conduct in Research and Scholarship** (http://www.tamu-commerce.edu/gradschool/research/responsible_conduct_training.asp) before you submit your schedule form. Attach a copy of the certificate of training to the schedule form. **This training is required of all doctoral students and is good for only two (2) years.**
2. You must complete the following if your proposed research/study involves:

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://web.tamu-commerce.edu/academics/graduateSchool/faculty/humanSubjectsIRB/default.aspx>).

- a. You must complete the Human Subjects online training **and** gain approval for the inclusion of human subjects in your research/study from the IRB for the Protection of Human Subjects. The online training can be accessed at the following website: <http://web.tamu-commerce.edu/academics/graduateSchool/humanSubjectsTraining.aspx>
- b. You must gain IRB approval for your study. The process to gain approval from the IRB includes completion, submission, and revisions (if required by your Departmental IRB Representative and/or IRB) of the IRB protocol form (see http://www.tamu-commerce.edu/gradschool/Compliance/IRB_Protocol_form.rtf). IRB protocol forms must be submitted to the Office of Sponsored Programs through your departmental IRB representative. Final approval for the inclusion of human subjects in your research/study rests with the IRB. Attach IRB approval email to schedule form.

Animal Subjects: Animal subjects are defined as any live, vertebrate animal (see http://www.tamu-commerce.edu/gradschool/research/animal_care.asp).

- a. You must complete the Animal Subjects online training **and** gain approval for the inclusion of animal subjects in your research/study from the Institutional for care of use of animals. The online training can be accessed at the following website: http://www.tamu-commerce.edu/gradschool/research/animal_care_training.asp
- b. You must gain IACUC approval for your 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.tamu-commerce.edu/gradschool/research/animal_care.asp). IACUC protocol forms must be submitted to the Office of Sponsored Programs. Final approval for the inclusion of animal subjects in your research/study rests with the IACUC. Attach IACUC approval email to schedule form.

Biological Agents: If you use or plan to use the following in your research (see <http://web.tamu-commerce.edu/research/compliance/biosafety/>).

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. You must complete Biosafety training online and gain approval from the IBC before commencing any work. On-line training can be accessed at <http://web.tamu-commerce.edu/research/compliance/biosafety/> .
 - b. The IBC approval for your study includes training, self-assessments, safety concerns, required biosafety levels, risk analysis, and emergency procedures. The detailed information can be found under Office of Sponsored Programs website. Final approval rests with the IBC, and the approval must be included in your application package.
3. Submit the attached form (fully filled out and signed) **and** any training completion certificates, IRB, IACUC, or Bio-safety approval emails to The Office of Graduate Studies and Research **by the 20th of the month preceding the month** in which the presentation of the Thesis 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 get all required signatures.
- **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. Credit for 6 hours of 518 or 3 hours of 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 and Research. 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 degree program and be in good academic standing with the Office of Graduate Studies and Research to be eligible to take the final examination. The Final Comprehensive Examination Report must be submitted to the Office of Graduate Studies and Research prior to graduation according to the deadline found in the current Graduate Catalog. <http://web.tamu-commerce.edu/admissions/registrar/academicCalendars/default.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 no sooner than mid-term of the following semester. Should the candidate fail the examination upon the second attempt, a third and final attempt may be taken only with the recommendation of the advisory committee or major department and approval of the Dean of Graduate Studies and Research.
- **Submission of Thesis. Final Submission.** The candidate will be contacted with any changes to the manuscript. After making these changes, and gaining their advisors approval, the student will resubmit their corrected Thesis for final approval. 3 copies will be bound and distributed to the student's major department, major advisor, and the library. The student may order more through Proquest. Once the Office of Graduate Studies has given final approval of the thesis the student will electronically upload their thesis to Proquest for processing by the Office of Graduate Studies.
 - *Initial submission.* One copy of the thesis in its final form must be submitted to the Office of Graduate Studies and Research 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:
 - The Final Comprehensive/Thesis Defense Report.
 - Receipt showing payment of the thesis fees. Contact the Office of Graduate Studies for amounts and processing.
 - Survey of Earned Doctorates (required for PhD students only, not EdD students)
 - Advisors approval to submit Thesis/Thesis Form
 - Thesis Information Sheet
- **Final Approval.** Final approval of the thesis rests with the Dean of Graduate Studies and Research.
- **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 completed all degree requirements satisfactorily and been approved by the Graduate Committee of the department and the Graduate School. Please check the University Academic Calendar for deadline dates for filing. Graduation information is available online at <http://web.tamu-commerce.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 degree requirements.
 - Good Academic Standing
 - No Grades Below "C"
 - Only 3 Grades of "C"
 - Overall GPA of 3.0 or Better
 - Departmental Course Requirements are met
 - Successful Completion of Comprehensive Examination

Second Master's Degree

Subject to the approval of the Graduate Dean, the department head, and the dean of the college, 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 so 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 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.
- 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 School approval. A 595 Research Literature and Techniques cannot be transferred in from another institution.
- All remaining courses applied to satisfy the requirements for the second master's degree must be Texas A&M University-Commerce courses.
- The second master's degree will be subject to the general regulations governing master's degrees except as stated above.

Earning Graduate Credit

Graduate Courses

Graduate courses that are applied toward a master's/specialist degree are numbered 500 and above. 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, initiate submission of Graduate credit for a 300 or 400 level courses form at this link: <http://web.tamu-commerce.edu/academics/graduateSchool/graduateForms.aspx> with a copy of the course syllabus detailing the additional requirements for graduate credit to the Office of Graduate Studies and Research for final approval by the Dean of Graduate Studies and Research. Up to two such courses may be applied toward a master's degree. Course must be taught by a Graduate Faculty member.

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 semester hours can be transferred for a 36-hour program; for a 30-hour program, a maximum of 9 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 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 for 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. They must also submit a Graduate Transfer/Substitution Course Request form <http://web.tamu-commerce.edu/academics/graduateSchool/graduateForms.aspx> and an official transcript sent directly from the institution to Texas A&M University-Commerce. These courses will be evaluated and, if approved, posted to the Texas A&M University-Commerce transcript. Approval from both the major department head 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 or 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, graduate experiential, extension credit, and courses from a previous graduate degree cannot exceed one third of the credit received for the master's/specialist degree. 595's and 518's must be taken at Texas A&M University-Commerce and cannot be transferred from another institution.

Extension Credit

Extension credit toward a master's degree may not exceed one-third of the credit required for a master's degree.

The combination of transfer credit, graduate experiential, extension credit, and courses from a previous graduate degree cannot exceed one third of the credit received for the master's degree.

Correspondence Courses

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

Graduate Experiential Credit

The University does not generally award graduate academic credit for experiential learning. The University may consider the awarding of graduate credit for experiential learning in order to meet emerging state educational priorities and mandates. Awarding of this credit will be based solely on experiential learning that is part of a formal agreement between the University and another regionally accredited educational institution or certifying agency licensed by the State of Texas to provide professional certifications, which have historically been limited to universities. The formal

agreement shall require the approval of the departmental faculty, the academic dean, the graduate dean, and the provost, and will comply with the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501).

The combination of transfer credit, graduate experiential, extension credit, and courses from a previous graduate degree cannot exceed one third of the credit received for the master's degree.

Seniors in Graduate Courses

Texas A&M University-Commerce seniors in their last semester of coursework who lack 12 hours, or fewer, to graduate and have a grade point average of 2.75 or higher may enroll for 3 to 6 hours of graduate credit, subject to prior written recommendation from the major undergraduate department head and approval by the Dean of Graduate Studies and Research.

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 and Research.
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.

The combination of undergraduate and graduate courses a senior may enroll for fall or spring semester cannot exceed 12 hours 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.

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 and Research, 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 on which the student was dropped from the course.

Requirements for Specific Master's/Specialist Degrees

In addition to the Requirements for Master's Degrees covered above, shown below are some requirements for specific master's degrees.

1. **Requirements for the Master of Arts Degree**
 1. *Requirements.* The candidate must fulfill all requirements for a graduate degree.
 2. *Minimum Graduate Courses.* A minimum of 30 graduate semester hours is required for the MA Degree.
 3. *Major.* From 18-30 graduate semester hours within the major department are required to constitute a major field of concentration for the Master of Arts degree. Up to 6 hours of master's thesis can be applied to a degree.
 4. *Electives.* With both major and minor department approval, a sequence of at least 12 hours within a second subject area may be designated on the graduate record as a minor.
 5. *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:
 - a. Completion of at least 12 semester hours (four courses) in one foreign language.
 - b. 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.
 - c. Completion of 3 semester hours if the student presents 3 or 4 years of high school credit.
 - d. American Sign Language (ASL) is considered an acceptable foreign language. Students should consult with departmental Director of Graduate Studies regarding this requirement.
 6. *Research Courses.* Students must complete a 518 to fulfill all requirements for a graduate degree.
 7. *Final Comprehensive Examination.* Candidate must successfully complete the comprehensive exam.
2. **Requirements for the Master of Art in Teaching**
 1. *Requirements.* The candidate must fulfill all requirements for a graduate degree.

2. *Program Requirements.* Thirty hours are required for students with undergraduate preparation in science, technology, engineering, or mathematics. Thirty-six hours are required for students without undergraduate preparation. Completion of 3 hours of 595 (Research Literature and Techniques) in the major department is required.
 3. *Final Comprehensive Examination.* Candidate must successfully complete the comprehensive exam.
- 3. Requirements for the Master of Business Administration Degree**
1. *Requirements.* The candidate must fulfill all requirements for a graduate degree.
 2. *Background.* The candidate must have earned a bachelor's degree from a regionally accredited institution. His/her academic background in completed undergraduate and/or graduate level courses should include work in the fundamental principles of each of the following areas: accounting, legal environment, economics, finance, management and organizational behavior, production and operations management, information systems, marketing, and statistics (see the program description in the College of Business and Technology section of this catalog). Candidates will be required to complete the necessary prerequisites before taking advanced graduate courses in any of the above areas. Students in the BPA/MBA 5-year (accountancy) program are not required to have earned a bachelor's degree prior to admission into the program.
 3. *Program Requirements.* Beyond the background courses, the nonthesis degree program consists of a six-course managerial component, a two-course information analysis component, and BA 595 (Applied Business Research). Elective courses complete the program. For complete details, see the College of Business and Technology section of this catalog. Students seeking a thesis option should contact the Office of Graduate Programs in Business for specific details at 903-886-5190 or MBA@tamuccommerce.edu.
 4. *Electives.* With both major and minor department approval, a sequence of at least 12 hours within a second subject area may be designated on the graduate record as a minor.
 5. *Final Comprehensive Examination.* Candidate must successfully complete the comprehensive exam.
- 4. Requirements for the Master of Education Degree**
1. *Requirements.* The candidate must fulfill all requirements for a graduate degree.
 2. *Background.* Candidates should have a state teaching certification and 18 semester hours in the field of education.
 3. *Program Requirements.* Specific course requirements are set forth in this catalog under the department granting the degree. All programs require a minimum of 36 semester hours which consist of the following:
 - a. *Major.* A major of 18-24 hours including 3 hours of 595 (Master's Degree Research Component) in the major department. A minimum of 24 hours in three fields arranged in a 12-6-6 pattern is required for a broad-field major.
 - b. *Electives.* In addition to the 18-24 hours required within the major field, 12-18 hours in approved fields must also be satisfactorily completed. With both major and minor department approval, a sequence of at least 12 hours within a second subject area may be designated on the graduate record as a minor. A minimum of 12 hours in education is required for those who do not major in education.
 4. *Final Comprehensive Examination.* Candidate must successfully complete the comprehensive exam.
- 5. Requirements for the Master of Fine Arts Degree**
1. *Requirements.* The candidate must fulfill all requirements for a graduate degree.
 2. *Background.* The candidate may enter this program only with faculty approval no earlier than the second regular, full-time semester of study. Until such admission is applied for and approved, the student is temporarily enrolled in an MA or MS program of study. Applicants must have a bachelor's degree, or its equivalent, with an art major or comparable experience, 9 semester hours of art history and minimum grade point average of "B" in all undergraduate studio art courses.
 3. *Program Requirements.* Specific requirements are set forth in the catalog under the Department of Art. The MFA degree requires at least 62 hours in the following areas:
 - a. Studio Art (32 semester hours)
 - b. Art History, Theory, and Seminars (12 semester hours)
 - c. New Learning Context (12 semester hours)
 - d. Thesis/Creative Exhibit (6 semester hours)
 4. *Final Comprehensive Examination.* Candidate must successfully complete the comprehensive exam.
- 6. Requirements for the Master of Music Degree**
1. *Requirements.* The candidate must fulfill all requirements for a graduate degree.
 2. *Background.* The candidate must have completed a bachelor's degree with a major (or equivalent thereof) in the area of specialization. An audition and/or interview with music faculty and satisfactory completion of the Graduate Diagnostic Music Examination are required.
 3. *Program Requirements.* The Master of Music degree is offered in performance and in music education. All Master of Music degrees require a minimum of 30 semester hours, with approximately one third of the coursework taken in the major area, and the remaining hours selected from music literature, music theory, composition, conducting, pedagogy, music education, and performance. The major in music education provides specialized course structures designed for band and choral directors; and also features a nonthesis 36-hour option including 595 Research Literature and Techniques. More specific details of each option are outlined in the music portion of this catalog.
 4. *Final Comprehensive Examination.* Candidate must successfully complete the comprehensive exam.
- 7. Requirements for the Master of Science Degree**
1. *Requirements.* The candidate must fulfill all requirements for a graduate degree.
 2. *Options.* The candidate will complete an approved program under one of the following options:
Option I: Complete a 30 semester hour program which includes 6 hours of thesis. From 6 to 12 hours may be taken outside the major and four courses in one subject may be designated as a minor.
Option II: Complete a 36 semester hour academic program which consists of the following:

- a. *Major*. A major of 18 hours including 3 hours of 595 (Master's Degree Research Component) in the major department. A minimum of 24 hours in three fields arranged in a 12-6-6 pattern is required for a broad-field major.
 - b. *Electives*. In addition to the major described above, up to 18 hours in additional fields may be chosen with departmental approval. With both major and minor department approval, a sequence of at least 12 hours within a second subject area may be designated on the graduate record as a minor.
 3. *Final Comprehensive Examination*. Candidate must successfully complete the comprehensive exam.
8. **Requirements for the Master of Science in Finance**
1. *Requirements*. The candidate must fulfill all requirements for a graduate degree.
 2. Complete a 36 semester hour academic program which consists of the following:
 - a. *Major*. A major of 18 hours including 3 hours of 595 (Master's Degree Research Component) in the major department.
 - b. *Electives*. In addition to the major described above, up to 18 hours in additional fields may be chosen with departmental approval. With both major and minor department approval, a sequence of at least 12 hours within a second subject area may be designated on the graduate record as a minor.
 3. *Final Comprehensive Examination*. Candidate must successfully complete the comprehensive exam.
9. **Requirements for the Master of Social Work Degree**
1. *Requirements*. The candidate must fulfill all requirements for a graduate degree.
 2. *Program Requirements*. Thirty-six hours are required for students who completed a BSW Degree within the past seven years. Eight foundation courses plus four hours of field practicum and two electives are required for students who lack the Bachelor of Social Work Degree. Some foundation courses may be waived if prior proficiency can be demonstrated. Completion of 3 hours 595 (Research Literature and Techniques) in the major department is required.
 3. *Final Comprehensive Examination*. Candidate must successfully complete the comprehensive exam.

Interdisciplinary Studies

A Master of Arts or Master of Science degree with a major in Interdisciplinary Studies is offered through the Federation of North Texas Area Universities in cooperation with the University of North Texas. This program is designed for students with a particular intellectual interest not met by any specific degree program available through the traditional disciplines.

1. *Requirements*. The candidate must fulfill all requirements for a graduate degree.
2. *Program Requirements*. The Interdisciplinary Studies program involves work in three or more disciplines with a primary area of no fewer than 12 hours, including 595, and a minimum of 6 hours in each allied area. Interdisciplinary programs are developed with an advisor in the primary area and must be approved by the Dean of Graduate Studies and Research. Program approval should be received prior to the completion of 12 hours.
3. *Options*. The course requirements for the MA and MS Option I degree are a minimum of 30 semester hours, six of which must include the thesis. Course requirements for the MS Option II degree are a minimum of 36 semester hours, three which must include the course 595.
4. *Final Comprehensive Examination*. As with other master's degrees, a final comprehensive examination is required. The program is coordinated by the Dean of Graduate Studies and Research, who will assign an appropriate advisor to plan the program. The advisor is responsible for overseeing the student's program and is responsible for setting up and administering the comprehensive examination.

Specialist in School Psychology

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). 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.

Requirements for the Specialist in School Psychology Degree

1. *Requirements*. The candidate must fulfill all requirements for a graduate degree.
2. *Program Requirements*. Sixty-six hours are required for the SSP degree. Six 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. Completion of 3 hours of 595 (Research Literature and Techniques) in the major department is required.
3. *Final Comprehensive Examination*. Candidate must successfully complete the comprehensive exam.

Doctoral Degree Programs

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

EdD in Educational Administration
EdD in Supervision, Curriculum, and Instruction—Elementary Education
EdD in Supervision, Curriculum, and Instruction—Higher Education
PhD in Counseling
PhD in Educational Psychology
PhD in English

Admission to Doctoral Degree Programs

Students desiring acceptance into a doctoral program must meet the general requirements for admission to Graduate Studies; 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, 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, portfolio, etc.

The student will be provided with a statement of goals form to be completed and returned and reference forms for distribution to at least four persons, two of whom should hold doctoral degrees. The student will be responsible for seeing that completed reference forms are submitted to the Office of Graduate Studies and Research.

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 and Research who will send written notice of the admission decision to the applicant.

A student is either granted full admission or denied full 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 standards for doctoral programs.

Some departments have specific dates for the departmental review of applications. Applications submission deadlines are available online at web.tamu-commerce.edu/academics/graduateSchool/graduateAdmissions/applicationSubmissionDeadlines.aspx.

Requirements for the Doctoral Degree

1. **Degree Plan.** Upon acceptance into a doctoral program, the student should contact his/her major department and/or 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 the Office of Graduate Studies and Research for approval no later than the first semester of enrollment as a doctoral student. An official copy of the degree plan will then be sent to the student and the department.
2. **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 credit hours (including hours completed in nondegree status) beyond the master's degree taken prior to admission to a doctoral program can be applied toward a doctoral degree.
 - a. **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.)
 - b. **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 is 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.

c. **Other Requirements:**

1. Credit for no fewer than nine semester hours and not more than 12 semester hours of dissertation (718).
2. Electives and other course requirements as indicated under each departmental section of this catalog.
3. Research Tools (see No. 9).

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

3. **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.
4. **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 reenroll only upon the recommendation of the major department and with the approval of the Dean of Graduate Studies and Research. 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.
5. **Academic Fresh Start.** A graduate student who has not been enrolled for a period of at least 6 years may petition the Dean of Graduate Studies and Research to have previous graduate grades from courses at Texas A&M University-Commerce eliminated from the calculation of the official grade point average provided the courses were taken over 10 years previously. No courses eliminated from such calculation can be used toward a graduate degree.
6. **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:
 - a. Involvement in events that broaden intellectual growth.
 - b. Use of academic support resources.
 - c. Faculty-student interactions that promote scholarship, mentoring, and opportunities for evaluation.
 - d. Involvement with cognate disciplines and research scholars in those disciplines.
 - e. 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.
7. **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 and that is over 10 years old at the time the doctoral degree is to be conferred cannot be used toward the doctoral degree.
8. **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.
9. **Research Tools.** All research tools 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. 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 semester 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.

Research tools courses must include bibliographic research skills, so that candidates are able to find, evaluate, use and communicate information in all its various formats.

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.

10. **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 and Research, may be permitted to repeat the examinations.

11. **Admission to Candidacy for Doctoral Degree.** After the qualifying examinations have been satisfactorily completed and all requirements have been verified by the Graduate School, the student will be admitted to candidacy. Notification of admission to candidacy will be made by the Dean of Graduate Studies and Research. 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. The degree can be conferred no sooner than 8 months after admission to candidacy.

12. 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 you 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.tamu-commerce.edu/gradschool/research/responsible_conduct_training.asp). Additional training is required for individuals (see #2 below) whose research involves human/animal subjects or biological agents. Completion of #1 and #2 (if applicable) and A&M-Commerce Institutional Review Board (IRB) or Animal Care and Use Committee (IACUC) or Institutional Biosafety Committee (IBC) approval must be achieved before you submit your Schedule Form for the Dissertation Proposal Defense. Only students who have met the above applicable requirements will be eligible to schedule their proposal defenses. Proposal approval, not submission, by the Office of Graduate Studies and Research is required before any studies may be conducted.

To be able to schedule your proposal defense:

1. You must complete the online training for **Responsible Conduct in Research and Scholarship** (http://www.tamu-commerce.edu/gradschool/research/responsible_conduct_training.asp) before you submit your schedule form. Attach a copy of the certificate of training to the schedule form. **This training is required of all doctoral students and is good for only two (2) years.**

2. You must complete the following if your proposed research/study involves:

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://web.tamu-commerce.edu/academics/graduateSchool/faculty/humanSubjectsIRB/default.aspx>).

- a. You must complete the Human Subjects online training **and** gain approval for the inclusion of human subjects in your research/study from the IRB for the Protection of Human Subjects. The online training can be accessed at the following website: <http://web.tamu-commerce.edu/academics/graduateSchool/humanSubjectsTraining.aspx>
- b. You must gain IRB approval for your study. The process to gain approval from the IRB includes completion, submission, and revisions (if required by your Departmental IRB Representative and/or IRB) of the IRB protocol form (see http://www.tamu-commerce.edu/gradschool/Compliance/IRB_Protocol_form.rtf). IRB protocol forms must be submitted to the Office of Sponsored Programs through your departmental IRB representative. Final approval for the inclusion of human subjects in your research/study rests with the IRB. Attach IRB approval email to schedule form

Animal Subjects: Animal subjects are defined as any live, vertebrate animal (see http://www.tamu-commerce.edu/gradschool/research/animal_care.asp).

- a. You must complete the Animal Subjects online training **and** gain approval for the inclusion of animal subjects in your research/study from the Institutional for care of use of animals. The online training can be accessed at the following website: http://www.tamu-commerce.edu/gradschool/research/animal_care_training.asp
- b. You must gain IACUC approval for your 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.tamu-commerce.edu/gradschool/research/animal_care.asp). IACUC protocol forms must be submitted to the Office of Sponsored Programs. Final approval for the inclusion of animal subjects in your research/study rests with the IACUC. Attach IACUC approval email to schedule form.

Biological Agents: If you use or plan to use the following in your research (see <http://web.tamu-commerce.edu/research/compliance/biosafety/>).

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. You must complete Biosafety training online and gain approval from the IBC before commencing any work. On-line training can be accessed at <http://web.tamu-commerce.edu/research/compliance/biosafety/> .
- b. The IBC approval for your study includes training, self-assessments, safety concerns, required biosafety levels, risk analysis, and emergency procedures. The detailed information can be found under Office of Sponsored Programs website. Final approval rests with the IBC, and the approval must be included in your application package.

1. Submit the attached form (fully filled out and signed) **and** any training completion certificates, IRB, IACUC, or Bio-safety approval emails to The Office of Graduate Studies and Research **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 get all required signatures.

- **Proposal.** Prior to proposing, the student must secure IRB approval if they are using animals or human subjects in their 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 and a Graduate Council representative in a session that will be open to all graduate faculty members. To schedule the session, the student must submit the Schedule of the Presentation of the Dissertation Proposal Form fully completed and signed to the Graduate School no later than the 20th of the month prior to the month the session is scheduled. The student must gain proposal approval at least one semester prior to graduation. After the proposal, the student must submit to the Graduate School:

- A hard copy of the proposal
- Dissertation proposal form
- Adviser's approval to submit Thesis/Dissertation Form

- **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 the Graduate School. Enrollment during the summer term is not required unless the student is using the counsel of the major adviser 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 final examination/dissertation defense.** A "Schedule for the Final Examination/Dissertation Defense" form must be filed in the Office of Graduate Studies and Research by the 20th of the month prior to the month the examination is to be held. Refer to Academic Calendar for dissertation defense deadline if graduating in current semester.

13. **Final Examination/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 examination 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 and Research to be eligible to take the final examination.
14. **Submission of Dissertation.** Registration in the dissertation course (718) is required the semester that the dissertation is submitted.

a. **Initial submission.**

One copy of the dissertation in its final form must be submitted to the Office of Graduate Studies and Research by the deadline indicated in the Academic Calendar for that particular semester (this deadline is approximately 6 weeks prior to commencement). Accompanying this copy will be the following:

1. Final Examination/Dissertation Defense Report.
2. Receipt showing payment of the dissertation fees. Contact the Office of Graduate Studies for amounts and processing.
3. Survey of Earned Doctorates (required for PhD students only, not EdD students)
4. Advisers approval to submit Thesis/Dissertation Form
5. Dissertation Information Sheet
6. Dissertation Information Sheet

b. **Final Submission.**

The candidate will be contacted with any changes to the manuscript. After making these changes, and gaining their advisors approval, the student will resubmit their corrected Dissertation for final approval. 3 copies will be bound and distributed to the student's major department, major advisor, and the library. The student may order more through Proquest. Once the Office of Graduate Studies has given final approval of the dissertation the student will electronically upload their dissertation to Proquest for processing by the Office of Graduate Studies.

c. **Final Approval.**

Final approval of the dissertation rests with the Dean of Graduate Studies and Research.

- 15. Filing for 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 completed all degree requirements satisfactorily and been approved by the Graduate Committee of the department and the Graduate School. Please check the University Academic Calendar for deadline dates for filing. Graduation information and a graduation application are available online at web.tamu-commerce.edu/admissions/registrar/graduation/default.aspx. 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. Doctoral candidates are required to attend commencement.

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 the Graduate School. Time limitations on transfer courses are the same as for A&M-Commerce courses. 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 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 and Research, 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.

College of Science, Engineering and Agriculture

Jerry Parrish, Interim Dean

Brent Donham, Head, Department of Science, Engineering and Agriculture

AGIT Building, Room 116, 903-886-5175

The College of Science, Engineering and Agriculture consists of the following academic departments: Agricultural Sciences, Biological & Environmental Sciences, Chemistry, Computer Science & Information Systems, Engineering & Technology, Mathematics, and Physics & Astronomy.

In a society characterized by rapid changes in technology, graduate studies in the sciences must maintain a high level of currency in each discipline in order to provide each student with instruction relevant to his or her personal and career objectives. To accomplish this, the college provides the faculty, research facilities, equipment, and professional staff necessary to support quality graduate programs.

Agricultural Sciences

Jim Heitholt, Head
903-886-5358; Agricultural Science/Industrial Technology Building

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 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 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 Education degree in Agricultural Education, 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 Master of Education in Agricultural Education is available to students who are pursuing or have completed teacher certification. This 36-semester hour program includes 18 graduate hours in agricultural education plus 18 graduate hours of approved electives. Students may concentrate their elective choice in agricultural sciences, family systems, educational administration, educational technology, or a variety of other disciplines. An interdisciplinary approach to elective choices is also available.

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

Admission

Students desiring to pursue a Master of Science or Master of Education program in the Department of Agricultural Sciences should consult with the department head before enrolling in any courses. To pursue a Master of Science or Master of Education 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 advisers in the desired area. Students pursuing the Master of Education in Agricultural Education may use a passing score on the Texas Examination Education Standards (TEXES) Pedagogy and Professional Responsibilities (PPR) in place of the GRE.

Degree Requirements

All students receiving an assistantship through the Department of Agricultural Sciences must complete a thesis and a Master of Science Option I degree. Other students may choose either the Option I or Option II (non-thesis) program. All Option I students must complete a research project and write a thesis.

Agricultural Education (MEd)

Master of Education in Agricultural Education

Required Courses (18 semester hours)

- AFE 570 - Instructional Management
- AFE 571 - Program Development
- AFE 572 - Special Populations
- AFE 573 - Practicum in Teaching
- AFE 574 - Assessment and Evaluation
- AGED 595 - Research Literature and Techniques
- or
- AG 595 - Research Literature and Techniques

Electives

Additional electives may be selected from a combination of disciplines or within the same discipline. Some interdisciplinary specializations, which provide advanced academic preparation in a teaching field, are listed below. A minimum of 18 hours from the specialty field listed (or approved substitute courses) is required. Students may also enroll in a limited number of graduate courses within the family and consumer sciences or agricultural sciences teaching fields at other universities with approval from an advisor and the Graduate School.

A minimum of three semester hours must be taken in education or social sciences statistics or qualitative research methods. Course selection must be pre-approved by the advisor. Courses noted with an asterisk are pre-approved for this requirement.

Family Systems Specialty

Six courses from:

- SOC 512 - Sociological Perspectives on Marriage and the Family
- SOC 514 - Family Violence
- SOC 576 - Data Analysis in the Social Sciences *
- COUN 512 - Career Development
- COUN 514 - School Counseling and Development
- COUN 564 - Family Crises and Resources
- ECE 563 - Early Childhood Development

Agricultural Systems Specialty

Six courses from:

- AMC 589 - Independent Study
- AMC 597 - Special Topics
- ANS 535 - Advanced Principles of Livestock Management
- PLS 501 - Agricultural and Biological Instrumentation
- PLS 515 - Pasture Management
- PLS 597 - Special Topics
- BSC 504 - Advanced Quantitative Biology
- or
- HIED 617 - Statistical Procedures for Education and Research
- AFE 589 - Independent Study
- or
- AFE 597 - Special Topics

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.

Agricultural Sciences MS

All students receiving an assistantship through the Department of Agricultural Sciences must complete a thesis and a Master of Science Option I degree. Other students may choose either the Option I or Option II (non-thesis) program. All Option I students must complete a research project and write a thesis.

Master of Science in Agricultural Sciences Option I (30 semester hours minimum)

Required Courses

- Additional 15 hours to be selected by the student in consultation with his/her adviser. 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 compliments the student's major. A student must satisfy departmental comprehensive exam requirements of a minor.
- AG 518 - Thesis (6 semester hours)
- AG 532 - Scientific Methodology in Agricultural Research
- AG 505 - Experimental Design and Data Analysis
- AG 506 - Laboratory in Statistical Analysis System
- AG 599 - Seminar (must take twice, 2 semester hours)

Master of Science in Agricultural Sciences Option II (36 semester hours minimum)

Required Courses

- Eight (24 semester hours) additional Agricultural courses to be selected by the student in consultation with his/her adviser.
- AG 595 - Research Literature and Techniques
- AG 505 - Experimental Design and Data Analysis
- AG 506 - Laboratory in Statistical Analysis System
- AG 599 - Seminar

Electives

- (3 semester hours) approved by the department.

Master of Science in Agricultural Sciences, Emphasis in Enology, Option I (30 semester hours minimum)

Required Courses

- AG 518 - Thesis (6 semester hours)
- AG 505 - Experimental Design and Data Analysis
- AG 506 - Laboratory in Statistical Analysis System
- AG 532 - Scientific Methodology in Agricultural Research
- AG 599 - Seminar (must take twice)

Electives (15 semester hours)

- FDSC 510 - Grape and Wine Chemistry
- FDSC 519 - Natural Products of Wine
- FDSC 523 - Instrumental Analysis of Must and Wine
- FDSC 525 - Wine Microbiology
- FDSC 535 - Winery Management
- FDSC 563 - Grape Development and Composition
- FDSC 597 - Special Topics

Master of Science in Agricultural Sciences, Emphasis in Enology, Option II (36 semester hours minimum)

Required Courses

- AG 505 - Experimental Design and Data Analysis
- AG 506 - Laboratory in Statistical Analysis System
- AG 595 - Research Literature and Techniques
- AG 599 - Seminar
- FDSC 510 - Grape and Wine Chemistry

Electives (16 semester hours)

- FDSC 519 - Natural Products of Wine
- FDSC 523 - Instrumental Analysis of Must and Wine
- FDSC 525 - Wine Microbiology
- FDSC 535 - Winery Management
- FDSC 563 - Grape Development and Composition

Plus 8 semester hours from approved electives

AEC

AEC 540 - Advanced Theory of Demand and Price Analysis

Hours: Three

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: Three

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: 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.

AEC 597 - Special Topics

Hours: One to four

Organized class.

Note May be repeated when topics vary.

AFE

AFE 518 - Thesis

Hours: Six

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: Three

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: Three

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: Three

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: Three

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 and Evaluation

Hours: Three

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 and Development

Hours: Three

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

AFE 576 - Models of Experiential Learning

Hours: Three

Application of experiential learning theories and techniques to instructional programs in secondary, postsecondary, and community-based settings
Prerequisites Admission to Graduate study

AFE 577 - Coordinating Extension Programs

Hours: Three

Techniques and practical field experience in organizing, delivering, and evaluating community-based programs through the cooperative extension model.

AFE 589 - 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.

AFE 595 - Research Literature & Techniques

Hours: Three

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.

Note The student is required to demonstrate competence in using systematic research techniques through the investigation and formal reporting of a problem.

AFE 597 - Special Topics

Hours: One to four

Organized class addressing topics relevant to teaching Agricultural Science or Family and Consumer Sciences.

Note May be repeated when topics vary.

AG

AG 505 - Experimental Design and Data Analysis

Hours: Three

Discussions of the use of statistical design including randomized complete block, factorial, Latin-square, split-plot, and other structured designs to test hypotheses in plant, soil, and animal sciences Conventional t-test analysis of variance, covariance, regression, correlation, and data transformation are covered. Prerequisites One of the following: BSc 412, Psy 302, or Math 453.

AG 506 - Laboratory in Statistical Analysis System

Hours: One

Experimental design and statistical analysis of linear and nonlinear systems using statistical software packages that include SAS, Excel, and Sigma Plot to be taken concurrently with Ag 505.

AG 518 - Thesis

Hours: Three to Six

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 - Scientific Methodology in Agricultural Research

Hours: Three

The course is for graduate students in an option I (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 595 - Research Literature and Techniques

Hours: Three

A careful study of the latest research literature and techniques available in different fields of agriculture.

Note A research paper will be required according to the interests of the individual student.

AG 597 - Special Topics

Hours: One to four

Organized class.

Note May be repeated when topics vary.

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 578 - Fitting and Showing Livestock

Hours: Three

Developing skill and techniques in selecting, fitting, handling, and showing livestock.

AGED 595 - Research Literature and Techniques

Hours: Three

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.

Note 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: 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.

AMC 597 - Special Topics

Hours: One to four

Organized class.

Note May be repeated when topics vary.

ANS

ANS 510 - Advanced Ultrasound Techniques for Body Composition in Livestock

Hours: Three

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 - Advanced Reproductive Physiology

Hours: Three

Recent advances in mammalian reproductive physiology. Special emphasis on endocrine chemistry and cellular action. Prerequisites AnS 311.

ANS 513 - Environmental Physiology of Domestic Animals

Hours: Three

Principles of environmental physiology and animal adaptation with emphasis on mechanisms of temperature regulation and related nutritional and metabolic-hormonal functions. Prerequisites AnS 319.

ANS 514 - Embryology of Domestic Animals

Hours: Three

Embryology with special emphasis on early embryonic development Management tools available to the scientist including embryo splitting, gene transfer and embryo transfer techniques. Prerequisites AnS 319.

ANS 522 - Animal Breeding

Hours: Three

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. Prerequisites AnS 310.

ANS 535 - Advanced Principles of Livestock Management

Hours: Three

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: 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.

ANS 597 - Special Topics

Hours: One to four

Organized class.

Note May be repeated when topics vary.

FDSC

FDSC 510 - Grape and Wine Chemistry

Hours: Four

The course covers chemistry and biochemistry of vines, grapes, and bacteria used in winemaking, wine spoilage, and health issues of alcohol and wine. Factors associated with wine flavor and quality will also be covered. Critical evaluation of the literature pertaining to the above subjects. Specific lecture topics will include: review of basic chemistry, grape and wine composition, molecular structures of important grape and wine components, development of wine flavor and structure, phenolics from grapes and oak, sensory analysis, and wine flaws. Laboratory sessions will cover Brix, pH, titratable acidity, fermentable nitrogen, ethanol, volatile acidity, malo-lactic fermentation, and phenols. Students will be expected to maintain a detailed notebook of laboratory results. Prerequisites Chemistry 108 or equivalent biochemistry course.

FDSC 519 - Natural Products of Wine

Hours: Four

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. Prerequisites FDSC 510

FDSC 523 - Instrumental Analysis of Must and Wine

Hours: Four

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. Prerequisites Chemistry 340 or equivalent and FDSC 510 (Wine and Grape Chemistry).

FDSC 525 - Wine Microbiology

Hours: Four

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. Prerequisites FDSC 510

FDSC 535 - Winery Management

Hours: Four

Physical properties of a winery; administrative organizational set-up; personnel; purchasing, packaging and shipping; local, state, and federal regulatory statutes. Prerequisites Ag Econ 340 (Ag Finance) or equivalent. Other combinations of classes such as AgEc 314 (Farm Management) and AgEc 316 (Ag Marketing) or Fin 304 (Intro to Finance) will be considered as acceptable substitutes.

FDSC 563 - Grape Development and Composition

Hours: Four

The anatomy, physiology, and biochemistry of grape development, with emphasis on the development of grape composition relevant to winemaking.

FDSC 589 - 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. May be repeated when the topic varies Prerequisites Instructor Approval.

FDSC 597 - Special Topics

Hours: One to Four

Organized class covering topics not addressed by other Food Science courses in the Department's programs. Prerequisites Varies depending upon the topic.

Note May be repeated as topics vary.

PLS

PLS 500 - Soil Fertility

Hours: Three

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 - Agricultural and Biological Instrumentation

Hours: Three Lecture Lab/ Clock 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 - Advanced Crop Physiology

Hours: Three

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.

Prerequisites PLS 115 or PLS 120; PLS 381 or PLS 326 or PLS 455 or PLS 460

PLS 515 - Pasture Management

Hours: Three

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. Prerequisites PLS 326

PLS 597 - Special Topics

Hours: One to four

Organized class.

Note May be repeated when topics vary.

Biological and Environmental Sciences

Dr. Haydn A. "Chip" Fox, department head
903-886-5442; Science Building

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. 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 Option)

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

Graduate Certificate in Environmental Sciences

Admission

Acceptance to the graduate program is based upon a combination of factors. Students must gain admission to the Graduate School and submit acceptable GRE scores 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: Dr. Haydn A. "Chip" Fox, Department of Biological and Environmental Sciences, Texas A&M University-Commerce, Commerce, TX 75429-3011. A personal interview with the Department of Biological and Environmental Sciences Graduate Committee may also be required if deemed necessary.

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. The Department of Biological and Environmental Sciences requires candidacy for all graduate degree programs. Although the Department does not administer qualifying (candidacy) exams before granting approval, all students must apply and be admitted to candidacy at least one semester prior to the semester in which they expect to graduate. Candidacy will be contingent on satisfactory progress in the program and must be approved by the student's adviser and the Department Head. 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 adviser 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.

Master of Science in Biological Sciences (Option I) 30 sh, Thesis

The student will complete a minimum of six hours of BSC 518, plus 24 sh of courses selected and approved by the student's advisory committee.

Master of Science in Biological Sciences (Option II) 36 sh, Non-Thesis

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

BSC

BSC 500 - Graduate Seminar

Hours: One

Seminar course highlighting research by students and faculty, guest speakers and others discussing contemporary topics in biology. Prerequisites Graduate Admission to Department of Biological and Environment Sciences.

Note Course may be repeated for up to 3sh. Offered Spring Only.

BSC 504 - Advanced Quantitative Biology

Hours: Three

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. Prerequisites An undergraduate degree in Biology, Wildlife, or related discipline or permission from instructor.

BSC 505 - Methods in Field Ecology

Hours: Three

An undergraduate degree in Biology, Wildlife, or related discipline or permission from instructor. Prerequisites Graduate Standing.

BSC 512 - Ecological Genetics

Hours: Three

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. Prerequisites An undergraduate degree in Biology, Wildlife, or related discipline or permission from instructor.

BSC 513 - Genetic Analysis and Investigation

Hours: Three

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 - Principles and Practise

Hours: Three

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 - Advanced Cell Biology

Hours: Three

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. Prerequisites An undergraduate degree in Biology or related discipline or permission from instructor.

BSC 516 - Pathogenic Microbiology

Hours: Three

A study of advanced contemporary knowledge in pathogenic microbiology. Prerequisites An undergraduate degree in Biology or related discipline or permission from instructor.

BSC 518 - Thesis

Hours: Six

A problem is chosen in the student's major field of interest with approval of the major professor. Prerequisites Graduate Standing.

Note No credit is given until an acceptable thesis is completed.

BSC 519 - Vertebrate Endocrinology

Hours: Three

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. Medical implications and pathology will be a major area of focus. Students are expected to gain an in-depth understanding of basic principles and concepts of hormones and their various activities and ultimate outcomes, to learn to reason scientifically, and to understand and describe the cooperative function of tissues in this universal system. Prerequisites An undergraduate degree in Biology or related discipline or permission from instructor.

BSC 520 - Advanced Immunology

Hours: Three

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 522 - Reproductive Physiology

Hours: Three

A study of contemporary knowledge in reproductive physiology. Prerequisites Graduate Standing.

BSC 524 - Toxicology

Hours: Three

A study of advanced contemporary knowledge in toxicology. Prerequisites An undergraduate degree in Biology or related discipline or permission from instructor.

BSC 525 - Advanced Neuroscience

Hours: Three

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. Prerequisites An undergraduate degree in Biology or related discipline or permission from instructor.

BSC 526 - Developmental Biology

Hours: Three

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. Prerequisites An undergraduate degree in Biology or related discipline or permission from instructor.

BSC 530 - Virology

Hours: Three

An advanced detailed study of contemporary knowledge of virology. Prerequisites An undergraduate degree in Biology or related discipline or permission from instructor.

BSC 531 - Environmental Biology

Hours: Four

A study of advanced contemporary knowledge in environmental biology. Prerequisites Graduate Standing.

BSC 532 - Advanced Behavioral Ecology

Hours: Three

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. Prerequisites An undergraduate degree in Biology, Wildlife, or related discipline or permission from instructor.

BSC 533 - Invertebrate Zoology

Hours: Three

A study of advanced contemporary knowledge in invertebrate zoology. Prerequisites An undergraduate degree in Biology, Wildlife, or related discipline or permission from instructor.

BSC 534 - Vertebrate Zoology

Hours: Three

A study of advanced contemporary knowledge in vertebrate zoology. Prerequisites An undergraduate degree in Biology, Wildlife, or related discipline or permission from instructor.

BSC 535 - Evolution

Hours: Three

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. Prerequisites An undergraduate degree in Biology, Wildlife, or related discipline or permission from instructor.

BSC 536 - Plant Diversity and Conservation

Hours: Three

An advanced study of plant diversity and conservation strategies at the species, population and landscape levels. Prerequisites BSc 307 or equivalent.

BSC 537 - Wildlife-Habitat Relationships

Hours: Three

This course will cover aspects of animal behavior related to how animals select habitat, theoretical models of habitat selection, the influence of inter- and intra-specific interactions on habitat selection, and habitat quality. In addition we will discuss study designs for wildlife-habitat studies, modeling habitat selection and data analyses. Prerequisites An undergraduate degree in Biology, Wildlife, or related discipline or permission from instructor.

BSC 589 - 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 head.

Note May be repeated when the topic varies.

BSC 595 - Research Literature and Techniques

Hours: Three

Cross Listed/ Same As ESci 595

BSC 597 - Special Topics

Hours: One to four

Organized class. Prerequisites An undergraduate degree in Biology, Wildlife, or related discipline or permission from instructor.

Note May be repeated when topics vary.

ENVS

ENVS 502 - Phase I Environmental Site Assessment

Hours: Three

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 - Environmental Law, Regulation, and Ethics

Hours: Three

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. Prerequisites None; this is an Internet course.

ENVS 505 - Hydrology

Hours: Three

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.

ENVS 506 - Renewable Energy Resources

Hours: One

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: Three

A detailed survey of the various methods used in the remediation of contaminated soil and groundwater. Includes numerous case studies

ENVS 509 - Environmental Science Seminar

Hours: One

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 Information Systems (GIS).

Hours: Three

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. Prerequisites None

ENVS 597 - Special Topics in Environmental Science

Hours: One to Three

Organized class.

Note May be repeated when topics vary.

Chemistry

903-886-5392; Science Building

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, public school teaching, for 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, 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 the Master of Science degree.

Admission

Acceptance will be based on admission to the Graduate School 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) general and chemistry sections, and undergraduate academic record.

Chemistry MS

Option I

The MS Option I program requires completion of ten courses (30 semester hours) as noted below. In addition, students are required to enroll in Chemistry 501 each semester they are in residence completing degree requirements.

Other courses may be substituted for the aforementioned six core 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 can be made from some of the graduate courses in physics, chemistry, biology, mathematics, etc.

1. Thesis (6 semester hours)

- CHEM 518 - Thesis

2. Four courses (12 semester hours) of the following five core courses must be taken:

- CHEM 513 - Organic Mechanism and Structure
- CHEM 521 - Chemical Thermodynamics
- CHEM 531 - Advanced Inorganic Chemistry
- CHEM 541 - Advanced Analytical Chemistry
- CHEM 514 - Biochemistry

3. Graduate Seminar (1 hour)

- CHEM 501 - Graduate Seminar
- Enrollment required each semester in residence completing degree requirements

4. Plus four courses from:

- Four graduate-level courses (12 semester hours) in chemistry. Appropriate substitutions require departmental approval prior to registration.

Option II (Non-Thesis)

Track I: Professional Chemistry degree with concentration in Analytical Chemistry, Biochemistry, Inorganic Chemistry, Organic Chemistry or Physical Chemistry

Core: Four out of seven courses:

- CHEM 513 - Organic Mechanism and Structure
- CHEM 514 - Biochemistry
- CHEM 521 - Chemical Thermodynamics
- CHEM 527 - Chemical and Biochemical Characterization Methods I

- CHEM 531 - Advanced Inorganic Chemistry
- CHEM 541 - Advanced Analytical Chemistry
- CHEM 547 - Advanced Instrumental Analysis I

Elective: Seven electives from the following list:

- CHEM 515 - Synthetic Organic Transformations
- CHEM 522 - Quantum Chemistry
- CHEM 528 - Chemical and Biochemical Characterization Methods II
- CHEM 529 - Workshop in Chemistry
- CHEM 533 - Chemical Kinetics and Reaction Mechanisms
- CHEM 536 - Organometallic Chemistry
- CHEM 548 - Advanced Instrumental Analysis II
- CHEM 581 - Nuclear Science
- CHEM 589 - Independent Studies in Chemistry and Biochemistry
- CHEM 597 - Special Topics in Chemistry and Biochemistry

Required Courses

- CHEM 595 - Research Literature and Techniques
- CHEM 501 - Graduate Seminar

Track II: Professional Chemical Business Degree

The curriculum of the Professional Chemical Business degree is similar to the curriculum of the Professional Chemistry degree. 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 degree and two more replacing electives. The courses need to be pre-approved by the Department Head before they are taken.

Track III: Professional Chemical Education Degree

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

Notes:

Comprehensive Exam is required at the end of the program

Total Semester Hours (in two years): 40

CHEM

CHEM 501 - Graduate Seminar

Hours: One

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.

Note This course may be taken each of four semesters for credit.

CHEM 502 - Laboratory Safety

Hours: One

Safe procedures and good practices in laboratory work. Proper handling and storage of potentially hazardous substances, use of electrical and mechanical tools and instruments, personal protection, emergency procedures, regulations, reports, and protection of the environment.

CHEM 513 - Organic Mechanism and Structure

Hours: Three

A study of the fundamental mechanisms of organic reactions, with emphasis on the effects of structural and stereo chemical changes on the course of reactions. Prerequisites Chemistry 212.

CHEM 514 - Biochemistry

Hours: Three

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". This course also covers analytical and spectroscopic methods for analysis of biopolymers that are useful in modern research laboratories. Prerequisites Successful completion of Chem 352 and Chem 441 and consent of instructor.

CHEM 515 - Synthetic Organic Transformations

Hours: Three

Chemical and biochemical methods for transforming and synthesizing organic chemical compounds, including bioactive agents and pharmaceuticals. For thesis students, under option 1 Prerequisites Consent of the instructor As the subject changes, the course may be taken twice, with department head approval.

CHEM 518 - Thesis

Hours: Three to Six

Graded on a satisfactory (S) or unsatisfactory (U) basis.

CHEM 521 - Chemical Thermodynamics

Hours: Three

A study of the theories and applications of classical thermodynamic functions. Prerequisites Chemistry 351 and 352.

CHEM 522 - Quantum Chemistry

Hours: Three

Elementary quantum mechanics and its application to chemistry Blackbody radiation, fundamental postulates, rotation, vibration, one-electron atoms, microelectronics, variational method, perturbational method, electron spin, chemical bonding, molecules, and spectroscopy. Prerequisites Consent of department head.

CHEM 527 - Chemical and Biochemical Characterization Methods I

Hours: Three

Methods for purifying, identifying, and characterizing chemical and biochemical compounds and materials. Spectroscopic, diffraction, and chromatographic methods, especially those used in departmental research. Prerequisites Consent of department head.

Note As the subject changes, the course may be taken two times with department head approval.

CHEM 528 - Chemical and Biochemical Characterization Methods II

Hours: Three

The course focuses on the instrumentations of the 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: Three to Six

For current and future teachers of chemistry and other sciences. Depending on the subject and student's needs, this course consists of lectures alone or lectures and laboratory. Prerequisites Consent of department head.

Note As the subject changes, the course may be taken repeatedly, but the maximum total credit is six semester hours.

CHEM 531 - Advanced Inorganic Chemistry

Hours: Three

Study of inorganic chemistry in terms of current theories of bonding, structure, and reactivity. Subjects are drawn from description, coordination, organometallic, bioinorganic, and solid-state chemistry. Prerequisites Consent of department head.

CHEM 533 - Chemical Kinetics and Reaction Mechanisms

Hours: Three

Principles and methods of chemical kinetics and study of reaction mechanisms in organic, inorganic, and biological chemistry.

Note As the subject changes, the course may be taken twice, with department head permission

CHEM 536 - Organometallic Chemistry

Hours: Three

Synthesis, structure, reactivity, and other properties of compounds containing metal carbon bonds. Application of organometallics in synthesis,

catalysis, and industrial processes.

Note As the subject changes, the course may be taken twice, with department head approval.

CHEM 541 - Advanced Analytical Chemistry

Hours: Three

Theoretical principles of analytical chemistry and their applications.

CHEM 547 - Advanced Instrumental Analysis I

Hours: Three

Important spectroscopic, electrochemical, and separations methods for chemical analysis and their applications to complex chemical, biochemical, and pharmaceutical samples.

CHEM 548 - Advanced Instrumental Analysis II

Hours: Three

The course extends the coverage of instrumentations not covered by Chem 547. It includes the method development of the software and detailed understanding of the hardware components and their modifications to meet various application needs.

CHEM 581 - Nuclear Science

Hours: Three

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. Prerequisites Consent of the instructor.

CHEM 589 - Independent Studies in Chemistry and Biochemistry

Hours: Three

Assigned reading or assigned original research project, which the student does under the guidance of a faculty member. Prerequisites More than two complete semesters of graduate study, instructor's approval, and department head's consent.

Note 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.

CHEM 595 - Research Literature and Techniques

Hours: Three

Option II students learn about current research by studying assigned articles in primary literature and preparing a scholarly review of primary literature and doing a smaller research project. Option I students take Chem 518 instead. Prerequisites More than two semesters of graduate study, approval by either the student's advising professor or consent of the head.

CHEM 597 - Special Topics in Chemistry and Biochemistry

Hours: One to four

This organized course treats subjects that are treated lightly or not at all in other graduate courses. Prerequisites At least one completed semester of graduate study, approval by the instructor, and consent of the head.

Note May be repeated when topics vary.

Computer Science and Information Systems

Sang Suh, Head
903-886-5409; Journalism Building

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.

Program of Graduate Work

Master of Science in Computer Science

The MS in Computer Science program consists of core courses, which are required of all students, course electives, and specialized courses within one of five tracks: database, computer networking, computer engineering, 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 adviser 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

Acceptance will be based on admission to the Graduate School, scores on the Graduate Record Examination (GRE) or Graduate Management Admissions Test (GMAT), and undergraduate grade point average. 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. International students who do not achieve a score of at least 550 on the TOEFL must successfully complete Speech 111.

Department Requirements

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

Deficiency Requirements: CSci 504, 515, 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 191, 192, 331, 401, and 225 or 315 or 335. In addition, English 341 (Technical Writing) is strongly recommended for all international students.

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.

Computer Science MS

Required core courses

- CSCI 520 - Information Structure and Algorithm Analysis
- CSCI 530 - Operating Systems
- CSCI 532 - Algorithm Design
- CSCI 540 - Computer Architecture
- CSCI 549 - Automata Theory

Students must also complete the courses in one of the following 5 tracks

- CSCI 526 - Database Systems
- CSCI 527 - Advanced Databases
-
- CSCI 542 - Microcomputer Instrumentation and Control
- CSCI 552 - Advanced Micro-controller Electronics
-
- CSCI 525 - Networking I—Local Area Networks
- CSCI 543 - UNIX Network Administration
- CSCI 553 - Networking III—UNIX Based Networks
-
- CSCI 563 - Fundamentals of Information Security and Assurance
- CSCI 581 - Computer and Network Security
- CSCI 587 - Secure Protocols
-
- CSCI 538 - Artificial Intelligence
- CSCI 539 - Expert Systems
- CSCI 560 - Neural Networks

Option I, Non-Thesis 36 semester hours

- including core courses, CSCI 595, electives, and elected track courses.

Option II, Thesis 30 semester hours

- including core courses, CSCI 518 (Thesis), electives, and selected track courses.

Notes

Up to 6 elective credit hours may be taken in an appropriate supporting field on approval of the graduate adviser.

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

CSCI

CSCI 504 - Introduction to Computer Applications

Hours: Three

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: Three

This course gives students the opportunity to earn course 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. Prerequisites CSci 515, 520; at least 18 semester hours of graduate level Computer Science courses and departmental approval.

CSCI 506 - Introduction to Visual Basic Programming

Hours: Three

An introduction to object-oriented computer programming for business majors using the Visual Basic language. This course will cover algorithms and problem-solving, fundamental programming constructs, object-oriented design, and event-driven programming. Prerequisites CSci 504 or consent of the instructor.

CSCI 510 - Graphic Visualization

Hours: Three

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. Prerequisites CSci 504 or consent of the instructor.

Cross Listed/ Same As Art 510

CSCI 514 - Internet Development

Hours: Three

This course provides students with a hands-on overview of current Internet programming languages and Web multimedia technologies. Client/Server concepts will be discussed and implemented into student Web projects. The course will also explore how multimedia tools and features can be used to enhance Web sites.

CSCI 515 - Fundamentals of Programming

Hours: Three

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, coding, 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 - Fundamental Concepts in Computing and Machine Organization

Hours: Three

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.

CSCI 518 - Thesis

Hours: Six

CSCI 520 - Information Structure and Algorithm Analysis

Hours: Three

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 and Design of Software Systems

Hours: Three

This course provides a comprehensive, balanced, and up-to-date coverage of traditional and object-oriented approaches to the analysis and design of software systems with additional emphasis on software development practices, and software implementation and support issues.

CSCI 525 - Networking I—Local Area Networks

Hours: Three

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 Net ware 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 Net ware 3.12 and Windows NT. Corequisite CSci 516 and 515.

Note Those wishing to take the various networking certification exams will find this course helpful.

CSCI 525 - Networking I—Local Area Networks

Hours: Three

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 Net ware 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 Net ware 3.12 and Windows NT. Corequisite CSci 516 and 515.

Note Those wishing to take the various networking certification exams will find this course helpful.

CSCI 527 - Advanced Databases

Hours: Three

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. Prerequisites CSci 526

Note A moderate-size semester project will be assigned to practice the design of an intelligent database.

CSCI 528 - Object-Oriented Methods

Hours: Three

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 516 and 520.

CSCI 530 - Operating Systems

Hours: Three

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: Three

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. Prerequisites CSci 515Co-requisite: CSci 520.

Note Students will be expected to complete numerous programming assignments and programming projects. Experience with C++ programming language and object oriented methods are required.

CSCI 532 - Algorithm Design

Hours: Three

This course provides an introduction to the design and 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. Prerequisites CSci 520.

CSCI 533 - Applied Computer Algorithms

Hours: Three

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.

Prerequisites CSCI515 or equivalent

CSCI 534 - Networking II Routers

Hours: Three

This course is designed to introduce networking devices, the Cisco 2500 series router and the 1900 series data switch. Students will gain experience in the use and configuration of routers and the switches through laboratory exercises 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. Prerequisites CSci 525.

Note About 50% of class time will be spent in the CCNA Networking Laboratory.

CSCI 535 - Electronic Commerce

Hours: Three

The advances in telecommunications technology have revolutionized network computing as well as the traditional marketplace. As a result, a new specialty field, known as electronic commerce, has emerged. This course is a collaboration between the Department of Marketing and Management and the Department of Computer Science and Information Systems and seeks to combine the strategic concepts of marketing and management with an overview of the Internet and telecommunications technology. Students will have the opportunity to gain experience with practical applications in the emerging electronic commerce industry.

CSCI 536 - Computer Graphics

Hours: Three

Current graphics software and hardware, with an emphasis on the mathematical and artistic consideration in two and three-dimensional computer generated graphics. Topics include windowing, clipping, transformations, ray tracing, and photo realistic scene generation. Current industrial and commercial computer graphics will be presented via videotape and other means. Prerequisites Csci 528 or consent of instructor.

Note Assignments will include the design and rendering of computer graphics images.

CSCI 537 - Introduction to Graphical Rendering

Hours: Three

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. Prerequisites CSci 515 or experience with a Programming Language.

Note Students will be expected to have experience working with windows and other 2D graphics packages.

CSCI 538 - Artificial Intelligence

Hours: Three

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 539 - Expert Systems

Hours: Three

The purpose of the course is to introduce the fundamental concepts of Expert Systems, their development and implementation and have the students create an expert system. Prerequisites CSci 538.

CSCI 540 - Computer Architecture

Hours: Three

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 - Microcomputer Instrumentation and Control

Hours: Three

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. Prerequisites Consent of the instructor.

Cross Listed/ Same As Same as Phys 542

CSCI 543 - UNIX Network Administration

Hours: Three

An examination of wide area computer networks (WAN) utilizing current technology TCP/IP; transmission media; Ethernet; Internet working (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 549 - Automata Theory

Hours: Three

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. Prerequisites CSci 515 and Math 192.

CSCI 552 - Advanced Micro-controller Electronics

Hours: Three

Embedded logic design and programming. Topics include micro-controller selection, peripheral interfacing, low and high-level programming languages, and micro controller development tools. Prerequisites Consent of the Instructor.

Cross Listed/ Same As Phys 552

CSCI 553 - Networking III—UNIX Based Networks

Hours: Three

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. Prerequisites CSci 520, 525, 530 or consent of the instructor.

Note 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.

CSCI 555 - Compilers

Hours: Three

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. Prerequisites CSci 515, 520.

CSCI 558 - Applied Computational Science

Hours: Three

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: Three

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.

Prerequisites Instructor's approval required.

CSCI 562 - Signal Processing

Hours: Three

Theoretical models of information, processing; includes methods of signal representation, data conversion, decision making, filtering, and digital error problems. Prerequisites CSci 317 or Phys 317, and CSci 435 or Phys 435

Cross Listed/ Same As Phys 562

CSCI 563 - Fundamentals of Information Security and Assurance

Hours: Three

This course provides an introduction to the study of information security and assurance. Topics include confidentiality, integrity and availability; threats, vulnerabilities, attacks and countermeasures; access control; authentication; malicious logic; security policy, system models and mechanisms for security and information assurance.

CSCI 567 - Image Processing with Applications

Hours: Three

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.

CSCI 568 - Cryptography

Hours: Three

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.

Cross Listed/ Same As Math 536

CSCI 572 - Parallel Computing

Hours: Three

Computer topologies and networks, programming techniques, and parallel algorithms for multiprocessor and multi-computer systems including microprocessor clusters. Prerequisites Phys 319 or CSci 322.

Cross Listed/ Same As Phys 572

CSCI 581 - Computer and Network Security

Hours: Three

This course provides an introduction to computer and network security. Topics include security threats, security services and security mechanisms, cryptography, and methods of assuring confidentiality, integrity and availability in networks such as authentication, e-mail security, IP security, web security and system security. Prerequisites CSci 525.

CSCI 587 - Secure Protocols

Hours: Three

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: 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 head and supervising faculty member.

Note No more than Three hours of independent study may be counted towards the degree.

CSCI 595 - Research Literature and Techniques

Hours: Three

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. Prerequisites Completion of the required core courses.

CSCI 597 - Special Topics

Hours: One to four

Organized class in a specialized area of current interest.

Note May be repeated when topics vary.

Engineering and Technology

Brent Donham, Head, Department of Industrial Engineering & Technology
903-886-5474

Admission

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 and Research through the Educational Testing Service.

Program of Graduate Work in Technology Management

Graduate Studies in Technology Management are designed to prepare individuals for advanced positions in government and in private sector management opportunities. With a master's degree in Technology Management you will lead changes by:

1. Acquiring a general knowledge on how to apply relevant management practices for advanced and emerging technologies;
2. Acquiring skills and knowledge of effective project and knowledge management;
3. Acquiring a working knowledge of how to be a leader in the engineering and technology sectors; and
4. Effectively managing aspects of occupational safety, risk management, and environmental compliance in a knowledgeable and productive manner.

Technology Management, Safety Management, or Management Information Systems academic tracks are available under the Master of Science in Technology Management.

Technology Management MS

The goal of the Master of Science in Technology Management program is to develop individuals in advanced technologies and managerial areas. The curriculum is centered around real-world topics found in contemporary business and industrial environments. Learned competencies are designed to meet the needs of practicing professionals as well as those with limited industrial and/or business experience. Thirty total semester hours plus prerequisites are required for this non-thesis degree. Courses are available through distance education Internet-based instruction.

Required Prerequisites Courses (6 semester hours)

All students must have completed the following upper-level courses or their equivalents from Texas A&M University-Commerce or another U.S. regionally accredited institution before full admission into the MS-TMGT degree will be granted.

- MGT 501 - Operations and Organizations or
- Mgt 305 (See the *Undergraduate Catalog*) or
- Mgt 307 (See the *Undergraduate Catalog*)
-
- MGT 591 - Quality Management Concepts and Tools or
- Mgt 340 (See the *Undergraduate Catalog*) or
- IT 340 (See the *Undergraduate Catalog*)

Technology Management Degree Required Courses (12 semester hours)

Must complete required Technology Management courses (12 semester hours) then choose one of the following tracks (18 semester hours): Technology Management, Safety Management, or Management Information Systems.

- TMGT 510 - Management of Technology in Organizations
- TMGT 590 - Technology Management Seminar I
- TMGT 595 - Applied Research in Engineering and Technology
- TMGT 599 - Technology Management Practicum

Technology Management Track (18 semester hours)

- TMGT 511 - Emerging Technology
- TMGT 512 - Leadership in Engineering and Technology
- TMGT 513 - Knowledge Management in Engineering and Technology Organizations
- TMGT 514 - Engineering and Technology Project Management
- TMGT 516 - Group Leadership in the Diverse Enterprise

- TMGT 591 - Technology Management Seminar II

Safety Management Track (18 semester hours)

- SMGT 521 - Ergonomics
- SMGT 522 - Human Risk Management
- SMGT 523 - Industrial Hygiene and Safety Management
- SMGT 524 - System Safety
- SMGT 527 - Life Safety and Hazard Control
- SMGT 528 - Legal Aspects of Occupational and Environmental Health

Management Information Systems Track (18 semester hours)

(MIS)

- MIS 502 - Business Information Systems
- MIS 521 - Information Systems Project Management
- MIS 522 - Business Process Analysis and Design
- MIS 523 - Programming Logic
- MIS 524 - Telecommunications, Networking, and Security
- MIS 526 - Data Base Management

Technology Management Minor

(15 Semester Hours)

Required Courses

- three graduate level courses from the Technology Management Track
or
- three graduate level courses from the Safety Management Track

- TMGT 590 - Technology Management Seminar I or
- TMGT 591 - Technology Management Seminar II
-
- TMGT 595 - Applied Research in Engineering and Technology

MGT

MGT 501 - Operations and Organizations

Hours: Three

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 502 - Human Behavior in Organizations

Hours: Three

A study of the dynamics of individual and group behavior in organizations and their effects on organizational practice and employee outcomes.

Topics include individual and group behavior, job design, organizational structure, power and politics, conflict, stress, leadership, motivation and rewarding behavior compensation and benefits, training and development, organizational change and development and communication.

MGT 518 - Thesis

Hours: Six

Note Graded on a (S) satisfactory or (U) unsatisfactory basis.

MGT 522 - Electronic Commerce

Hours: Three

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 - Strategic Management

Hours: Three

A study of administrative processes and policy determination at the general management level through the use of case analysis.

Note Course open to business majors only. Should be taken during semester of graduation.

MGT 528 - Current Issues in Strategic Management

Hours: Three

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 Management of Electronic Commerce

Hours: Three

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 and Teams

Hours: Three

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: Three

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 entrepreneurship and entrepreneurship; strategic gap analysis.

MGT 583 - Seminar in Leadership

Hours: Three

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 Skills Development

Hours: Three

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.

Cross Listed/ Same As Same as BA 585

MGT 586 - Managing at the Edge

Hours: Three

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: Three

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. Prerequisites Mgt 305 or consent of instructor.

MGT 589 - 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.

MGT 590 - Global Competitiveness

Hours: Three

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 Concepts and Tools

Hours: Three

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, health care 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 Human Resource Management

Hours: Three

This course provides an analysis of current human resource management issues emphasizing their impact on an organization's success.

MGT 594 - Transforming Organizations

Hours: Three

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 - New Business Ventures

Hours: Three

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.

MGT 597 - Special Topics

Hours: One to four

Organized class

Note May be repeated when topics vary.

SMGT

SMGT 521 - Ergonomics

Hours: Three

Ergonomics is the field of study that involves the application of knowledge about human capacities and limitations to the design of workplaces, jobs, tasks, 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.

SMGT 522 - Human Risk Management

Hours: Three

An advanced study of 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.

SMGT 523 - Industrial Hygiene and Safety Management

Hours: Three

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.

SMGT 524 - System Safety

Hours: Three

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 and statistics, PHA, subsystem and hazard analysis, operating and support analysis, energy trace and barrier analysis, FEMA, fault-hazard, fault-tree, MORT, HAZOP, and accident analysis and prevention.

SMGT 527 - Life Safety and Hazard Control

Hours: Three

Advanced study of Life Safety and Fire Codes, Occupational Safety and Health Administration, Environmental Protection Agency, of Transportation, National Institute for Occupational Safety and Health and other federal legislation designed for hazard recognition, evaluation, and control.

SMGT 528 - Legal Aspects of Occupational and Environmental Health

Hours: Three

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 or consent of Department Head

TMGT

TMGT 510 - Management of Technology in Organizations

Hours: Three

Examination of cutting-edge engineering and technology concepts, tools, and technologies that apply to contemporary technology-intensive organizations. Includes study of organizational structures, effective management processes and controls, project evaluation, technology-oriented teams, innovation and environmental quality Prerequisite and/or Corequisite TMgt 595 or consent of Department Head.

Note Research and writing assignments are required

TMGT 511 - Emerging Technology

Hours: Three

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. Prerequisite and/or Corequisite TMgt 595 or consent of Department Head.

Note Extensive research and writing assignments are required.

TMGT 512 - Leadership in Engineering and Technology

Hours: Three

An in-depth examination of historical and contemporary leadership within the fields of engineering, technology and/or construction. Prerequisite and/or Corequisite TMgt 595 or consent of Department Head.

Note Students will be required to prepare a manuscript suitable for publication in a professional journal.

TMGT 513 - Knowledge Management in Engineering and Technology Organizations

Hours: Three

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. Prerequisite and/or Corequisite TMgt 595 or consent of Department Head.

Note Students will be required to conduct research into an approved topic on leadership concepts, styles, philosophies or practices Students will also be required to prepare a manuscript suitable for publication in a professional journal.

TMGT 514 - Engineering and Technology Project Management

Hours: Three

Techniques and application of managing projects with emphasis on project management organizational structures, teams, functions, planning, scheduling, pricing and estimating, cost controls, trade-offs, risk management, contracts, procurement, quality, and other related topics. Prerequisite and/or Corequisite Prerequisite: TMgt 595 and TMgt 510 or consent of Department Head.

TMGT 516 - Group Leadership in the Diverse Enterprise

Hours: Three

Advanced study of interactive management in diverse organizations. Topics of discussion may include: performance ethics, diversity, workplace behavior, decision making, communication, motivation, teams, conflict, problem solving and change. Students will be required to conduct extensive reading, research and writing during the course of study.

Prerequisites TMGT 595

TMGT 589 - Independent Study

Hours: One to Three

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.

TMGT 590 - Technology Management Seminar I

Hours: Three

Formal investigation and research of a specific approved topic/project related to engineering, technology, or construction. Emphasis on conducting, creating, reading, and the understanding of technical research. Prerequisite and/or Corequisite TMgt 595 or consent of Department Head.

Note Students will be required to create a professional portfolio and written documentation of their work. A panel of professionals will provide a critique of the student's final course project.

TMGT 591 - Technology Management Seminar II

Hours: Three

Formal investigation and research of a specific approved topic/project related to engineering, technology, or construction. Emphasis on conducting, creating, reading, and the understanding of technical research. Prerequisite and/or Corequisite TMgt 595 and TMgt 590 or consent of department head.

Note Students will be required to create a professional portfolio and written documentation of their work. A panel of professionals will provide a critique of the student's final course project.

TMGT 595 - Applied Research in Engineering and Technology

Hours: Three

Study of the research methods and processes applicable to industrial engineering /technology. Emphasis on defining research problems and collecting, analyzing, recording, and interpreting data.

Note Students will be required to conduct a research project.

TMGT 597 - Special Topics

Hours: Three

Organized class. Prerequisite and/or Corequisite Consent of Department Head.

Note May be repeated when topics vary.

TMGT 599 - Technology Management Practicum

Hours: Three

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 of MS TMgt degree.

Mathematics

Charles Dorsett, Head

Binnion Hall, 903-886-5157

The graduate program in mathematics aims to give 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. These experiences prepare the student for employment in a high school, a junior college, a four-year college, continued study of mathematics at the doctoral level, or in one of the many nonacademic areas in which mathematicians work.

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 Arts or a Master of Science degree is offered with an emphasis in algebra, analysis, or probability-statistics, in addition to many special topic offerings. Emphasis for secondary and middle school teachers are specially planned to meet their individual and particular objectives.

Also, students may select courses leading to a minor in applied mathematics.

Admission

Students entering the MS or MA 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 an undergraduate minor in mathematics, that is, Calculus I, II, and III, and 3 advanced math courses.

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.

Mathematics MA/MS

Option I

Option I of the MA and the MS in Mathematics requires 10 courses and a thesis as follows:

1. At least 4 courses including one sequence from: (12 semester hours)

- MATH 501 - Mathematical Statistics
- MATH 502 - Mathematical Statistics
-
- MATH 511 - Advanced Calculus
- MATH 512 - Advanced Calculus
-
- MATH 538 - Functions of a Complex Variable
- MATH 539 - Functions of a Complex Variable
-
- MATH 543 - Abstract Algebra
- MATH 544 - Abstract Algebra

2. At most 4 courses from: (12 semester hours)

- MATH 515 - Dynamical Systems
- MATH 517 - Calculus of Finite Differences
- MATH 531 - Introduction to Theory of Matrices
- MATH 536 - Cryptography
- MATH 537 - Theory of Numbers
- MATH 561 - Statistical Computing and Design of Experiments
- MATH 571 - Higher Order Approximations for Teachers
- MATH 572 - Modern Applications of Mathematics for Teachers
- MATH 573 - Calculus of Real and Complex Functions for Teachers
- MATH 597 - Special Topics
- MATH 580 - Topics from the History of Mathematics

3. Thesis (6 semester hours)

- THE 518 - Thesis

Option II

Option II of the MA and the MS in mathematics requires 12 courses as follows:

1. At least 8 courses in mathematics, including 595, with a minimum of 4 courses, including at least one sequence from:

- MATH 595 - Research Literature and Techniques
-
- MATH 501 - Mathematical Statistics
- MATH 502 - Mathematical Statistics
-
- MATH 511 - Advanced Calculus
- MATH 512 - Advanced Calculus
-
- MATH 538 - Functions of a Complex Variable
- MATH 539 - Functions of a Complex Variable
-
- MATH 543 - Abstract Algebra
- MATH 544 - Abstract Algebra

2. Four electives

The remaining 4 graduate electives may be selected in math from those courses not used in the core, or from courses outside of mathematics with the approval of the mathematics department.

3. Math 529

Math 529 may not be used.

Applied Mathematics Minor

Satisfactory completion of 4 to 6 of the following courses will meet requirements for a minor in mathematics

- MATH 501 - Mathematical Statistics
- MATH 502 - Mathematical Statistics
- MATH 511 - Advanced Calculus
- MATH 512 - Advanced Calculus
- MATH 515 - Dynamical Systems
- MATH 517 - Calculus of Finite Differences
- MATH 531 - Introduction to Theory of Matrices
- MATH 536 - Cryptography
- MATH 537 - Theory of Numbers
- MATH 538 - Functions of a Complex Variable
- MATH 539 - Functions of a Complex Variable
- MATH 543 - Abstract Algebra
- MATH 544 - Abstract Algebra
- MATH 561 - Statistical Computing and Design of Experiments
- MATH 597 - Special Topics
- PHYS 517 - Principles of Mathematical Physics

MATH

MATH 500 - Discrete Mathematics

Hours: Four

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 NP- completeness. Prerequisites Consent of the instructor.

Note 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.

MATH 501 - Mathematical Statistics

Hours: Three

Probability, distributions, moments, point estimation, maximum likelihood estimators, interval estimators, test of hypothesis. Prerequisites Math 225MATH 501 - Mathematical Statistics

Hours: Three

Probability, distributions, moments, point estimation, maximum likelihood estimators, interval estimators, test of hypothesis. Prerequisites Math 225

MATH 502 - Mathematical Statistics

Hours: Three

Probability, distributions, moments, point estimation, maximum likelihood estimators, interval estimators, test of hypothesis. Prerequisites Math 225

MATH 511 - Advanced Calculus

Hours: Three

Properties of real numbers, continuity, differentiation, integration, sequences and series of functions, differentiation and integration of functions of several variables.

MATH 512 - Advanced Calculus

Hours: Three

Properties of real numbers, continuity, differentiation, integration, sequences and series of functions, differentiation and integration of functions of several variables. Prerequisites Math 436 or 440.

MATH 515 - Dynamical Systems

Hours: Three

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. Prerequisites Math 192 and 331.

MATH 517 - Calculus of Finite Differences

Hours: Three

Finite differences, integration, summation of series, Bernoulli and Euler Polynomials, interpolation, numerical integration, Beta and Gamma functions, difference equations. Prerequisites Recommended background: Math 192 and Math 331.

MATH 518 - Thesis

Hours: Six

The course is required of all graduate students who have an Option I degree plan. Prerequisites Math 225.

Note Graded as A-F or (S) satisfactory or (U) unsatisfactory.

MATH 529 - Workshop in School Mathematics

Hours: Three

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 - Introduction to Theory of Matrices

Hours: Three

Vector spaces, linear equations, matrices, linear transformations, equivalence relations, metric concepts.

MATH 536 - Cryptography

Hours: Three

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 Graduate standing in mathematics or consent of the instructor.

Cross Listed/ Same As CSci 568

MATH 537 - Theory of Numbers

Hours: Three

Factorization and divisibility, Diophantine equations, congruences, quadratic reciprocity, arithmetic functions, asymptotic density, Riemann's zeta function, prime number theory, Fermat's Last Theorem Consent of instructor. Prerequisites Graduate standing in mathematics or consent of the instructor.

MATH 538 - Functions of a Complex Variable

Hours: Three

Geometry of complex numbers, mapping, analytic functions, Cauchy-Riemann conditions, complex integration Taylor and Laurent series, residues.

MATH 539 - Functions of a Complex Variable

Hours: Three

Geometry of complex numbers, mapping, analytic functions, Cauchy-Riemann conditions, complex integration Taylor and Laurent series, residues. Prerequisites Math 511.

MATH 543 - Abstract Algebra

Hours: Three

Groups, isomorphism theorems, permutation groups, Sylow Theorems, rings, ideals, fields, Galois Theory. Prerequisites Math 334.

MATH 544 - Abstract Algebra

Hours: Three

Groups, isomorphism theorems, permutation groups, Sylow Theorems, rings, ideals, fields, Galois Theory. Prerequisites Math 334.

MATH 560 - Euclidean and nonEuclidean geometry for teachers

Hours: Three

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 that the geometric skills students should be able to use possess by the time they are through 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.
- (4) Use visualization, spatial reasoning, and geometric modeling to solve problems.

To address these skills, this course will discuss topics in Euclidean (Planar) geometry and non-Euclidean geometry at a deep and meaningful level in order to see high school geometry from an advanced perspective. Also, students will learn geometry using technology through the use of Geometer's Sketchpad software. The approaches taken will be both the axiomatic method, as well as empirical exploration. Finally, special topics may also be included such as finite geometries, Pick's theorem, Vieta's formula, envelopes of one-parameter families of curves, and more.

MATH 561 - Statistical Computing and Design of Experiments

Hours: Three

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 on the digital computer: methods of estimating parameters and testing hypotheses about them, analysis of variance, multiple regression methods, orthogonal comparisons, experimental designs with applications. Prerequisite and/or Corequisite Math 401 or 501.

MATH 563 - Image Processing with Applications

Hours: Three

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 192, CSci 152.

MATH 571 - Higher Order Approximations for Teachers

Hours: Three

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.

MATH 572 - Modern Applications of Mathematics for Teachers

Hours: Three

This course, specifically designed for teachers, covers a range of applications of mathematics. Specific topics may vary but have included classical (private key) encryption, data compression ideas, coding theory ideas (Hamming 7,4 code), private and public key cryptography, data compression including wavelets, difference equations (populations models, disease models) and stochastic difference equations (stocks), GPS systems, computer tomography (e.g. CAT scans), polynomial interpolation/Belief curves, and topics from student presentations.

MATH 573 - Calculus of Real and Complex Functions for Teachers

Hours: Three

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.

MATH 580 - Topics from the History of Mathematics

Hours: Three

A chronological presentation of historical elementary mathematics. The course presents historically important problems and procedures.

Note Recommended background: High school geometry or Math 301.

MATH 595 - Research Literature and Techniques

Hours: Three

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 a literature investigation and formal reporting of a problem.

Note Graded on a (S) satisfactory or (U) unsatisfactory basis.

MATH 597 - Special Topics

Hours: One to four

Organized class. Prerequisites Consent of instructor.

MTE

MTE 520 - Foundations of Complex Analysis

Hours: Three

The properties of complex numbers are studied, and some emphasis is given to analytic functions and infinite series. Prerequisites Math 401 or 501.

MTE 530 - Foundations of Mathematics

Hours: Three

The fundamental properties of sets, logic, relations, and functions will be studied.

Note Teachers of analysis or trigonometry will benefit from this course. Recommended background: Math 225.

MTE 550 - Foundations of Abstract Algebra

Hours: Three

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.

MTE 560 - Foundations of Euclidean Geometry

Hours: Three

Various geometries, including Euclidean geometry, will be studied. Background for a better understanding of Euclidean geometry will be emphasized.

Note Recommended background: Math 331 or 530.

MTE 597 - Special Topics

Hours: One to four

Organized class.

Note May be repeated when the topic varies.

Physics and Astronomy

Bao-An Li, Head

903-886-5488; Science Building

The Department of Physics and Astronomy provides course work, 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 two Master of Science degree programs. In addition to the MS in Physics, the department offers a broad-field program with a concentration in physics for students who wish to prepare to teach in several science fields in secondary schools.

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, X-ray photoelectron, auger electron, appearance potential spectroscopy of surfaces, signal analysis of speech signals, microcomputer hardware and software development, and digital electronics.

Faculty also conducts research in theoretical nuclear physics, nuclear astrophysics and computational physics. In addition, the department has an active astronomy and space physics research program in collaboration with staff members of the planetarium. The department also maintains extensive equipment to help prepare science teachers to introduce and teach the latest physics curriculum developments.

Programs of Graduate Work

Master of Science in Physics (Option I)

The Master of Science in physics with research thesis is ordinarily chosen by those students preparing for industrial employment, college teaching, or for further graduate study leading to the PhD degree. This degree program includes a research thesis consisting of a 10-course sequence (30 semester hours), including 2 courses allotted to the thesis.

Master of Science in Physics (Option II)

The Master of Science without thesis is usually chosen by students preparing to teach in middle and secondary public schools or by students who plan to pursue applied physics careers in industry. This program consists of a 12-course sequence (36 semester hours).

Broad-field Program

A broad-field program, offered primarily for teachers, is available over the several fields of science with a concentration in physics. This program requires 12 hours (normally 15 hrs.) in physics, including Physics 595, and 6 hours each in 2 other science areas and electives to total 36 hours.

Admission

Acceptance will be based on admission to the Graduate School, scores on the Graduate Record Examination (GRE), and undergraduate grade point average.

Department Requirements

All physics graduate students must register for Phys 501 (Seminar) each semester in residence. An "Admission to Candidacy 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)

Required core courses include:

- PHYS 511 - Introduction to Theoretical Mechanics
- PHYS 512 - Classical Electricity and Magnetism
- PHYS 517 - Principles of Mathematical Physics
- PHYS 520 - Introduction to Quantum Mechanics
- PHYS 518 - Research Leading to the Master's Thesis
- Plus 4 courses on approval of graduate adviser.

Master of Science in Physics (Option II)

Physics Teaching Emphasis

- PHYS 526 - Modern Physics
- PHYS 531 - Physical Science for Teachers
- PHYS 532 - Electricity and Magnetism for Teachers
- PHYS 561 - Astronomy Problems
- PHYS 595 - Research Literature and Techniques
- Plus 3 physics courses on approval of graduate adviser.
- Plus 4 courses—chosen to support major teaching field.

Applied Physics Emphasis

- PHYS 511 - Introduction to Theoretical Mechanics
- PHYS 512 - Classical Electricity and Magnetism
- PHYS 517 - Principles of Mathematical Physics
- PHYS 595 - Research Literature and Techniques
-
- The physics component of this program may be completed by either of 2 blocks of four courses:
-
- PHYS 520 - Introduction to Quantum Mechanics
- PHYS 521 - Introduction to Solid State Physics
- PHYS 523 - Advanced Atomic Physics
- PHYS 524 - Surface Physics
-
- or
-
- PHYS 514 - Statistical Physics
- PHYS 542 - Advanced Instrument & Control
- PHYS 552 - Advanced Micro Electronics

- PHYS 562 - Signal Processing

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.)

PHYS

PHYS 501 - Graduate Seminar

Hours: One

This course may be taken each of four semesters.

Note Graded on a (S) satisfactory or (U) unsatisfactory basis.

PHYS 511 - Introduction to Theoretical Mechanics

Hours: Three

A course in classical mechanics including the methods of Lagrange, Hamilton, matrices, tensors, and Hamilton-Jacobi theory. Prerequisites Consent of instructor.

PHYS 512 - Classical Electricity and Magnetism

Hours: Three

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: Three

General principles of statistical thermodynamics, equilibrium statistics of special systems, kinetic theory, diffusion and transport phenomena, and classical and quantum statistical mechanics.

PHYS 517 - Principles of Mathematical Physics

Hours: Three

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. Prerequisites PHYS 511 or consent of the instructor

PHYS 518 - Research Leading to the Master's Thesis

Hours: Three or Six

PHYS 520 - Introduction to Quantum Mechanics

Hours: Three

An introduction to modern quantum mechanics as applied to the hydrogen atom, the diatomic molecule, and solids.

PHYS 521 - Introduction to Solid State Physics

Hours: Three

A study of crystal structure, lattice vibrations, thermal and magnetic properties of solids; semiconductors and transistors.

PHYS 523 - Advanced Atomic Physics

Hours: Three

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 of Consent of instructor.

PHYS 524 - Surface Physics

Hours: Three

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 - Modern Physics

Hours: Three

A course designed to acquaint teachers and others with the principles of atomic and nuclear science to prepare them to have a more adequate understanding of technical and news articles.

PHYS 529 - Science Workshop

Hours: Three to Six

Topics will be selected with reference to the needs of teachers. Prerequisites Consent of instructor.

PHYS 531 - Physical Science for Teachers

Hours: Three

Basic and contemporary topics in motion, forces, properties of matter, energy, and related topics will be explored. The emphasis will be placed on physical science content but the class format will model methods of instruction based upon educational learning research. Prerequisites Consent of the instructor

Note This course is appropriate for teachers and others who desire a strong conceptual understanding in these topics.

PHYS 532 - Electricity and Magnetism for Teachers

Hours: Three

Basic and contemporary topics in electricity, magnetism, electrical circuits and related topics will be explored. The emphasis will be placed on physics content but the class format will model methods of instruction based upon educational learning research.

Note This course is appropriate for teachers and others who desire a strong conceptual understanding in these topics

PHYS 542 - Advanced Instrument & Control

Hours: Three

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. Prerequisites Consent of instructor.

Cross Listed/ Same As CSci 542

PHYS 550 - Nuclear Astrophysics

Hours: Three

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 and will focus on the predictions that nuclear physics offers for understanding the observed astronomical data.

PHYS 552 - Advanced Micro Electronics

Hours: Three

Embedded system design and programming. Topics include microcontroller selection, peripheral interfacing, programming languages, and microcontroller development tools.

Cross Listed/ Same As CSci 552

PHYS 561 - Astronomy Problems

Hours: Three

This is a basic non-mathematical course designed to introduce public school teachers to current concepts in astronomy. Topics covered include motions of the earth, stellar evolution, stellar classes and spectroscopy, telescopes and observatories, galaxies and cosmology.

PHYS 562 - Signal Processing

Hours: Three

Theoretical models of information processing; includes methods of signal representation, data conversion, decision making, filtering, and digital error problems. Prerequisites Phsy 317 or consent of instructor.

Cross Listed/ Same As CSci 562

PHYS 572 - Parallel Computing

Hours: Three

Computer topologies and networks, programming techniques, and parallel algorithms for multiprocessor and multi-computer systems including microcomputer clusters. Prerequisites Physics 319 or CSci 319.

Cross Listed/ Same As CSci 572

PHYS 589 - 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 Physics 319 or CSci 319 Cross-listed with CSci 572.

PHYS 595 - Research Literature and Techniques

Hours: Three

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. Prerequisites Consent of department head.

Note May be repeated when the topic varies.

PHYS 597 - Special Topics

Hours: One to four

Organized class

Note The student will be encouraged to devise experiments through which clarification of concepts may result

College of Humanities, Social Sciences and Arts

Salvatore Attardo, Interim Dean

David Crenshaw, Associate Dean

Ben Doughty, Associate Dean

Charles J. Austin Industrial Engineering Technology, AGIT Building, Room 116, 903-886-5175

The College of Humanities, Social Sciences, and Arts consists of the departments of Art, History, Literature and Languages, Music, Mass Media, Communications and Theatre, Political Science, and Sociology and Criminal Justice. The college also houses the popular Liberal Studies degree program, the Communication Skills Center, the Pre-Law program and the English Language Institute.

Curricular goals and learning outcomes promoted in these programs assure a well-rounded education in the humanities, social sciences and liberal arts tradition. We provide a strong emphasis on discipline-based scholarship, plus challenging opportunities to consider and construct solutions to issues facing our increasingly complex, multidisciplinary world.

Advanced degrees at the masters' level are offered in each of the departments with a Ph.D. in English offered through the Department of Literature and Languages. Our mission is to serve our students, communities, and region by providing and promoting academic programs characterized by innovation vision, multiples scales of excellence, and a commitment to literacy, justice, and civic responsibility.

Art

Joe Daun, Head

903-886-5208; Art Building

Michael Miller, Graduate Director for Studio Art, 903-886-5242

Virgil Scott, Graduate Advisor for Communication Arts (UCD), 214-752-9009

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

Master of Arts in 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 emphasis 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 Arts or Communication Design (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.

Master of Fine Arts

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.

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.

Students entering the MFA program will select a committee of four 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. This area may be selected from painting, drawing, sculpture, ceramics, mixed and multi-media art, photography, and communication design areas. The student's work in the chosen area is complemented by courses in art history, 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.

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

Admission

Master of Art in Art

Admission to pursue the MA in Art must be granted by both The Graduate School and the Department of Art. The applicant should submit slides of work and other supportive materials the department requires. Contact the departmental Graduate Coordinator for these requirements. The graduate degree programs in Art are 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.

Master of Fine Arts in Art

Students intending to apply for subsequent admittance into the Master of Fine Arts program should follow the course of study established for that degree. Department guidelines for the MFA are available upon request or can be found online at web.tamu-commerce.edu/academics/colleges/artsSciences/departments/art/programs/art/graduate/masterOfFineArts/. Within the MFA in Art in each primary area of emphasis its courses are discipline-specific and require approval by the Graduate Coordinator prior to enrollment.

The candidate may enter the MFA program only with faculty approval no earlier than the second regular, full-time semester of study. Until such admission is applied for and approved, the student is temporarily enrolled in an MA or MS program of study. Applicants must have a bachelor's degree, or its equivalent, 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 slide portfolio, a statement of intent, transcripts of all previous college-level work, and three letters 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 slide 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 slide portfolio (CD portfolio is acceptable).

Art MA

The Master of Arts in Art requires at least 30 semester hours.

Required Courses

12 semester hours from the following

(Courses are Repeatable)

- ARTS 525 - Special Problems: Studio Emphasis
- ARTS 524 - Studio Problems: Second Area
- ARTS 526 - Advanced Problems: Studio Emphasis

Thesis

- ARTS 518 - Thesis (6 semester hours)

Required Support Courses (12 semester hours)

Art Design/History

- ART 503 - Graduate Seminar (6 semester hours)

Plus

Six Units any Graduate Level Art History

Art MFA

The MFA in Art with an emphasis in Visual Communication requires at least 62 semester hours.

The MFA in Art with an emphasis in Studio Art requires at least 64 semester hours.

Visual Communications

Required Courses

41 semester hours

- ARTS 540 - Studio 1. Creative Methodologies
- ARTS 541 - Studio 2. Design Education, Theory & Practice
- ARTS 542 - Studio 3. Winning Audiences
- ARTS 543 - Studio 4. Cross-Cultural Marketing
- ARTS 544 - Studio 5. Design Research Methods
- ARTS 545 - Studio 6. Thesis Topics
- ARTS 546 - Studio 7. Design Grant Writing
- ARTS 547 - Studio 8. Design Teaching Mentorship
- ARTS 548 - Exhibition Development
- ARTS 518 - Thesis (6 semester hours)

Required Support Courses

21 semester hours

- ARTH 507 - History of Graphic Design
- ARTH 508 - History of Advertising and Consumerism
- ART 502 - Design Teaching Methods
- ART 506 - Design Teaching Environment
- MGT 567 - Managing Groups and Teams
- MGT 585 - Management Skills Development
- MKT 521 - Marketing Management

Studio Art

Required Courses

64 semester hours

28 Studio Art hours from the Following:

(Courses are repeatable)

- ARTS 524 - Studio Problems: Second Area
- ARTS 525 - Special Problems: Studio Emphasis
- ARTS 526 - Advanced Problems: Studio Emphasis

12 New Learning Context hours from the following:

(Courses are repeatable)

- ARTS 530 - New Learning Context

Thesis with Exhibit

6 semester hours required

- ARTS 518 - Thesis

Required Support Courses

Art History and Criticism

- ART 503 - Graduate Seminar (12 semester hours)

Plus

6 semester hours Graduate Level Art History

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.

ART

ART 502 - Design Teaching Methods

Hours: Three

Pedagogy Classroom. Understanding the classroom through teaching method exploration, role-play and curriculum development.

Prerequisites ARTS 540, ARTS 541, ARTS 542

ART 503 - Graduate Seminar

Hours: Three

This is a research-based course, and consists of various reading, writing and material exercises that enable graduate art students to put their current work into a contemporary art context. Students will be exposed to a wide range of readings and research-related techniques.

ART 506 - Design Teaching Environment

Hours: Three

Pedagogy Campus. This course will deal with job-seeking skills and the creation and application of Vita materials needed as well as tenure, grant writing, committees and academic life through lecture, discussion, mock interviews, and outside panel feedback.

Prerequisites ARTS 540, ARTS 541, ARTS 542

ART 529 - Workshop

Hours: Three to Six

A practical workshop on various topics in studio art, includes developing projects and subject matter to be used in the classroom. Prerequisites Permission of the instructor.

ARTH

ARTH 504 - Contemporary Issues

Hours: Three

This course considers selected Topics in contemporary art. Topics include the ideas, theories, media, and processes represented in the visual arts of our age.

Note May be repeated for a maximum of six semester hours.

ARTH 506 - American Art and Architecture

Hours: Three

This course focuses on the development of ideals and principles in art and architecture in the United States from the Colonial Period to the Twentieth Century. The characteristics of American art movements will be compared to those in Europe as social and cultural phenomena.

Note Illustrated lectures, outside readings, and a research paper are required.

ARTH 507 - History of Graphic Design

Hours: Three

This course focuses on the evolution of Graphic Design from the invention of writing and alphabets to the computer revolution. Topics include: Medieval manuscripts, the origins of printing and typography, the Arts and Crafts movement, Victorian and Art Nouveau Graphics, the influence of Modern Art on design and visual identity and conceptual imagery.

ARTH 508 - History of Advertising and Consumerism

Hours: Three

This course is designed to give a broad overview of the nature of a consumerist society and how it drives and is driven by advertising. Lectures will explore the types and causes of consumerism, the things consumed by society and the promise of the "good life." Advertising impact will be discussed from the aspect of target markets and positioning of goods and services, and the pros and cons of consumerist lifestyle.

ARTH 510 - Readings in Modern Art

Hours: Three

This course focuses on modern and avant-garde movements in the visual arts from the late 1800s until the 1950s and 1960s. Selected readings in modern art history and criticism underscore important developments in art and related fields.

ARTS

ARTS 518 - Thesis

Hours: Six

This course is for students in the MFA program: its focus is experimentation with a central, individually derived visual focus, culminating in an exhibition with accompanying written statement and slide documentation (five slides of works and the written statement to be submitted with the creative thesis). The MFA Creative Thesis may be completed and presented only during a regular term of study. For students in the MA program: research on a selected art topic culminating in a written thesis.

ARTS 524 - Studio Problems: Second Area

Hours: Four

This course focuses on individual problems and experimentation in the student's second studio area. For students in MA or MS program: topic or media may vary each term.

Note Students may register for up to eight concurrent semester hours in a given term, with a maximum of twelve hours overall.

ARTS 525 - Special Problems: Studio Emphasis

Hours: Four

This course focuses on individual problems and experimentation in the selected area of studio emphasis. For students in MA or MS program: individual problems and experimentation in selected areas of study leading to either a body of work with a central focus or a varied body of work with a consistent high quality.

Note Students may register for up to eight concurrent semester hours in a given term, with a maximum of twelve semester hours overall.

ARTS 526 - Advanced Problems: Studio Emphasis

Hours: Four

This course focuses on individual advanced problems and experimentation in the student's area of studio emphasis with stress upon developing an individual, expressive body of work. For students in MA or MS program: advanced problems and experimentation in selected areas of study leads to either a body of work with a central focus or a varied body of work with a consistent high quality.

Note Student may register for up to eight concurrent semester hours in a given term, with a maximum of twelve semester hours overall.

ARTS 530 - New Learning Context

Hours: Three to twelve

For students in the MFA program there are two options to this course. Both are offered in order to expand upon the scope of choices, influences and challenges available in a single art. In both options the student is to encounter and experiment with new ideas and methods within a new context. Option I: Semester Away— student may (1) pursue advanced, graduate-level work in a school other than A&M Commerce, (2) live in an environment that is unique compared to the student's background or (3) work with an accomplished professional artist. Option II: Planned Program Alternative— student pursues advanced, graduate-level work in a manner comparable to Option I, but without the necessity for moving to another local. This option is only for students whose personal, marital or economic conditions emphatically dictate an alternative approach. To exercise either option, the student must submit and receive approval from the advisory committee and head of a proposal that offers significant creative, intellectual and cultural growth, provides unique contextual experiences and is in keeping with high professional standards. An example of Option II would include a planned sequence of regular visits to artists' studios in the Dallas/Ft Worth area, with development of appropriate documentation (photographs, slides, interview tapes, notes) indicating the depth of investigations in respect to the development and nature of each artist's work. The student's own work produced within the scope of this option is expected to mature in a manner that is responsive to the contextual investigations.

Note For both of the above options, the student is required to submit a report at the beginning of the next regular term of study as the final stage in

the completion of the course. The report is to contain works produced, a narrative description and related documentation (slides, interview tapes, photographs, notes or other materials). Student may register for twelve concurrent semester hours during a regular term, and a maximum of eight concurrent semester hours during a summer term.

ARTS 540 - Studio 1. Creative Methodologies

Hours: Four

Experimenting with both proven and experimental creative methodologies in a team based environment. An overview of innovative collaborative creative thinking processes. Pushing beyond one's knowledge base through innovative role-play in self-problem solving techniques.

ARTS 541 - Studio 2. Design Education, Theory & Practice

Hours: Four

Research and analysis through group discussion of design education theory, philosophy and methods. Examination and creation of teaching tools, assignments, and evaluation rubrics.

Prerequisites ARTS 540

ARTS 542 - Studio 3. Winning Audiences

Hours: Four

This course introduces students to basic skills surrounding persuasion and consensus-building. Students will learn to hone their oral and written presentations, and incorporate proven techniques for sharing ideas in a more coherent and compelling manner – effectively luring others (even skeptics) to listen, believe, and embrace a new vision.

Prerequisites ARTS 540

ARTS 543 - Studio 4. Cross-Cultural Marketing

Hours: Four

This course teaches advanced oral and written presentation skills within the context of a multicultural audience. Students will examine the forces at work in today's global marketplace and fine-tune their ability to bridge the cultural divide in order to connect with audiences whose history, customs, and beliefs they do not share. Prerequisites ARTS 540, ARTS 541, ARTS 542

ARTS 544 - Studio 5. Design Research Methods

Hours: Four

Understanding Human subject research testing (IRB) protocol and process necessary for data collection within the context of a thesis research paper. Conference abstracts and journal submission preparation. Gain knowledge in defining, developing and articulating new knowledge to be used in problem solving and thesis topic development. Experience the process of deep research into a single topic in individual and group settings.

Prerequisites ARTS 540, ARTS 541, ARTS 542, ARTS 543

ARTS 545 - Studio 6. Thesis Topics

Hours: Four

Exploration and development of thesis topic pilots through research, abstracts, ideation, creative process and feasibility analysis.

This course is designed to provide you with enlightenment, direction, feedback and focus as you embark your thesis discovery process. This class will function primarily as a think-tank dedicated to defining, examining, discussing and

furthering the ideas that you bring to the table—or wall. Each person will develop three viable, worthwhile abstracts to be reviewed by a outside guest panel resulting in feedback that will help validate your final thesis direction.

Prerequisites ARTS 540, ARTS 541, ARTS 542, ARTS 543, ARTS 544

ARTS 546 - Studio 7. Design Grant Writing

Hours: Four

Applying for a grant can seem like an overwhelming task. This grant writing class is designed to provide a foundation in the fundamentals of design centric grant writing so that the task is easy and enjoyable. The class includes key components of a grant proposal, problem statements, developing goals and objectives, and writing a sample grant proposal.

Prerequisites ARTS 540, ARTS 541, ARTS 542, ARTS 543, ARTS 544, ARTS 545

ARTS 547 - Studio 8. Design Teaching Mentorship

Hours: Four

Pedagogy in-classroom undergraduate training experience. This course focuses on in-classroom observation and experience through the shadowing of a faculty member, and the creation and application of classroom assignments for one semester.

Prerequisites ARTS 540, ARTS 541, ARTS 542, ARTS 543, ARTS 544, ARTS 545, ARTS 546

ARTS 548 - Exhibition Development

Hours: Three

Study and development of an exhibition, and research paper. Prerequisites Arts 540, Arts 541, Arts 542, Arts 543

ARTS 595 - Research Literature and Techniques

Hours: Three

History

Judy Ford, Head
903-886-5928; Ferguson Social Sciences Building
John Smith, Graduate Adviser
903-886-5219

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. An MA in History requires either 12 semester hours of undergraduate foreign language courses in a single language or 6 semester hours of graduate level French for Reading in addition to the courses listed below.

Admission

Acceptance will be based on admission to the Graduate School, the Graduate Record Examination (GRE), and undergraduate program and grade point average.

History MA/MS

The student beginning a program of study toward the master's degree in history should consult with the History Department graduate advisor at the beginning of his or her first semester of study toward the degree.

Master of Arts and Master of Science in History (Option I)

The student completing either a Master of Arts or a Master of Science Option I program takes 30 semester hours and must take at least 9 of 10 required courses in the Department of History. These 9 courses include 6 hours of thesis. The candidate takes one graduate course outside history as an elective, although with special approval from the head of the department this may be in history as well.

Ten-course program to be completed:

1. Historiography and Methodology (3 hours)

- HIST 590 - Historiography and Historical Theory

2. Choose three courses from:

- HIST 521 - Colloquium in Latin American History
- HIST 542 - Colloquium in Medieval European History
- HIST 543 - Colloquium in Early Modern European History
- HIST 544 - Colloquium in Modern European History
- HIST 551 - Colloquium in Colonial North American History
- HIST 552 - Colloquium in Revolutionary American History
- HIST 553 - Colloquium in U.S. History, 1850-1920
- HIST 554 - Colloquium in U.S. History from 1920

3. Choose three courses from:

- HIST 520 - Topics in World/Comparative History
- HIST 540 - Seminar in European History
- HIST 550 - Seminar in American History
- HIST 555 - Seminar in History for Middle and High School Education
- HIST 597 - Special Topics (may be repeated as topics change)

4. Thesis (6 hours)

- HIST 518 - Thesis

5. Choose 1 additional graduate course outside of History.

Master of Arts and Master of Science in History (Option II)

A student completing a Master of Arts or a Master of Science Option II 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.

Twelve-course program to be completed:

1. Historiography and Methodology (3 hours)

- HIST 590 - Historiography and Historical Theory

2. Choose four courses from:

- HIST 521 - Colloquium in Latin American History
- HIST 542 - Colloquium in Medieval European History
- HIST 543 - Colloquium in Early Modern European History
- HIST 544 - Colloquium in Modern European History
- HIST 551 - Colloquium in Colonial North American History
- HIST 552 - Colloquium in Revolutionary American History
- HIST 553 - Colloquium in U.S. History, 1850-1920
- HIST 554 - Colloquium in U.S. History from 1920

3. Choose three courses from:

- HIST 520 - Topics in World/Comparative History
- HIST 540 - Seminar in European History
- HIST 550 - Seminar in American History
- HIST 555 - Seminar in History for Middle and High School Education
- HIST 597 - Special Topics (may be repeated as topics change)

4. Choose 1 elective within History:

5. Research Literature and Techniques (3 hours)

- HIST 595 - Research Literature and Techniques

Master of Science in History (Political Science Track)

Twelve-course program to be completed:

1. Required Courses (6 semester hours)

- HIST 590 - Historiography and Historical Theory
- HIST 595 - Research Literature and Techniques

2. Twelve semester hours of graduate level History courses

3. Eighteen semester hours of graduate level Political Science courses

History Minor

A minor in history at the master's level consists of four courses in history as approved by the departmental graduate adviser or the head of the department.

HIST

HIST 518 - Thesis

Hours: Three to Six

Students must pass the History Department Qualifying Examination prior to enrollment.

HIST 520 - Topics in World/Comparative History

Hours: Three

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 involving primary sources. Topic will vary from semester to semester.

Note Students may retake the course for credit as the topic changes.

HIST 521 - Colloquium in Latin American History

Hours: Three

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: Three

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.

Note Students may retake the course for credit as the topic changes.

HIST 542 - Colloquium in Medieval European History

Hours: Three

This course provides an introduction to the wide range of research questions and historiographer 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: Three

This course provides an introduction to the wide range of research questions and historiographer 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: Three

This course provides an introduction to the wide range of research questions and historiographer 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: Three

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.

Note Students may retake the course for credit as the topic changes.

HIST 551 - Colloquium in Colonial North American History

Hours: Three

This course provides an introduction to the wide range of research questions and historiographer debates which occupy early Americanisms specializing in the colonial period through 1763. Readings will concentrate on American Indian cultures, European contact and conquest, and American Indian responses; the emergence of Anglo-American social, economic, and political institutions; the rise and growth of slavery; the French and Indian War, and the preconditions of the American Revolution.

HIST 552 - Colloquium in Revolutionary American History

Hours: Three

This course provides an introduction to the wide range of research questions and historiographer debates which occupy early Americanisms 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 the American social, economic, and political institutions in the wake of independence of 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 U.S. History, 1850-1920

Hours: Three

This course provides an introduction to the wide range of research questions and historiographer 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 status as a world power.

HIST 554 - Colloquium in U.S. History from 1920

Hours: Three

This course provides an introduction to the wide range of research questions and historiographer 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: Three

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.

Note 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 589 - 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.

HIST 590 - Historiography and Historical Theory

Hours: Three

The discipline of History has a long history and a diverse set of practitioners. This course samples this variety by discussing many of the figures who have shaped the forms of historical writing in the Western tradition from the ancient Greeks to the present day. Students will examine the intent and purpose behind historical writing and look at concrete examples of how theoretical positions manifest themselves in scholarship. Students will learn to identify the major themes, approaches, and interpretive stances taken by historians, develop analytic skills in identifying and critiquing the arguments of professional historians, learn and deploy the terminology associated with historical argumentation, and apply these skills and terminology in writing a field-specific historiographical review essay.

HIST 591 - Historical Methods

Hours: Three

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.

HIST 595 - Research Literature and Techniques

Hours: Three

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 a historiographic essay and annotated bibliography under the direction of the instructor. Students must pass the History Department Qualifying Examination prior to enrollment.

Note The student is required to demonstrate competence in systematic research procedure.

HIST 597 - Special Topics

Hours: One to four

Organized class.

Note May be repeated when topics vary.

Literature and Languages

Donna Dunbar-Odom, Head
903-886-5260; Hall of Languages

Hunter Hayes- Director of Graduate Studies-Masters (English)
Donna Dunbar-Odom, Director of Graduate Studies-Doctoral (English)

Shannon Carter, Director of First-Year Writing Program
Maria Fernandez-Babineaux, Director of Graduate Studies (Spanish)

Programs of Graduate Work

The Department of Literature and Languages includes graduate studies in English and Spanish.

English

For the preparation of college teachers of English, the Department of Literature and Languages offers a Graduate Certificate in TESOL (Teaching English to Speakers of Other Languages), a Graduate Certificate in Film Studies, 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, 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 or the Director of Graduate Studies.

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-hour course requirement, plus thesis. A second option is a non-thesis, 36-hour course requirement, plus reading knowledge of a second foreign language. 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

English

Acceptance will be based on admission to the Graduate School, scores on the Graduate Record Examination (GRE), undergraduate grade point average, three references, a writing portfolio, and a statement of goals.

Spanish

Acceptance will be based on admission to the Graduate School, scores on the Graduate Record Examination (GRE), undergraduate grade point average, and background in Spanish language.

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.

English MA/MS

Students seeking a master's degree in English may choose either a 30-semester hour program that includes a thesis (English 518 counting for 6 hours) or a 36-hour program that includes an independent research project (English 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.

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-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 (English 595 paper or English 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.

Summary of Requirements for a Master's Degree in English

Program	Thesis Option	Non-Thesis Option
Course Work (Major Dept.)	30 sh, at least 18 sh in English, including ENG 599	36 sh, at least 24 sh in English
Minor	12 of the 30 sh may be outside of English	12 of the 36 sh may be outside of English

Final project	6 sh of ENG 518 Thesis (included in total 30 sh)	3 sh of ENG 595 Paper (included in total 36 sh)
Examinations	Written and oral proposal of Thesis and final defense	Written and oral proposal of ENG 595 paper
Foreign Language*	a. 12 sh of appropriate undergraduate-level classes, or b. 6 sh of graduate-level French for Reading, or c. Dept. FLPE	a. 12 sh of appropriate undergraduate-level classes, or level classes, or b. 6 sh of graduate-level French for Reading, or c. Dept. FLPE

*Students who do not satisfy the foreign language requirement will receive an MS degree rather than an MA

Please note that the Departmental Foreign Language Proficiency Exam (FLPE) will be the final exam for the second course in the French for Reading sequence.

**Course required for all Graduate Teaching Assistants: ENG 675 Colloquium: Teaching College Reading and Writing can be used toward Master's degree in English.

Spanish MA

Summary of Requirements for a Master's Degree in Spanish

Requirement	MA (Thesis)	MA (Non-Thesis)
Total Course Work (Major Dept.)	30 sh including SPA 503, FLL 511, plus 3 courses in Peninsular literature and 3 courses in Latin American literature.	36 sh including SPA 503, FLL 511, plus 3 courses in Peninsular literature and 3 courses in Latin American literature.
Major Dept.	At least 18 sh in major department	At least 24 sh in major department
Foreign Language: Reading competency	a. 12 sh of appropriate undergraduate- level classes, or	a. 12 sh of appropriate undergraduate- level classes, or

of a second foreign language	b. 6 sh of graduate-level French for Reading, or c. Dept. FLPE	b. 6 sh of graduate-level French for Reading, or c. Dept. FLPE
Examinations	Final Comprehensive Exam	Final Comprehensive Exam
Thesis	6 sh	SPA 595

Please note that the Departmental Foreign Language Proficiency Exam (FLPE) will be the final exam for the second course in the French for Reading sequence.

Creative Writing Certificate

The Department of Literature and Languages offers four different certificates in Creative Writing. The different 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.

Requirements to complete certificate program.

15 semester hours (four genres) No Substitutions.

Genres

Poetry: English 578, English 585, English 560, English 526, English 579

Fiction: English 578, English 585, English 560, English 540, English 519

Children's YA Fiction: English 578, English 585, English 560, English 505, English 508

Creative Non-Fiction: English 578, English 585, English 560, English 515, English 570

Note

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

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.

Summary of Course Requirements for a Doctoral Degree in English

Doctoral distribution requirements beyond the Master's degree:

Pedagogical and Professional Core

Bibliography and Research	English ENG 599	3 sh
Teaching Seminars	English ENG 571 /ENG 677	6 sh
Teaching Colloquiums	English ENG 675 /ENG 615	6 sh

Either Literary Theory and Teaching Literature in College	English ENG 520 English ENG 775	6 sh
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OR

Multi-Cultural Literature and Language and Approaches to the Teaching of Writing	English ENG 503 English ENG 776	6 sh
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Total 21 sh

Area 1: Written Discourse Theory and Practice 6 sh

(One course in composition, one course in linguistics)

Area 2: Critical Literacy 9 sh

(One course in each: British, American, World Literature)

Total: Written Discourse (Area 1) + Critical Literacy (Area 2) Total 15 sh

Core Total 36 sh

Additional hours in specialization

9-12 sh

Students focusing on Written Discourse: Theory and Practice will need 12 additional hours in the specialization, for a total of 18 hours of courses in Written Discourse. Those in Critical Literacy will need an additional 9 hours, for a total of 18 hours in Critical Literacy courses.

Electives

3-6 sh

Students who submit master's course work in English to satisfy some of the above requirements and those who do not have a master's degree in English will need to take additional electives, in consultation with a faculty adviser, the Director of Graduate Studies, and the head of the department.

Dissertation

9 sh

Grand Total 60 sh

Foreign Language

- a. 12 sh of appropriate undergraduate-level classes, or
- b. 6 sh of graduate-level French for Reading, or
- c. Dept. FLPE

Please note that the Departmental Foreign Language Proficiency Exam (FLPE) will be the final exam for the second course in the French for Reading sequence.

Residency Requirements for the PhD

Generally, the PhD in English is sought by those who wish to teach English on the college level; therefore, we require that you have teaching experience before you complete your degree. You may fulfill this requirement as a teaching assistant in our program for at least one academic year, or you may 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 your application to the program. If you cannot serve as a teaching assistant and have no teaching experience, you must consult with and make special application to the Director of Graduate English Studies to be considered for the doctoral program.

Residency Requirements

You must complete a residency. The purpose of the residency is to provide you with access to faculty mentoring and instruction. You may satisfy residency requirements in two ways:

- I. You must teach as a teaching assistant for at least one academic year (carrying at least the minimum course load to maintain the assistantship) and must successfully complete Eng 675. As a teaching assistant, you will be mentored and observed in both the Writing Center and in your classroom. In addition you will be expected to observe others as they tutor and teach. You will be expected to

Or

- II. Without the one-year teaching assistantship and 675, you are required to take no fewer than four classes each academic year for two years, and you 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 you do not serve as a teaching assistant, you must maintain a portfolio of “residency activities” that contribute to professional development in your 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 your portfolio as part of your 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:

- a. 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.
- b. 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.
- c. 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

ENG

ENG 501 - Structure of the English Language

Hours: Three

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 - Multicultural Literature and Languages

Hours: Three

An examination of selected works from Africa, Europe, Latin America, or different cultures within the United States. Considers multicultural groups in relation to their literature, language, and culture.

ENG 504 - Picture Books, Graphic Narrative, and the Art of Images

Hours: Three

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 - The Invention of Children's Literature and Childhood

Hours: Three

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 - Problems in Adolescent Literature

Hours: Three

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 - Narrative Transformations in Literature of Children and Adolescents

Hours: Three

A study in the adaptation or appropriation of familiar or traditional story forms such folk and fairy tales into more contemporary narrative forms including novels and film

ENG 508 - Constructing Reality and Reconstructing History in Children's and Adolescent Literature

Hours: Three

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: Three

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.

Note May be repeated for credit when the emphasis changes

ENG 510 - Introduction to Film Studies

Hours: Three

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 Through Composing

Hours: Three

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 and Theory of Rhetoric

Hours: Three

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 Confetti.

Note May be repeated for credit when the emphasis changes

ENG 516 - Early American Literature

Hours: Three

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 “Americanizes” 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: Three to Six

Required of candidates seeking the 30-hour Master’s.

Note Graded on a satisfactory (S) or unsatisfactory (U) basis.

ENG 519 - American Literature in Transition: From Civil to World Wars

Hours: Three

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 every-changing urban landscape.

ENG 520 - Approaches to Critical Theory

Hours: Three

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: Three

Studies in various aspects of 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 - Major Figures in American Literature

Hours: Three

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.

Note May be repeated for credit when the emphasis changes.

ENG 525 - Contemporary Literature

Hours: Three

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.

Note May be repeated for credit when the emphasis changes.

ENG 526 - Studies in Shakespeare

Hours: Three

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 Literature

Hours: Three

Studies in various aspects of American literature from around 1820 to the closing days 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 for Public School Teachers

Hours: Three

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.

Note Graded on a satisfactory (S) or unsatisfactory (U) basis.

ENG 530 - History of Narrative Film

Hours: Three

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).

Note May be repeated as topics vary to a maximum of 6 hours.

ENG 531 - Major Figures and Movements in British Literature

Hours: Three

A thorough study of the age, the work, and the influence of a selected literary figure such as Chaucer, Spenser, Samuel Johnson, Blake, Hardy, Dickens, Auden, Lawrence, Fowles, and Greene; or treatment of two or three important figures who have some close relationship to one another.

Note May be repeated for credit when topic changes.

ENG 534 - Medieval and Renaissance British Literature

Hours: Three

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.

Note May be repeated for credit when the emphasis changes.

ENG 536 - The Age of Reason

Hours: Three

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.

Note May be repeated for credit when the emphasis changes.

ENG 537 - Modern Transformations: British and Irish Literature

Hours: Three

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.

Note May be repeated for credit when the emphasis changes.

ENG 540 - Development of the British Novel

Hours: Three

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: Three

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 Language

Hours: Three

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: Three

This course focuses on the various aspects of human behavior and sociocultural interaction that affect language structure, use, learning, and acquisition. Topics discussed include sociolinguistics methodology, multi linguistics, speech-act types, language styles, language and sex roles, and the sociolinguistics of literature.

ENG 559 - Language and Culture in the Classroom

Hours: Three

This course will focus on language diversity in education. Of particular interest will be societal factors that influence education—racism, ethnicity, sexism, bilingualism and dialectal and how these dynamics often affect the decisions educators make in designing and implementing language curriculum in the classroom.

ENG 562 - Psycholinguistics

Hours: Three

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 - Creative and Scholarly Publishing

Hours: Three

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.

Prerequisites ENG 578

ENG 570 - Strategies in Composition

Hours: Three

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: Three

A workshop in writing poetry, fiction, non-fiction prose, or screenplays. Extensive writing and peer critiques.

Note May be repeated for credit when the emphasis changes

ENG 579 - Style and Stylistics

Hours: Three

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: Three

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. Prerequisites Eng 578

Note May be repeated for credit when the genre changes.

ENG 589 - 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.

ENG 595 - Research Literature and Techniques

Hours: Three

This course requires an extensive investigation into a topic agreed upon by the student and the advisory committee.

Note Graded on a satisfactory (S) or unsatisfactory (U) basis. Required of students who opt for the 36-hour Master's.

ENG 596 - Practicum in TESOL

Hours: One to Three

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.

Note Graded on a satisfactory (S) and unsatisfactory (U) basis.

ENG 599 - Bibliography and Methods of Research

Hours: Three

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: Three

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.

Note May be repeated as topics vary to a maximum of 6 hours.

ENG 615 - Professing English

Hours: Three

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 - Adaptation: Film, Literature, and other Influences

Hours: Three

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 675 - Colloquium: Teaching College Reading and Writing

Hours: Three

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. Prerequisites Permission of the instructor.

Note The class is required of all English assistant instructors in either the first or second semester they hold an assistantship.

ENG 677 - Theory and Practice of Argumentative Discourse

Hours: Three

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 - Reading Theory for College English Teachers

Hours: Three

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.

Note Crossover course: May count for either area.

ENG 689 - 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.

ENG 697 - Special Topics

Hours: Three

Organized class Prerequisites Permission of the Head.

Note May be repeated when topics vary.

ENG 710 - Film Theory and Criticism

Hours: Three

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. Prerequisites English 510 or equivalent college-level course, or consent of instructor.

ENG 718 - Doctoral Dissertation

Hours: Three to nine

Credit not to exceed nine semester hours.

Note Graded on a satisfactory (S) and unsatisfactory (U) basis.

ENG 720 - Special Topics in Film Study

Hours: Three

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.

Note May be repeated as topics vary to a maximum of 6 hours.

ENG 771 - Theory and Practice of Teaching Reading and Writing in College

Hours: Three

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.

ENG 775 - Teaching of Literature in College

Hours: Three

Methods and theories of teaching the interpretation of literary and nonliterary texts to college students.

ENG 776 - Approaches to the Teaching of Writing

Hours: Three

Methods and daily problems inherent in teaching composition to specialized college audiences with stress on basic writers, the learning disabled, and students being tutored.

Note May include measurement of writing, administration of writing centers, and tutoring practices.

ENG 780 - Texts and Genders

Hours: Three

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 in World Literature

Hours: Three

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). Repeatable up to 6 semester credit hours.

FLL

FLL 501 - French for Reading I

Hours: Three

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.

Note The course will be graded on a pass/fail basis, and a grade of 80 must be attained in order to pass. While some previous study of French is helpful, it is not required

FLL 502 - French for Reading II

Hours: Three

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. Prerequisites Completion of FLL 501 with a B or better, or permission of the instructor

FLL 505 - Oral Skills for International Graduate Students/TAs

Hours: Three

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 - Special Topics for International Graduate Students, TAs

Hours: Three

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 Second Language

Hours: Three

An advanced analysis of linguistic structures and cultural patterns important in second language instruction, emphasizing methodology and sociolinguistics applications for bilingual and Spanish instructors. Taught in Spanish.

FLL 512 - Spanish Grammar Review and its Teaching

Hours: Three

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 Listed/ Same As SPA 512

FLL 543 - Teaching Approaches to Spanish Sociolinguistics

Hours: Three

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 Listed/ Same As SPA 543

FLL 544 - Spanish Language Curriculum Design

Hours: Three

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/ Same As SPA 544

FLL 549 - Spanish Phonetics in the Classroom

Hours: Three

This course will help the students to 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.

Cross Listed/ Same As SPA 549

FLL 589 - 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.

FLL 597 - Special Topics

Hours: Three

Organized class. Prerequisites Permission of the Head.

Note May be repeated when topics vary.

FLL 599 - Bibliography and Methods of Research

Hours: Three

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 - Stylistics and Literary Theory

Hours: Three

Students will be exposed to literary theory and research tools in order to approach textual and narratological analyses in subsequent graduate courses.

SPA 505 - Children's and Adolescent Literature in Spanish

Hours: Three

Designed for teachers or prospective teachers. Emphasis will be placed on class, group, and individual study and discussion of special problems that may arise in the pupil's reading of literature, particularly questions that relate to the bilingual-bi cultural child. Prerequisites Undergraduate courses in Spanish or Spanish language proficiency

SPA 512 - Spanish Grammar Review and its Teaching

Hours: Three

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.

Cross Listed/ Same As FLL 512

SPA 516 - Contemporary Latin American Literature

Hours: Three

A study of the representative works from Latin American authors focusing on literary movements and/or special scope within the socio political framework of Latin America, twentieth and twenty-first centuries studies on specific authors, geographical areas, (Southern cone, Andean literature, Caribbean, etc) social problems, theoretical issues or women writers in narrative, drama, poetry or essay.

Note Graded on a satisfactory (S) or unsatisfactory (U) basis.

SPA 535 - Latin Am Lit 18 & 19 Cent.

Hours: Three

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 - Teaching Approaches to Spanish Sociolinguistics

Hours: Three

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 Listed/ Same As FLL 543

SPA 544 - Spanish Language Curriculum Design

Hours: Three

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/ Same As FLL 544

SPA 545 - Teaching Spanish through Film

Hours: Three

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 in the Classroom

Hours: Three

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.

Cross Listed/ Same As FLL 549

SPA 550 - Spanish Literature of the Golden Age

Hours: Three

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 sub-genres, honor plays, picaresque novel, satiric poetry, etc. Literary topics might include: the poetic renovations by Boscán and Garcilaso, the birth of the Spanish national Theatre by Lope de Vega, Honor and Tragedy in the plays of Lope and Calderón, the beginnings of the modern novel with Miguel de Cervantes, the baroque poetry of Gongora and Quevedo, etc.

SPA 555 - Spanish Medieval Literature

Hours: Three

A seminar designed to provide an introduction to the classic texts of Spanish medieval literature until the beginning of the Renaissance period. The course considers each work studied as representative of a long-standing literary tradition. Some of the works studied might include: the Cantar de Mio Cid, Gonzalo de Berceo's milagros de Nuestra Señora, the works by Alfonso X, the Conde Lucanor, Libro de buen amor, etc.

SPA 560 - Colonial Literature

Hours: Three

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, Hernán Cortés, Las cartas de relación, Popol Vuh, Naufragios', Cabeza de Vaca, Los comentarios reales', Garcilaso de la Vega, etc.

SPA 575 - Contemporary Peninsular Literature

Hours: Three

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.

SPA 576 - Spanish Literature of the Eighteenth and Nineteenth Centuries

Hours: Three

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: One to four

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 Consent of head

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: One to four

Organized class.

Note May be repeated for credit when the emphasis changes.

Mass Media, Communication, and Theatre

John Mark Dempsey, Head
903-886-5345; Performing Arts Center

The Department of Mass Media, Communication, and Theatre offers graduate courses in theatre and speech communication 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 two radio stations. Several graduate assistantships are available.

Programs of Graduate Work

The Theatre Division of the Department of Mass Media, Communication, and Theatre offers the following degrees in theatre: Master of Arts, Master of Science-Option I, and Master of Science-Option II. In addition, comprehensive minors in both theatre and speech communication are available for doctoral degree students.

The Theatre Division also develops programs that meet the needs of individual students by working with other disciplines to develop an Interdisciplinary Degree. These degrees must have the approval of the Dean of the Graduate School and a degree plan must be on file in the Department of Mass Media, Communication, and Theatre and the Graduate School.

Admission

Acceptance will be based on admission to the Graduate School, scores on the Graduate Record Examination (GRE), undergraduate grade point average, two references, a résumé, and a statement of goals.

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.

Theatre MA

Theatre General Requirements

Students completing degrees in any one of the three programs must take the following four-course series.

History and Theory

2 courses from

- THE 511 - Dramatic Theory
- THE 542 - Development of Modern Theatre
- THE 543 - Development of American Theatre

Management and Technical Theatre

1 course from

- THE 512 - Theatre Management
- THE 545 - Stage Lighting
- THE 550 - Theatrical Design

Directing and Playwriting

1 course from

- THE 541 - Seminar in Stage Direction
- THE 544 - Playwriting

In addition to the general theatre requirements listed above, students must complete the following:

Plus 2 courses from:

- (electives in theatre, which may include courses from the general requirements or additional theatre course offerings.)

Plus 2 courses from:

- THE 518 - Thesis

Plus 2 courses from:

-
- General electives in theatre, or with the approval of the graduate theatre adviser, outside the program.

Theatre MS

Theatre General Requirements

Students completing degrees in any one of the three programs must take the following four-course series.

History and Theory

2 courses from

- THE 511 - Dramatic Theory
- THE 542 - Development of Modern Theatre
- THE 543 - Development of American Theatre

Management and Technical Theatre

1 course from

- THE 512 - Theatre Management
- THE 545 - Stage Lighting
- THE 550 - Theatrical Design

Directing and Playwriting

1 course from

- THE 541 - Seminar in Stage Direction
- THE 544 - Playwriting

Option I

Students must meet the general theatre requirements listed above and must complete the following:

Plus 2 courses from:

- THE 518 - Thesis

Plus 2 courses from:

- (electives)-in theatre, which may include courses from the general requirements or additional theatre course offerings.

Plus 2 courses from:

- general electives in theatre, or with the approval of the graduate theatre adviser, outside the program.

Option II

Individual Master of Science-Option II programs may be arranged with the approval of the Theatre Graduate Adviser, the Department Head, and the Dean of the Graduate School.

Students must meet the general theatre requirements listed above and must complete the following:

- THE 595 - Research Literature and Techniques

Plus 3 courses from:

- (electives) in theatre, which may include courses from the general requirements or additional theatre course offerings.

Plus 4 courses from:

- general electives inside or outside of theatre that may be designated as a minor with the approval of the graduate theatre adviser and the graduate adviser in the selected minor.

SPC

SPC 518 - Thesis

Hours: Six

SPC 589 - 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.

SPC 595 - Research Literature and Techniques

Hours: Three

A review of current research publications in speech communication with emphasis on methodologies used. Prerequisites Consent of department head.

Note The student is required to research and write a formal paper using current research methodologies.

THE

THE 511 - Dramatic Theory

Hours: Three

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: Three

Study of the practical problems of operating educational and community. Theatre Problems of organization, business, and audience development are explored.

THE 518 - Thesis

Hours: Six

THE 529 - Workshop

Hours: Three or Six

THE 541 - Seminar in Stage Direction

Hours: Three

A study of theories and techniques of producing the play: style, genre, movement, business, and visual components.

THE 542 - Development of Modern Theatre

Hours: Three

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 - Development of American Theatre

Hours: Three

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: Three

An individual study of dramatic theory, development of the script, and analysis of original scenes and plays. Prerequisites Consent of the instructor

THE 545 - Stage Lighting

Hours: Three

Theory of color, optics, electrical instruments, and control for stage production and television.

THE 550 - Theatrical Design

Hours: Three

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: Three

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 589 - 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

THE 595 - Research Literature and Techniques

Hours: Three

A review of current research publications in theatre with emphasis on methodologies used.

Note The student is required to research and write a formal paper using current research methodologies.

THE 597 - Special Topics

Hours: One to four

Organized class.

Note May be repeated when topics vary.

THE 599 - Rehearsal and Performance

Hours: Three

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.

Music

Chris White, Head
Music Building; 903-886-5303

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 with two areas of emphasis: Performance and Music Education.

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, strings and conducting.

Program of Graduate Work

Master of Music degree

Students in the Master of Music program choose either an emphasis in performance (applied music or conducting) or music education. The M.M. with an emphasis 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. with an emphasis in music education focuses on teacher training at the elementary and secondary levels.

Admission

Graduate students are required to audition (performance or teaching demonstration) for admission and complete diagnostic examinations. 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.

Department Requirements

Diagnostic (Advisement) Examinations

All graduate students will take diagnostic examinations in music history and theory at the beginning of the first semester of graduate study. Students may petition to defer all or part of the diagnostic examinations to the beginning of the second semester of graduate study; however, the diagnostic examinations cannot be repeated. Depending on the student's intended graduate major, additional 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 the 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 with an emphasis in performance must perform a fifty-minute public recital.

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.

Music MM

Master of Music degree: Emphasizes performance major (applied music, conducting) or music education.

1. Emphasis in Performance: Prerequisite: Bachelor of Music degree (or equivalent)

- Applied major [instrument, conducting, piano, voice] (8-10)
- Applied recital [instrument, conducting, piano, voice] (2-4)
- Applied minor [instrument, conducting, piano, voice] (2)
- Pedagogy [instrument, conducting, piano, voice] (2-4)
- Literature [instrument, conducting, piano, voice] (2-4)
- Music history and theory [minimum 2 sh history and 2 sh theory] (6)
- Architecture, Music, and Philosophy (3)
- Research literature and techniques (3)
- Music electives—not major applied (3)

Total (36 semester hours)

2. Emphasis in Music Education: Prerequisite: A bachelor's degree (or equivalent) with a music major.

- Applied major (0-6)
- Applied minor (2)
- Pedagogy (3-6)
- Literature (3-6)
- Independent Study in Music Education (3)
- Music history and theory [minimum 2 sh history and 2 sh theory] (6)
- Architecture, Music, and Philosophy (3)
- Research literature and techniques (3)
- Music electives—not major applied (4)

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 Supervision, Curriculum, and Instruction—

Higher Education 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.

MUS

MUS 505 - Advanced Theory

Hours: Two or Three

A study of advanced ideas of theoretical thinking.

Note May be repeated for credit when topics vary.

MUS 513 - Advanced Choral Conducting

Hours: Two or Three

Advanced application of techniques developed in Mus 413.

Note May be repeated for credit when topics vary.

MUS 514 - Advanced Instrumental Conducting

Hours: Two or Three

Advanced application of techniques developed in Mus 414. Prerequisites Mus 413

MUS 517 - Advanced Analysis

Hours: Two semester hours

A study of advanced means of analyzing music.

Note May be repeated for credit when topic vary.

MUS 522 - Music of the Baroque Era

Hours: Two semester hours

Music from 1600 to the death of Bach; styles, forms, and principal composers.

MUS 523 - Music of the Classic Era

Hours: Two semester hours

Styles, forms, and composers from the pre-classic school to the death of Beethoven.

MUS 524 - Music of the Romantic Era

Hours: 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 Twentieth Century

Hours: Two semester hours

Representative music literature from Debussy to the present.

MUS 526 - Music Literature and Repertoire

Hours: One, two, or Three

Approved subtitles will include Levels I and II of the following areas: brass, woodwinds, double reeds, percussion, piano, voice, choral, wind ensemble, elementary (children's choir; textbook series, etc).

Note May be repeated for credit when subtitles vary.

MUS 529 - Workshop

Hours: One to Six

Workshops in elementary music, vocal, instrumental, keyboard, and other selected areas of music.

Note May be repeated for credit when subtitles vary.

MUS 531 - Pedagogy

Hours: One to Three

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.).

Note May be repeated for credit when subtitles vary.

MUS 532 - Seminar in Theory

Hours: Two to Three

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 536 - Architecture-Music-Philosophy

Hours: Three

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 550 - Seminar in Music Education

Hours: Two to Three

Approved subtitles will include Philosophy and Psychology of Music Teaching, Source and Research Techniques, Historical Studies, Theoretical Studies, and Experimental Studies.

Note May be repeated for credit when subtitles vary.

MUS 551 - Applied Music(Minor applied)

Hours: One to four

Private instruction for graduate performance majors. Prerequisites Satisfactory completion of Theory portion of the Graduate Diagnostic Exam.

MUS 552 - Applied Music(Principal applied)

Hours: One to four

Private instruction for music majors in conducting, composition, instrumental, keyboard, and vocal study.

Note May be repeated for credit.

MUS 589 - 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.

Note May be repeated for credit

MUS 595 - Research Literature and Techniques

Hours: Three

Bibliographical material, library resources, and research techniques applicable to graduate study in music will be surveyed.

Political Science

JoAnn DiGeorgio-Lutz, Head
903-886-5317; Ferguson Social Sciences Building

The Political Science Department MA/MS program is designed to allow students to examine the key issues in domestic and international politics from both a substantive/policy perspective and a scholarly/theoretical perspective. The MA/MS program is also designed to prepare students for careers in a variety of public and private settings and to prepare students for graduate work at the doctoral level. Students enrolled in the graduate program will complete a 30 semester hour program that includes a 3-6 semester hour thesis (PSCI 518) (Option I) or complete a 36 semester hour program that includes a 3 semester hour non-thesis research project (PSCI 595) and a comprehensive oral exam (Option II). All students must complete PSCI 502, Research, Concepts, and Approaches in Political Science 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.

Political Science MA/MS

Master of Arts and Master of Science in Political Science (Option I)- Thesis

Ten course program to be completed (30sh)

1. Choose one course from Political Science (3 semester hours)

- PSCI 502 - Research, Concepts and Approaches in Political Science
- PSCI 512 - Qualitative Research Methods

2. Choose two courses from IR/Comparative (6 semester hours)

- PSCI 503 - Proseminar in Comparative Politics
- PSCI 504 - Area Studies in Comparative Politics
- PSCI 505 - Topics in Comparative Politics
- PSCI 506 - Proseminar in International Relations
- PSCI 507 - Selected Topics in International Relations
- PSCI 508 - Foreign Policy
- PSCI 597 - Special Topics

3. Choose two courses from American (6 semester hours)

- PSCI 509 - Proseminar in American Government and Politics
- PSCI 510 - Seminar in American Political Behavior
- PSCI 511 - Seminar in American Political Institutions
- PSCI 597 - Special Topics

4. Choose two courses from Political Theory & Methodology (6 semester hours)

- PSCI 512 - Qualitative Research Methods
- PSCI 513 - Proseminar in Political Theory
- PSCI 597 - Special Topics

5. Choose one course outside Political Science (3 semester hours)

6. Thesis (6 semester hours)

- PSCI 518 - Thesis

Master of Arts and Master of Science in Political Science (Option II)- Non-Thesis

Twelve course program to be completed (36sh)

1. Choose one course from Political Science (3 semester hours)

- PSCI 502 - Research, Concepts and Approaches in Political Science
- PSCI 512 - Qualitative Research Methods

2. Research Literature & Techniques

- PSCI 595 - Research Project

3. Choose two courses from IR/Comparative (6 semester hours)

- PSCI 503 - Proseminar in Comparative Politics
- PSCI 504 - Area Studies in Comparative Politics
- PSCI 505 - Topics in Comparative Politics
- PSCI 506 - Proseminar in International Relations
- PSCI 507 - Selected Topics in International Relations
- PSCI 508 - Foreign Policy
- PSCI 597 - Special Topics

4. Choose two courses from American (6 semester hours)

- PSCI 509 - Proseminar in American Government and Politics
- PSCI 510 - Seminar in American Political Behavior
- PSCI 511 - Seminar in American Political Institutions
- PSCI 597 - Special Topics

5. Choose two courses from Political Theory & Methodology (6 semester hours)

- PSCI 512 - Qualitative Research Methods
- PSCI 513 - Proseminar in Political Theory
- PSCI 597 - Special Topics

6. Choose two electives in Political Science (6 semester hours)

7. Choose two electives outside the Political Science Department (6 semester hours)

PSCI

PSCI 502 - Research, Concepts and Approaches in Political Science

Hours: Three

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 - Proseminar in Comparative Politics

Hours: Three

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 - Area Studies in Comparative Politics

Hours: Three

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 - Topics in Comparative Politics

Hours: Three

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 - Proseminar in International Relations

Hours: Three

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.

Prerequisites PSCI 502

PSCI 507 - Selected Topics in International Relations

Hours: Three

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 - Foreign Policy

Hours: Three

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 - Proseminar in American Government and Politics

Hours: Three

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 - Seminar in American Political Behavior

Hours: Three

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 - Seminar in American Political Institutions

Hours: Three

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 - Qualitative Research Methods

Hours: Three

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 - Proseminar in Political Theory

Hours: Three

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 518 - Thesis

Hours: Three - Six

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.

Prerequisites Successful completion of the department's oral examination

PSCI 589 - 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

Note May be repeated when topics vary Some sections are graded on a Satisfactory (S) or Unsatisfactory (U) basis

PSCI 595 - Research Project

Hours: Three

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: Three

May be repeated as topics vary.

Sociology and Criminal Justice

Willie Edwards, Head

903-886-5332; Ferguson Social Sciences Building #210

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

Acceptance will be based on admission to the Graduate School, scores on the Graduate Record Examination (GRE), undergraduate grade point average, two references, a résumé, 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.

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.

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 (Option I) or a non-thesis (Option II) program. For additional information, students are advised to read the most recent departmental Graduate Handbook, available free from the department or departmental website web.tamu-commerce.edu/academics/colleges/artssciences/departments/sociologycriminaljustice/.

Degree Requirements

Students may contact the Department Head or Graduate Adviser to request a waiver of the following prerequisite coursework:

- Soc 111—Introduction to Sociology
- Soc 331—Research Methods or equivalent
- Soc 332—Social Statistics or equivalent
- Soc 436—Sociological Theory or equivalent

Master of Science in Sociology (Option I)

- SOC 535 - Readings in Sociology
- SOC 572 - Classical Sociological Theory
- SOC 573 - Contemporary Sociological Theory
- SOC 575 - Advanced Research Methodology
- SOC 576 - Data Analysis in the Social Sciences
- SOC 518 - Thesis
- Plus any three graduate sociology courses

Master of Science in Sociology (Option II)

- SOC 535 - Readings in Sociology
- SOC 572 - Classical Sociological Theory
- SOC 573 - Contemporary Sociological Theory
- SOC 575 - Advanced Research Methodology
- SOC 576 - Data Analysis in the Social Sciences
- SOC 595 - Research Literature and Techniques
- Plus 4-6 graduate electives in sociology; 2-4 of the courses may be approved electives outside sociology.

Sociology Minor

A minor in sociology is available to master's degree students majoring in other selected programs at A&M-Commerce.

Applied Criminology

The Master of Science degree in Applied Criminology is an academically-based program that has an applied focus on three primary areas: 1) management, 2) policy, and 3) (community college) teaching. The program will assist employees in developing management skills that will be applicable in criminal justice agencies or in a graduate program at the doctoral level.

Admission

Acceptance will be based on admission to the Graduate School, scores on the Graduate Record Examination (GRE), undergraduate grade point average, two references, statement of goals, 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.

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.

Master of Science in Applied Criminology

Twelve course program to be completed

Required Courses (24 semester hours)

- CJ 501 - Seminar in Policing and Law Enforcement
- CJ 531 - Issues in Criminal Law and Courts
- CJ 568 - Seminar in Corrections
- CJ 530 - Seminar in Criminology
- SOC 575 - Advanced Research Methodology
-
- Choose one course (3 semester hours)
- CJ 577 - Criminal Justice Planning and Evaluation
-
- or
- SOC 576 - Data Analysis in the Social Sciences
-
- Choose one course (3 semester hours)
- CJ 520 - Criminal Justice Administration and Management
- or
- CJ 583 - Criminal Justice Policy
- or
- CJ 517 - Teaching Sociology and Criminal Justice
-
- Research Literature and Techniques (3 semester hours)
- CJ 595 - Research Literature and Techniques

Electives (12 semester hours)

Choose four additional graduate level Criminal Justice courses (12 semester hours)

Criminal Justice Management Graduate Certificate

The Criminal Justice Management 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 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 contact the Graduate Advisor or Department Head in the Department of Sociology and Criminal Justice for additional information.

Criminal Justice Management

Twelve hours from the following list with a 3.0 grade point average.

- CJ 514 - Family Violence
- CJ 530 - Seminar in Criminology
- CJ 531 - Issues in Criminal Law and Courts
- CJ 568 - Seminar in Corrections
- CJ 597 - Special Topics

Note

All coursework must be taken from Texas A&M University-Commerce. (*No Substitutions*)

CJ

CJ 501 - Seminar in Policing and Law Enforcement

Hours: Three

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: Three

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: Three

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.

Cross Listed/ Same As Soc 514

CJ 517 - Teaching Sociology and Criminal Justice

Hours: Three

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.

Cross Listed/ Same As Sociology 517

CJ 518 - Thesis

Hours: Three

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. Prerequisites Soc 575, CJ 576 or CJ 577

CJ 520 - Criminal Justice Administration and Management

Hours: Three

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: Three

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 Criminal Law and Courts

Hours: Three

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 565 - Offender Reentry

Hours: Three

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: Three

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 Criminal Justice

Hours: Three

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 Interpretation

Hours: Three

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.

Prerequisites CJ501, CJ530, CJ531, and CJ568, CJ577, CJ520 OR CJ583, completion of nine hours of electives, CJ 575, or equivalent

CJ 577 - Criminal Justice Planning and Evaluation

Hours: Three

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.

Prerequisites Soc 575

CJ 583 - Criminal Justice Policy

Hours: Three

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 595 - Research Literature and Techniques

Hours: Three

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 Permission of Department Head/Director/Advisor of Masters Program.

CJ 597 - Special Topics

Hours: One to four

Organized class

Note May be repeated when topics vary.

SOC

SOC 504 - Studies in Contemporary Sociology

Hours: Three

An in-depth study of contemporary theoretical and ethnological 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.

SOC 512 - Sociological Perspectives on Marriage and the Family

Hours: Three

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: Three

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.

Cross Listed/ Same As CJ 514

SOC 515 - Medical Sociology

Hours: Three

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.

SOC 516 - Sociology of Education

Hours: Three

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: Three

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.

Cross Listed/ Same As Criminal Justice 517

SOC 518 - Thesis

Hours: Six

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.

Prerequisite and/or Corequisite Sociology 572, 575, and 576 or permission of Department Head.

SOC 535 - Readings in Sociology

Hours: Three

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 553 - American Subcultural Groups

Hours: Three

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: Three

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: Three

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 - Advanced Research Methodology

Hours: Three

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 Analysis in the Social Sciences

Hours: Three

This course provides an introduction to using SPSS computer software (Statistical Package for the Social Sciences). This course includes teaching students how to set up and analyze data files, manipulate variables and run statistical analyses. Publically available data sets used in sociology and criminal justice will be utilized to provide students with hands-on experience in data analysis and interpretation. Prerequisites Soc 332 or its equivalent or Department Head's permission

Cross Listed/ Same As Criminal Justice 576

SOC 589 - 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.

SOC 595 - Research Literature and Techniques

Hours: Three

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, 575, and 576 or permission of Department Head.

SOC 597 - Special Topics

Hours: One to four

Organized class

Note May be repeated when topics vary.

College of Business

Harold Langford, Dean

903-886-5191; Business Administration Building, Room 215

Jerry D. Parish, Associate Dean

903-886-5191

Shanna Hoskison, Director, CBT Advising Center

903-468-3197

Steven Shwiff, Head, Accounting, Economics and Finance

903-886-5679

Don English, Head, Business Administration and Management Information Systems

903-886-5662

Lloyd Basham, Interim Head, Department of Marketing and Management

903-886-5703

Graduate study in the College of Business is available in business administration, finance, management and marketing. 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, the Mesquite Metroplex Center, Rockwall, McKinney, the Universities Center at Dallas, and other areas. Courses are also available through distance education and internet based instruction.

Admission

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. An application letter describing career objectives and how the MBA, MA, MS, or MSF becomes a part of that plan. Additional information on leadership positions, previous work experience and other factors should also be highlighted when appropriate.
2. A current resume.
3. Three references from current or past business associates or professors who will describe your professional or academic career, as appropriate.
4. 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*.

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 MS in Accounting, the MS in Management, and the MS in Marketing. 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.

Courses for the MBA and MS programs are offered at Texas A&M University-Commerce, main campus, the Mesquite Metroplex Center, Rockwall, McKinney, the Universities at Dallas, and other areas. Courses are also available through distance education and internet based instruction.

Accounting MS

The Masters of Science in Accounting degree provides students the opportunity to concentrate in Attestation, Personal Finance Planning, Forensic Accounting, Professional Accounting, or Taxation and requires 37-43 semester hours (depending on a student's background). Courses are offered online, in Dallas, or a combination of the two. Students may also take some courses in Commerce, if they choose. Students receiving the 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 Master of Science in Accounting degree.

37 semester hours

Accounting Core (21 semester hours)

- ACCT 525 - Advanced Managerial Accounting
- ACCT 527 - Auditing
- ACCT 568 - Business Law for Accountants
- ACCT 575 - Financial Statement Analysis
- ACCT 562 - Forensic and Investigative Accounting
- ACCT 522 - Government and Not For Profit Accounting
- ACCT 538 - Individual Income Tax Accounting

Advanced Accounting Core (10 semester hours)

- ACCT 521 - Advanced Accounting
- ACCT 540 - Advanced Income Tax Accounting
- ACCT 595 - Accounting Research and Communication (4 semester hours)

Accounting Concentration (6 semester hours)

Take 2 courses (6 semester hours) from one of the following concentrations:

Attestation

- ACCT 528 - Advanced Auditing
- ACCT 529 - Accounting Information Systems

Personal Financial Planning

- ACCT 576 - Fundamentals of Financial Planning
- ACCT 577 - Investment Planning

Forensic Accounting

- ACCT 563 - Advanced Forensic Accounting
- ACCT 564 - Practicum in Forensics

Taxation

- ACCT 551 - Advanced Issues in Taxes
- ACCT 550 - Sales, Franchise, and Other Taxes

Professional Accounting

Any two unused courses from below (6 semester hours)

- ACCT 529 - Accounting Information Systems
- ACCT 541 - Accounting Theory
- ACCT 528 - Advanced Auditing
- ACCT 563 - Advanced Forensic Accounting
- ACCT 551 - Advanced Issues in Taxes
- ACCT 530 - Business Ethics for Accountants
- ACCT 576 - Fundamentals of Financial Planning
- ACCT 577 - Investment Planning
- ACCT 588 - Independent Accounting Research
- ACCT 564 - Practicum in Forensics
- ACCT 550 - Sales, Franchise, and Other Taxes

- ACCT 597 - Special Topics

Business Administration MBA

The Master of Business Administration degree offered by the College of Business & Technology (CBT) 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 & Technology Advising Center (903-468-3197 or MBA@tamuc.edu) for information.

Master of Business Administration

Undergraduate Background Requirements. Generally, for students who have completed the following body of knowledge at the undergraduate level, the 30-hour format is appropriate.

Degree Requirements

- Acct 221, 222—Principles of Accounting
- Eco 231—Principles of Macro Economics
- Eco 232—Principles of Micro Economics
- Fin 304—Introduction to Business Finance
- BA 302—Business and Economics Statistics
- Mgt 305—Management and Organizational Behavior
- Mgt 307—Operations Management
- Mkt 306—Principles of Marketing

30-Hour Format

The basic 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 all of the above listed undergraduate background requirements, the 48-hour format is appropriate. Credit will be given for previously taken courses. The program structure is similar to the 30-hour format with the same Managerial, Information Analysis, and elective components.

Managerial Component 18 hours

- ACCT 525 - Advanced Managerial Accounting
-
- ECO 562 - Managerial Economics
- or
- ECO 576 - Macroeconomic Theory and Policy
-
- FIN 504 - Financial Management
- MGT 585 - Management Skills Development
- MKT 521 - Marketing Management
- MGT 527 - Strategic Management

Information Analysis Component 6 hours

- BA 578 - Statistical Methods
- BA 595 - Applied Business Research
- (recommended to be taken in the student's first semester of core courses)

Elective Component 6 hours

Two elective courses complete the 30-hour program requirements. Graduate level electives may be taken from any combination of business and technology fields (Acct, Eco, Fin, BA, Mgt, and Mkt).

Minor Areas of Concentration

At least 12 advanced hours must be completed in an academic field (Accounting, Economics, Finance, International Business, Management Information Systems, 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

- ACCT 525 - Advanced Managerial Accounting

Economics

At least 4 courses from Economics: includes

- ECO 562 - Managerial Economics
- ECO 576 - Macroeconomic Theory and Policy

Finance

At least 4 courses from Finance: includes

- FIN 504 - Financial Management

International Business

Any 4 courses from:

- ECO 528 - International Economic Problems
- FIN 571 - International Business Finance
- MGT 590 - Global Competitiveness
- MGT 597 - Special Topics
- (approved topic)
- MKT 586 - International Marketing

Management Information Systems

Prerequisites (credit will given to previously taken courses):

- MIS 128
- MIS 502 - Business Information Systems
- CSCI 515 - Fundamentals of Programming

Advanced courses

- MIS 524 - Telecommunications, Networking, and Security
- MIS 526 - Data Base Management
- MIS 579 - Quantitative Methods
- MKT 573 - Internet Marketing

Marketing

At least 4 courses from Marketing: includes

- MKT 521 - Marketing Management

Management of Technology

2 courses from:

- MGT 590 - Global Competitiveness
- MGT 591 - Quality Management Concepts and Tools
- MGT 594 - Transforming Organizations
- MGT 597 - Special Topics
- (approved topic)

Plus 2 courses from:

- TMgt 594

- TMGT 510 - Management of Technology in Organizations
- TMGT 511 - Emerging Technology
- TMGT 512 - Leadership in Engineering and Technology
- TMGT 513 - Knowledge Management in Engineering and Technology Organizations
- TMGT 590 - Technology Management Seminar I
- TMGT 591 - Technology Management Seminar II

Background Courses

Background courses **cannot** be used to satisfy elective requirements for degrees in the College of Business & Technology.

- ACCT 501 - Accounting for Managers
- ECO 501 - Economics for Decision Makers
- FIN 501 - Finance for Decision Makers
- BA 501 - Quantitative Analysis for Managers
- MGT 501 - Operations and Organizations
- MKT 501 - Marketing Environment

Economics MS

The focus of the graduate program in economics is Managerial/Applied Economic Analysis, which is essential to business and governmental planning, decision making, and public policy analysis. The program offers a flexible curriculum in which students select and arrange study areas in consultation with the department adviser. It also provides the essential core of graduate courses for those students who wish to pursue doctoral studies in economics. The Master of Science program may be either a thesis or non-thesis plan. Course requirements for the non-thesis option are ten courses consisting of:

Non-thesis Option

- ECO 562 - Managerial Economics
- ECO 576 - Macroeconomic Theory and Policy
- BA 595 - Applied Business Research
- (should be taken in the student's first semester of core courses in the economic orientation of the MS degree plan)

Elective Component—12 semester hours (choose 4 courses)

- ECO 528 - International Economic Problems
- ECO 572 - Monetary Theory
- ECO 589 - Independent Study
- ECO 597 - Special Topics

Notes

In addition, 9 graduate level hours from the following advanced courses in areas such as financial economics, managerial/applied economics, monetary theory, public regulation, economic forecasting, international trade and global competition, economic development, and credit and financial markets.

A student may use toward a degree up to 3 graduate level courses outside economics and approved by the head of the Department of Accounting, Economics, and Finance, such as finance, statistics or quantitative methods, computer science, or business administration.

Finance MSF

The Master of Science in Finance offers students from business and non-business backgrounds the opportunity to learn the various facets of finance and to develop expertise in corporate and non-corporate finance. Students complete 30-39 hours of graduate coursework, depending on their backgrounds. Students without undergraduate preparation in finance are required to take 39 hours while students with the appropriate previous coursework can waive one, two, or all three of the foundation courses.

Foundation Study in Finance—9 semester hours

- ECO 501 - Economics for Decision Makers
- FIN 501 - Finance for Decision Makers
- BA 501 - Quantitative Analysis for Managers

Finance Core—18 semester hours

- FIN 504 - Financial Management
- FIN 510 - Investment Seminar
- FIN 512 - Advanced Security Analysis and Portfolio Management
- FIN 533 - Applied Economic and Financial Forecasting
- FIN 570 - Financial Markets, Institutions and Instruments
- FIN 571 - International Business Finance

Research Component—6 semester hours

- BA 595 - Applied Business Research
- BA 578 - Statistical Methods

Elective Component—6 advanced hours from Economics

- ECO 528 - International Economic Problems
- ECO 562 - Managerial Economics
- ECO 572 - Monetary Theory

- ECO 576 - Macroeconomic Theory and Policy

Management MS

The Master of Science in Management program offers students from business and non-business backgrounds an opportunity to develop management and leadership skills appropriate for all kinds of organizations. Students complete 30 to 36 semester hours of graduate coursework, depending on their background.

Thirty-six hours of graduate credit are required for students without undergraduate preparation in management. However, students with appropriate previous coursework can waive one or both of the foundation courses.

Students complete either a general option or an information technology option. Students selecting the information technology option must complete a minimum of 18 graduate hours in the management field, including BA 595 and Mkt 521 and any 5 courses with the Mgt prefix.

Texas A&M University-Commerce also offers a complete MS in Management online. Please contact the Graduate Programs in Business & Technology Advising Center (903-468-3197 or MBA@tamuc.edu) for information.

Foundation Study in Management—6 semester hours

These courses can be waived for students with appropriate undergraduate coursework.

- MGT 501 - Operations and Organizations
- MGT 502 - Human Behavior in Organizations

Support Coursework Outside of Management—6 semester hours

- FIN 501 - Finance for Decision Makers
- FIN 504 - Financial Management
- MKT 521 - Marketing Management

Advanced Breadth in Management—9 semester hours

- MGT 585 - Management Skills Development
- MGT 591 - Quality Management Concepts and Tools
- MGT 527 - Strategic Management

Research Component—3 semester hours

- BA 595 - Applied Business Research

- (should be taken in the student's first semester of core courses in the management orientation of the MS or MA degree plan)

General Option—12 semester hours (choose 4 courses)

Other graduate courses may be approved by the Graduate Programs in Business & Technology Advising Center or Faculty Adviser for the MS in Management.

- MGT 567 - Managing Groups and Teams
- MGT 586 - Managing at the Edge
- MGT 587 - Executive Development
- MGT 590 - Global Competitiveness
- MGT 592 - Current Issues in Human Resource Management
- MGT 594 - Transforming Organizations
- MGT 597 - Special Topics

Information Technology Option—12 semester hours (4 courses)

The IT options can be awarded to the Master of Science in Management student by completing any 3 graduate level MIS courses along with 1 Mgt course (choose 1 from the General Option area above).

Additional or substitute courses must be approved by the Graduate Programs in Business & Technology Advising Center or the Faculty Adviser for the MS in Management.

Marketing MS

The Master of Science in Marketing program offers students from business and non-business backgrounds an opportunity to develop expertise in the art and science of business marketing. Students complete 30 to 36 hours of graduate coursework, depending on their background.

Thirty-six hours of graduate credit are required for students without undergraduate preparation in marketing. However, students with appropriate previous coursework can waive one or both of the foundation courses.

Foundation Study in Marketing and Management—6 semester hours

These courses can be waived for students with appropriate undergraduate coursework.

- MKT 501 - Marketing Environment
- MGT 502 - Human Behavior in Organizations

Support Coursework Outside of Marketing—6 semester hours

- FIN 501 - Finance for Decision Makers
- FIN 504 - Financial Management
- MGT 585 - Management Skills Development

Advanced Breadth in Marketing Management—15 semester hours

-
- MKT 521 - Marketing Management
 - MKT 571 - Business-to-Business Marketing
 - MKT 572 - Seminar in Marketing Research
 - MKT 586 - International Marketing
 - MGT 527 - Strategic Management
 - (should be taken in last semester)

Research Component—3 semester hours

- BA 595 - Applied Business Research
- (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—6 semester hours

- (choose 2 courses)
- MKT 568 - Advertising and Promotion
- MKT 573 - Internet Marketing
- MKT 597 - Special Topics

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.

ACCT

ACCT 501 - Accounting for Managers

Hours: Three

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. Prerequisites Math 141 or 175.

Note 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.

ACCT 502 - Financial Accounting

Hours: Three

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.

Prerequisites Acct 501 or Acct 222

ACCT 521 - Advanced Accounting

Hours: Three

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. Prerequisites Acct 322.

ACCT 522 - Government and Not For Profit Accounting

Hours: Three

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.

Prerequisites ACCT 221 or 501

ACCT 525 - Advanced Managerial Accounting

Hours: Three

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. Prerequisites Consent of the Instructor.

ACCT 527 - Auditing

Hours: Three

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 and 433.

ACCT 528 - Advanced Auditing

Hours: Three

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. Prerequisites Acct 427 or 527 or Instructor approval

ACCT 529 - Accounting Information Systems

Hours: Three

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.

Prerequisites Acct 322 or 501

ACCT 530 - Business Ethics for Accountants

Hours: Three

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 538 - Individual Income Tax Accounting

Hours: Three

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 539 - Taxation for Decision Makers

Hours: Three

A study of basic federal income tax considerations for managers. Emphasis will be on cultivating: (1) the ability to recognize the important tax consequences of decision making in many common business transactions and (2) the use of tax research of authoritative sources to make informed decisions. The current literature and a basic tax library will be utilized to identify and research contemporary problem areas for decision makers. Prerequisites Consent of the professor

ACCT 540 - Advanced Income Tax Accounting

Hours: Three

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. Prerequisites Acct 440.

ACCT 541 - Accounting Theory

Hours: Three

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, Franchise, and Other Taxes

Hours: Three

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: Three

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: Three

This course covers the principles and methodologies of detecting and deterring fraud using accounting, auditing, and investigative skills. Topics include skimming, larceny, misappropriations, and fraudulent financial statements, interviewing witness and support for litigation.

ACCT 562 - Forensic and Investigative Accounting

Hours: Three

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 - Advanced Forensic Accounting

Hours: Three

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.

Prerequisites ACCT 562

ACCT 564 - Practicum in Forensics

Hours: Three

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.

Prerequisites ACCT 563

ACCT 568 - Business Law for Accountants

Hours: Three

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 575 - Financial Statement Analysis

Hours: Three

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 - Fundamentals of Financial Planning

Hours: Three

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: Three

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.

Prerequisites ACCT 576

ACCT 588 - Independent Accounting Research

Hours: Three

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.

Prerequisites Instructor consent

ACCT 589 - 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 the department head.

Note May be repeated when the topic varies.

ACCT 595 - Accounting Research and Communication

Hours: Four

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 accounts must use to communicate. Students will use online tax research services.

ACCT 597 - Special Topics

Hours: One to four

Organized class

Note May be repeated when topic varies.

BA

BA 501 - Quantitative Analysis for Managers

Hours: Three

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.

BA 530 - Ethical Issues in Organizations

Hours: Three

Ethical issues applied to individuals in an organizational setting. Included are theories of moral philosophy and the development and professional business codes and laws.

BA 578 - Statistical Methods

Hours: Three

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. Prerequisites BA 302 or BA 501 (or equivalent).

BA 582 - Contemporary Business Issues

Hours: Three

This seminar deals with important trends, developments, and policies in the economy of the United States. Prerequisites Undergraduate course in economics or consent of the instructor

BA 589 - 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.

BA 595 - Applied Business Research

Hours: Three

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.

Note Required of all graduate majors in business administration under Option II.

BA 597 - Special Topics

Hours: One to four

Organized class

Note May be repeated when topic varies.

ECO

ECO 501 - Economics for Decision Makers

Hours: Three

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.

Note This course satisfies the economics background requirement for MBA candidates.

ECO 518 - Thesis

Hours: Six

Note Graded on a (S) satisfactory or (U) unsatisfactory basis.

ECO 528 - International Economic Problems

Hours: Three

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 Economic and Financial Forecasting

Hours: Three

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/ Same As Fin 533

ECO 552 - Economics for Public Policy

Hours: Three

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 231, 232, or Eco 501.

ECO 562 - Managerial Economics

Hours: Three

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 231, 232 or Eco 501

ECO 572 - Monetary Theory

Hours: Three

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 231, 232, or equivalent or Eco 501.

ECO 576 - Macroeconomic Theory and Policy

Hours: Three

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 589 - 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.

ECO 597 - Special Topics

Hours: One to four

Organized class

Note May be repeated when the topics vary.

FIN

FIN 501 - Finance for Decision Makers

Hours: Three

This course is designed for non-business 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).

Note - 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: Three

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. Prerequisites: Fin 304 or Fin 501, or consent of instructor

FIN 510 - Investment Seminar

Hours: Three

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. Prerequisites: Fin 504 or consent of instructor.

FIN 512 - Advanced Security Analysis and Portfolio Management

Hours: Three

A study of portfolio policies for individuals and institutions; thorough study of investment and analysis; selecting an investment strategy; evaluation of current research; and review of empirical research on portfolio models. Prerequisites: Fin 504 or consent of instructor.

Note - Group discussion, individual and group research, and the computer are utilized

FIN 533 - Applied Economic and Financial Forecasting

Hours: Three

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 570 - Financial Markets, Institutions and Instruments

Hours: Three

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. Prerequisites: Fin 304 or Fin 501.

FIN 571 - International Business Finance

Hours: Three

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 and Fin 501.

FIN 589 - 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.

FIN 597 - Special Topics

Hours: One to four

Organized class

Note - May be repeated when the topic varies

MGT

MGT 501 - Operations and Organizations

Hours: Three

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 502 - Human Behavior in Organizations

Hours: Three

A study of the dynamics of individual and group behavior in organizations and their effects on organizational practice and employee outcomes. Topics include individual and group behavior, job design, organizational structure, power and politics, conflict, stress, leadership, motivation and rewarding behavior compensation and benefits, training and development, organizational change and development and communication.

MGT 518 - Thesis

Hours: Six

Note Graded on a (S) satisfactory or (U) unsatisfactory basis.

MGT 522 - Electronic Commerce

Hours: Three

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 - Strategic Management

Hours: Three

A study of administrative processes and policy determination at the general management level through the use of case analysis.

Note - Course open to business majors only. Should be taken during semester of graduation.

MGT 528 - Current Issues in Strategic Management

Hours: Three

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 Management of Electronic Commerce

Hours: Three

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 and Teams

Hours: Three

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: Three

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 entrepreneurship and entrepreneurship; strategic gap analysis.

MGT 583 - Seminar in Leadership

Hours: Three

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 Skills Development

Hours: Three

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.

Cross Listed/Same as BA 585

MGT 586 - Managing at the Edge

Hours: Three

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: Three

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. Prerequisites: Mgt 305 or consent of instructor.

MGT 589 - 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.

MGT 590 - Global Competitiveness

Hours: Three

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 Concepts and Tools

Hours: Three

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, health care 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 Human Resource Management

Hours: Three

This course provides an analysis of current human resource management issues emphasizing their impact on an organization's success.

MGT 594 - Transforming Organizations

Hours: Three

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 - New Business Ventures

Hours: Three

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.

MGT 597 - Special Topics

Hours: One to four

Organized class

Note May be repeated when topics vary.

MKT

MKT 501 - Marketing Environment

Hours: Three

A study of the marketing environment of business with an 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.

Note - May be repeated when topics vary

MKT 521 - Marketing Management

Hours: Three

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. Prerequisites: Mkt 306.

MKT 545 - Small Business Brand Management

Hours: Three

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.

Prerequisites: MKT 521 or consent of instructor

MKT 567 - Consumer Marketing

Hours: Three

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.

Prerequisites: MKT 521

MKT 568 - Advertising and Promotion

Hours: Three

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. Prerequisites: Mkt 521 or 491.

MKT 571 - Business-to-Business Marketing

Hours: Three

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. Prerequisites: Mkt 521 or 491.

MKT 572 - Seminar in Marketing Research

Hours: Three

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 Prerequisites: BA 595 or consent of instructor

MKT 573 - Internet Marketing

Hours: Three

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, on line advertising, on line retailing, customer acquisition, customer service, and marketing to e-customers. Prerequisites: BA 595 or consent of instructor

MKT 574 - Customer Relationship Management

Hours: Three

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.

Prerequisites: MKT 521 or consent of instructor

MKT 586 - International Marketing

Hours: Three

A study of the significance of international trade for imports and exports. Adaptation to different cultures and ethics for global competition in us markets are extensively analyzed.

MKT 589 - 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.

MKT 597 - Special Topics

Hours: One to four

Organized class

Note - May be repeated when the topic varies

MKT 599 - Internship in Electronic Commerce

Hours: Three

This course provides the student with an opportunity to obtain professional experience in an electronic business under the direction of a university faculty member

MIS

MIS 502 - Business Information Systems

Hours: Three

This survey course provides insight into the application of information systems to the business organization, including a study of the capabilities and limitations of information systems. It provides an examination of the challenges and benefits of integrating information systems (IS) across the organization. This material is presented through a study of contemporary literature, including case studies. Prerequisites MIS 128 or CSci 126 or ETec 224 or IET 101 or consent of instructor.

MIS 521 - Information Systems Project Management

Hours: Three

IS Project Management is the discipline of defining and managing the vision, tasks, and resources required to complete a project. This course covers management techniques to plan, execute and control software development projects. It will provide an introduction to the project management knowledge areas of scope, resource management (time, money, and people), quality control, risk, and communications as well as software specific areas such as estimation and metrics.

MIS 522 - Business Process Analysis and Design

Hours: Three

The course offers an integrated perspective of the problems in today's information systems environment with concentration on contemporary design methodologies and considerations unique to users of computers and IS. Topics include current systems analysis, modular design, development and implementation, documentation, project planning and task definition, and other systems analysis topics.

MIS 523 - Programming Logic

Hours: Three

An introduction to the program development and design process, including computer-based concepts of problem-solving, structured programming logic and techniques, algorithm development and program design. Topics include program flowcharting, algorithms, input/output techniques, looping, modules, selection structures, file handling, control breaks, pseudocoding, and user documentation. Offers students an opportunity to apply skills in a laboratory environment.

MIS 524 - Telecommunications, Networking, and Security

Hours: Three

This course provides an in-depth knowledge of data communications and networking requirements including networking and telecommunication technologies, hardware, software, and the security technology necessary to protect them from internal and external forces. Emphasis is upon the analysis and design of networking applications in organizations. Management of telecommunications networks, cost-benefit analysis, and evaluation of connectivity options are also covered. Students learn to evaluate and select different communication options within an organization. The students will develop an understanding of the tools, techniques, and principles of network security.

MIS 526 - Data Base Management

Hours: Three

This course provides a foundation for the design, implementation, and management of database systems. Students will study both design and implementation issues, however, database management issues will be emphasized. Management issues will include transaction management and concurrency control, distributed database management systems, and database administration. Prerequisites MIS 128 or CSci 126 or ETec 224 or IET 101 or consent of instructor.

MIS 532 - Data Warehousing

Hours: Three

Students will study issues involved in data warehousing and its value to the business. This course covers the fundamentals of data warehousing architecture and the issues involved in planning, designing, building, populating and maintaining a successful data warehouse. The course introduces students to data mining and how it relates to data warehousing. 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 coverage of the knowledge discovery process including common data mining modeling techniques Prerequisites MIS 526 (or Instructor Approval)

MIS 533 - Foundations of Security

Hours: Three

This is a discussion of the various technical and administrative aspects of Information Security and Assurance. This course provides the foundation for understanding the key issues associated with protecting information assets, determining the levels of protection and response to security incidents, and designing a consistent, reasonable information security system, with appropriate intrusion detection and reporting features.

The purpose of the course is to provide the student with an overview of the field of Information Security and Assurance. Students will be exposed to the spectrum of Security activities, methods, methodologies, and procedures. Coverage will include inspection and protection of information assets, detection of and reaction to threats to information assets, and examination of pre- and post-incident procedures, technical and managerial responses and an overview of the Information Security Planning and Staffing functions.

Prerequisites MIS 524

MIS 534 - Management of Security

Hours: Three

This course involves detailed examinations of a systems-wide perspective of information security, beginning with a strategic planning process for security. It includes an examination of the policies, procedures and staffing functions necessary to organize and administrate ongoing security functions in the organization. Subjects include security practices, security architecture and models, continuity planning and disaster recovery planning.

This course will enable the student to manage the security process in a wide array of business and industrial settings. They will learn to use the tools that will assist in the management process. It will also involve the development of the security implementation philosophy and the manner in which that philosophy should be applied in a variety of business settings. Prerequisites MIS 533 (or Instructor Approval)

MIS 537 - Introduction Business Intelligence

Hours: Three

The course provides students with working knowledge of the concepts, techniques, and tools to provide effective business intelligence. Students learn how to leverage data warehousing and data mining to establish a competitive advantage and solve business problems faster by using online analytical processing, data warehousing and data mining tools. In addition, this course provides a detailed overview and strategic analysis of the available business intelligence technologies. Students also learn how business intelligence technologies fit into the overall business strategy.

MIS 538 - Introduction to Data Mining

Hours: Three

The course introduces basic concepts of data mining, including motivation, definition, the relationships of data mining with database systems, statistics, machine learning, different kinds of data repositories on which data mining can be performed, different kind of patterns and knowledge to be mined, the concept of interestingness, and the current trends and developments of data mining.

Prerequisites MIS 526 (or instructor approval)

MIS 539 - Information Systems Strategy

Hours: Three

The course examines a variety of topics that deal with the strategic management of computer-based information resources. Topics/issues may include business value of information systems; management strategies and policies for improving organizational productivity; measurement, evaluation, and acquisition of information services; information systems planning and policy setting; information systems evaluation, selection and sourcing; end-user computing; social and organizational perspectives of information systems; ethical implication of information systems.

Prerequisites Completion of MS MIS required courses (or instructor approval)

MIS 540 - Strategic and Global Information Systems

Hours: Three

The course provides an overview and understanding of the issues involved in the strategic management of the information assets of organizations and their alignment with the strategic goals of the organizations in the context of the international business environment. The course imparts knowledge for identifying, analyzing and designing information systems supporting the business-competitive strategy of organizations. Specific topics to be covered include international standards, problems with transnational flows of data and information, international telecommunications and global connectivity, strategic planning to gain competitive advantage, and human resources issues related to global information systems.

Prerequisites Completion of MS MIS required courses

MIS 579 - Quantitative Methods

A study of statistical and mathematical techniques related to operations research. Topics include: inventory models, linear programming, game theory, queuing theory, network models, transportation models, assignment algorithms and simulation. Prerequisites BA 302 or BA 501 (or equivalent).

MIS 597 - Special Topics

Hours: Three

College of Education and Human Services

Brent Mangus, Dean
903-886-5180; Young Education North Building
Sandy Weeks, Associate Dean
Rusty Waller, Interim Assistant Dean

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 and human performance, psychology, special education, and social work. Details of each program may be accessed in the departmental division of this catalog:

Art in Teaching, MA

Counseling, MS, MEd, PhD

Early Childhood Education, MS*, MEd*, MA
Elementary Education, MS, MEd

Educational Administration, MS, MEd, EdD

Educational Psychology, PhD

Educational Technology-Leadership, MS, MEd
Educational Technology-Library Science, MS, MEd

Supervision, Curriculum & Instruction- Elementary Education, EdD

Global E-Learning, MS
Health, Kinesiology and Sports Studies, MS, MEd

Psychology, MA, MS

Reading, MA*, MS*, MEd*

Secondary Education, MA, MS, MEd

Special Education, MA, MS, MEd

Specialist in School Psychology, SSP

Social Work, MSW

*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

Jency Holbert, 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://web.tamu-commerce.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://web.tamu-commerce.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/default.aspx>
2. Payment of 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.
3. Complete 80 hours of professional development training (Commerce/Mesquite- 2 courses on teacher certification plan; Navarro- 1 course on teacher certification plan and 4 scheduled workshops)
4. Successfully complete courses in the time frame listed on the certification plan.
5. Meet highly qualified requirements through TExES or PACT and/or 24 semester hours (12 upper level) in content teaching area.
6. Complete successful internship through one of two options (1 year paid internship or 1 semester unpaid clinical internship).
7. Maintain a successful one academic year employment as a paid intern or one semester as an unpaid clinical intern in a Texas Education Agency recognized school. If at any time the student resigns or is dismissed from employment, the student will be automatically 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 included 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 and Service Record/Letter of Recommendation documenting required years of service.

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://web.tamu-commerce.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/default.aspx>.
2. Payment of 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).

Master of Arts in Teaching

The Master of Arts in Teaching is a 30-36 hour degree designed to assist professionals currently in the area of science, technology, engineering, or mathematics (STEM) wishing to enter the field of secondary education to obtain the necessary knowledge and skills to promote effective teaching in their respective field. Additional content areas may be considered for entry into the program. The Master of Arts in Teaching program objective includes providing a rigorous and relative curriculum allowing the candidate to complete certification requirements and earn a Master's degree. Up to thirty six hours of graduate credit is required for students without an undergraduate preparation in science, technology, engineering, or mathematics.

Art in Teaching

The Master of Arts in Teaching is a 30-36 hour degree designed to assist professionals currently in the area of science, technology, engineering, or mathematics (STEM) wishing to enter the field of secondary education to obtain the necessary knowledge and skills to promote effective teaching in their respective field. Additional content areas may be considered for entry into the program. The Master of Arts in Teaching program objective includes providing a rigorous and relative curriculum allowing the candidate to complete certification requirements and earn a Master's degree. Up to thirty six hours of graduate credit is required for students without an undergraduate preparation in science, technology, engineering, or mathematics.

Ten course program to be completed:

Required Courses (30 semester hours)

- Choose one course (3 semester hours)
- EDCI 559 - Diversity and Equity in Education
- or
- SPED 520 - Introduction to Exceptional Children
-
- PSY 500 - Cognition, Learning, and Development
- SED 513 - The Secondary School Curriculum
- SED 514 - Management and Curriculum Development for Diverse Learners
- SED 515 - Effective Teaching in a Diverse Environment
- SED 517 - Reading and Learning in Content Areas
- SED 521 - Models of Teaching in the Secondary School
- EDCI 595 - Research Literature and Techniques
- ETEC 597 - Special Topics
- EDCI 597 - Special Topics

Required Student Teaching/Internship

**12 weeks of clinical internship or a one-year paid internship in the applicant's teaching field as approved by the graduate advisor in the Department of Curriculum and Instruction.

Counseling

Stephen Armstrong, Interim Head
Binnion Hall; 903-886-5637

The Department of Counseling offers the Master of Science, Master of Education, and Doctor of Philosophy degrees. These programs prepare students for a variety of professional work settings, including community agencies, schools, student affairs, practice in higher education, and private practice. The master's degree programs with School Counseling and Community Counseling emphasis and the doctoral degree program with Counselor Education and Supervision emphasis are accredited by CACREP.

Due to the nature of counseling and the faculty's responsibility to prepare effective counselors, students participate in experiential activities in practice-oriented courses and may be encouraged to participate in experiential activities in other courses. Student rights with regard to self-disclosure are protected.

Programs of Graduate Work

Master of Science and Master of Education in Counseling

Flexibility in program planning for the MS and the MEd degrees permits the student to prepare for positions in community agencies, schools, or student affairs in higher education. The master's degree programs with School Counseling and Community Counseling emphasis require a minimum of 49 semester hours. The MEd program with a Student Affairs emphasis is a 36-hour degree program. With proper advisement, course work required for the degree may include courses required in Texas for licensure as a professional counselor (LPC) and/or certification as a professional school counselor, as outlined in later sections.

Doctor of Philosophy in Counseling

The PhD in Counseling program includes approximately 69 hours of coursework beyond the equivalent of a 48-hour CACREP-accredited master's degree. This total includes doctoral field experience, specified doctoral courses, cognate area, elective cluster, research tools, and dissertation.

Admission

Those who apply to the Texas A&M University-Commerce Graduate School for admission to one of the master's degree programs in counseling must meet the general Graduate School admissions requirements as described elsewhere in this catalog as well as additional departmental requirements. Application materials collected by the Graduate School will be forwarded to the Department of Counseling for review, and applicants are required to have approval of the department before the Graduate School will grant admission to the master's degree program in counseling. (Department review is conducted on a specific schedule. Scheduled review dates are listed on the Graduate School website at <http://web.tamu-commerce.edu/academics/graduateSchool/>).

After full admission to the Graduate School is granted, the department requires students to meet its admission to candidacy requirements for the master's degree. School Counseling and Community Counseling students must achieve a grade of A or B in COUN 501, COUN 510, COUN 528, and COUN 516. Student Affairs students must achieve a grade of A or B in COUN 501, COUN 510, COUN 606, and HIED 540. School Counseling and Community Counseling students must meet admission to candidacy requirements prior to enrolling in COUN 551. Student Affairs students must meet admission to candidacy requirements prior to enrolling in COUN 552. More information regarding admission to candidacy is available in the departmental office.

Counseling MS/MEd

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 Community Counseling. The master's comprehensive examination for Student Affairs emphasis is departmentally developed. This examination is 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's degrees in Counseling with School and Community emphasis require the courses listed below:

Core Instruction (25 semester hours)

- COUN 501 - Introduction to the Counseling Profession
- COUN 510 - Counseling Theories and Techniques
- COUN 512 - Career Development
- COUN 517 - Assessment in Counseling
- COUN 522 - Counseling Diverse Populations
- COUN 528 - Introduction to Group Dynamics and Procedures
- COUN 595 - Research Literature and Techniques
- COUN 545 - Developmental Issues and Strategies in Counseling
- COUN 549 - Ethics in Professional Counseling (1 semester hour)

Clinical Instruction (12 semester hours)

- COUN 516 - Pre-Practicum
- COUN 551 - Practicum
- COUN 552 - Internship (6 semester hours)

plus

Professional Specialty (12 semester hours)

Professional Specialty course work prepares students to work in specialized settings, such as community agencies, schools, or student affairs, and must be chosen under the careful advisement of a faculty member.

- School Counseling Program (MEd/MS): COUN 514, COUN 534, COUN 539, Plus 3 semester hours of electives
- Community Counseling Program (MS): COUN 530, PSY 503 . Choose one from the following COUN 513 or COUN 564 or COUN 611, Plus 3 semester hours of electives

Total Semester Hours: 49

Student Affairs Emphasis (Non-Thesis Option) (36 semester hours)

Required courses in the major, minor, or specialization

- COUN 501 - Introduction to the Counseling Profession
- COUN 510 - Counseling Theories and Techniques

- COUN 512 - Career Development
- COUN 522 - Counseling Diverse Populations
- COUN 552 - Internship
- COUN 560 - Crisis Intervention: Theory and Practice
- COUN 580 - Chemical Dependency in Perspective
- COUN 590 - Legal Issues in College Student Affairs
- COUN 595 - Research Literature and Techniques
- COUN 606 - Student Affairs Services in Higher Education
- COUN 607 - The Contemporary College Student
- HIED 540 - The American Community College

Total Semester Hours: 36

Professional School Counselor Certificate

Students who do not already hold a master's degree in any field must complete the master's degree requirements to be recommended by Texas A&M University-Commerce to the State Board for Educator Certification for professional school counselor certification.

Students who already hold a master's degree who seek a recommendation from Texas A&M University-Commerce for professional school counselor certification and who are not seeking a master's degree from the Texas A&M University-Commerce counseling department must complete a deficiency plan and can initiate this process by consulting an adviser regarding the 43-hour deficiency plan requirements. In addition, the department requires passing scores on the Master's Comprehensive Examination, including the School Counseling specialty component, as specified in the Master's Degree section, even if the student is seeking certification only and not completing a degree within the department.

The State Board for Educator Certification also requires a passing score on the TExES (formerly the ExCET), and two years of classroom teaching experience. The department's master's comprehensive examination, including the school counseling specialty component, must be passed before the department will approve a student's application to take the TExES. Also the student must complete all coursework on the deficiency plan with the possible exceptions of Coun 551, 552, and 595 before the department will approve a student's application to take the TExES.

Professional Counselor Licensure (LPC)

Students seeking to be recommended to the Texas State Board of Examiners of Professional Counselors who do not already hold a master's degree must complete the master's degree requirements. To meet LPC requirements, courses must include PSY 503; one course selected from COUN 513, COUN 564, or COUN 611. In the School Counseling option, one of these LPC-required courses must be taken as the elective, and the other must be taken as an additional course. In the Community Counseling option, these LPC-required courses are required in the core, and one additional elective selected with adviser approval. In addition, Texas requires a passing score on the state licensure examination and the additional hours of state approved supervised experience prior to licensure.

COUN

COUN 501 - Introduction to the Counseling Profession

Hours: Three

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 - Counseling Theories and Techniques

Hours: Three

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: Three

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: Three

Theories and techniques of verbal, and nonverbal communication in marriage relationship are studied.

COUN 514 - School Counseling and Development

Hours: Three

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. Prerequisites: COUN 501 and 510 or consent of instructor.

COUN 516 - Pre-Practicum

Hours: Three

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 intra personal issues and interpersonal styles and will follow ACA Ethical Standards. Prerequisites Application form returned to department several months before actual enrollment in the courses (check department for availability and due dates). Coun 501, 510 and completion of, or concurrent enrollment in Coun 528

Note - Recommended for non-counselor educational professionals as well as counselors

COUN 517 - Assessment in Counseling

Hours: Three

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 522 - Counseling Diverse Populations

Hours: Three

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 - Introduction to Group Dynamics and Procedures

Hours: Three

A study of group development, dynamics, and theories in relation to group guidance, group counseling, and group therapy. Leadership styles, techniques and roles are explored, and ethical and legal issues related to group interventions are discussed. Prerequisites: Coun 510 or consent of instructor with concurrent enrollment in 510.

COUN 530 - Community Counseling

Hours: Three

As the foundation course for those planning to be counselors in community/agency settings, this course includes theoretical and applied information regarding community 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 in community counseling setting are discussed. Prerequisites Coun 501 and 510 or consent of instructor

COUN 534 - Counseling Children and Adolescents

Hours: Three

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. Prerequisites: Coun 516

COUN 539 - Introduction to Play Therapy

Hours: Three

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: Coun 516

COUN 545 - Developmental Issues and Strategies in Counseling

Hours: Three

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.

COUN 549 - Ethics in Professional Counseling

Hours: One

Examines ethical and legal issues in counseling and the behavioral sciences Includes theories of moral philosophy and the development and application of professional codes

Note - Students also will engage in experiential activities designed to enhance their own growth and development

COUN 551 - Practicum

Hours: Three

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 516, and successful completion of Admission to Candidacy requirements (or the equivalent for those seeking school counselor certification only) 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: Three

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); grade of “B” or better in Coun 516. 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: Theory and Practice

Hours: Three

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 suicidal, disaster psychology, and crisis management for schools.

COUN 564 - Family Crises and Resources

Hours: Three

Crises and special problems encountered in family living with individual and community resources pertinent to them.

COUN 580 - Chemical Dependency in Perspective

Hours: Three

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: Three

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.

COUN 589 - Independent Study

Hours: One to Three

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

COUN 590 - Legal Issues in College Student Affairs

Hours: Three

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: Three

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.

COUN 597 - Special Topics

Hours: One to Three

Organized class

Note May be repeated when topics vary

COUN 606 - Student Affairs Services in Higher Education

Hours: Three

As the foundation course for those planning to enter student affairs work in higher education, this course offers students opportunities to examine the historical and contemporary role and scope of college student personnel services. Provides students with in-depth understanding of major theories of student development and the application of these theories to student development practice.

COUN 607 - The Contemporary College Student

Hours: Three

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 inter cultural concerns.

COUN 610 - Advanced Counseling Theories and Techniques

Hours: Three

In-depth study of various counseling approaches with opportunities for demonstration and evaluation of each student's counseling skills.

Prerequisites: Doctoral status or consent of the instructor

COUN 611 - Introduction to Marriage and Family Counseling/Therapy

Hours: Three

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.

COUN 612 - Advanced Seminar in Marriage and Family Counseling/Therapy

Hours: Three

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 - Advanced Statistical Techniques

Hours: Three

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 Level I and Level II research tools or equivalent or permission of the instructor

Note - Meets requirements for a Level III research tool course

COUN 614 - Counseling Strategies for Parent-Child Relationships

Hours: Three

A didactic and experiential course dealing with counseling techniques applied to the improvement of parent-child relationships. The course focuses on intervention skills of trans generational family therapy, play therapy, and parenting education based on an understanding of the family life cycle and family structure. Prerequisites: Coun 510 or consent of instructor.

COUN 615 - Marital Counseling/Therapy

Hours: Three

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 - Supervision in Counseling and Human Development

Hours: Three

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. Prerequisites: Doctoral status or consent of the instructor

COUN 621 - Psycho educational Consulting and Program Evaluation

Hours: Three

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.

COUN 622 - Advanced Seminar in Counseling Diverse Populations

Hours: Three

This course addresses multiculturalism, diversity, social justice, and the contributing roles of racial, ethnic, and cultural heritages; socioeconomic status, family structure, age, gender, sexual orientation, and other forms of diversity; and issues of equity. Students will explore theories and research distinguishing among multiculturalism, diversity, and social justice constructs. They will increase their familiarity with multicultural and advocacy competencies in the counseling profession. A goal of this course is to enable counseling professionals to apply knowledge of self and cultural awareness to enhance multicultural relationships during counseling interventions. Prerequisites: Doctoral status

COUN 623 - Race, Class, and Gender Issues in Counseling

Hours: Three

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.

Prerequisites: COUN 522: Counseling Diverse Populations or equivalent graduate level multicultural counseling course.

COUN 625 - Research Application

Hours: Three

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

COUN 650 - Instructional Theory and Methods in Counselor Education

Hours: Three

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. Prerequisites: Doctoral standing or consent of instructor

COUN 660 - Doctoral Field Experience

Hours: Three

The doctoral field experience is repeated for a minimum of nine semester hours, during which time students are involved in various supervised experiences. Prerequisites: Coun 610 and 620; consent of Doctoral Internship Coordinator

Note - The first three include 300 clock hours of supervised clinical work in The Community Counseling and Psychology Clinic, an integrated university-based facility where students engage in counseling activities with individuals, families, couples, and groups, with attention to broadening and refining advanced counseling skills. The remaining six (600 clock hours) include 300 clock hours of clinical experience in an approved site (during which time students are expected to expand their counseling, group work, and career development skills), plus 300 clock hours of supervised teaching and clinical supervision (during which time students are expected to expand their teaching and supervision skills). Students must meet the departmental standard regarding instructional theory and method prior to the teaching portion of internship.

COUN 689 - Independent Study

Hours: One to Three

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

COUN 690 - Practicum in Qualitative Research

Hours: Three

This practicum experience is a level IV research tools course designed to compliment 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: Three

An overview of research methodology including basic concepts employed in quantitative and qualitative research methods. Includes computer applications for research. Prerequisites: Doctoral status or consent of the instructor

Note - Meets requirements for a Level I research tool course

Cross Listed/ Same As EIEd/Psy/HiEd 695

COUN 717 - Ethics and Professional Development

Hours: Three

Examines ethical and professional development issues in counseling and the behavioral sciences. Prerequisites: Doctoral status

COUN 718 - Doctoral Dissertation

Hours: Three to nine

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.

Note - Graded on a (S) satisfactory or (U) unsatisfactory basis

Curriculum and Instruction

Martha Foote, Head
Education South; 903-886-5537

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 master's 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 the 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 endorsements, certificates, and degrees:

Certificates

Certification courses leading to EC-4, 4-8, 8-12 (see Alternative Certification Program)

Reading Specialist Certificate

Master Reading Teacher Certificate

Endorsements

Gifted and Talented Endorsement

Bilingual Education Endorsement

English as a Second Language (ESL) Endorsement

Students may qualify for these certificates and endorsements as they progress through the normal program for the master's degree, provided the student has the Provisional or Standard Teaching Certificate, has appropriate teaching experience, receives bar code approval, and successfully completes the appropriate TEXES exams.

Students pursuing initial teacher certification while 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. However, they must be certified before being admitted to the master's program or taking additional master's coursework. For information about the Alternative

Certification and Alternative Post-Baccalaureate Certification program, please visit the Center for Educator Certification and Academic Services website at: www.tamu-commerce.edu/teacher.

Endorsements in Bilingual Education and All-Level 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 endorsement programs 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.

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 pre-kindergarten through grade 12; gifted and talented; 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.

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.

Master of Education and Master of Science in Early Childhood Education

The MEd and MS degrees in Early Childhood Education are 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 major in early childhood education prepares graduates for careers in both public and private educational settings in which the primary focus is 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 and authentic assessment of young children.

Master of Education and Master Science in Elementary Education

The Master's of Education degree (MEd) in Elementary Education is for 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 elementary education, available primarily to experienced classroom 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 elementary education should possess knowledge of the research and literature in elementary education, 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, Master of Science, and Master of Arts in Reading

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 certified teachers who seek a program that focuses their coursework on content directly related to the teaching of literacy and can lead to Master Reading Teacher Certification. The Master of Arts in Reading is primarily for certified teachers interested in literacy's role in the development of learning and can lead to Master Reading Teacher Certification. 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.

Master of Education and Master of Science in Secondary Education

The MEd or MS 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, and equity in excellence in teaching for all students. Individualized degree plans may be designed to prepare teachers for classroom instruction, for educational opportunities beyond the classroom, and for other advanced academic studies.

Admission

Master of Education, Master of Arts, Master of Science

1. Application Procedures. Applications may be accessed on-line at www.tamuccommerce.edu/gradschool. They can also be picked up at Navarro, Mesquite Metroplex, or UCD.
2. Admission Requirements.
 - a. Application to the Graduate School
 - b. Official undergraduate transcript with a 2.75 GPA overall or 3.00 on the last 60 undergraduate hours.
 - c. One of the following: Proof of a current valid teaching certificate; Passing scores on ExCET or TExES, PPR, or TeCAT; 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:
 - a. Portfolio
 - b. 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:
 - a. 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.
 - b. 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.

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.tamuccommerce.edu/teacher for more information.

Doctor of Education in Supervision, Curriculum, and Instruction—Elementary Education

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. Applicants interested in applying must have 3 years of teaching experience, submit their resume, and attend a doctoral information session to be considered for admission. Applicants will complete a departmental writing sample during the information session. To be considered for admission to the doctoral program, applications must be completed by March 1 for admission for the fall semester and October 1 for admission for the spring semester. Once the application is complete, the applicant must complete an interview with the doctoral faculty.

When initially admitted to the doctoral program by the Graduate School, students must complete a departmental orientation session, have a degree plan approved, and have a doctoral residency plan approved before being fully admitted to the program by the department. Once fully admitted to the doctoral program, the student has 12 months to identify his or her qualifying exam committee. This committee consists of 1 major adviser and 2 committee members made up of doctoral faculty within the department.

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.

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 adviser. A field-based Master's Degree in Elementary 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).

Departmental Doctoral Residency Policy

Each student is required to complete residency after admission to the doctoral program and prior to completing qualifying exams. Residency 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 as colleagues in projects that provide experience and training toward independent application of skills, which commensurate with holders of doctoral degrees.

A. 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 and student interactions that provide for the development of a mentoring-apprentice relationship and for a faculty evaluation of students. For example:

- Doctoral Faculty 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 invite students to research, write, edit, and teach as assistants, interns, or full-fledged collaborators.
 - Doctoral Faculty 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 consistently encourage and facilitate student membership in a variety of professional and scholarly organizations.
 - Doctoral faculty 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 coresearch, copresent at national conferences, and co-author manuscripts for publication.
 - Buddy systems and study groups are formally and informally created.

B. 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
- C. Determination of successful completion of residency and maintenance of documentation: Information about the residency plan and how to maintain documentation will be initiated by the departmental doctoral coordinator collaboratively with the student. Thereafter, during the first session of each doctoral course/seminar the instructor will distribute residency documentation sheets and explain how course requirements and/or projects can be incorporated into the completion of residency activities and experiences to the course instructor for evaluation and approval. The student is then responsible for turning in the signed sheet to the departmental office so that copies are filed in the student's official doctoral file. After a major adviser has been selected, the major adviser will review the residency plan collaboratively with the student to set specific goals and timeliness. Written documentation of the above activities must be completed prior to admission to doctoral candidacy. The student is required to present the complete file of documentation to the major adviser and his/her committee prior to taking qualifying and oral exams. The major adviser 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 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 adviser.

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.

Early Childhood Education MEd

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 teaching certificate). The outline of studies is as follows:

Required courses in the major (24 semester hours)

- EDCI 595 - Research Literature and Techniques
- ECE 535 - Math Science and Social Studies Curriculum
- ECE 536 - Literacy Development in the Early Years
- ECE 537 - Creative Expression in the Arts
- ECE 538 - Classroom Management for Teachers
- ECE 548 - Designing Inquiry-Based Learning
- ECE 560 - Early Childhood Curriculum Design
- ECE 561 - Foundations in Early Childhood Education

Required courses in the minor (12 semester hours)

- BLED 501 - Theoretical Foundations of Bilingual/ESL (English as a Second Language) Education
- EDCI 559 - Diversity and Equity in Education

Electives and/or minor studies

Students complete an additional 6 semester hours of course work in approved electives and/or minor studies. Approved disciplines for minor studies include: art, bilingual education, biology, earth sciences, elementary education, English, English as a second language, geography, health, history, mathematics, music, foreign language, physical education, physical science, reading, speech, or theatre arts.

Early Childhood Education MS

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 teaching certificate). The outline of studies is as follows:

Required courses in the major (24 semester hours)

- EDCI 595 - Research Literature and Techniques
- ECE 535 - Math Science and Social Studies Curriculum
- ECE 536 - Literacy Development in the Early Years
- ECE 537 - Creative Expression in the Arts
- ECE 538 - Classroom Management for Teachers
- ECE 548 - Designing Inquiry-Based Learning
- ECE 560 - Early Childhood Curriculum Design
- ECE 561 - Foundations in Early Childhood Education

Required courses in the minor (12 semester hours)

-
- BLED 501 - Theoretical Foundations of Bilingual/ESL (English as a Second Language) Education
 - EDCI 559 - Diversity and Equity in Education

Plus

6 semester hours of approved electives.

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.

Elementary Education MEd

The Master's of Education degree (MEd) in Elementary Education is for 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 elementary education, available primarily to experienced classroom 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 elementary education should possess knowledge of the research and literature in elementary education, 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 Elementary Education

The curriculum for the Master of Education in Elementary Education involves a minimum of 36 semester hours of study, 18 hours of which must have an EIED or EdCI prefix. The suggested outline of studies is as follows:

Required Core Courses (9 semester hours)

-
- EDCI 595 - Research Literature and Techniques
 - EDCI 538 - Classroom Management for Teachers
 - EDCI 559 - Diversity and Equity in Education

Support Courses (9-12 semester hours)

*Limit of one 529 and no more than two 597s in this area.

- EDCI 500 - Issues in Education
- ELED 524 - Language Arts Curriculum for Grade One Through Eight
-
- EDCI 529 - Workshop in Curriculum and Instruction *
- or
- ELED 529 - Workshop in Elementary Education *
-
- ELED 530 - Mathematics Curriculum for Grades One Through Eight
- EDCI 535 - Leadership and Supervision Schools
- ELED 545 - Issues in the Development of the Elementary Curriculum
- ELED 557 - Social Studies Curriculum for Grades One Through Eight
- ELED 558 - Science Curriculum for Grades One Through Eight
- EDCI 566 - Practicum in Education
-
- EDCI 597 - Special Topics *
- or
- ELED 597 - Special Topics *
- (May be repeated when title varies)

Approved Electives and/or Minor (15-18 semester hours)

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, elementary education, reading, bilingual/ESL, 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. Approved disciplines for minor studies include art, biology, early childhood education, physical sciences, English, health, history, mathematics, music, foreign languages, health and kinesiology, reading, speech, and theatre arts.

Note

Candidates for the Master of Science degree in Elementary Education should consult the section entitled "Requirements for a Master of Science Degree" in the general section of this catalog and consult with an adviser in Elementary Education.

English as a Second Language (ESL)

Students seeking ESL specialization are not required to demonstrate proficiency in a language other than English, but are encouraged to develop any foreign language skills they may have.

Required Core Courses (9 semester hours)

- EDCI 595 - Research Literature and Techniques
- EDCI 538 - Classroom Management for Teachers

- EDCI 559 - Diversity and Equity in Education

Support Courses (Minimum of 9 semester hours)

*Limit of one 529 and no more than two 597s in this sequence.

- ELED 524 - Language Arts Curriculum for Grade One Through Eight
-
- EDCI 529 - Workshop in Curriculum and Instruction *
- OR
- ELED 529 - Workshop in Elementary Education *
-
- ELED 530 - Mathematics Curriculum for Grades One Through Eight
- ELED 545 - Issues in the Development of the Elementary Curriculum
- ELED 557 - Social Studies Curriculum for Grades One Through Eight
- ELED 558 - Science Curriculum for Grades One Through Eight
-
- EDCI 597 - Special Topics *
- OR
- ELED 597 - Special Topics *
- (may be repeated when topic varies)

Specialization Courses (12 semester hours)

- ENG 557 - Teaching English as a Second Language
- BLED 501 - Theoretical Foundations of Bilingual/ESL (English as a Second Language) Education
- BLED 512 - Social and Academic Language Development in English for Bilingual Learners
- BLED 513 - Advanced Sheltered Content Area Instruction

Interdisciplinary Electives (6 semester hours)

- ECE 529 - Workshop in Early Childhood Education
- or
- EDCI 529 - Workshop in Curriculum and Instruction
-
- ECE 535 - Math Science and Social Studies Curriculum
- ECE 536 - Literacy Development in the Early Years
- ECE 537 - Creative Expression in the Arts
- ECE 538 - Classroom Management for Teachers
- ECE 560 - Early Childhood Curriculum Design
- ECE 561 - Foundations in Early Childhood Education
- ENG 555 - General Linguistics
- ENG 558 - Sociolinguistics
- ENG 562 - Psycholinguistics
- RDG 515 - Reading and Learning in Content Areas
- RDG 528 - Integrating Writing in the Literacy Program
- RDG 540 - Prescriptive Reading in Content Area Classroom
- RDG 550 - Language and Literacy Development

Elementary Education with Specialization in Bilingual Education MS

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.

Other approved coursework in EEd, SEd, EdL, and SpEd may also be used.

Required Core Courses (9 semester hours)

- EDCI 595 - Research Literature and Techniques
- EDCI 538 - Classroom Management for Teachers
- EDCI 559 - Diversity and Equity in Education

Support Courses (Minimum of 9 semester hours)

*Limit of one 529 and no more than two 597s in this sequence.

- ELED 524 - Language Arts Curriculum for Grade One Through Eight
-
- EDCI 529 - Workshop in Curriculum and Instruction
- *
- or
- ELED 529 - Workshop in Elementary Education
- *
-
- ELED 530 - Mathematics Curriculum for Grades One Through Eight
- ELED 545 - Issues in the Development of the Elementary Curriculum
- ELED 557 - Social Studies Curriculum for Grades One Through Eight
- ELED 558 - Science Curriculum for Grades One Through Eight
-
- EDCI 597 - Special Topics
- *
- or
- ELED 597 - Special Topics
- *

Specialization Courses (12 semester hours)

- ENG 557 - Teaching English as a Second Language
- BLED 501 - Theoretical Foundations of Bilingual/ESL (English as a Second Language) Education
- BLED 502 - Social and Academic Language Development for Bilingual Learners
- BLED 503 - Bilingual Content Instruction

Interdisciplinary Electives (6 semester hours)

- ECE 529 - Workshop in Early Childhood Education
- or
- EDCI 529 - Workshop in Curriculum and Instruction
-
- ECE 535 - Math Science and Social Studies Curriculum
- ECE 536 - Literacy Development in the Early Years
- ECE 537 - Creative Expression in the Arts
- ECE 560 - Early Childhood Curriculum Design
- ECE 561 - Foundations in Early Childhood Education
- ENG 555 - General Linguistics
- ENG 558 - Sociolinguistics
- ENG 562 - Psycholinguistics
- RDG 515 - Reading and Learning in Content Areas
- RDG 520 - Literacy and Instruction I
- RDG 528 - Integrating Writing in the Literacy Program
- RDG 540 - Prescriptive Reading in Content Area Classroom
- RDG 550 - Language and Literacy Development
- SPA 505 - Children's and Adolescent Literature in Spanish
- SPA 516 - Contemporary Latin American Literature

Reading MA

(36 semester hours)

Required Reading Courses (18 semester hours)

- RDG 520 - Literacy and Instruction I
- RDG 521 - Literacy and Instruction II
- RDG 523 - Promoting Literacy Through Language Acquisition and Development
- RDG 528 - Integrating Writing in the Literacy Program
- RDG 540 - Prescriptive Reading in Content Area Classroom
- RDG 562 - Critical Issues in Literacy Education

EDCI 595 (3 semester hours)

- EDCI 595 - Research Literature and Techniques

Support Courses (15 semester hours)

The remaining 15 semester hours must be approved by the Department of Curriculum and Instruction.

Reading MS

(36 semester hours)

Required Reading Courses (24 semester hours)

- RDG 520 - Literacy and Instruction I
- RDG 521 - Literacy and Instruction II
- RDG 523 - Promoting Literacy Through Language Acquisition and Development
- RDG 528 - Integrating Writing in the Literacy Program
- RDG 540 - Prescriptive Reading in Content Area Classroom
- RDG 560 - Literacy Assessment
- RDG 562 - Critical Issues in Literacy Education
- RDG 567 - Practicum in Organizing for Effective Literacy Instruction in Elementary, Middle, and High School

Support Courses (12 semester hours)

- Electives (9 semester hours)
- EDCI 595 - Research Literature and Techniques

Reading MEd

(36 semester hours)

Required Reading Courses (24 semester hours)

- RDG 520 - Literacy and Instruction I
- RDG 521 - Literacy and Instruction II
- RDG 523 - Promoting Literacy Through Language Acquisition and Development
- RDG 528 - Integrating Writing in the Literacy Program
- RDG 540 - Prescriptive Reading in Content Area Classroom
- RDG 560 - Literacy Assessment
- RDG 562 - Critical Issues in Literacy Education
- RDG 567 - Practicum in Organizing for Effective Literacy Instruction in Elementary, Middle, and High School

Support Courses (12 semester hours)

- EDCI 595 - Research Literature and Techniques
- ELED 545 - Issues in the Development of the Elementary Curriculum
- ELED 524 - Language Arts Curriculum for Grade One Through Eight
- PSY 545 - Developmental Psychology

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 Interested students should consult a departmental adviser 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. Students who seek to qualify for this certificate must file a plan of study that meets certification requirements. This plan must be approved by an adviser 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 adviser for details.

Secondary Education MEd

(36 semester hours)

The curriculum for the master of Education in Secondary Education involves a minimum of 36 semester hours of study, 18 hours of which must have a SEd or EdCI prefix.

Requirements (36 semester hours)

- SED 513 - The Secondary School Curriculum *
- SED 521 - Models of Teaching in the Secondary School *
- SED 528 - Philosophy of Education *
- EDCI 595 - Research Literature and Techniques *
- Plus two to four graduate level SED courses to be selected in consultation with adviser
- Plus four to six graduate level electives

Note

*Core Courses

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, elementary education, reading, secondary education, gifted education, bilingual education and ESL or studies in other departments within the College of Education and Human Services 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. 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 may also choose to complete a concentration of 18 hours in one of these approved disciplines.

Secondary Education MS

Requirements (36 semester hours)

- SED 513 - The Secondary School Curriculum *
- SED 521 - Models of Teaching in the Secondary School *
- SED 528 - Philosophy of Education *
- EDCI 595 - Research Literature and Techniques *
- Plus two to four graduate-level SEd courses to be selected in consultation with adviser.
- Plus four to six graduate-level electives outside SEd

Note

*Core Courses

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, elementary education, reading, secondary education, gifted education, bilingual education and ESL or studies in other departments within the College of Education and Human Services 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. 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 may also choose to complete a concentration of 18 hours in one of these approved disciplines.

Secondary Alternative Certificate

Students may pursue certification in Secondary Teaching

Many of the courses required for this program may be applied toward a master's degree. Courses required for the secondary alternative certification program are:

- SED 514 - Management and Curriculum Development for Diverse Learners
- SED 515 - Effective Teaching in a Diverse Environment
- SED 516 - Educational Research for Effective Teaching

Additional course requirements

-
- And any teaching field requirements
 - PSY 500 - Cognition, Learning, and Development
 -
 - RDG 515 - Reading and Learning in Content Areas
 - or
 - SED 517 - Reading and Learning in Content Areas
 -
 - For admission requirements visit the Center for Educator Certification at <http://web.tamu-commerce.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/default.aspx>.

Bilingual Education and All-Level English as a Second Language Endorsement

For teachers who hold or qualify for the Provisional or Standard Teaching Certificate, the Department of Curriculum and Instruction offers endorsement programs 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.

Gifted and Talented Endorsement

The following courses are required for the Talented and Gifted Endorsement: SEd 506, SEd 507, SEd 508, and SEd 509. These courses can be counted toward a master's degree in Secondary Education.

Supervision, Curriculum, and Instruction — Elementary Education EdD

Doctoral Coursework

Candidates for the degree must complete the Supervision, Curriculum, and Instruction Core (27 semester hours), a support area (12 - 18 semester hours), and the dissertation (12 semester hours) for a total minimum of 57 semester hours excluding university research tool courses. Students without a master's degree or with a master's degree not appropriate to the selected area must complete an additional 15 semester hours of studies in a cognate area and 15 semester hours of approved electives, raising the total minimum to 90 semester hours, excluding the university 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 a doctoral residency; detailed information on satisfying this requirement is given at the end of this section.

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 Doctoral Dissertation (718) is required.

Here are the specific course requirements.

Supervision, Curriculum and Instruction Courses (27 semester hours)

-
- EDCI 651 - Curricula and Instructional Design
 - EDCI 652 - Research on the Learner
 - EDCI 655 - Assessment of Learning and the Learner
 - EDCI 657 - Content Area Literacy
 - EDCI 658 - Process Writing in the Elementary School
 - EDCI 659 - Professional Writing
 - EDCI 690 - Seminar in Education (6 semester hours)
 - EDCI 691 - Mind, Brain, and Education

Area of Emphasis (12-18 semester hours)

The following areas of emphasis are those most frequently requested.

Courses for the student's area of emphasis must be approved by the students Supervision, Curriculum & Instruction- Elementary Education adviser.

Approved area of emphasis graduate courses must be sufficient to meet the 90 semester credit hour minimum program in the doctoral degree. These graduate courses should be concentrated within a particular discipline or program area.

Reading and Literacy

(18 semester hours)

- RDG 640 - Seminar in Research
- RDG 650 - Child, Young Adult, & Multicult Lit: History, Pedagogy, and Technology
- RDG 667 - The Reading Process: Theories and Implications
- RDG 690 - Seminar in Reading Education (6 semester hours) Topics Vary
- RDG 692 - Learning to Read: From Research to Best Practice

Early Childhood

(18 semester hours)

- ECE 634 - History and Philosophy of Early Childhood Education
- ECE 648 - Leadership in Early Childhood Education
- ECE 659 - Trends and Issues in Early Childhood Education
- ECE 663 - Seminar in Research in Early Childhood Education
- ECE 675 - Parent Partnerships and Family Literacy
- ECE 682 - Assessment in Early Childhood Education
- Or ECE masters level courses as approved by adviser.

Bilingual Education

18(semester hours)

- BLED 501 - Theoretical Foundations of Bilingual/ESL (English as a Second Language) Education
- BLED 502 - Social and Academic Language Development for Bilingual Learners
- BLED 503 - Bilingual Content Instruction
- BLED 512 - Social and Academic Language Development in English for Bilingual Learners

- BLED 513 - Advanced Sheltered Content Area Instruction
- ENG 557 - Teaching English as a Second Language

Mathematics

(15 semester hours)

- MATH 537 - Theory of Numbers
- MATH 560 - Euclidean and nonEuclidean geometry for teachers
- MATH 571 - Higher Order Approximations for Teachers
- MATH 573 - Calculus of Real and Complex Functions for Teachers
- MATH 580 - Topics from the History of Mathematics

Cognate and Elective Area (30 semester hours)

Masters degree may be approved to satisfy Cognitive and Elective area. If a Master's degree is not approved to meet this requirement, a minimum of 30 semester hours of additional graduate coursework in an approved area is required to meet the 90 semester credit hour minimum.

Dissertation (12 semester hours)

- EDCI 718 - Doctoral Dissertation

University Research Tools (12 semester hours)

Tool 1 (3 semester hours)

- EDCI 695 - Research Methods

Tool 2 (3 semester hours)

- EDCI 697 - Special Topics

Tool 3 (3 semester hours)

- EDCI 696 - Application of Research Methods

Tool 4 (3 semester hours)

- EDCI 698 - Advanced Research Design

BLED

BLED 501 - Theoretical Foundations of Bilingual/ESL (English as a Second Language) Education

Hours: Three

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 and Academic Language Development for Bilingual Learners

Hours: Three

Analysis and application of research-based approaches to the development of oral and written language in English Language Learners that result in bi-literacy 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 and demonstrated proficiency in Spanish

BLED 503 - Bilingual Content Instruction

Hours: Three

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 and demonstrated proficiency in Spanish

Note Offered in Spanish and English

BLED 510 - Dual Language Assessment

Hours: Three

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. Prerequisites: BLED 501 or consent of the instructor.

BLED 512 - Social and Academic Language Development in English for Bilingual Learners

Hours: Three

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 language 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.

BLED 513 - Advanced Sheltered Content Area Instruction

Hours: Three

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.

BLED 529 - Workshop in Bilingual/ESL Education

Hours: Three

Six semester hours may be applied to a graduate degree when topics vary. May be graded on a Satisfactory (S) or Unsatisfactory (U) basis.

Prerequisites: BLED 501 or consent of the instructor

BLED 690 - Seminar in Bilingual/ESL (English as a Second Language) Education

Hours: Three

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.

Prerequisites: Doctoral level standing or consent of the instructor

ECE

ECE 529 - Workshop in Early Childhood Education

Hours: Three to Six

Note Content and credit hours vary. May be graded on a satisfactory (S) and unsatisfactory (U) basis.

Cross Listed/ Same As EIED 529

ECE 535 - Math Science and Social Studies Curriculum

Hours: Three

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 Prekindergarten, Kindergarten, Grades 1, 2, and 3.

ECE 536 - Literacy Development in the Early Years

Hours: Three

The focus of this course is to examine the theories, research and practices that shape early childhood literacy development and instruction. Special emphasis will be devoted to language development, emergent literacy, family literacy and its relationship to children. Additional, participants will examine strategies for developing concepts about print, phonemic awareness, acquisition of word meaning, comprehension and connecting reading and writing.

Note This course contributes to the development of the reflective practitioner in early childhood education.

ECE 537 - Creative Expression in the Arts

Hours: Three

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 - Classroom Management for Teachers

Hours: Three

A study of current theories and practices of classroom management and discipline in early childhood, elementary, and middle school settings.

Cross Listed/ Same As EIED 538

ECE 548 - Designing Inquiry-Based Learning

Hours: Three

The focus of this class is to investigate the inquiry approach to learning with emphasis on designing instruction in which specific explorations and activities of children arise from their own questions and lead to true engagement in the learning process.

Note The curriculum and practices of the schools of Reggio Emilia, Italy, will be examined as an exemplary model.

ECE 560 - Early Childhood Curriculum Design

Hours: Three

Overview of curriculum development in all subject matter areas in early childhood education—prekindergarten, kindergarten, grades 1, 2, and 3.

ECE 561 - Foundations in Early Childhood Education

Hours: Three

This course is designed to examine the relationships among development, experiences and practices in early childhood education. Emphasis is placed upon the investigation of theoretical influences on early childhood education—Prekindergarten, Kindergarten, Grades 1, 2, and 3.

ECE 563 - Early Childhood Development

Hours: Three

A survey of research relating to theories of the development of cognitive function, the effects of attitudinal factors, and the implications of different curricular approaches on changes in child behavior and learning from birth through grade 3.

ECE 566 - Early Childhood Environments

Hours: Three

Develops a process of designing appropriate learning environments for young children. Investigates the relationship between curriculum and design through the exploration of organization, management, procedures, materials and equipment.

ECE 575 - Advocacy, Family, & Community Collaboration

Hours: Three

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. Prerequisites Graduate Standing

ECE 589 - 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. Prerequisites Consent of department head.

Note May be repeated when the topic varies

Cross Listed/ Same As EIED 589

ECE 597 - Special Topic: Early Childhood Education

Hours: One to four

Organized class

Note May be graded on a satisfactory (S) or unsatisfactory (U) basis. May be repeated when the topic varies.

Cross Listed/ Same As EIED 597

ECE 634 - 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. Prerequisites Doctoral Standing

ECE 648 - Leadership in Early Childhood Education

Hours: Three

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 procedures that impact children, families, and communities. The course provides for the development of skills needed to be effective leaders in early childhood education. Prerequisites Doctoral Standing

ECE 659 - 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. Prerequisites Doctoral Standing

ECE 663 - 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. Prerequisites Doctoral Standing

ECE 675 - 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. Prerequisites Doctoral Standing

ECE 682 - 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. Prerequisites Doctoral Standing

ECE 689 - 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. Prerequisites Consent of department head.

Note May be repeated when the topic varies

ECE 697 - 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

Prerequisites Doctoral level standing or consent of the instructor

Note May be repeated when topics vary

EDCI

EDCI 500 - Issues in Education

Hours: Three

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. Prerequisites Psy 300 or the equivalent unless on emergence certification. Cross listed with Sed 500

EDCI 502 - Strategies for Teaching the At-Risk Student

Hours: Three

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.

Note May be repeated when topics vary

EDCI 506 - The Nature and Needs of Gifted Students

Hours: Three

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 - Teaching Strategies and the Gifted/Talented

Hours: Three

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 - Curriculum Development for the Gifted Student

Hours: Three

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 - Seminar: Trends and Issues in Gifted Education

Hours: Three

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 of the gifted student.

EDCI 518 - Thesis

Hours: Six

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 529 - Workshop in Curriculum and Instruction

Hours: Three to Six

Note May be graded on a satisfactory (S) or unsatisfactory (U) basis

EDCI 535 - Leadership and Supervision Schools

Hours: Three

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 teacher leaders encounter in the elementary school.

EDCI 538 - Classroom Management for Teachers

Hours: Three

A study of current theories and practices of classroom management and discipline in schools.

Cross Listed/ Same As ECE 538

EDCI 559 - Diversity and Equity in Education

Hours: Three

This course focuses on factors of diversity that impact decisions educators must make regarding design and implementation of curriculum, teaching strategies, and materials in order to provide equity and excellence for all learners.

Cross Listed/ Same As SEd 559

EDCI 566 - Practicum in Education

Hours: Three

Students develop conceptual and professional skills related to their practice in the field. Prerequisites Consent of department head.

Note This course is part of the field-based professional development minor. It provides for the continued development and practice of skills learned in field-based staff development sessions. For each semester hour of credit, one hour is spent in lecture/staff development sessions and one hour is spent applying what was learned in a field-based setting. May be repeated when topic varies. Graded on a satisfactory (S) or unsatisfactory (U) basis.

EDCI 589 - 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

EDCI 595 - Research Literature and Techniques

Hours: Three

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.

Note 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: One to four

Organized class

Note May be graded on a satisfactory (S) or unsatisfactory (U) basis. May be requested when topics vary.

EDCI 651 - Curricula and Instructional Design

Hours: Three

This course provides an examination of research literature relative to the process of designing, implementing, and evaluating curricula and instructional strategies.

EDCI 652 - Research on the Learner

Hours: Three

A study of significant research in the cognitive and meta cognitive learning process of young children and implications for instructional strategies. Prerequisites Doctoral level standing or consent of instructor.

EDCI 655 - Assessment of Learning and the Learner

Hours: Three

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 the development of plans for school improvement. Prerequisites Doctoral level standing or consent of instructor.

EDCI 657 - Content Area Literacy

Hours: Three

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. Prerequisites Doctoral level standing or consent of instructor.

EDCI 658 - Process Writing in the Elementary School

Hours: Three

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: Three

A focus 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 - Sociocultural Inquiry in Curriculum and Instruction

Hours: Three

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.

Prerequisites EDCI 695

EDCI 689 - 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

EDCI 690 - Seminar in Education

Hours: Three

Designed for the advanced student in education. In-depth analysis of major topics of critical concern to the profession. Topics vary. Prerequisites Doctoral level standing or consent of the instructor

EDCI 691 - Mind, Brain, and Education

Hours: Three

This seminar is designed to be a collaborative exploration of significant research, researchers, and theories in Neuroscience, cognitive science, and educational practice. With the new knowledge gained, students will examine the potential impact of the new knowledge gained on their work as educators by evaluating the usefulness of what they teach and how they teach as it relates to how learners learn. Participants will share their research, insights, and understanding and explore the powerful connections among the Three disciplines Prerequisites Doctoral-level standing or consent of instructor

EDCI 695 - Research Methods

Hours: Three

An overview of research methodology including basic concepts employed in quantitative and qualitative research methods. Includes computer applications for research. Prerequisites Doctoral level standing or consent of the instructor

Note Meets requirements for a Level I research tool course

EDCI 696 - Application of Research Methods

Hours: Three

An application of research methodology in curriculum and instruction including basic concepts employed in quantitative and qualitative research methods. Includes carrying out the pilot study designed in EDCI 695, data collection, data analysis, and use of computer applications for research. Prerequisites EDCI 695 and Doctoral level standing or consent of the instructor.

Note Meets requirements for a doctoral research tool course

EDCI 697 - Special Topics

Hours: One to four

Organized class Prerequisites Doctoral level standing or consent of the instructor

Note May be repeated when topics vary.

EDCI 698 - Advanced Research Design

Hours: Three

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. Prerequisites Doctoral level standing, EDCI 695, one Level 2 Research Tool, and two Level 3 Research Tools.

EDCI 699 - Statistics: Content, Process, Application

Hours: Three

This course, a Graduate School approved level II research tools course, is a doctoral level course focused on the content, process, application, and reporting of statistical analyses in research focused on curriculum and instruction. 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 their own data and write reports describing methodology and results in the context of their own research. Prerequisites Doctoral Standing and EDCI 695

EDCI 718 - 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 - Language Acquisition and Development in Early Childhood

Hours: Three

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 - 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 and Curriculum Development for Diverse Learners

Hours: Three

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. Prerequisites ELED 514, 515, 523.

ELED 515 - Effective Teaching in a Diverse Environment

Hours: Three

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. Prerequisites ELED 523.

Note Enrollment is limited to teachers on an emergency permit

ELED 522 - Induction Year Seminar for Elementary/Middle School Teachers

Hours: Three to Six

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. Prerequisites ELED 514. Corequisite ELED 523

ELED 523 - Internship in Elementary/Middle Schools

Hours: Three

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 - Language Arts Curriculum for Grade One Through Eight

Hours: Three

A consideration of techniques of teaching the communication skills and the role of linguistics in the language arts program.

ELED 529 - Workshop in Elementary Education

Hours: Three to Six

Note May be graded on a satisfactory (S) and unsatisfactory (U) basis

ELED 530 - Mathematics Curriculum for Grades One Through Eight

Hours: Three

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 the Development of the Elementary Curriculum

Hours: Three

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 - Social Studies Curriculum for Grades One Through Eight

Hours: Three

This course is designed to give in service 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 - Science Curriculum for Grades One Through Eight

Hours: Three

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: 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

ELED 597 - Special Topics

Hours: One to four

Organized class

Note May be graded on a satisfactory (S) or unsatisfactory (U) basis. May be repeated when topics vary

RDG

RDG 515 - Reading and Learning in Content Areas

Hours: Three

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.

Note Enrollment is limited to teachers on emergency certification

Cross Listed/ Same As SED 517

RDG 516 - Foundations of Reading Instruction

Hours: Three

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: Three

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. Prerequisites Admission to the Master Reading Teacher Certification Program

RDG 521 - Literacy and Instruction II

Hours: Three

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. Prerequisites Admission to the Master Reading Teacher Certification Program; Rdg 520 or Dallas Reading Academy 1 and 2

RDG 523 - Promoting Literacy Through Language Acquisition and Development

Hours: Three

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 when called upon. Prerequisites Admission to the Master Reading Teacher Certification Program; Rdg 520, 521 or All-Level Texas Reading Certification

RDG 528 - Integrating Writing in the Literacy Program

Hours: Three

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 in Reading

Hours: Three to Six

Note May be graded on a satisfactory (S) or unsatisfactory (U) basis

RDG 540 - Prescriptive Reading in Content Area Classroom

Hours: Three

Diagnostic and prescriptive strategies teaching and learning strategies based on needs assessment. Instructional strategies discussed are appropriate for all grade levels and all content areas.

RDG 550 - Language and Literacy Development

Hours: Three

Examination of language and literacy development, with an emphasis on the development of word recognition skills and phonics within the context of language. Prerequisites Rdg 525.3

RDG 560 - Literacy Assessment

Hours: Three

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. Prerequisites Rdg 525, 540; Rdg 556 must be taken as a prerequisite or Co-requisite.

RDG 562 - Critical Issues in Literacy Education

Hours: Three

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. Prerequisites Rdg 520, 521, 523.

RDG 567 - Practicum in Organizing for Effective Literacy Instruction in Elementary, Middle, and High School

Hours: Three

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. Prerequisites Rdg 520, 521, 523.

RDG 571 - Reading Recovery I

Hours: Three

This course introduces Reading Recovery theoretical foundations, purposes, and procedures for the teacher in training. The major goals of this course include the assessment of young children and the initial intervention based on ongoing assessment. Classroom instruction is coordinated with the individual instruction of at-risk students with an integrated field experience. The teacher-in-training will explore the reading process while observing and teaching children daily. Prerequisites Permission of instructor

RDG 572 - Reading Recovery II

Hours: Three

Focus will be on the refinement of procedures used with at-risk beginning readers. This course provides further in-depth theoretical and procedural development of Reading Recovery for "at-risk" first graders. This course provides classroom instruction based on the reading theories developed by Dr. Marie Clay. Instruction is coordinated with the individual instruction of at-risk students in an integrated field experience. Attention will be directed to teacher decision making and the recording of observations made while working with children. Prerequisites Permission of instructor and Rdg 571.

Note All students enrolled in the course will be involved in teaching and observing children through a one-way glass

RDG 573 - Descubriendo La Lectura® I

Hours: Three

This course contains the basic professional body of knowledge necessary for becoming a bilingual Reading Recovery® trained teacher. The course introduces Descubriendo La Lectura (Reading Recovery)® theoretical foundations, purposes, and procedures for the teacher in training in Spanish. The major goals of this course will include the assessment of young Spanish speaking children and initial intervention strategies based on ongoing assessment of student use of graphologist, semantic, and syntactic information. Classroom instruction is coordinated with individual instruction of at-risk Spanish speaking students in an integrated field experience. The teacher-in-training will explore the reading process while observing and teaching Spanish speaking children daily. Prerequisites Permission of Instructor

RDG 574 - Descubriendo La Lectura® II

Hours: Three

This course provides further in depth theoretical and procedural development of Descubriendo La Lectura (Reading Recovery)® for "at-risk" first grade Spanish speakers. Focus will be on the refinement of procedures used with at-risk beginning readers of Spanish. This course provides

classroom instruction based on the reading theories developed by Dr. Marie Clay Instruction is coordinated with individual instruction of at-risk Spanish speaking students in an integrated field experience. Prerequisites Permission of instructor and Rdg 573.

Note Attention will be directed to teacher decision making and the recording of observations made while working with children in Spanish. All students enrolled in the course will be involved in teaching and observing children through a one-way glass.

RDG 589 - 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

RDG 597 - Special Topics

Hours: One to four

Organized class

Note May be graded on a satisfactory (S) and unsatisfactory (U) basis. May be repeated when topics vary.

RDG 640 - Seminar in Research

Hours: Three

A study of significant research in literacy and related areas. Prerequisites Doctoral level standing or consent of the instructor

Note May be repeated once

RDG 650 - Child, Young Adult, & Multicult Lit: History, Pedagogy, and Technology

Hours: Three

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. Prerequisites Doctoral level standing or consent of instructor.

RDG 667 - The Reading Process: Theories and Implications

Hours: Three

An in-depth analysis of varied definitions and theories of reading including examination of implication for reading instruction. Prerequisites Doctoral level standing or consent of the instructor.

RDG 689 - Independent Study in Reading

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.

RDG 690 - Seminar in Reading Education

Hours: Three

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. Prerequisites Doctoral level standing or consent of the instructor.

RDG 692 - Learning to Read: From Research to Best Practice

Hours: Three

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?” Prerequisites Doctoral level.

SED

SED 500 - Issues in Education

Hours: Three

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 - Induction Year Seminar for Secondary School Teachers

Hours: Three to Six

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. Corequisite Sed 523

SED 513 - The Secondary School Curriculum

Hours: Three

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.

Cross Listed/ Same As HiEd 513

SED 514 - Management and Curriculum Development for Diverse Learners

Hours: Three

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 Professional Development portion of the TExES test. Corequisite Sed 422.

Cross Listed/ Same As EIED 514

SED 515 - Effective Teaching in a Diverse Environment

Hours: Three

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 Professional Development portion of the TExES test. Prerequisites E1Ed 514, 533. Corequisite SHEd 422.

Note Enrollment is limited to students accepted into the Alternative Certification Program (ACP).

Cross Listed/ Same As E1Ed 515

SED 516 - Educational Research for Effective Teaching

Hours: Three

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. Prerequisites Sed 514, 515.

Note Enrollment is limited to students accepted into the Alternative Certification Program (ACP).

SED 517 - Reading and Learning in Content Areas

Hours: Three

This course is designed for graduate students in the alternative certification 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 the secondary level.

Cross Listed/ Same As Rdg 515

SED 518 - Thesis

Hours: Six

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.

Note Graded on a (S) satisfactory or (U) unsatisfactory basis.

Cross Listed/ Same As TVEd and ETec 518

SED 521 - Models of Teaching in the Secondary School

Hours: Three

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.

Cross Listed/Same as HiEd 521

SED 529 - Workshop

Hours: Three

Topics will be selected with reference to the needs of learners.

Note Graded as A-F or (S) satisfactory or (U) unsatisfactory

SED 559 - Diversity and Equity in Education

Hours: Three

This course focuses on factors of diversity that impact decisions educators must make regarding design and implementation of curriculum, teaching strategies, and materials in order to provide equity and excellence for all learners.

SED 589 - 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 topic varies

SED 597 - Special Topics

Hours: One to four

Organized class

Note May be repeated when topics vary

SED 614 - Supervision in Education

Hours: Three

Provides a study of leadership skills and trends in instructional supervision. The course is designed for general and special supervision, deans, heads, division chairs, superintendents, principals, and classroom teachers.

SED 632 - Secondary Curriculum Problems and Trends

Hours: Three

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.

SED 690 - Seminar in Reading Education

Hours: Three

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
Prerequisites Doctoral level standing or consent of the instructor

SED 692 - Learning to Read: From Research to Best Practice

Hours: Three

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?” Prerequisites Doctoral level standing or consent of the instructor

SED 697 - Special Topics

Hours: Three

Organized class Prerequisites Doctoral level standing or consent of the instructor

Note May be repeated when topics vary

Cross Listed/ Same As EIED 697

Educational Leadership

Madeline Justice, Head
Young Education Building; 903-886-5520

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
Supervision, Curriculum, and Instruction—Higher Education

Master’s Degree

Educational Administration
Educational Technology—Library Science
Educational Technology—Leadership
Global E-Learning

Higher Education (emphasis in higher education administration)

Higher Education (emphasis in college teaching)

Certifications

Principal	Trades and Industry
Superintendent	School Librarian
Business Education	Technology Applications
Marketing Education	Health Science Technology

Graduate Certificates

College/University Administration
College Teaching

Graduate Work in the Educational Administration Program

The Department of Educational Leadership offers Master of Science, 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.

Graduate Work in the Higher Education Program

A Doctor of Education degree in Supervision, Curriculum and Instruction—Higher Education is available as a 90-semester-hour program or a 60-semester-hour program. The 90-semester-hour program includes hours in the major, minor, electives, and research tools. The 60-semester-hour program does not include a minor and requires that the student has already completed a Master's Degree. Master of Science degrees are available with an emphasis in either college teaching or higher education administration. Graduate Certificates are available in College Teaching and College/University Administration. The master's, doctoral, and certificate programs in Higher Education prepare students for careers as college and university faculty and administrators.

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 also available in two certification areas to prepare educators for teaching Technology Applications and for 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. Technology Applications certification courses may be applied to a Master's program, if so desired.

Graduate Work in the Global E-Learning Program

The Master of Science is offered in Global E-Learning. Certification programs in Marketing Education, Business Education, Health Science Technology, and Trades and Industry are also available.

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 36 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 18-hour program of coursework for candidates holding a Masters 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.

Graduate Certificates

Two graduate certificates, College Teaching and College/University Administration may be obtained through the Department of Educational Leadership. The College Teaching Certificate program is an 18-hour program of Higher Education coursework for students who have completed or will complete a master's degree and a minimum of 18 graduate hours in a teaching discipline. Students will complete coursework in curriculum and instruction in Higher Education to provide the necessary minimum foundation for teaching at the college level. Students who complete the program will have competencies in instruction, curriculum development, and the legal aspects of college faculty and student life. The College/University

Administration Certificate program is an 18-hour program of coursework for students who have completed or will complete a master's or doctoral degree and intend to serve as administrators in higher education. Students will complete coursework in Higher Educational Administration to provide the necessary minimum foundation for leadership positions at the college level. Students who complete the program will have competencies in leadership, curriculum development, decision making, and the law related to colleges and universities.

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.

Certification and Endorsement Programs

A variety of certificates and endorsements can be completed in the department. Many of the courses required for these programs may be applied toward a master's and/or doctoral degree. Students may pursue endorsements/certificates in the following areas:

Business Education
Marketing Education
School Librarian

Health Science Technology
Technology Applications
Trades and Industry

Educational Administration MS/MEd

Those who apply to the Texas A&M University-Commerce Graduate School for admission to one of the master's degree programs 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 nondegree seeking student. Beyond the university admissions requirements, the department requires the following to be screened for full admission to master's degree programs: Two letters of recommendation from school administrators, score on the verbal, quantitative, and written portions of the Graduate Record Examination, and an undergraduate grade point average of 2.75. Applicants without an acceptable application packet will be considered for probationary admission.

Master of Science and Master of Education in Educational Administration

The MS and MEd degree programs include 36 required hours in educational administration. All 36 required hours apply to the department's principal certification program. Students who are seeking the master's degree and principal certification should select approved electives that align with departmental requirements for principal certification. Students who have not been fully admitted to the program may take up to 6 hours of coursework under nondegree-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:

Required Core Courses (12 semester hours)

- EDAD 615 - Leading Effective Schools
- EDAD 626 - Using the Law in Educational Practice
- EDAD 595 - Using Research for Best Practices
- EDAD 574 - Developing Quality Instructional Programs

Required Support Courses (21 semester hours)

- EDAD 508 - Facilitating Learning for Diverse Students
- EDAD 554 - Leading the Learning Community
- EDAD 607 - Using Evaluation and Data to Improve Learning
- EDAD 614 - Leading Learning Communities Internship
- EDAD 619 - Designing Curriculum
- EDAD 623 - Allocating Resources for Effective Learning
- EDAD 656 - Building Capacity for Powerful Learning

Select 1 Course from the following: (3 semester hours)

- EDAD 597 - Special Topics
- EDAD 612 - Examining Issues and Trends in School Leadership
- EDAD 618 - Exploring Educational Issues Colloquium
- EDAD 622 - Leading and Managing Organizational Change for Improvement
- EDAD 658 - School Crisis Leadership

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 36-hour program includes the 36 hours required for the master's degree program, including the same requirements for program admission, matriculation, sequence, and progression beyond 6-semester credit hours to include EdAd 615 based on the 3.75 grade point average. Further matriculation beyond these 6-semester credit hours depends on full admission to the program.

The Principal internship is a 3-hour block of instruction.

Students who have earned a master's degree from another institution, or in another major at the time they are admitted to the principal certificate program, may complete a 36-semester-hour program from Texas A&M University-Commerce to obtain their certificate.

All courses must be completed at A&M-Commerce in a satisfactory manner within 6 years of taking the TExES Principial Certification Exam. The certification program required courses are the same as those required for the master's degree.

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.

Superintendent Certificate (15 semester hours)

- EDAD 611 - School District CEO Leadership: The Internship
- EDAD 628 - School District CEO Leadership: The Superintendency
- EDAD 620 - School District Instructional Leadership: Human Resources
- EDAD 627 - School District Organizational Leadership: Finance
- EDAD 651 - School District Organizational Leadership: Facilities

Educational Administration EdD

Application packets are generally reviewed once a year in October for admission for the following spring or summer semesters.

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. Students may choose either a 60-semester-hour post-master's degree plan or a 90-semester-hour post-bachelor's degree plan. These semester-hour requirements are typically over and above the research tool courses. For either degree plan, a minimum of 36 semester hours must be completed in the major field, 24 of which must be taken in prescribed doctoral-student-only courses not available to master's and certification programs.

For the 90-semester-hour post-bachelor's degree plan, students fulfill the requirement for a minor or minors by taking a minimum of 30 semester hours under one of the following three plans.

1. A comprehensive minor with all course work in one academic minor;
2. A split minor in two academic areas with either a 6-4 or 5-5 course format; or
3. An interdisciplinary studies minor in three academic areas with a 4-3-3 course format.

For each of these options, committee members from each of the academic areas will determine courses to be taken and will be involved in the written and oral qualifying examinations, the dissertation, and the dissertation defense.

For the interdisciplinary minor, a minimum of 18 semester hours are selected from the interdisciplinary and educational foundations areas of sociology, economics, psychology, philosophy of education, history of education, comparative education, supervision, curriculum and instruction, and research tools.

For the 60-semester-hour post-master's degree plan, students must complete 12 semester hours of electives, at least 9 semester hours of which must be taken outside the Department of Educational Leadership. Other requirements are as follows:

1. **Research proficiency.** The candidate must meet Graduate School research tools requirements for the Doctorate of Education degree (see Office of Graduate Studies and Research for more information).
2. **Residency.** The doctoral residency requirement is designed to promote meaningful and continuous study in the field of scholarship, to provide for a diversity of experiences supporting intellectual growth, and to promote regular interaction between students and faculty members. This residency begins in the semester in which the student enters the doctoral program. Students in educational administration at Texas A&M University-Commerce complete 3 consecutive semesters of continuous enrollment of at least 6 semester hours in required doctoral-only coursework (including research tools). Students also confer with the doctoral adviser to develop a personal residency plan identifying activities to be completed during these three semesters in each of the following 5 strands: research, professional development, service, cultural activities, and faculty interaction.
3. **Doctoral residence seminar.** All candidates are required to complete EDAD 699 — Resident Doctoral Seminar.
4. **Dissertation.** A dissertation of at least 12 semester hours must be completed to the satisfaction of the major department.

Higher Education (emphasis in Higher Education Administration) MS

Required Courses

- HIED 528 - Philosophy of Education *
- HIED 595 - Research Literature and Methods *

- HIED 540 - The American Community College
-
- HIED 651 - Curriculum Development in Higher Education
- or
- HIED 541 - The Community College Curriculum
-
- HIED 657 - Organization and Governance in Higher Education
-
- HIED 658 - Administration of Student Affairs in Higher Education
- or
- HIED 653 - Fundamental Theories in Community College Instructional Leadership
-
- HIED 656 - Higher Education and the Law
- HIED 659 - Higher Education Finance
- HIED 622 - Internship

Plus 9 Semester hours of Electives

Higher Education (emphasis in College Teaching) MS

Required Courses

- HIED 528 - Philosophy of Education *
- HIED 595 - Research Literature and Methods *
-
- HIED 651 - Curriculum Development in Higher Education
- or
- HIED 541 - The Community College Curriculum
-
- HIED 542 - Analysis of Teaching in Higher Education
- HIED 621 - Effective Teaching and Learning in Higher Education
- HIED 656 - Higher Education and the Law
- Plus six acceptable graduate-level courses in a teaching field(s) to be selected in consultation with adviser.

*Core Courses

Supervision, Curriculum, and Instruction — Higher Education EdD

For the Doctor of Education degree in Supervision, Curriculum, and Instruction—Higher Education (SCIH), the student may select one of two options: 60-semester-hour program or a 90-semester-hour program.

The 60-semester-hour program is designed specifically for persons who already have a master's degree. Building upon the master's degree, the program requires a major field of 36 semester hours (not including the dissertation), plus 12 semester hours of research tools and 12 semester hours of electives. The 90-semester-hour program requires everything from the 60-semester-hour program plus a minor—10 courses from outside the major—which can be comprehensive or split. A comprehensive minor requires that all 10 courses come from 1 field, whereas a split minor (6-4 or 5-5) requires courses from 2. An interdisciplinary minor (4-3-3) is also possible.

Doctoral advisement committees include (minimally) 2 individuals from the Major—one of whom will serve as major advisor and one from each of the minor areas. These individuals help determine the courses to be taken and are involved in evaluating written and oral qualifying examinations, the dissertation proposal, and the dissertation.

The research tools for both options are proficiency in educational statistics and in quantitative and qualitative research methodology. Students must also be proficient in the use of technology as some coursework throughout the doctoral program is delivered on the Internet.

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 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.

Educational Technology — Leadership MS/MEd

Required courses in the major (18 semester hours)

- ETEC 524 - Introduction to Educational Technology *
- ETEC 561 - Learning and Technology *
- ETEC 579 - Administration of Media Technology Programs *
- ETEC 562 - Applying Instructional Media and Technology
- ETEC 578 - Instructional Design and Development
- HIED 595 - Research Literature and Methods *
- * Core Courses

Required support courses (18 semester hours)

Courses to be selected in consultation with advisor, to address the interests and professional field of the student.

Educational Technology — Library Science MS/MEd

Required courses in the major (36 semester hours)

- LIS 512 - Information, Reference and Mediographic Services
- LIS 515 - Cataloging and Classification *
- LIS 524 - Developing General and Specialized Collections *
- LIS 527 - Books and Related Materials for Children and Young Adults *

- LIS 550 - Practicum in a Library Media Center *
- LIS 557 - Technology Integration for School Librarians *
- ETEC 524 - Introduction to Educational Technology
- ETEC 561 - Learning and Technology
- ETEC 562 - Applying Instructional Media and Technology
- ETEC 579 - Administration of Media Technology Programs *
- HIED 595 - Research Literature and Methods *
- Plus 1 graduate diversity course, selected in consultation with advisor.

Educational Technology Minor

Requires 12-18 semester hours. Courses to be selected in consultation with ETEC adviser (will vary based on hours available in each program).

School Librarian Certificate

Required Courses

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.

- LIS 515 - Cataloging and Classification
- LIS 550 - Practicum in a Library Media Center
- LIS 557 - Technology Integration for School Librarians
- LIS 597 - Special Topics
- ETEC 579 - Administration of Media Technology Programs

Technology Applications Certificate (8-12, and All-Level)

Required Courses

Interested students should consult an adviser at beginning of program to begin work on required program portfolio.

- A passing score on the TExES exam.
 - prerequisites are ETec 524, 561
 - ETEC 525 - Web mastering for Education and Training
 - ETEC 562 - Applying Instructional Media and Technology
 - ETEC 581 - Digital Video and Audio Production and Applications for Instructional Settings
 - ETEC 587 - Advanced Technology Applications
-

Global E-Learning MS

Required Courses

- EDUC 510 - Using Effective Instructional Technologies *
- EDUC 514 - Generational Issues in Global Education *
- EDUC 515 - Intercultural Education *
- EDUC 516 - Fundamentals of Active Engagement *
- EDUC 552 - Going Global *
- EDUC 553 - Transformational Global Leadership *
- EDUC 554 - Theories of Adult Learning *
- HIED 595 - Research Literature and Methods *

Plus 12 semester hours of graduate electives

Note

*Core courses

Trades and Industry Certificate Pre-Employment Lab

Required Courses

- EDUC 510 - Using Effective Instructional Technologies
- EDUC 511 - Managing the Instructional Environment
- EDUC 525 - Human Relations in Global E-Learning
- EDUC 548 - Designing and Evaluating Curriculum
- EDUC 560 - Organizing and Implementing Work-Based Learning

Plus

- EDUC 523 - Internship

EDAD

EDAD 508 - Facilitating Learning for Diverse Students

Hours: Three

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 emphasized leadership that will insure all students receive quality, flexible instructional services that meet individual student needs. Prerequisites: EdAd 615.

EDAD 524 - Law and Policy in Instruction

Hours: Three

This course will provide new teachers/administrators with an opportunity to study laws and policies as they pertain to the classroom setting and their district.

EDAD 554 - Leading the Learning Community

Hours: Three

One of four culminating courses that develop candidates for school leadership who have the knowledge, disposition and performance ability to promote the success of all students by exercising visionary, collaborative, instructional, organizational, and political leadership. The focus of the course is on facilitating the development articulation, implementation and stewardship of a school vision of learning that is shared by the school community by exercising highly integrated transformational and transactional leadership roles for transforming schools into learning communities. Prerequisites: EdAd 615, 626, 574, 595, 619, 508, 623, and 607. Corequisite EdAd 614.

EDAD 574 - Developing Quality Instructional Programs

Hours: Three

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 594 - Navigating the Political Dynamics of Education

Hours: Three

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. Prerequisites: EdAd 615 and 626.

EDAD 595 - Using Research for Best Practices

Hours: Three

This course provides a review of significant research designs used in the field of education in order to seek out "best practices" in the classroom, on the campus, and district wide. Emphasis is placed on the process and consumption of research. Prerequisites: EdAd 615, 626, 574, 595.

Note The student is required to demonstrate competence in developing and refining research techniques for "best practices" through the creation of a research proposal.

EDAD 597 - Special Topics

Hours: One to four

Organized class

Note May be repeated when topics vary

EDAD 601 - Foundations of Educational Administration

Hours: Three

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 - Communicating for Effective Learning

Hours: Three

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 615, 626, 574, and 595.

EDAD 607 - Using Evaluation and Data to Improve Learning

Hours: Three

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 improvements. Prerequisites: EdAd 615, 626, 574, and 595.

EDAD 610 - Leading Learning Communities Practicum

Hours: Three

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 615, 626, 574, 595, 508, 623, 607, 619. Corequisite: EdAd 554 or 656 as last course.

EDAD 611 - School District CEO Leadership: The Internship

Hours: Three

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 Superintendency Program. Corequisite: Concurrent enrollment in EdAd 627.

Note Application of standards based knowledge and skills and research in real settings over time is the critical aspect of the internship

EDAD 612 - Examining Issues and Trends in School Leadership

Hours: Three

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. Prerequisites Principal certification and admission into the superintendent certification program Corequisite Concurrent enrollment in EdAd 627.

Note With departmental approval this course may be repeated when the issues or topics differ.

EDAD 614 - Leading Learning Communities Internship

Hours: Three

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, 626, 574, 595, 508, 623, 607, 619. Corequisite: EdAd 554 or 656.

EDAD 615 - Leading Effective Schools

Hours: Three

The introductory course is designed to provide an overview of the organization and administration of the public school system in America with focused attention upon the systemic transformation of the public schools of Texas The principles of effective leadership and organizational theory will be examined in order to transfer theory into practice

EDAD 618 - Exploring Educational Issues Colloquium

Hours: Three

In this elective course, students participate in seminars to explore current educational leadership issues and participate in group and self-study opportunities. Students explore literature centering on conference topics and study current educational research findings to expand their knowledge seminar themes.

EDAD 619 - Designing Curriculum

Hours: Three

This course focuses on the development of a designing 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 615, 626, 574, and 595.

EDAD 620 - School District Instructional Leadership: Human Resources

Hours: Three

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 develop 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 Corequisite concurrent enrollment in EdAd 619.

EDAD 622 - Leading and Managing Organizational Change for Improvement

Hours: Three

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. Prerequisites EdAd 615, 626, 574, and 595.

EDAD 623 - Allocating Resources for Effective Learning

Hours: Three

This course provides school leaders with the skills and knowledge to apply effective leadership and management skills to the functions of human resources management and financial management. Students will focus on personnel management, instructional supervision, and professional

development in the human resources management portion of the course. Students will focus on the functions of resource acquisition, budgeting, and accounting in the financial management portion of the course. Prerequisites EdAd 615.

EDAD 626 - Using the Law in Educational Practice

Hours: Three

An examination of the legal framework for education including the United States constitution, federal and state statutes, and the body of case law affecting school leadership.

EDAD 627 - School District Organizational Leadership: Finance

Hours: Three

This is an integrated School District Organization Leadership 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 finance. Prerequisites Principal certification and admission into the superintendent certification program or doctoral status. Corequisite Concurrent enrollment in EDAD 651.

EDAD 628 - School District CEO Leadership: The Superintendency

Hours: Three

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. Prerequisites Principal certification and admission into the superintendent certification program

EDAD 634 - Examining the Dynamics of Change and Conflict Resolution in Educational Systems

Hours: Three

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 636 - Economics of Education

Hours: Three

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 societal systems. Corequisite Doctoral standing

EDAD 637 - Advanced Organizational Behavior in Education

Hours: Three

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. Prerequisites Doctoral Standing

EDAD 639 - Educational Program Evaluation for School Leaders

Hours: Three

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 Standing.

EDAD 641 - School District Instructional Leadership: Curriculum

Hours: Three

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 Admission into the superintendent certification or doctoral program. Corequisite Concurrent enrollment in EdAd 620 for those admitted into the superintendent certification program.

EDAD 647 - Ethics and Philosophy of Educational Administration

Hours: Three

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 651 - School District Organizational Leadership: Facilities

Hours: Three

This is an integrated School District Organizational Leadership 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 facilities. Prerequisites Principal certification and admission into the superintendent certification program or doctoral status. Corequisite Concurrent enrollment in EdAd 627.

EDAD 652 - Enhancing School Performance Through Effective Public and Community Relations

Hours: Three

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 656 - Building Capacity for Powerful Learning

Hours: Three

One of four culminating courses that develop candidates for school leadership who have the knowledge and ability to promote the success of all students through a positive school culture for teaching and learning. This is a human resource development course that focuses on personnel management and instructional supervision to develop powerful learning through professional growth and problem solving in real time through active learning and systems thinking. Prerequisites EdAd 615, 626, 574, 595, 508, 623, 607, and 619. Corequisite EdAd 610 or 614

EDAD 658 - School Crisis Leadership

Hours: Three

This course will provide students with tools, communication techniques, and research-based methods to assist in the prevention of and recovery from

school crises. Students will gain skills to establish safe learning environments and lead students, faculty, and other school stakeholders through potential crises.

EDAD 671 - Governance and Politics of Educational Organizations

Hours: Three

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. Prerequisites Doctoral Standing.

Note 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

EDAD 689 - 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 Doctoral status

EDAD 695 - Research Methodology

Hours: Three

An overview of research methodology including basic concepts employed in quantitative and qualitative research methods Includes computer applications for research Prerequisites Doctoral status or consent of the instructor

Note Meets requirements for a Level I research tool course

Cross Listed/ Same As Coun/Psy/HiEd 695

EDAD 697 - Special Topics

Hours: One to four

Organized class Prerequisites Doctoral status

Note May be repeated when topics vary

EDAD 698 - Qualitative Research Methods

Hours: Three

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 frameworks from the social sciences and to formulate reasonable research questions based on those frameworks. The development of doctoral proposals within the qualitative methodology is of major concern as is the development of qualitative methodology as a practical method of knowing and administering an educational organization.

Prerequisites Levels I, II, and III research tool courses

EDAD 699 - Resident Doctoral Seminar

Hours: Three

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.

EDAD 718 - Doctoral Dissertation

Hours: Three to twelve

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.

Note Graded on a (S) satisfactory or (U) unsatisfactory basis

EDUC

EDUC 510 - Using Effective Instructional Technologies

Hours: Three

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.

Note Students will be required to complete specialized research projects.

EDUC 511 - Managing the Instructional Environment

Hours: Three

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.

Note Students will be required to complete specialized research projects.

Cross Listed/ Same As Previously VoEd 511

EDUC 514 - Generational Issues in Global Education

Hours: Three

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: Three

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 - Fundamentals of Active Engagement

Hours: Three

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: Six

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.

Note Graded on a (S) satisfactory or (U) unsatisfactory basis

EDUC 522 - Career Technology

Hours: Three

Includes a study of the various modes and uses of computer-assisted and computer-managed instruction. Emphasis is placed on the hardware for computer systems, integrated software packages, and Dos Procedures for manipulating data files also will receive attention. Designed especially for students pursuing IPT endorsement and/or career and technology education.

EDUC 523 - Internship

Hours: Three

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 - Human Relations in Global E-Learning

Hours: Three

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.

Note Students will be required to complete specialized research projects.

EDUC 528 - Intro to Presentation Design

Hours: Three

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 - Designing and Evaluating Curriculum

Hours: Three

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.

EDUC 552 - Going Global

Hours: Three

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 training and developing, training and development applications, and training and development resources.

Note Students will be required to complete specialized research projects

EDUC 553 - Transformational Global Leadership

Hours: Three

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 Learning

Hours: Three

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: acknowledgment of learner experience, promotion of autonomy and self-direction, and establishment of teacher-learner relationships in the adult environment.

EDUC 556 - Survey Design and Evaluation

Hours: Three

This course provides a framework for the 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 - Organizing and Implementing Work-Based Learning

Hours: Three

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: Three

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. Prerequisites EDUC 554 & ECUC 552

EDUC 579 - History and Principles of Career and Technology Education

Hours: Three

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.

EDUC 589 - 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

EDUC 597 - Special Topics

Hours: One to four

Organized class

Note May be repeated when topics vary

ETEC

ETEC 522 - Internship/Practicum

Hours: Three

Varied on-the-job experiences, on or off campus, applicable to student's professional preparation and goals are provided. Prerequisites: Permission from the instructor.

Note Supervision by a member of the Graduate Faculty is required.

ETEC 524 - Introduction to Educational Technology

Hours: Three

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.

ETEC 525 - Web mastering for Education and Training

Hours: Three

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.

ETEC 526 - Empowering Schools with Technology

Hours: Three

This course provides students with an opportunity to conduct in-depth explorations of how technology is being used to promote/enhance/support both administrative and instructional activities in K-12 education. Emphasis will be on how educational computing might contribute to school reform, as well as to the training of teachers (both pre-service and in-service). Prerequisites ETec 524 or permission from the instructor

ETEC 527 - Technologies for Instructional Delivery

Hours: Three

Investigates the current and emerging technologies available for instructional delivery. Included are components of courses (eg computer-assisted instruction, web quests, etc) as well as methods of delivery in non-face-to-face environments. Emphasis will be on the appropriate selection of technologies for various instructional settings. Prerequisites ETec 524 or permission from the instructor

ETEC 544 - Computer Operating Systems for Educators

Hours: Three

Examines similarities and differences between computer operating systems often used in educational settings. Experiences with DOS, Windows, Unix, and the Macintosh operating systems will be provided. Emphasis will be on hardware, software, and training issues related to these systems and to networking of computer resources.

ETEC 557 - Integrating Technology Throughout the Curriculum

Hours: Three

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. Prerequisites ETEC 524 or permission from the instructor

Cross Listed/ Same As LIS 557

ETEC 561 - Learning and Technology

Hours: Three

This course focuses on learning theory and principles underlying the uses of technology in the learning process. Included are the utilization of communication technologies applicable to teaching and learning.

ETEC 562 - Applying Instructional Media and Technology

Hours: Three

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 567 - Multi-Media Production

Hours: Three

Concerned with the theory and practice of combining visual and audio components in instructional design. Production processes and techniques and recent developments in electronic presentation technologies are studied. Prerequisites ETEC 562; recommended ETEC 578.

ETEC 578 - Instructional Design and Development

Hours: Three

Students will utilize a systems approach to design and develop instruction. The four phases of instructional design, analysis, design, development, and evaluation, are examined. Prerequisites ETEC 561.

Note Students will plan and produce multimedia presentations

ETEC 579 - Administration of Media Technology Programs

Hours: Three

An examination of the theories, practices and competencies required for effective administration of educational technology programs. Examines supervision and organization of media and equipment holdings. Covers management techniques as they apply to learning resources in educational, business, and industrial settings. Prerequisites ETEC 524 or ETEC 557 or LIS 557 or permission of instructor.

ETEC 581 - Digital Video and Audio Production and Applications for Instructional Settings

Hours: Three

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.

ETEC 587 - Advanced Technology Applications

Hours: Three

Students will develop and produce web-based instructional materials that include the integration of text, graphics, animation, sound and video into various delivery formats, including web. The course will address interactivity, ethical, and security issues, among others.

ETEC 588 - Issues in Educational Technology and Technological Change

Hours: Three

This course focuses on the processes by which professional change agents (for example, education 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 be addressed, but not limited to, include mentoring for and with technology, assistance technology solutions, and applications of emerging technologies.

ETEC 589 - 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.

ETEC 591 - Distance Education Design and Implementation

Hours: Three

Examines theories and practice of distance education Emphasis is on the design and implementation of effective instructional strategies and course delivery in distance learning environments Prerequisites ETec 524 or permission from the instructor

ETEC 594 - E-Research Issues and Strategies

Hours: Three

Students will examine methodologies and implementation strategies in E-Research. Focus will be on investigating and experiencing the variety of ways in which researchers may use the Internet to enhance their professional activities, on exploring how the use of the Internet influences the research process and procedures for data collection and analysis, and on relating this to educational practice. Students will design and develop materials to promote the effective implementation of e-research skills within their classes and other relevant areas. Prerequisites Etec 524 and either HiEd 595 or HiEd 695 or permission of instructor.

ETEC 597 - Special Topics

Hours: One to four

Organized class.

Note May be repeated when topics vary.

HIED

HIED 518 - Thesis

Hours: Six

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.

Note Graded on a (S) satisfactory or (U) unsatisfactory basis.

Cross Listed/ Same As

HIED 528 - Philosophy of Education

Hours: Three

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 - The American Community College

Hours: Three

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 - The Community College Curriculum

Hours: Three

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 Higher Education

Hours: Three

Provides an analysis, comparison, and contrast of a range of teaching styles and models available to community college and university faculty. Particular emphasis will be directed toward teaching improvement models and assessment skills.

HIED 543 - Issues in Adult and Developmental Education

Hours: Three

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: One to four

Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. Prerequisites HIED 595 and consent of department head.

Note May be repeated when the topic varies

HIED 595 - Research Literature and Methods

Hours: Three

This course provides a study of research methodologies with appropriate practical application in relevant problem solving Specific research types, including action research will be emphasized

Note The student is required to demonstrate his or her competence in the investigation and formal reporting of a problem.

HIED 597 - Special Topics

Hours: One to four

Organized class

Note May be repeated when topics vary

HIED 617 - Statistical Procedures for Education and Research

Hours: Three

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. Prerequisites HIED 595

Note Meets requirements for a Level II research tool course

HIED 621 - Effective Teaching and Learning in Higher Education

Hours: Three

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: Three

Provides supervised experiences in a setting appropriate to the student's projected career aspirations and areas of specialization. Prerequisites HIED 595 or HIED 695 and consent of instructor

HIED 627 - History of Higher Education in the United States

Hours: Three

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. Corequisite HIED 695

HIED 628 - Survey of Developmental Education

Hours: Three

A survey of best practices and current and emerging trends in the administration and delivery of effective developmental education programs.

HIED 637 - Institutional Effectiveness and Outcomes Assessment

Hours: Three

Examines the application of a variety of institutional assessment processes to the development, or improvement, of the organization and to the measurement of accountability. Prerequisites HIED 695

HIED 640 - Policymaking in Higher Education

Hours: Three

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 impact of policies on institutions and students. Prerequisites HIED 695

HIED 650 - Advanced Practicum in Supervision and Curriculum

Hours: Three

Includes supervised practical experiences in supervision and curriculum in a wide variety of environments. Prerequisites HIED 595 or HIED 695 and consent of instructor

HIED 651 - Curriculum Development in Higher Education

Hours: Three

Provides a study of the factors and influences that 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. Prerequisites consent of instructor

HIED 653 - Fundamental Theories in Community College Instructional Leadership

Hours: Three

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; leadership strategies for the dean, division chair, and chair will be emphasized. Prerequisites HIED 540 and either HIED 595 or HIED 695

HIED 654 - Seminar in Instructional Leadership

Hours: Three

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. Prerequisites HIED 695

HIED 655 - Issues in Higher Education

Hours: Three to Six

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. Prerequisites HIED 695

HIED 656 - Higher Education and the Law

Hours: Three

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 - Organization and Governance in Higher Education

Hours: Three

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. Prerequisites HIED 595 or HIED 695

HIED 658 - Administration of Student Affairs in Higher Education

Hours: Three

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. Prerequisites HIED 595 or HIED 695

HIED 659 - Higher Education Finance

Hours: Three

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. Prerequisites HIED 595 or HIED 695

HIED 689 - 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 HIED 695 and consent of department head.

Note May be repeated when the topic varies.

HIED 695 - Research Methods

Hours: Three

An overview of research methodology including basic concepts employed in quantitative and qualitative research methods. Includes computer

applications for research. Prerequisites Admission to the Doctoral Program.

Note Meets requirements for a Level I research tool course

HIED 696 - Advanced Research Methodology: Interpretive Inquiry

Hours: Three

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.

Cross Listed/ Same As

HIED 697 - 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: Three

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.

Prerequisites HIED 595 or HIED 695

HIED 710 - Research Colloquium

Hours: One to Three

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 HIED 695, HIED 617 and HIED 696

HIED 718 - Doctoral Dissertation

Hours: Twelve

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. Prerequisites HIED 695, HIED 617, and HIED 696

Note Graded on a (S) satisfactory or (U) unsatisfactory basis

LIS

LIS 512 - Information, Reference and Mediographic Services

Hours: Three

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 and Classification

Hours: Three

Descriptive cataloging of print and non-print materials for the school library. Emphasizes Anglo-American Cataloging Rules, Dewey Decimal Classification, and Sears Subject Heading.

LIS 524 - Developing General and Specialized Collections

Hours: Three

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 and Related Materials for Children and Young Adults

Hours: Three

In-depth study of leading examples of media as they relate to the curriculum and the role of the school librarian.

LIS 540 - Administration of School Libraries

Hours: Three

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 Library Media Center

Hours: Three

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. Prerequisites: Completion of all other required certification courses and permission of the instructor.

LIS 557 - Technology Integration for School Librarians

Hours: Three

This courses 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 597 - Special Topics

Hours: One to Four

Organized class. May be repeated when topics vary.

Health and Human Performance

Betty Block, Department Head
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Graduate programs offered in the Department of Health and Human Performance are designed to provide students with specialized training to prepare for positions with public and private agencies and master teaching position in the area of health and human performance at the K-12 and college levels. 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;
3. Knowledge related to the current challenges and trends underlying programs of health and human performance;
4. Knowledge and skills related to pedagogy in health and human performance.

Programs of Graduate Work

The Department of Health and Human Performance offers the following graduate degrees: Master of Science (MS) in Health, Kinesiology and Sport Studies (either thesis or non-thesis) and Master of Education (MEd) in Health and Kinesiology and Sport Studies. The MS degree is offered with three different tracks as specified in degree requirements. For each of these degrees, a minimum of 18 to 24-hours must be completed in the major field. The Department also offers a minor for students in the doctoral program in Supervision, Curriculum, and Instruction—Higher Education.

Admission

Each applicant will be evaluated on his/her successful completion of an undergraduate degree in health, kinesiology, human performance or a closely related field, and undergraduate or graduate gpa, two letters of reference from sources acquainted with the applicants academic capabilities, 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.

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.

Health, Kinesiology, and Sports Studies MS/MED

(Option I, Thesis)

This program requires 10 courses for a total of 30-32 hours

Human Performance Track

This program requires 10 courses for a total of 30-32 semester hours

- HHPK 518 - Thesis 6 (semester hours)
- HHPK 519 - Research Methods in Human Performance

- HHPK 617 - Statistical Procedures for Health and Human Performance
- HHPK 591 - Seminar

Plus two courses from the following

- HHPK 520 - Psychology of Motor Learning
- HHPK 530 - Sports Conditioning
- HHPK 535 - Advanced Exercise Physiology
- HHPK 593 - Biomechanics

Plus 9 (semester hours) of approved electives

(Option II, Non-Thesis)

Human Performance Track

This program requires 12 courses for a total of 36 semester hours.

- HHPK 510 - Curriculum Construction in Health and Kinesiology
- HHPK 516 - Interdisciplinary Topics in Health and Human Performance
- HHPK 617 - Statistical Procedures for Health and Human Performance
- HHPK 536 - Adapted Kinesiology
- HHPK 595 - Critiquing and Conducting Research

Plus 3 courses (9 semester hours) selected from

- Plus 12 semester hours of approved graduate level education electives.
- HHPK 520 - Psychology of Motor Learning
- HHPK 540 - Supervision in Health and Kinesiology
- HHPK 560 - Motor Development Issues
- HHPK 590 - Health and Kinesiology: Teaching Design, Strategies, and Assessment
- HHPS 584 - Administration in Sport and Recreation Programs

(Option II, Non-Thesis)

Sports Studies Track

This program requires 10 courses for a total of 36-38 semester hours.

- HHPK 617 - Statistical Procedures for Health and Human Performance
- HHPS 520 - Governance and Ethics in Sport
- HHPS 535 - Sport Sociology
- HHPK 595 - Critiquing and Conducting Research

Plus two courses from Section A (6-8 semester hours)

- HHPK 520 - Psychology of Motor Learning
- HHPK 530 - Sports Conditioning
- HHPH 531 - Nutrition and Optimal Performance
- HHPK 535 - Advanced Exercise Physiology
- HHPK 593 - Biomechanics
- HHPK 664 - Health-Related Fitness Testing and Exercise Prescriptions

Plus two courses from Section B (6 semester hours)

- HHPK 516 - Interdisciplinary Topics in Health and Human Performance
- HHPS 521 - Finance and Economics in Sport
- HHPS 525 - Marketing and Public Relations in Sports
- HHPS 530 - Sport Psychology
- HHPS 539 - Sport Law
- HHPS 564 - Facilities and Equipment in Kinesiology and Sport

Plus

12 semester hours of approved electives or 3 semester hours internship (HHPS 537) and 9 semester hours of approved electives.

(Option I, Thesis)

Health Promotion Track

This program requires 10 courses for a total of 31-34 semester hours:

- HHPK 617 - Statistical Procedures for Health and Human Performance
- HHPK 518 - Thesis
- HHPK 519 - Research Methods in Human Performance
- HHPH 585 - Program Design in Health Promotion
- HHPK 591 - Seminar

Plus 2 courses from Section A (6-7 semester hours)

- HHPH 531 - Nutrition and Optimal Performance
- HHPH 664 - Health-Related Fitness Testing and Exercise Prescriptions
- HHPK 530 - Sports Conditioning
- HHPK 534 - Exercise in Health and Disease
- HHPK 535 - Advanced Exercise Physiology

Plus 2 courses from section B (6 semester hours)

- HHPH 516 - Interdisciplinary Topics in Health and Human Performance
- HHPH 544 - Health Promotion Administration and Management
- HHPH 547 - Health Psychology
- HHPH 550 - Health Promotion with Special Populations
- HHPH 660 - Global Health Issues

Plus

3 semester hours of approved electives or 3 semester hours internship (HHPH 537).

(Option II, Non-Thesis)

Health Promotion Track

This program requires 12 courses, for a total of 36 semester hours.

- HHPK 617 - Statistical Procedures for Health and Human Performance
- HHPH 544 - Health Promotion Administration and Management
- HHPH 585 - Program Design in Health Promotion
- HHPH 595 - Critiquing & Conducting Research

Plus 2 courses from Section A (6 semester hours)

- HHPH 531 - Nutrition and Optimal Performance
- HHPH 664 - Health-Related Fitness Testing and Exercise Prescriptions
- HHPK 530 - Sports Conditioning
- HHPK 534 - Exercise in Health and Disease
- HHPK 535 - Advanced Exercise Physiology

Plus 2 courses from Section B (6 semester hours)

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- HHPH 516 - Interdisciplinary Topics in Health and Human Performance
 - HHPH 547 - Health Psychology
 - HHPH 550 - Health Promotion with Special Populations
 - HHPH 660 - Global Health Issues

Plus

12 semester hours of approved electives or 3 semester hours internship (HHPH 537) and 9 semester hours of approved electives.

HHPH

HHPH 510 - Curriculum Construction in Health and Kinesiology

Hours: Three

A course with particular emphasis upon 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.

Cross Listed/ Same As HHPK 510

HHPH 512 - Health Protection

Hours: Three

The course focuses on major health topics that deal with environmental safety as well as intentional and unintentional injuries. Emphasis will be placed on acquiring knowledge related to causes and prevention strategies which will allow the consumer to have the greatest protection.

HHPH 516 - Interdisciplinary Topics in Health and Human Performance

Hours: Three

A study of current problems and trends in health and human performance. Local, regional, state and national issues will be included in this course.

Cross Listed/ Same As HHPK 516

HHPH 518 - Thesis

Hours: Six

Cross Listed/Same as HHPK 518

HHPH 531 - Nutrition and Optimal Performance

Hours: Three

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 in Health Promotion

Hours: Three

Supervised internship at selected community, public or private health agencies.

HHPH 544 - Health Promotion Administration and Management

Hours: Three

This course takes into consideration 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 - Health Psychology

Hours: Three

This course seeks to advance contributions of psychology to the understanding of health and illness through basic and clinical research, education, and service activities and encourages the integration of biomedical information about health and illness with current psychological knowledge.

HHPH 550 - Health Promotion with Special Populations

Hours: Three

This course seeks to identify health care issues relevant to at-risk populations/communities and to facilitate health promotion/disease prevention activities.

HHPH 585 - Program Design in Health Promotion

Hours: Three

This course is designed to provide health educators with the 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 groups.

HHPH 589 - 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.

HHPH 590 - Health and Kinesiology: Teaching Design, Strategies, and Assessment

Hours: Three

This course provides an 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.

Cross Listed/ Same As HHPK 590

HHPH 591 - Seminar

Hours: One-Three

Reports and discussions of topics of current interest in health and human performance.

Cross Listed/ Same As HHPK 591

HHPH 595 - Critiquing & Conducting Research

Hours: Three

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.

Note 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.

Cross Listed/ Same As HHPK 595

HHPH 597 - Special Topics in Health Education

Hours: One to four

HHPH 660 - Global Health Issues

Hours: Three

This course focuses 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 664 - Health-Related Fitness Testing and Exercise Prescriptions

Hours: Three

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 Cardiod-respiratory endurance, joint flexibility, muscular strength, muscular endurance, and body fatness will be studied in the course.

Cross Listed/ Same As HHPK 664

HHPK

HHPK 510 - Curriculum Construction in Health and Kinesiology

Hours: Three

A course with particular emphasis upon 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

Cross Listed/ Same As HHPH 510

HHPK 514 - Organization of the Elementary School Physical Education Program

Hours: Three

A study of current trends and developments in activity programs and curriculum for elementary physical education including a study of such programs and curriculum with emphasis upon grade placement, personnel, facilities, and state and national standards and requirements.

HHPK 516 - Interdisciplinary Topics in Health and Human Performance

Hours: Three

A study of current problems and trends in health and human performance. Local, regional, state and national issues will be included in this course.

Cross Listed/ Same As HHPH 516

HHPK 518 - Thesis

Hours: Six

HHPK 519 - Research Methods in Human Performance

Hours: Three

Examination of the nature and role of applying, interpreting, and utilizing quantitative research methods and appropriate statistical procedures to analyze, measure, and assess human performance. Use and proficiency of statistical and scientific graphing software will be thoroughly addressed in this course.

HHPK 520 - Psychology of Motor Learning

Hours: Three

This course is designed to provide an understanding of physiological 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 529 - Workshop

Hours: Three or Six

Workshops may be held in kinesiology, health education, recreation, or sports studies.

Cross Listed/ Same As HHPH 529

HHPK 530 - Sports Conditioning

Hours: Three

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: Three

This course emphasizes normal physiological mechanisms during rest and during physical work and exercise. The focus of this course is on the mechanisms that affect the heart, systemic circulation, kidney, thermo regulation, blood vessels, internal and external respiration, and the biochemistry and cardiopulmonary system.

HHPK 533 - Stress Testing and Electrocardiography

Hours: Four

Theoretical and practical experiences to assist in analysis and recognizing of normal and abnormal electrocardiography at rest and exercise (ECG) Understanding and interpretation of ECG tracings, exercise prescription, and the mechanisms of cardiac activation in health and exercise. Prerequisites HHPK 532.

HHPK 534 - Exercise in Health and Disease

Hours: Three

The analysis of mechanisms responsible for reduction of functional capacity as result of biological aging and/or loss of health. Use of preventive exercise programs to diminish reduction and/or deterioration of physiological mechanisms as a function of age, health, and disease. Prerequisites HHPK 532 and 535.

HHPK 535 - Advanced Exercise Physiology

Hours: Four

In-depth study of acute and chronic responses to cardiopulmonary, metabolic, biochemical, and cellular adaption to exercise and training with special reference to hydration, thermo regulation, renal and muscular function. Prerequisites HHPK 532

HHPK 536 - Adapted Kinesiology

Hours: Three

Principles of adapting physical activities to individual needs will be studied. 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 - Internship in Exercise Physiology

Hours: Three

Practical experience in a health clinic, hospital, cardiopulmonary rehabilitation clinic or center, chronic disease prevention clinic under direct supervision of a clinical exercise physiologist, a physician or a cardiac or respiratory trained nurse at an approved site 180 to 360 contact hours. Prerequisites HHPK 532, 533, 534, 535.

HHPK 538 - Exercise Metabolism

Hours: Three

The focus of this course is on 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. Prerequisites HHPK 532 and 535.

HHPK 540 - Supervision in Health and Kinesiology

Hours: Three

Philosophy, history, principles, organization, and techniques of supervision and their application to the supervision of health and kinesiology.

Cross Listed/ Same As

HHPK 560 - Motor Development Issues

Hours: Three

This course addresses 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 589 - 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

HHPK 590 - Health and Kinesiology: Teaching Design, Strategies, and Assessment

Hours: Three

This course provides an 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.

Cross Listed/ Same As HHPH 590

HHPK 591 - Seminar

Hours: One to Three

Reports and discussions of topics of current interest in health and human performance.

Cross Listed/ Same As HHPH 591

HHPK 593 - Biomechanics

Hours: Three

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 and Conducting Research

Hours: Three

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.

Note 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.

Cross Listed/ Same As HHPH 595

HHPK 617 - Statistical Procedures for Health and Human Performance

Hours: Three

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.

Note Meets requirements for a Level II research tool course.

Cross Listed/ Same As HiED/HHPH 617

HHPK 664 - Health-Related Fitness Testing and Exercise Prescriptions

Hours: Three

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 Cardiod respiratory endurance, joint flexibility, muscular strength, muscular endurance, and body fatness will be studied in the course.

Note Students will be given opportunity to participate in both classroom and laboratory experiences related to health-related physical fitness.

Cross Listed/ Same As HHPH 664

HHPK 675 - Internship and Colloquium

Hours: Three

HHPK 676 - Internship and Colloquium

Hours: Three

HHPS

HHPS 520 - Governance and Ethics in Sport

Hours: Three

A study focusing on 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.

Note Students will be given opportunity to participate in both classroom and laboratory experiences related to health-related physical fitness

HHPS 521 - Finance and Economics in Sport

Hours: Three

This course will focus on 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 - Marketing and Public Relations in Sports

Hours: Three

This course addresses revenue sources 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 530 - Sport Psychology

Hours: Three

This course will focus on 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 - Sport Sociology

Hours: Three

This course will focus on the social institution of sport and its consequences for American society, including social organization from play to professional sport; violence, discrimination, women in sport; and socialization implications from participation in sports.

HHPS 537 - Internship in Sport Studies

Hours: Three

Supervised internship with corporate fitness centers, rehabilitation centers, hospitals, recreation centers, and similar agencies and organizations

HHPS 539 - Sport Law

Hours: Three

This course will focus on 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, teams, 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 Education for Teachers in Secondary Schools

Hours: Three

Organization for school camping and outdoor education. Topics include water safety, scouting, gunman ship, crafts, campfire activities, and other camp recreational activities.

HHPS 564 - Facilities and Equipment in Kinesiology and Sport

Hours: Three

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: Three

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: 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.

HHPS 594 - Leadership in Sport and Recreation

Hours: Three

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.

Psychology and Special Education

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Henderson Hall; Psychology: 903-886-5594; Special Education: 903-886-5940
Harvetta Robertson, Special Education Coordinator
Curt Carlson, Doctoral Program Coordinator
Gail Johnson, Applied Psychology Coordinator
Jennifer Schroeder, School Psychology Coordinator
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The Department of Psychology and Special Education offers degree programs for majors and minors in Psychology and Special Education leading to masters, specialist, and doctoral degrees. In addition, courses in Psychology and Special Education are also provided for students desiring licensure in school psychology, licensure as a psychological associate, 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

Master of Science and Master of Arts in Psychology

The Department of Psychology and Special Education offers the Master of Science and Master of Arts degrees in Psychology. These programs prepare students for careers in mental health settings; psychology and training in business, government, and education; or further graduate work.

The 36-hour MA and MS programs focus on courses in human cognition and research methodology, i.e. educational and experimental psychology. Most of the coursework completed for the master's degrees may be transferred to the PhD program. The thesis option for the MS and MA 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), formerly the Interorganizational Board for Accreditation of Master's in Psychology Program (IBAMPP).

Specialist in School Psychology

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 Psychologists 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.

The Doctoral Program

The Department of Psychology 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 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 Special Education

Master of Arts, Master of Science, and Master of Education in Special Education

The Department of Psychology 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

Master of Science and Master of Arts in Psychology

In addition to meeting the general university requirements for admission to the Graduate School, applicants to the master's degree programs in Psychology must:

1. Have a grade point average of at least "B" (3.00) in the bachelor's degree program and/or B+ (3.50) in completed graduate course.
2. Submit scores for the quantitative, verbal, and analytical/writing sections of the GRE.
3. Submit three letters of recommendation.
4. Submit a brief essay including a biographical statement, statement of training and experience working with diverse populations, research experience and interest, how program will meet training interests and goals, and professional goals and aspirations for the future.

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.

Doctor of Philosophy in Educational Psychology

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 twice a year, in May and December. 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.
 - a. 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.
 - b. 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 attended.
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.

Admission

Master of Arts, Master of Science, and Master of Education in Special Education

In addition to meeting the general university requirements for admission to the Graduate School, applicants to the master's degree program in special education must:

1. Have a grade point average of at least "B" (3.00) in all advanced or graduate special education courses taken.
2. Have a satisfactory background in education, psychology, or related areas.
3. Have all deficiencies removed prior to admission to the program.
4. Submit three letters of recommendation.
5. Submit a statement of goals.
6. Submit scores for the quantitative, verbal, and writing sections of the GRE. (Undergraduate seniors who plan to apply for graduate training should arrange to take the GRE during their senior year.)

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.

Psychology MA/MS

In addition to meeting the general university requirements for admission to the Graduate School, applicants to the master's degree programs in Psychology must:

1. Have a grade point average of at least "B" (3.00) in the bachelor's degree program and/or B+ (3.50) in completed graduate course.
2. Submit scores for the quantitative, verbal, and analytical/writing sections of the GRE.
3. Submit three letters of recommendation.
4. Submit a brief essay including a biographical statement, statement of training and experience working with diverse populations, research experience and interest, how program will meet training interests and goals, and professional goals and aspirations for the future.

Psychology Minor

Minors in psychology are available for students in all other master's and doctoral degree programs.

School Psychology

Requirements for Admission to the Specialist in School Psychology Program

In addition to meeting the general university requirements for admission to the Graduate School, applicants to the SSP program must:

1. Have a grade point average of at least “B” (3.00) in the bachelor’s degree program and/or B+ (3.50) in completed graduate course.
2. Submit scores for the quantitative, verbal, and analytical/writing sections of the GRE.
3. Submit a resume or vita.
4. Submit three letters of recommendation. Letters may be free-form or completed on standard forms. Letters should be completed by individuals who know the employment capabilities of the applicant.
5. Submit responses for essay questions. Each applicant is required to submit an answer to each of the following essay questions in 500 words or less.
 - Provide an autobiographical statement.
 - Describe your training and experience in working with diverse populations. Your discussion should describe the way in which diversity issues influence your interactions in the world.
 - Describe your research experience and interest.
 - Describe how you envision the program meeting your training goals and interest.
 - Describe your professional goals and aspirations for the future.

Specialist in School Psychology- 66 semester hours

Course Requirements

60 semester hours of required courses

- PSY 503 - Abnormal Psychology and Developmental Psychopathology
- PSY 506 - Professional School Psychology
- PSY 508 - Theory and Techniques of Applied Psychology
- PSY 515 - Neuromechanisms/Biological Bases of Behavior
- PSY 527 - Social and Cultural Bases of Behavior
- PSY 535 - Applied Behavior Analysis
- PSY 545 - Developmental Psychology
- PSY 572 - Psychological Assessment and Measurement
- PSY 573 - Intellectual Assessment I
- PSY 575 - Personality Assessment II
- PSY 612 - Psychological and Educational Statistics
- PSY 615 - Psychological Principles of Consultation
- PSY 620 - Introduction to Human Cognition
- PSY 635 - Advanced Behavioral and Academic Assessment and Intervention
- PSY 691 - Clinic Practicum in Psychology (6 semester hours)
- PSY 790 - Internship in School Psychology (6 semester hours)
- SPED 520 - Introduction to Exceptional Children
- SPED 586 - Inclusion: Strategies and Accommodations

Plus 6 semester hours from one the following options

Option I

Statistics and Research Methodologies

- SPED 595 - Research Literature and Techniques (3 semester hours)
- PSY 605 - Single Subject Designs (3 semester hours)

Or

Option II

Thesis

- PSY 518 - Thesis (6 semester hours)

Credential Program for School Psychologists

Students may complete coursework as a step toward obtaining a credential in school psychology. This is structured as a master's degree in psychology, which includes coursework in the following areas: psychological foundations, educational foundations, assessment, interventions (direct and indirect), statistics and research design, professional school psychology, practica, and internship. Individuals may use this program as a step to obtain a Texas license as a Licensed Specialist in School Psychology and national certification as a School Psychologist. Those interested in this program should contact the school psychology coordinator for further information.

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), formerly the Interorganizational Board for Accreditation of Master's in Psychology Program (IBAMPP).

Gerontology and Positive Aging Certificate

The Gerontology and Positive Aging Certificate program requires admission to the Graduate School and includes 15 semester hours of graduate coursework.

Gerontology and Positive Aging

Twelve semester hours from the following list with a 3.0 grade point average.

- PSY 545 - Developmental Psychology
- PSY 593 - Health Psychology
- PSY 594 - Ethical Issues in Organizations
- PSY 598 - Psychology of Gerontology

Required Support Course (3 semester hours)

One from the following:

- PSY 503 - Abnormal Psychology and Developmental Psychopathology
- PSY 527 - Social and Cultural Bases of Behavior
- HHPK 534 - Exercise in Health and Disease
- SWK 597 - Special Topics

Note

All coursework must be taken from Texas A&M University-Commerce. (*No Substitutions*)

Special Education MA/MS/MEd

Degree Requirements

For the master's degree programs in Special Education, both thesis and nonthesis options are available. The following are examples of typical tracks:

Master of Education and Master of Science in Special Education

(with standard generic certification)

Required special education course

- SPED 595 - Research Literature and Techniques

Core courses

- SPED 520 - Introduction to Exceptional Children
- SPED 553 - Cognition, Learning and Development
- SPED 580 - Adaptive Behavior in Exceptional Children
-
- PSY 535 - Applied Behavior Analysis
- or
- SPED 535 - Applied Behavior Analysis

Methods

-
- SPED 583 - Content Area Instruction for Students with Mild Disabilities

Plus 1 SPED course (3 semester hours)

Research

- PSY 605 - Single Subject Designs
- or
- SPED 605 - Single Subject Designs

Electives

- Two from psychology/special education courses.
- Two electives from outside the major.

Master of Education and Master of Science in Special Education

(without certification)

Required special education course

- SPED 595 - Research Literature and Techniques

Core courses

- SPED 520 - Introduction to Exceptional Children
- SPED 553 - Cognition, Learning and Development
- SPED 580 - Adaptive Behavior in Exceptional Children
-
- PSY 535 - Applied Behavior Analysis
- or
- SPED 535 - Applied Behavior Analysis

Research

-
- PSY 605 - Single Subject Designs
 - or
 - SPED 605 - Single Subject Designs

Two from

- SPED 524 - Characteristics of Students with Mild Disabilities
- SPED 526 - Characteristics of Students with Moderate Disabilities
- SPED 540 - Autism: Assessment and Intervention

Three from

- SPED 563 - Clinical Teaching of Emotionally Disturbed
- SPED 564 - Psycho-Education Techniques of Managing Behaviors
- SPED 583 - Content Area Instruction for Students with Mild Disabilities
- SPED 586 - Inclusion: Strategies and Accommodations
- SPED 597 - Special Topics

One elective from

- Psy/SpEd or approved research course
- PSY 605 - Single Subject Designs
- or
- SPED 605 - Single Subject Designs

Master of Education and Master of Science in Special Education

(educational diagnostician professional certification)

Required special education courses

- SPED 574 - Appraisal of Exceptional Children
- SPED 595 - Research Literature and Techniques

Core courses

- SPED 520 - Introduction to Exceptional Children
- SPED 553 - Cognition, Learning and Development
- SPED 580 - Adaptive Behavior in Exceptional Children

-
- PSY 605 - Single Subject Designs
- or
- SPED 605 - Single Subject Designs

Two graduate-level courses

- SPED 586 - Inclusion: Strategies and Accommodations
-
- PSY 605 - Single Subject Designs
- or
- SPED 605 - Single Subject Designs

Two graduate-level special education courses from

- SPED 524 - Characteristics of Students with Mild Disabilities
- SPED 526 - Characteristics of Students with Moderate Disabilities
- SPED 540 - Autism: Assessment and Intervention

Four courses from outside the major

- PSY 691 - Clinic Practicum in Psychology
- PSY 572 - Psychological Assessment and Measurement
- PSY 573 - Intellectual Assessment I
- PSY 635 - Advanced Behavioral and Academic Assessment and Intervention

Master of Arts in Special Education

(without certification)

Four core courses

- SPED 520 - Introduction to Exceptional Children
- SPED 553 - Cognition, Learning and Development
- SPED 580 - Adaptive Behavior in Exceptional Children
-
- PSY 535 - Applied Behavior Analysis
- or
- SPED 535 - Applied Behavior Analysis

Two from characteristics

- SPED 524 - Characteristics of Students with Mild Disabilities
- SPED 526 - Characteristics of Students with Moderate Disabilities
- SPED 540 - Autism: Assessment and Intervention

Three courses

- Psy/SpEd courses or
- approved electives

Nine hours of research

- PSY 605 - Single Subject Designs
- or
- SPED 605 - Single Subject Designs
-
- SPED 518 - Thesis
- 6 semester hours

Master of Arts in Special Education

(educational diagnostician professional certification)

Core courses

- SPED 520 - Introduction to Exceptional Children
- SPED 553 - Cognition, Learning and Development
- SPED 580 - Adaptive Behavior in Exceptional Children
-
- PSY 535 - Applied Behavior Analysis
- or
- SPED 535 - Applied Behavior Analysis

Two from characteristics

- SPED 524 - Characteristics of Students with Mild Disabilities
- SPED 526 - Characteristics of Students with Moderate Disabilities
- SPED 540 - Autism: Assessment and Intervention

Four courses of assessment and evaluation

- PSY 572 - Psychological Assessment and Measurement
- or
- SPED 572 - Psychological Assessment and Measurement
-
- SPED 573 - Assessment I
- SPED 574 - Appraisal of Exceptional Children
- PSY 635 - Advanced Behavioral and Academic Assessment and Intervention

One methods course

- SPED 586 - Inclusion: Strategies and Accommodations

Practicum

- PSY 691 - Clinic Practicum in Psychology

Nine hours of research

- PSY 605 - Single Subject Designs
- SPED 605 - Single Subject Designs
- SPED 518 - Thesis
- 6 semester hours

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
 - a. Admission to the Graduate School
 - b. Admission to the Teacher Education Program
 - c. Two years teaching experience
2. Preparation Requirements for Educational Diagnostician
 - a. Research SPED 595 or SPED 518

- b. Knowledge of Students with Disabilities SPED 520, SPED 524 or SPED 526; SPED 540
 - c. Knowledge of Psychoeducational and other Diagnostic Procedures
SPED 572 /PSY 572
SPED 573 /PSY 573
- SPED 574
- /Psy 574
PSY 635
- d. Knowledge of Learning Theory SPED 553 and PSY 535 /SPED 535
 - e. Knowledge of Instructional Modification (Remediation, Techniques, and Materials)
SPED 580 and one from: SPED 580, SPED 584, SPED 586
 - f. Practicum PSY 691
 - g. Research PSY 605 /SPED 605

Special Education Standard Certificate

1. General Requirements
 - a. Admission to the Graduate School
 - b. Admission to the Teacher Education Program
2. Preparation requirements in the area of Generic Special Education: SPED 520, PSY 535/SPED 535, SPED 553, SPED 580, SPED 582 and SPED 584.
3. Preparation requirements in the area of Severely and Profoundly Handicapped:
 - a. Valid Teaching Certificate
 - b. SPED 520 and SPED 580 plus two years teaching experience with S/PH.
4. Preparation requirements as Supervisor of Special Education:
 - a. Hold a regular Professional Certificate
 - b. 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.

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 twice a year, in May and December. 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.
 - 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.
 - 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.

PSY

PSY 500 - Cognition, Learning, and Development

Hours: Three

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 consummative assessment and evaluation procedures will also be presented.

Note This course is required as a part of the initial certification program in teacher education.

PSY 502 - Theories of Personality for Psychotherapy and for Psychological Counseling

Hours: Three

This is a study of the historically influential personality theories as they relate to contemporary psychology.

PSY 503 - Abnormal Psychology and Developmental Psychopathology

Hours: Three

The course is oriented to the social-biological origins and dynamics of psychopathology in adults and children including developmental disorders.

PSY 505 - Introduction to Educational Psychology

Hours: Three

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 Psychology

Hours: Three

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: Three

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 psycho pharmacological perspective, basic pharmacology underlying the use of medication, and recent research in the field. Prerequisites Admission to a Psychology Graduate program.

PSY 508 - Theory and Techniques of Applied Psychology

Hours: Three

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. Prerequisites Graduate Standing.

PSY 509 - History and Systems of Psychology

Hours: Three

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: Three

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: Three semester hours

This course is a critical approach to theories of human learning and involves human learning of a verbal, perceptual and motor nature.

PSY 515 - Neuromechanisms/Biological Bases of Behavior

Hours: Three

Designed for psychology or counseling students, this course is concerned with biological bases of developmental neuropsychiatric, peripheral nervous systems, psychophysiology, behavioral pharmacology, and their relations to central nervous system arousal, motivational, emotional, and memory structures. Prerequisites Psy 315 or consent of instructor.

PSY 517 - Introduction to Human-Computer Interaction Design

Hours: Three

Students will learn the fundamental concepts of human-computer interaction and user-centered design thinking, through working in teams on an 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 theory project. Graduate student team project will involve more advanced HCI design issues. Topics will include usability and accordances, direct manipulation, systematic design methods, user conceptual models and interface metaphors, design language and genres, human cognitive models, physical ergonomics, information and interactivity structures, and design tools and environments. Prerequisites Permission of instructor is required for participation, but in general graduate psychology students should have Psy 500 or equivalent introduction to concepts in cognition, learning and development.

PSY 518 - Thesis

Hours: Six

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.

Note 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: One

The focus on this course is on the design, analysis, and interpretation of experimental research. Students will be taught critical evaluation of research designs, selection of instruments and statistical analysis as well as evaluation of conclusions.

Cross Listed/ Same As SPED 521

PSY 527 - Social and Cultural Bases of Behavior

Hours: Three

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: Three

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 settings.

PSY 536 - 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. Prerequisites Consent of instructor.

PSY 539 - Forensic Psychology

Hours: Three

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: Three

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.

PSY 572 - Psychological Assessment and Measurement

Hours: Three

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 referenced and criterion-referenced tests. Prerequisites Graduate Standing.

Note 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.

Cross Listed/ Same As SpEd 572

PSY 573 - Intellectual Assessment I

Hours: Three

The course will provide both a theoretical background and practical experience with the use of instruments measuring cognitive/intellectual abilities from early childhood to adulthood. Prerequisites Prior enrollment in Psy/SpEd 572 or consent of instructor.

Cross Listed/ Same As SpEd 573

PSY 575 - Personality Assessment II

Hours: Three

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 - Psychological Assessment of Children and Adolescents

Hours: Three

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 mulit-disciplinary assessment teams, intervention strategies and recommendations, working with families, and multicultural considerations.

Prerequisites PSY/SPED 572 or consent of instructor

PSY 589 - Independent Study

Hours: One to Three

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.

PSY 592 - Group Psychotherapy

Hours: Three

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: Three

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 Listed/ Same As Psy 492 Health Psychology

PSY 594 - Ethical Issues in Organizations

Hours: Three

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 and Techniques

Hours: Three

This course will provide a study of the research literature in the student's field of major interest and develop an understanding of research techniques used in this field

Cross Listed/ Same As SpEd 595

PSY 597 - Special Topics

Hours: One to four

Organized class.

Note May be repeated when topics vary.

PSY 598 - Psychology of Gerontology

Hours: Three

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: Three

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: Three

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 collections processes Prerequisites Psy/SpEd 535.

Cross Listed/ Same As SpEd 605

PSY 610 - Nonparametric Statistics

Hours: Three

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 - Psychological and Educational Statistics

Hours: Three

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.

PSY 615 - Psychological Principles of Consultation

Hours: Three

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: Understanding and Working in Groups

Hours: Three

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.

PSY 620 - Introduction to Human Cognition

Hours: Three

This course is a study of human learning and cognitive organization and process. The content will provide an overview of the development of learning theory and cognitive models since the beginning of the scientific study of human learning and mental processes. Topics will include behavioral and association models of learning, information processing and parallel distributed cognitive models, and consideration of the developmental models of Piaget and Vygotsky.

Note The student will develop these skills through active participation in numerous group activities and environments

PSY 621 - Advanced Cognition

Hours: Three

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. Prerequisites Psy 620 or comparable course or permission of instructor.

PSY 622 - Research and Design

Hours: Three

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. Prerequisites Psy 612 or equivalent or permission of instructor.

PSY 625 - Cognition and Instruction I

Hours: Three

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 and Instruction II

Hours: Three

This course will require students to apply knowledge and theory derived from cognitive psychology to the design and development of instructional systems and products. Prerequisites Psy 625 or consent of instructor.

Note Students will be expected to integrate cognitive models and knowledge of human cognition within the process of developing and designing instructional systems and products.

PSY 627 - Social Cognition

Hours: Three

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: 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 - Advanced Behavioral and Academic Assessment and Intervention

Hours: Three

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. Prerequisites Prerequisite: PSY/SPED 535.

PSY 661 - Organizational Change and Improvement

Hours: Three

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.

Cross Listed/ Same As Mgt 594

PSY 670 - Multivariate Statistics

Hours: Three

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. Prerequisites Level I-III research tools courses or equivalent or permission of instructor

Note Particular attention will be given to models and practices of continuous organizational improvement and how such models relate to current knowledge and theory

PSY 671 - Advanced Tests and Measurements

Hours: Three

This course is designed (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 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.

PSY 672 - Multicultural Issues and Diversity in Assessment and Therapy

Hours: Three

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 - Special Topics in Clinical Psychology

Hours: Three

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.

Note This course may be taken a total of 3 times for credit.

PSY 675 - Seminar in Advanced Topics in Educational Psychology

Hours: Three

This course will provide students with the opportunity to discuss the structure of the discipline of educational psychology and understand professional and career issues and trends in a seminar format.

Note The course can be taken more than once, for (3 sh) each time.

PSY 679 - Program Evaluation

Hours: Three

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.

PSY 680 - Professional Development

Hours: Three to Six

This course will provide practical advice for students who are interested in pursuing a career in academia. Topics include how to find an academic job, procedures for teaching your own courses, beginning and maintaining a productive program of research, grant-writing, service obligations for faculty members, and professional ethics.

PSY 681 - Intermediate Statistics

Hours: Three

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 correlation methods, bivariate regression and an introduction to multiple regression, selected nonparametric methods, and introduction to multivariate analysis of variance. Prerequisites Level I and Level II research tools or equivalent or permission of instructor.

Note Students will be required to use computational software to assist in the analysis and interruption of data.

PSY 689 - Independent Study

Hours: One to Three

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.

PSY 691 - Clinic Practicum in Psychology

Hours: Three

This course consists of supervised experience in psychological settings under the supervision of a licensed psychologist

Note The course can be taken up to 3 times for 3 sch each time.

PSY 695 - Research Methodology

Hours: Three

An overview of research methodology including basic concepts employed in quantitative and qualitative research methods Includes computer applications for research Prerequisites Doctoral status or consent of the instructor.

Note Meets requirements for a Level I research tool course.

Cross Listed/ Same As Coun/EdAd/HiEd 695

PSY 718 - Doctoral Dissertation

Hours: Twelve

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.

Note Graded on a (S) satisfactory or (U) unsatisfactory basis

PSY 790 - Internship in School Psychology

Hours: Three

This course consists of supervised experience in a public school setting under the supervision of a Licensed Specialist in School Psychology.

Prerequisites Consent of instructor.

Note 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.+

PSY 791 - Internship in Psychology

Hours: One to twelve

This course consists of supervised experience in psychological settings under the supervision of a licensed psychologist. Prerequisites Consent of instructor.

Note Graded on a (S) satisfactory or (U) unsatisfactory basis.

SPED

SPED 518 - Thesis

Hours: Six

This conference course introduces the candidate for the Master of Arts degree to the theories and techniques of educational and psychological research and leads to the completion and acceptance of the thesis.

Note Graded on a (S) satisfactory or (U) unsatisfactory basis.

SPED 520 - Introduction to Exceptional Children

Hours: Three

The purpose of this course is to orient teachers to the characteristics and learning differences of pupils with disabilities. It includes training in skills of informal assessment and a survey of instructional techniques for pupils with disabilities. It is designed to train students in the policies and procedures of placing students in special programs, developing individualized educational programs in these programs, as well as placement within the least restrictive alternatives.

SPED 521 - Research Design

Hours: One

The focus on this course is on the design, analysis, and interpretation of experimental research. Students will be taught critical evaluation of research designs, selection of instruments and statistical analysis as well as evaluation of conclusions.

Cross Listed/ Same As Psy 521

SPED 524 - Characteristics of Students with Mild Disabilities

Hours: Three

The course examines the characteristics of students identified as having emotional/behavior disorders, learning disabilities, and mild mental retardation.

SPED 526 - Characteristics of Students with Moderate Disabilities

Hours: Three

The course examines the characteristics of students identified as having autism spectrum, clinical mental retardation, and other disabling conditions.

SPED 528 - Special Education Law

Hours: Three

This course 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).

Prerequisites SPED 520 (Generic and Educational Diagnostician only)

SPED 529 - Workshop

Hours: Three to Six

This course affords the opportunity to examine basic concepts, issues, problems, and information in psychology and special education.

Note Graded on a (S) satisfactory or (U) unsatisfactory basis.

SPED 535 - Applied Behavior Analysis

Hours: Three

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 settings.

SPED 540 - Autism: Assessment and Intervention

Hours: Three

This is an introductory course of school-aged students with pervasive developmental disorders. The course will examine assessment, characteristics and school training for individuals with suspected pervasive developmental disorders.

SPED 553 - Cognition, Learning and Development

Hours: Three

This course is designed for professionals providing learning and transition services to students with special needs. Consideration is given to cognitive abilities, cognitive styles, information processing, memory, and development. Prerequisites SpEd 520.

SPED 563 - Clinical Teaching of Emotionally Disturbed

Hours: Three

This course is designed to explore various psycho-educational techniques of teaching children and adolescents with emotional/behavioral disorders, interpersonal interaction between teachers and disturbed students, the use of group factors in the teaching-learning process, and selection of appropriate teaching methods and materials for use with disturbed students.

SPED 564 - Psycho-Education Techniques of Managing Behaviors

Hours: Three

This course explores strategies for managing maladaptive behaviors. Specifically, the course addresses crisis intervention strategies and methods for the prevention and amelioration of maladaptive behavior.

SPED 572 - Psychological Assessment and Measurement

Hours: Three

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-referenced and criterion-referenced test scores. Prerequisites Graduate standing or SpEd 520.

Cross Listed/ Same As Psy 572

SPED 573 - Assessment I

Hours: Three

The course will provide both a theoretical background and practical experience with the use of instruments measuring cognitive/intellectual abilities from early childhood to adulthood. Prerequisites Prior enrollment in Psy/SpEd 572 or consent of instructor.

Note The student will receive both classroom instruction and supervision in the selection, administration, scoring, and interpretation of these instruments. Computerized scoring and assessment will also be used as a part of the assessment process.

Cross Listed/ Same As Psy 573

SPED 574 - Appraisal of Exceptional Children

Hours: Three

Explores a variety of methods designed to assess the learning abilities of students. Students will learn to administer, score and interpret results of evaluations. Topics covered will include measuring achievement, oral language, visual motor integration and adaptive behavior. Prerequisites PSY/SPED 572, SpEd 520, SpEd 528 and Psy/SPED 573

SPED 580 - Adaptive Behavior in Exceptional Children

Hours: Three

This course is designed to provide students with principles of infant/child development, assessment and methods in the areas of perceptual-motor, self-help and social behavior. The role of parents will be examined and strategies for parent-professional involvement will be prescribed. Prerequisites SpEd 520, 524 and 526.

SPED 582 - Methods of Teaching the Mildly Handicapped: Oral and Written Expression

Hours: Three

This course will provide students with methods of assessment and remediation in oral language, handwriting, spelling and conceptual writing. Prerequisites SpEd 520 or one from SpEd 524, 526.

Note Approaches to remediation will be presented and students will be enabled to provide appropriate strategies to meet a wide range of individual differences at different age levels.

SPED 583 - Content Area Instruction for Students with Mild Disabilities

Hours: Three

This course will provide students with an understanding of the nature of reading and arithmetic and of the challenges faced by children and adolescents with a wide array of disabling conditions. 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, SPED 524, and SPED 526

SPED 584 - Methods of Teaching the Mildly Handicapped: Reading and Math

Hours: Three

This course will provide students with an understanding of the nature of reading and arithmetic and of the problems faced by children and adolescents with a wide array of disabling conditions. Major approaches to remediation in reading and math will be reviewed enabling students to develop diagnostic-prescriptive programs. Prerequisites SpEd 520 or one from SpEd 524, 526.

SPED 586 - Inclusion: Strategies and Accommodations

Hours: Three

Characteristics of students with mild and moderate disabilities are examined. Collaboration models and accommodation strategies are presented for use from early childhood through middle school grades. Prerequisites SpEd 520, 524, and 526.

SPED 595 - Research Literature and Techniques

Hours: Three

This course will provide a study of the research literature in the student's field of major interest and develop an understanding of research techniques used in this field.

SPED 597 - Special Topics

Hours: One to four

Organized class

Note May be repeated when topics vary.

SPED 605 - Single Subject Designs

Hours: Three

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 Prerequisites Psy/SpEd 535.

Cross Listed/ Same As Psy 605

Social Work

Brenda Moore, Head
Linda Openshaw, MSW Program Director
Henderson Hall; 903-468-8100

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

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 Social Work Department at 903-468-8100 or by going online to the department's website at www.tamu-commerce.edu/socialwork/programs-master.htm to download it directly. The completed documents must be submitted to the Department 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.

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 departmental 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 Department'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 and faculty, 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 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.

Admission

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 Social Work Department at 903-468-8100 or by going online to the department's website at www.tamu-commerce.edu/socialwork/programs-master.htm to download it directly. The completed documents must be submitted to the Department of Social Work at P.O. Box 3011, Commerce, TX 75429-3011. Components of the admissions materials include:

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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.

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

The Master of Social Work program requires 36 to 60 semester hours of coursework. Thirty six-hours are required for advanced-standing students and sixty hours are required for foundation program students.

*Includes a one hour weekly seminar and 160 hours at a field agency.

**Includes a one hour weekly seminar and 240 hours at a field agency.

***Includes a one hour weekly seminar and 260 hours at field agency.

Foundation Courses

Note: At this time, Foundation courses are only offered at the Mesquite Metroplex Center.

- SWK 501 - Generalist Practice with Individuals, Families and Small Groups
- SWK 503 - Generalist Practice with Groups, Organizations and Communities
- SWK 511 - Human Behavior in the Social Environment I
- SWK 513 - Human Behavior in the Social Environment II
- SWK 521 - Foundation of Social Welfare Policy
- SWK 531 - Research for Practice
- SWK 541 - Social Justice for Oppressed Populations
- SWK 553 - Foundation Field Practicum ***

Concentration Courses

(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.)

- SWK 505 - Advanced Generalist Practice with Individuals
- SWK 506 - Advanced Generalist Practice with Families
- SWK 507 - Organizations, Communities and Social Policy
- SWK 508 - Social Work Supervision and Administration
- SWK 509 - Advanced Generalist Practice with Small Groups
- SWK 510 - Clinical Practice in Mental Health
- SWK 555 - Advanced Generalist Practice Field Practicum **
- SWK 557 - Advanced Generalist Practice Field Practicum II *
- SWK 559 - Advanced Generalist Practice Field III **
- SWK 590 - Research Methods in Advanced Social Work Practice
- SWK 595 - Research Literature and Techniques
- SWK 597 - Special Topics

SWK

SWK 501 - Generalist Practice with Individuals, Families and Small Groups

Hours: Three

This foundation practice course provides students with an overview of social work values, skills and knowledge within the context of a strengths perspective. Students will learn problem-solving skills, empowerment-based practice skills, relationship building and data gathering skills as they relate to all client systems, with an emphasis on individuals, families and small groups. Content on diversity and working with populations-at-risk will be presented throughout the course. Prerequisites Students must have been admitted to the MSW program.

SWK 503 - Generalist Practice with Groups, Organizations and Communities

Hours: Three

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 505 - Advanced Generalist Practice with Individuals

Hours: Three

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: Three

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: Three

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: Three

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: Three

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.

Note Special attention is given to resource development in undeserved rural areas

SWK 510 - Clinical Practice in Mental Health

Hours: Three

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: Three

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: Three

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: Three

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: Three

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: Three

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 - Foundation Field Practicum

Hours: Three

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.

SWK 555 - Advanced Generalist Practice Field Practicum

Hours: Three

This field practicum provides students with experiential opportunities designed to integrate theory and advanced generalist practice with client systems in an agency setting. 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.

Note Students are required to complete a minimum of 240 clock hours and attend a weekly field seminar.

SWK 557 - Advanced Generalist Practice Field Practicum II

Hours: Three

This field practicum provides students with experiential opportunities designed to integrate theory and advanced generalist practice with client systems in an agency setting. 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.

Note Students are required to complete a minimum of 240 clock hours and attend a weekly field seminar.

SWK 559 - Advanced Generalist Practice Field III

Hours: Three

This field practicum provides students with experiential opportunities designed to integrate theory and advanced generalist practice with client systems in an agency setting. Students are required to complete a minimum of 240 clock hours and attend a weekly field seminar.

SWK 570 - Treatment of Children and Adolescents

Hours: Three

This course is designed to teach the background knowledge and skills needed for advanced generalist practice with children and adolescents. Prerequisites All foundation curriculum requirements.

Note A total of 240 clock hours are required as well as attendance at a weekly field seminar.

SWK 589 - Independent Study

Hours: One to Three

Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. Prerequisites Consent of curriculum committee and department head.

SWK 590 - Research Methods in Advanced Social Work Practice

Hours: Three

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. Prerequisites SWK 531 or admission to the advanced standing program.

Note Should be completed in preparation for enrollment in SWK 595.

SWK 595 - Research Literature and Techniques

Hours: Three

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. Students must take this course during their final semester in which they plan to graduate. Prerequisite and/or Corequisite completion of all MSW classes, including SWK 590.

Note Concurrent enrollment in final semester of field.

SWK 597 - Special Topics

Hours: Three

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

Members	Residence	Term Expires
Hon. Phil Adams	Bryan	2015

Hon. Richard A. Box	Austin	2013
Hon. Morris Foster	Salado	2013
Hon. Elaine Mendoza	San Antonio	2017
Hon. Judy Morgan	Texarkana	2017
Hon. Jim Schwertner	Schwertner	2015
Hon. Cliff Thomas	Victoria	2017
Hon. John D. White	Houston	2015
Hon. James P. Wilson	Houston	2013
Hon. Fernando Trevino, Jr.	Brownsville	2012

Presidents of Texas A&M University-Commerce

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

Dan R. Jones, PhD	President of the University and Chief Executive Officer
Larry Lemanski, PhD	Provost and Vice President for Academic and Student Affairs
Bob Brown, MBA	Vice President for Business and Administration

Randy Van Deven, PE	Vice President for Institutional Advancement
Mary W. Hendrix, PhD	Vice President for Student Access and Success
Anwar Karim, MS	Chief Information Officer
Sandra Weeks, PhD	Interim Associate Provost
Sharon Johnson, PhD	Associate Vice President for Student Access and Success
Kenneth Clinton, PhD	Associate Vice President for Global Initiatives
Edward Romero, PhD	Associate Vice President for Equal Opportunity and Diversity
Alicia Currin, BBA	Associate Vice President for Business Administration and Director of Financial Services
Rex Giddens, MBA	Assistant Vice President for Business Services and Director of Employment Services
Randy Jolly, BS	Associate Vice President for Marketing Communications
Brian Nichols, MEd	Dean for Campus Life and Student Development
Stephanie Holley, MA	Dean of Enrollment Management and Retention
Allan Headley, PhD	Dean of Graduate Studies and Research
Brent Mangus, PhD	Dean of the College of Education and Human Services
Salvatore Attardo, PhD	Interim Dean of the College of Humanities, Social Sciences, and Arts
Harold Langford, PhD	Dean of the College of Business
Grady Price Blount, PhD	Dean of the College of Science, Engineering, and Agriculture
Ricky Dobbs, PhD	Dean of University College
Raymond Green, PhD	Dean of Honors College

Graduate Council

The Graduate Council consists of four elected members from each of the three colleges: Arts and Sciences, Business and Technology and Education and Human Services. In addition, one faculty member from each college is appointed by the Dean of Graduate Studies and Research in consultation with the dean of the respective college and two graduate students are elected by the graduate student body.

The Dean of Graduate Studies and Research 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

<i>Name Term</i>	<i>Expires</i>
<i>College of Humanities, Social Sciences & Arts</i>	
Elected	
Dr. Donna Dunbar-Odom	2012
Mr. Michael Miller	2013
Dr. JoAnn DiGeorgio	2014

College of Science, Engineering & Agriculture

Elected	
Dr. Ben Cranor	2012
Dr. Jeff Kopachena	2013
Dr. Bob Williams	2014

College of Business

Elected	
Dr. Randy Odom	2012
Dr. John Greenhut	2013
Dr. Kishor Guru-Gharana	2014

College of Education and Human Services

Elected	
Dr. Joyce Miller	2012
Dr. Linda Ball	2013
Dr. Tara Tietjen-Smith	2014

Graduate School

Dr. Allan Headley, Dean of Graduate Studies and Research	
Dr. Mary Beth Sampson, Vice Chair	

Ms. Kim Laird, Doctoral Student Representative 2012

Ms. Nance' A Headley, Master's Student Representative 2012

College of Science, Engineering, and Agriculture Graduate Faculty

Agricultural Sciences

Cynthia Bennett,	PhD	Curator of Conservation Education and Sciences at Dallas Zoo and Aquarium. BA, University of California; MS, PhD, Washington State University. Visiting Member.
Joseph Bouton,	PhD	University of Georgia Professor Emeritus. BS, Mississippi State University, MS, PhD, University of Florida. Visiting Member.
Jeanette Boylan,	PhD	Zoologist at Dallas Zoo and Aquarium. BS, Michigan State University; PhD, Colorado State University. Visiting Member.
Ambika Chandra,	PhD	Assistant Professor at Texas AgriLife Research and Extension Center, Texas A&M System. BA, MS, Punjab Agricultural University; PhD, Pennsylvania State University. Visiting Member.
David Crenshaw,	PhD	Professor of Agricultural Sciences (AnS). BS, MS, PhD, University of Missouri.
Gerald Evers,	PhD	Texas A&M University Agricultural Research and Extension Center. BS, MS, PhD, Texas A&M University. Visiting Member.
Deborah Fripp,	PhD	Zoologist at Dallas Zoo and Aquarium. BS, Stanford University; PhD, Woods Hole Oceanographic Institution and Massachusetts Institute of Technology. Visiting Member.
Arthur Goetsch,	PhD	Langston University, Research Leader. BS, Illinois State University; MS, University of Missouri; PhD, New Mexico State University. Visiting Member.
Derald Harp,	PhD	Assistant Professor of Agricultural Sciences. BS, MS, Tarleton State University; PhD, Texas A&M University.
Steven P. Hart,	PhD	Langston University, Research Scientist. BS, MS, Texas A&M University; PhD, Virginia Polytechnic. Visiting Member.
James J. Heitholt,	PhD	Head of Agricultural Sciences. Professor and Head of Agricultural Sciences. BS, Western Illinois University; MS, University of Missouri; PhD, University of Kentucky.
Jose Lopez,	PhD	Assistant Professor, Agricultural Sciences; BBA, Ave Maria College of the Americas; MS, PhD, Texas Tech University.
Galen Morgan,	PhD	Assistant Professor, Texas A&M University. BS, MS, Texas A&M University; PhD, University of Wisconsin. Visiting Member.
Lloyd Nelson,	PhD	Texas A&M University Research and Extension Center. BS, Wisconsin State University at River Falls; MS, North Dakota State University; PhD, Mississippi State University. Visiting Member.
James C. Read,	PhD	Texas A&M University Research and Extension Center. BS, MS, PhD, Texas A&M University. Visiting Member.
James A. Reinert,	PhD	Texas A&M University Research and Extension Center. BS, Oklahoma State University; MS, PhD Clemson

University. Visiting Member.

John J. Sloan, PhD Texas A&M University Research and Extension Center. BS, University of Illinois; MS, Texas A&M University; PhD, Oklahoma State University. Visiting Member.

Robert Williams, PhD Assistant Professor of Agricultural Sciences. BS, MS, Texas A&M University-Commerce; PhD, Texas Tech University.

Biological and Environmental Sciences

James Cain, PhD Assistant Professor of Biological & Environmental Sciences. BS, Colorado State University; MS, California State University; PhD, University of Arizona.

Dong Won Choi, PhD Assistant Professor, Biological and Environmental Sciences; BE, Taegu University; MS, Ball State University; PhD, Iowa State University

Falicia Edwards, PhD Assistant Professor, Biological and Environmental Sciences; BS, Delta State University, MS, Mississippi Valley State University; PhD, Jackson State University

Haydn Fox, PhD Assistant Professor of Earth Sciences. BA, Ambassador College; BS, MS, Southeast Missouri State University; PhD, University of South Carolina.

Michael Hanna, PhD Assistant Professor of Biological & Environmental Sciences. BS, Boston College; MS, Johns Hopkins; MS, PhD, University of Rochester.

Jeffrey Kopachena, PhD Assistant Professor and Head of Biological Sciences. BS, MS, University of Manitoba, Canada; PhD, University of Toronto, Canada.

Don Royce Lee, PhD Professor of Biological and Environmental Sciences. BS, Lamar University; MS, East Texas State University; PhD, Oregon State University.

Frank Miskevich, PhD Assistant Professor of Biological and Environmental Sciences. BS, Eckerd College; PhD, California Institute of Technology.

Michael Morrison, PhD Professor of Biological and Environmental Sciences. BS, Northern Arizona University; MS, Texas A&M University; PhD, Oregon State University. Visiting Member.

Chemistry

Laurence Angel, PhD Assistant Professor of Chemistry. BS, PhD, University of Sussex, United Kingdom.

Allan D. Headley, PhD Professor of Chemistry and Dean of Graduate Studies and Research. BA, Columbia Union College; PhD, Howard University.

Ben Jang, PhD Professor of Chemistry. BS National Taiwan University, Taiwan; PhD University of Texas at Arlington.

Nenad M. Kostic, PhD Professor of Chemistry. Diploma, University of Belgrade, Yugoslavia; PhD, University of Wisconsin.

Stephen Starnes, PhD Assistant Professor of Chemistry. BS, PhD, Texas Tech University.

Computer Science and Information Systems

R. Daniel Creider, PhD Associate Professor of Computer Science and Information Systems. BA, Central Bible College; BS, Southwest Missouri State University; MS, Auburn University; PhD, Baylor University.

Kaiqi Xiong, PhD Assistant Professor of Computer Science and Information Systems. MS, PhD, Claremont Graduate University; MS, PhD, North Carolina State University.

Sam Saffer, PhD Professor of Computer Science and Information Systems. BA, University of Texas-Austin; MAS, PhD, Southern Methodist University.

Nicholay Sirakov, PhD Associate Professor of Math and Computer Science. BS, MS, Sofia University; PhD, Bulgarian Academy of Sciences, Bulgaria.

Sang C. Suh, PhD Associate Professor and Department Head of Computer Science and Information Systems. BA, Pusan National University, Korea; MS, University of Hawaii; PhD, Southern Methodist University.

Chiu-Che Tseng, PhD Assistant Professor of Computer and Information Systems. BS, Chung Yuan Christian University; MS, University of Memphis; PhD University of Texas at Arlington.

Engineering and Technology

David Anderson, PhD Assistant Professor of Engineering & Technology. BS, University of Central Oklahoma; MPH, PhD, University of Oklahoma Health Services Center.

Ben Cranor, PhD Assistant Professor of Engineering & Technology. BS, Central State College; PhD, University of Oklahoma.

Brent Donham, EdD Department Head and Associate Professor of Engineering & Technology. BS, New Mexico State University, MS, Stanford University, EdD, Texas A&M University-Commerce.

Matthew E. Elam, PhD Associate Professor of Engineering & Technology. BS, MS, University of Texas at Tyler; PhD, Oklahoma State University.

E. Delbert Horton, PhD Assistant Professor of Engineering & Technology. BS, Texas Tech University; MS, Stanford University; PhD, University of Texas.

Jerry D. Parish, EdD Professor, Engineering & Technology and Associate Dean for the College of Business and Technology. BS, MEd, EdD, East Texas State University.

Gregory Paul Wilson, PhD Assistant Professor of Engineering & Technology. BS, MS, PhD, Arizona State University.

Mathematics

Stuart Anderson,	PhD	Professor of Mathematics. BA, MS, University of North Texas; PhD, University of Oklahoma.
Farhad T. Aslan,	PhD	Professor of Mathematics. BS, Midwestern University; MS, University of North Texas; PhD, Texas Christian University.
Hasun Coskun,	PhD	Assistant Professor of Mathematics. BS, Middle East Technical University, Turkey; MS, Stevens Institute of Technology; PhD, Texas A&M University.
Charles Dorsett,	PhD	Associate Professor and Interim Head, Mathematics; BS, MS, Stephen F. Austin University; PhD, North Texas State University.
Eileen Faulkenberry,	PhD	Assistant Professor of Mathematics. BS, Henderson State University; MS, PhD, Oklahoma State University.
Laurene Fausett,	PhD	Assistant Professor of Mathematics. BA, University of California; MST, University of Wyoming.
Yelin Ou,	PhD	Assistant Professor of Mathematics. BS, Guangxi University for Nationalities, China; MS, PhD, University of Oklahoma.
Nikolay Sirakov,	PhD	Associate Professor of Math and Computer Science. BS, MS, Sofia University; PhD, Bulgarian Academy of Sciences, Bulgaria.

Physics and Astronomy

Carolos A. Bertulani,	PhD	Associate Professor of Physics. BS, MS, Federal University, Brazil; PhD, University of Bonn, Germany.
Anil Chourasia,	PhD	Professor of Physics. BS, MS, PhD, Nagpur University, India.
Bao-An Li,	PhD	Professor and Head of Physics and Astronomy. BS, Lanzhou University; PhD, Michigan State University.
Charles Rogers,	PhD	Professor of Physics. BS, MS, PhD, University of Arkansas.
Kurtis Williams,	PhD	Assistant Professor, Physics and Astronomy; BS, The Pennsylvania State University; MS, PhD, University of California Santa Cruz.

College of Humanities, Sciences, and Arts Graduate Faculty

Art

Joseph Daun,	MFA	Professor of Art. BFA, Florida State University; MFA, University of San Antonio at San Antonio.
Josephine Durkin,	MFA	Assistant Professor of Art. BFA, Virginia Commonwealth University; MFA, Yale University.
James Ewald,	MFA	Assistant Professor, Art; BFA, MFA, Iowa State University.
Barbara Frey,	MFA	Professor of Art. BFA, Indiana University; MFA, Syracuse University.
Gerard D. Huber,	MFA	Professor of Art. BA, University of Northern Iowa; MFA, Cranbrook Academy of Art.

- Michael Miller,** MFA Associate Professor of Art. BFA, Southwest Texas State University; MFA, University of California-Davis.
- Virgil Milton Scott,** MFA Assistant Professor of Art. BFA, MFA, University of North Texas.
- Chad D. Smith,** MFA. Assistant Professor of Art. BS, MS, MFA Texas A&M University-Commerce.

History

- Jonathan Bergman,** PhD Assistant Professor, History; JD in Criminal Law, Touro College; MA, PhD, University of Buffalo.
- Polly E. Detels,** PhD Associate Professor of History. BA, Carlton College; MM, University of Washington; PhD, University of North Texas.
- Judy Ford,** PhD Professor and Department Head of History. BA, St. John's University; MA, PhD Fordham University.
- Sharon Kowalsky,** PhD Assistant Professor of History. BA, Washington University; MA, PhD, University of North Carolina.
- William Kuracina,** PhD Assistant Professor, History; BS, Clarkson University; MA, State University College at Buffalo; PhD, Syracuse University.
- John Howard Smith,** PhD Associate Professor of History. BA, MLA, Univeristy of North Carolina; PhD University at Albany, State University of New York.
- Jessica Wranosky,** PhD Assistant Professor of History. BA, MA, Texas A&M University-CorpusChristi; PhD, University of North Texas.

Literature and Languages

- Tabetha Adkins,** PhD Assistant Professor/Writing Center Director, Literature and Languages; BA, Marshall University; MA, PhD, University of Louisville.
- Salvatore Attardo,** PhD Professor of English and Department Head of Literature and Languages. PhD, Purdue University.
- Robert Baumgardner,** PhD Professor of English. BA, University of Texas-Arlington; MA, PhD, University of Southern California.
- William Bolin,** PhD Associate Professor of English and Assistant Department Head of Literature and Languages. BA, Southwest Texas State University; MA, Texas A&M-Kingsville; PhD, Texas Christian University.
- Shannon Carter,** PhD Associate Professor of English. BA, Texas A&M University-Corpus Christi; MEd, University of North Texas; PhD, Texas Woman's University.
- Inma Ciuico-Lyons,** PhD Assistant Professor of Spanish. BA, Universidad de Sevilla, Spain; MA, Texas A&M University-Commerce; PhD, University of Texas.
- Gerald Duchovnay,** PhD Professor of English. BA, University of Pennsylvania; MA, PhD, Indiana University.
- Donna Dunbar-Odom,** PhD Professor of English. BGS, MA, University of Nebraska; PhD, University of Pittsburgh.
- Maria Fernandez-Babineaux,** PhD Assistant Professor of Spanish. BS, I.G.V. University, Peru; MA, Louisiana State University; PhD, Tulane University.

M. Hunter Hayes,	PhD	Assistant Professor of English. BA, University of Kentucky; MA, PhD, University of Southern Mississippi.
Kathryn Jacobs,	PhD	Professor of English. BA, MA, University of Michigan; MA, PhD, Harvard University.
Lucy Pickering,	PhD	Associate Professor, Literature and Languages; BA West Sussex Institute of Higher Education; MA, PhD, University of Florida.
Robin Anne Reid,	PhD	Associate Professor of English. BA, MA, Western Washington University; MA, Middlebury College; PhD, University of Washington. Texas A&M University System Graduate Faculty Member.
Karen Roggenkamp,	PhD	Assistant Professor of English. AB, University of Michigan; PhD, University of Minnesota.
Derek Parker Royal,	PhD	Associate Professor of English. BA, University of North Carolina; MA, PhD, Purdue University.
Phillipe Seminet,	PhD	Associate Professor of Literature and Languages. BA, New College of Florida; MA, University of Florida; PhD, University of Texas.
Susan Stewart,	PhD	Assistant Professor of English. BA, MA, Southwest Missouri State University; PhD, Illinois State University.

Mass Media, Communication and Theatre

Gary Burton,	MFA	Associate Professor of Mass Media, Communications and Theatre. BFA, MFA, University of Texas.
John Hanners,	PhD	Professor of Head of Mass Media, Communication and Theatre. BS, Eastern Illinois University; MA, Indiana State University; PhD, Michigan State University.
Carrie Lee Klypchak,	PhD	Assistant Professor of Theatre. BFA, MA, Southwest Texas State University; PhD, Bowling Green State University.
Michael Knight,	MFA	Assistant Professor of Theatre. BS, Texas A&M University-Commerce; MFA, University of Mississippi.

Music

John Burkett,	DMA	Associate Professor of Music. BA, Florida State University; MM, University of Michigan; DMA, University of Illinois.
Mary Druhan,	DMA	Assistant Professor of Music. BM Louisiana State University; MM University of Cincinnati; DMA, Louisiana State University.
Theodore C. Hansen,	DMA	Professor of Music. BM, University of Colorado; MM, Arizona State University; DMA, University of Arizona.
Randall Hooper,	DMA	Assistant Professor/Director of Choral Activities, Music; BME, Texas State University; MM, Baylor University;

DMA, Louisiana State University.

- Luis Sanchez,** DA Assistant Professor of Music. BA, National Conservatory of Music, Argentina; MM, DA, Ball State University.
- Christopher White,** PhD Associate Professor and Department Head of Music. BA, MM, University of Northern Colorado; PhD, University of Colorado.

Political Science

- Paul Lenchner,** PhD Professor of Political Science. AB, Franklin and Marshall College; MA, PhD, Cornell University.
- JoAnn DiGeorgio-Lutz,** PhD Associate Professor and Head of Political Science. BA, University of Maryland; MS, Troy State University; PhD University of North Texas.

Sociology and Criminal Justice

- K. Lawrence Clinton,** PhD Professor of Sociology and Vice President of Global Initiatives. BS, MS, East Texas State University; PhD, Washington State University.
- Willie J. Edwards,** PhD Associate Professor and Head of Sociology and Criminal Justice. BA, MA, East Texas State University; PhD, University of Minnesota.
- Linda Matthei,** PhD Associate Professor of Sociology and Director of Liberal Studies. BA, MA, PhD, University of California.
- Melinda D. Schlager,** PhD Associate Professor of Criminal Justice. BA, University of Texas; MA, Northwestern University; MA, PhD Rutgers University.
- R. N. Singh,** PhD Professor of Sociology and Criminal Justice. BA, Hindu College (India); MA, Punjab University (India); PhD, Mississippi State University.
- Jiaming Sun,** PhD Associate Professor of Sociology. BA, Shanghai University; MA, Fudan University; MA, PhD, University of Illinois.
- William E. Thompson,** PhD Professor of Sociology and Criminal Justice. BAEd, Northeastern State University; MEd, Southwest Missouri State University; PhD, Oklahoma State University.
- Yvonne Villanueva-Russell,** PhD Associate Professor of Sociology. BA, MA, Western Illinois State University; PhD, University of Missouri-Columbia.
- Filip M. Wiecko,** PhD Assistant Professor of Criminal Justice. BA, MA, University of Nevada, Reno; PhD, Washington State University

College of Business Graduate Faculty

Accounting, Economics, and Finance

- Raymond J. Ballard,** PhD Professor of Economics-Finance. BA, California State University; MA, University of Southern California; PhD, Texas A&M University.

Daniel Edelman,	PhD	Assistant Professor of Accounting. BBA, Loyola University; MS, Roosevelt University; PhD, Illinois Institute of Technology.
Dale Funderburk,	PhD	Professor of Economics-Finance. BA, East Texas State University; MS, PhD, Oklahoma State University.
John Greenhut,	PhD	Associate Professor of Economics-Finance. BA, PhD, Texas A&M University.
Linda Kapp,	EdD	Assistant Professor of Accounting. BS, University of North Texas; MBA, EdD, Texas A&M University-Commerce.
Srinivas Nippani,	PhD	Assistant Professor of Economics-Finance. BC, Osmania University, India; MS, Indian Institute of Technology, India; MC, Osmania University, India; PhD, University of Arkansas.
Asli K. Ogunc,	PhD	Assistant Professor of Economics-Finance. BBA, Marmara University; MBA, Western Michigan University; MS, PhD, Louisiana State University.
Steven S. Shwiff,	PhD	Professor of Economics-Finance and Head of Accounting, Economics, and Finance. BA, University of Texas; MA, St. Mary's University; PhD, Texas A&M University.
Tim Wilson,	PhD	Assistant Professor of Accounting. BS, MAcc, University of Southern Mississippi, JD, PhD, University of Mississippi.

Business Administration and Management Information Systems

Christine Alexander,	PhD	Assistant Professor of Business Administration and Management Information Systems. BS, San Diego State University; MBA, California State University; PhD, Southern Illinois University-Carbondale.
Augustine C. Arize,	PhD	Regents Professor and Professor of Business Administration and Management Information Systems. BS, University of Arkansas; MBA, University of Central Arkansas; PhD, University of North Texas.
Donald E. English,	PhD	Professor and Head of Business Administration and Management Information Systems. BS, MS, Illinois State University; PhD, University of North Dakota.
Robert W. Folden,	EdD	Assistant Professor of Business Administration and Management Information Systems. BA, Bryan College; MA, University of Iowa; MS, Texas A&M University- Commerce, EdD; Grambling University.
Kishor Guru-Gharana,	PhD	Associate Professor of Business Administration and Management Information Systems. BA, MA, Tribhuvan University; MA, Southern Methodist University; MS, University of Texas; PhD, Southern Methodist University.
Edgar Manton,	DBA	Professor of Business Administration and Management Information Systems. BS, U.S. Naval Academy; MS, DBA, Florida State University.

Marketing and Management

John Humphreys,	DBA	Associate Professor of Marketing and Management. BS, University of Southern Mississippi; MA, Webster University; DBA, Nova Southeastern University. Texas A&M University System Graduate Faculty Member.
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Alma T. Mintu-Wimsatt,	PhD	Professor of Marketing and Management. BS, University of the Philippines, Philippines; MBA, PhD, University of Kentucky.
Chris Myers,	PhD	Assistant Professor of Marketing and Management. BS, United States Air Force Academy; MS, PhD, University of Texas at Dallas.
Randall Odom,	PhD	Associate Professor of Marketing and Management. B.B.A, University of North Texas; MBA, East Texas State University; PhD, University of Mississippi.
Jennifer Oyler,	PhD	Associate Professor of Marketing and Management. BS, University of Central Arkansas; MBA, University of Arkansas at Little Rock; PhD, Virginia Polytechnic Institute and State University.
Mildred Golden Pryor,	PhD	Professor of Marketing and Management. BBA, MBA, Memphis State University; PhD, University of Mississippi.
Stephanie S. Pane,	PhD	Assistant Professor of Marketing and Management. BS, Texas A&M University; MS, PhD, Rensselaer Polytechnic Institute.
Sonia Taneja,	PhD	Assistant Professor, Marketing and Management; BS, MS, University of Delhi; PhD, Kurukshetra University; MBA, Texas A&M University-Commerce.

College of Education and Human Services Graduate Faculty

Counseling

Amir Abbassi,	PhD	Associate Professor of Counseling. BA, North Texas State University; MA, PhD, University of North Texas.
Richard Balkin,	PhD	Associate Professor of Counseling. BS, MEd, University of Missouri; PhD, University of Arkansas. Visiting Member.
Stephen Armstrong,	PhD	Associate Professor of Counseling. BS, MEd, North Texas State University; PhD, University of North Texas.
Linda Ball,	EdD	Assistant Professor of Counseling. BS, MS, EdD, Texas A&M University-Commerce.
Samuel Bore,	PhD	Assistant Professor of Counseling. BEd, Kenyatta University; MEd, University of North Texas; PhD, Texas A&M University-Commerce.
Stephen J. Freeman,	PhD	Professor of Counseling. BS, MEd, West Texas A&M University; PhD, University of North Texas.
M. LaVelle Hendricks,	EdD	Assistant Professor of Counseling. BA, Northeast Louisiana University; MEd, University of Louisiana-Monroe; EdD, Texas A&M University-Commerce.
Chester Robinson,	PhD	Associate Professor of Counseling. BA, Bluefield College; MS, Radford University; MA, Appalachian State University; PhD, University of North Carolina at Greensboro.
Carmen Salazar,	PhD	Associate Professor of Counseling. BA, College of Santa Fe; MA, PhD, University of New Mexico.
Chris Simpson,	PhD	Associate Professor of Counseling. BS, MEd, PhD, University of North Texas.

Curriculum and Instruction

Merry Boggs,	PhD	Assistant Professor, Curriculum and Instruction; BS, Auburn University; MEd, Southwest Texas State University; PhD, University of South Florida
David L. Brown,	PhD	Professor of Early Childhood Education, Literacy and Curriculum and Instruction. BS, MEd, PhD, East Texas State University.
Sharon Johnson,	PhD	Professor of Secondary Education and Interim Associate Vice President for Student Access and Success. BS, Texas A&M University-Commerce; MEd, Colorado State University; PhD, University of Colorado.
Sherri Colby,	PhD	Assistant Professor of Secondary and Curriculum and Instruction. BA, MEd, PhD, University of North Texas.
Martha Foote,	EdD	Professor of Early Childhood Education, Literacy, Curriculum and Instruction and Head of Curriculum and Instruction. BS, MEd, East Texas State University; EdD, University of North Texas.
Laura Chris Green,	PhD	Associate Professor of Bilingual Education, Literacy and Curriculum and Instruction. BA, Rutgers University; MA, Columbia University; PhD, University of Texas in Austin.
Barbara Hammack,	PhD	Associate Professor of Early Childhood Education. BA, MAT, Oklahoma City University; PhD, Texas Woman's University.
Deena Harper,	PhD	Assistant Professor of Secondary and Curriculum and Instruction. BS, Texas A&M University-Commerce; MEd, PhD, Texas A&M University at College Station.
Kay Hong-Nam,	PhD	Assistant Professor of Literacy and Curriculum and Instruction. BS, Kon Kok University; MLS, PhD, Texas Woman's University.
Wayne M. Linek,	PhD	Professor of Literacy and Curriculum and Instruction. BS, MEd, Cleveland State University; PhD, Kent State University.
Joyce E. Kyle Miller,	PhD	Associate Professor of Secondary Education and Curriculum and Instruction. BA, MEd, PhD, University of North Texas.
Gilbert Naizer,	PhD	Professor of Science Education and Curriculum and Instruction. BS, MEd, PhD, Texas A&M University at College Station.
Jim Larkin Page,	PhD	Assistant Professor of Literacy and Curriculum and Instruction. BA, Baylor University; MEd, Angelo State University; PhD, University of North Texas.
Iva LaVerne Raine,	PhD	Associate Professor of Literacy and Curriculum and Instruction. BA, University of Arkansas at Little Rock; MEd, University of Central Arkansas at Conway; PhD, University of Missouri-Columbia.
Mark Reid,	PhD	Assistant Professor of Secondary Education and Curriculum and Instruction. BS, Texas A&M University-Commerce; MS, Washington State University; PhD, University of Texas.
Mary Beth Sampson,	EdD	Professor of Literacy and Curriculum and Instruction and Associate Dean of Graduate Studies and Research. BS, MEd, EdD, East Texas State University.
Jennifer Sennette,	PhD	Assistant Professor of Early Childhood Education, Literacy and Curriculum and Instruction. BA, University of North Texas; MEd, Texas A&M University-Commerce; PhD, Ohio State University.
Becky Sinclair,	PhD	Assistant Professor of Science Education and Curriculum and Instruction. BS, Texas A&M University; MA, University of Texas; PhD, Curtin University of Technology.

Elton Stetson,	EdD	Professor of Curriculum and Instruction and Literacy. BS, Southern Nazarene University; MEd, Framington State College; EdD, University of Oklahoma.
Susan Szabo,	EdD	Associate Professor of Literacy and Curriculum and Instruction. BS, Western Michigan University; MEd, EdD, Oklahoma State University.
William Joshua Thompson,	PhD	Associate Professor of Early Childhood Education and Curriculum and Instruction. BM, Trinity University; MEd, Dallas Baptist University; PhD, University of Texas at Arlington.
Carole Walker,	EdD	Professor of Curriculum and Instruction. BA, MA, East Texas State University; EdD, University of Florida.

Educational Leadership

Art Borgemenke,	EdD	Assistant Professor of Educational Administration. BS, New Mexico State University; MEd, Texas Tech University; EdD University of Texas, El Paso
Casey G. Brown,	PhD	Assistant Professor of Educational Administration. BS, Southeastern Oklahoma University; MEd, PhD, University of Oklahoma.
Amy Burkman,	PhD	EdD Assistant Professor of Educational Administration, BS, Hardin-Simmons University, MS, Texas Woman's University; EdD Texas Christian University
Jason Davis,	PhD	Assistant Professor of Educational Administration. BS, MS, Texas A&M University-Commerce; PhD, Colorado State University.
Wade Fish,	PhD	Assistant Professor of Educational Administration. BBA, Baylor University; MA, University of Louisville, MEd, PHD, University of North Texas.
Maria Hinojosa,	EdD	Assistant Professor of Educational Administration. BS, Texas A&M University-Kingsville, MS,UTHSCSA; MS, EdD Texas A&M University-Kingsville
Chuck Holt,	EdD	Assistant Professor of Educational Administration. BS, Texas A&M University; MEd, Stephen F Austin State University; EdD, Lamar University
Derek Lester,	PhD	Assistant Professor of Higher Education. BA, Central Washington University; MA, New Mexico State University; PhD, University of Nevada
Rick Lumadue,	PhD	Assistant Professor of Global E-Learning, ABS, Moody Bible Institute, ThM, Dallas Theological Seminary, PhD, North Texas University
Madeline Justice,	EdD	Professor of Higher Education and Head of Educational Leadership. BA, MA, Texas Woman's University; EdD, East Texas State University.
James Leist,	PhD	Assistant Professor of Higher Education. BS, Texas State University; MS, Michigan State University; MEd, University of Central Oklahoma; PhD, Texas Tech University.
Kerri O'Connor,	EdD	Assistant Professor of Educational Administration. BS, Southern Arkansas University; MS, East Texas State University; EdD, Texas A&M University-Commerce.
Sam Roberson,	EdD	Assistant Professor of Educational Administration. BA, Lubbock Christian University; MA, New Mexico State University; MS, Texas Tech University; MA, University of Texas-Permian Basin; EdD, Baylor University.

Joyce Scott,	PhD	Associate Professor of Higher Education. BA, University of Connecticut; MA, University of Virginia; PhD, Duke University.
David Stanfield,	EdD	Assistant Professor of Educational Administration. BS, MEd, EdD, East Texas State University
Jon Travis,	EdD	Professor of Higher Education. BA, University of Iowa; MA, West Virginia University; EdD, Arizona State University.
James A. Vornberg,	PhD	Professor of Educational Administration. BS, Southeast Missouri State University; MEd, PhD, University of Arizona.
L. Rusty Waller,	PhD	Assistant Professor of Higher Education. BS, MS, Stephen F. Austin State University; PhD, University of North Texas.
Leah Wickersham,	PhD	Associate Professor of Educational Technology. BS, Sul Ross State University; MST, Tarleton State University; PhD, Texas A&M University-College Station.

Health and Human Performance

Betty Block,	EdD	Professor and Head, Health and Human Performance; BS, MS, EdD., Texas A&M University-Commerce.
Quynh Dao Dang,	PhD	Clinical Assistant Professor of Health and Human Performance. BS, University of Oklahoma; MS, Texas A&M University; PhD, Texas Woman's University.
Sandra Kimbrough,	PhD	Associate Professor of Health and Human Performance. BS, MS, PhD, Texas A&M University. Texas A&M University System Graduate Faculty Member.
Brent Mangus,	EdD	Dean of the College of Education and Human Services and Professor of Health and Human Performance. BS, Utah State University; MS, University of Oregon; EdD, University of Utah.
Tara Tietjen-Smith,	D.A.	Associate Professor of Health and Human Performance. BA, MEd, Northwestern State University (Louisiana); DA, Middle Tennessee State University.
Scott Waltemyer,	Ph.D	Assistant Professor, Health and Human Performance; B.S., Towson University; MS, PhD, Texas A&M University.
Sandra R. Weeks,	PhD	Associate Professor of Health and Human Performance and Associate Dean of the College of Education and Human Services. BS, MEd, University of Mississippi; PhD, Texas Woman's University.

Psychology and Special Education

Steven E. Ball,	PhD	Associate Professor of Psychology. BA, PhD, Texas Technological University.
Curt Carlson,	PhD	Assistant Professor of Psychology. BA, University of Nebraska; MS, PhD, University of Oklahoma.
Raymond Green,	PhD	Associate Professor of Psychology and Director of the Honors Program. BA, Drew University; MS, PhD, Rutgers University.
Tracy Henley,	PhD	Professor and Head of Psychology. BA, PhD, University of Tennessee.

Gail Johnson,	PhD	Associate Professor of Psychology and Director of the Clinical Psychology Program. BSE, MA, PhD, University of Missouri-Columbia.
Lacy Krueger,	PhD	Assistant Professor, Psychology and Special Education; BS, Texas A&M University; MA, PhD, University of Virginia.
Lauren Maloney,	PhD	Assistant Professor, Psychology and Special Education; BA, Samford University; MS, University of Alabama; PhD, Tulane University.
William G. Masten,	PhD	Associate Professor of Psychology and Special Education. BS, MA, Michigan State University; MS, Emporia State University; PhD, Mississippi State University.
Benton Pierce,	PhD	Associate Professor of Psychology. BA, MBA, MS, PhD, Texas A&M University.
Harvetta Robertson,	PhD	Associate Professor of Special Education. BS, MEd, PhD, University of Texas at Austin.
Jennifer Schroeder,	PhD	Associate Professor of Psychology. BS, MS, PhD, University of Wisconsin.
Karin Tochkov,	PhD	Assistant Professor of Psychology and Special Education. BA, MA, University of Heidelberg, Germany; MA, PhD, University of New York at Albany.
Kashunda Williams,	PhD	Assistant Professor of Psychology. BS, MA, PhD, Louisiana State University.

Social Work

Lon Johnston,	PhD	Associate Professor of Social Work. BA, Baylor University; MSSW, University of Louisville; PhD, Southern Baptist Theological Seminary.
Rebecca Judd,	PhD	Assistant Professor of Social Work. BSW, Texas A&M University-Commerce; MSSW, PhD, University of Texas at Arlington.
Brenda Moore,	PhD	Associate Professor and Head of Social Work. BSW, Texas Christian University; MSSW, PhD, University of Texas at Arlington.
Linda Openshaw,	DSW	Associate Professor of Social Work. BA, MSW, DSW, University of Utah. Texas A&M University System Graduate Faculty Member.
Chris Stewart,	PhD	Assistant Professor of Social Work. BA, St. Mary's College; MSW, PhD, Florida State University.