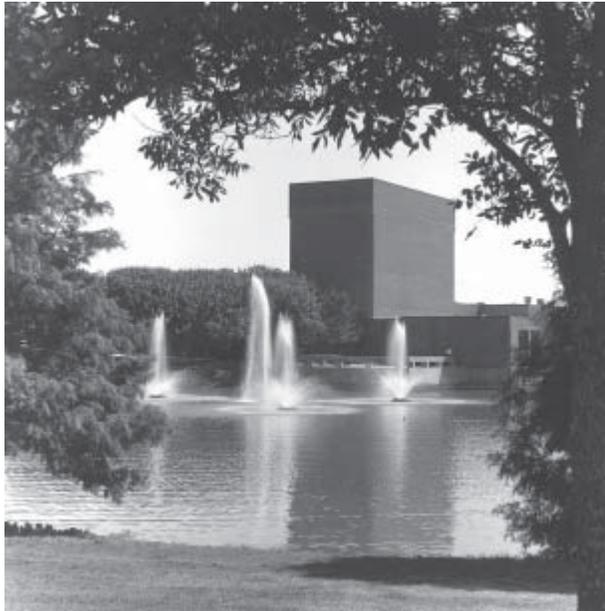


# 2012-2013 Graduate Catalog

---



## 2012-2013 Graduate Catalog



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

## **An Equal Opportunity University**

It is the policy of Texas A&M University-Commerce to recruit, hire, and promote for all university academic and nonacademic staff without regard to race, color, national origin, 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 2012. Graduate students are expected to be familiar with all University policies, regulations, rules, and procedures that affect admission, retention, and graduation. Official rules and procedures are maintained and updated on the University website at <http://www.tamuc.edu/administration/policies/>.

Vol. LXXXVII

August 27, 2012

No. 2

Texas A&M University-Commerce  
P.O. Box 3011  
Commerce, Texas 75429-3011

U.S. Postage Paid  
Permit No. 63  
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  
to award bachelors, masters, and doctoral degrees.  
Contact the Commission on Colleges at 1866 Southern Lane, Decatur,  
Georgia 30033-4097 or call 404-679-4500 for questions about  
accreditation of Texas A&M University-Commerce.

**Texas A&M University-Commerce**

***has programs accredited by***

AACSB, The International Association for Management Education,

The Bachelor of Science in Industrial Engineering is accredited by:  
The Engineering Accreditation Commission of ABET, <http://www.abet.org>.

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 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 2012-2013 University Calendar\*

---

Click on any of the following links for information:

- [Fall Semester 2012](#)
- [Winter Mini 2013](#)
- [Spring Semester 2013](#)
- [May Mini 2013](#)
- [Summer I 2013](#)
- [Summer II 2013](#)
- [August Mini 2013](#)

---

### Fall Semester 2012

Fall Assembly	August 23
Payment Deadline	August 24
Orientation & Registration—International Students	August 23
Registration continues	August 27- August 30
First Class Day	August 27
Graduation Application filing period	August 27-September 14
Last day to register or change schedules	August 24
Schedules removed for nonpayment of tuition/fees for Fall 2012	September 12
Last day to drop a class with refund, if remaining enrolled	September 12
Homecoming	October 27
Last day a Doctoral Dissertation can be defended for Fall Graduation	October 26
Graduation Fair - Commerce Campus	Nov 13 - 15
Final submission date for Master's Comprehensive Exam Report	November 2
Final submission date for Thesis and Dissertations	November 2
Thanksgiving Holiday	November 22 - 23
Classes resume following holiday	November 26
Last day to drop while still remaining enrolled	November 1
Last day to withdraw from school	November 30
Last Class Day	December 7
Final exams	December 8 - 14
Commencement	December 15

### Winter Mini 2013

Payment deadline	December 14
First Class Day	December 17
Last Day to register or change schedules	December 14
Schedules removed for nonpayment of tuition/fees for Winter Mini 2012	December 18
Christmas - New Year's Holiday	Dec 24 - Jan 1
Last Class Day	January 7

### Spring Semester 2013

Spring Assembly	January 10
Orientation & Registration—International Students	January 10
Payment deadline	January 11
Registration continues	January 14-17
First Class Day	January 14

Graduation Application filing period	January 14-February 1
Last day to register or change schedules	January 11
Holiday, Martin Luther King Day	January 21
Schedules removed for nonpayment of tuition/fees for Spring 2013	January 30
Last day to drop a class with refund, if remaining enrolled	January 30
Residence halls close for Spring Break at 5 p.m.	March 8
Spring Break	March 11 - 15
Classes resume following Spring Break	March 18
Last day a Doctoral Dissertation can be defended for Spring Graduation	March 22
Graduation Fair- Commerce Campus	April 9 - 11
Graduate Expo- Mesquite Metroplex Center	
Alumni Forum	April
Final submission date for Master's Comprehensive Exam Report	March 29
Final submission date for Thesis and Dissertations	March 29
Last day to drop while still remaining enrolled	March 29
Last day to withdraw from school	April 26
Last Class Day	May 3
Final exams	May 4 - 10
Commencement	May 11

### May Mini 2013

Payment Deadline	May 10
First Class Day	May 13
Last day to register or change schedules	May 12
Schedules removed for nonpayment of tuition/fees for May mini 2013	May 14
Memorial Day Holiday	May 27
Last Class Day	May 29

### Summer I 2013

Holiday, Memorial Day	May 27
Orientation for New International Students	May 31
Payment Deadline	May 31
First Class Day	June 3
Graduation Application filing period	June 3 - 14
Registration continues	June 3 - 6
Last day to register or change schedules	May 31
Last day to drop a class with a refund, if remaining enrolled	June 2
Schedules removed for nonpayment of tuition/fees for Summer I, 2013	June 6
Last Day a Doctoral Dissertation can be defended for Summer Graduation	June 21
Last day to drop while still remaining enrolled	June 20
Last day to withdraw from school	June 27
Holiday, Independence Day	July 4
Final submission date for Master's Comprehensive Exam Report	June 28
Final submission date for Thesis and Dissertations	June 28
Final exams and last day of classes for Summer I	July 3

### Summer II 2013

Payment Deadline	July 11
Final submission date for Master's Comprehensive Exam Report	June 28
Final submission date for Thesis and Dissertations	June 28

Schedules removed for nonpayment of tuition/fees for Summer II, 2013	July 11
First Class Day	July 8
Registration continues	July 8-11
Graduation Fair- Commerce Campus	July 17-18
Last day to register or change schedules	July 5
Last day to drop a class with a refund, if remaining enrolled	July 11
Last day to drop while still remaining enrolled	July 25
Last day to withdraw from school	August 1
Final exams and last day of classes for Summer II	August 8
Commencement	August 10

### **August Mini 2013**

Payment Deadline	August 8
First Class Day	August 9
Last day to register or change schedules	August 8
Schedules removed for non-payment of tuition/fees for Aug. Mini 2013	August 12
Last Class Day	August 23

**\*This calendar is subject to revisions. For the most current calendar, please visit the university website at [www.tamuc.edu/registrar\\_office/calendar.asp](http://www.tamuc.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 Curriculum & Instruction, 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, 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 Entrepreneurship, and the College of Education and Human Services.

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

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

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

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

Within these four colleges, major disciplines at the master's level are accounting, agricultural sciences; applied criminology; art; biological sciences; business administration; chemistry; computational science; computer science; counseling; curriculum & instruction, early childhood education; educational administration; educational technology; English; 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; higher education leadership and supervision, curriculum, and instruction-elementary 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 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.

### **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 the Pathways to the Doctorate webpage at [www.tamus.edu/pathways](http://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**

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

*903-886-5718*

The Texas A&M University-Commerce Libraries is comprised of the James G. Gee Library, named for Texas A&M University-Commerce's fifth president, on the Commerce campus and the Metroplex Center in Mesquite near Dallas. Together, they offer the University community nearly one million print and electronic items, over 500 serials, and provides 24/7 on- and off- campus access to more than 61,000 e-journals, over 180 databases as well as our Digital Library containing special collections.

In support of undergraduate and graduate programs, the library provides document delivery interlibrary loan and media services. The Interlibrary Loan service borrows books and articles from libraries around the world. They provide electronic document delivery service for articles and book chapters held by the library. Viewing machines are available for microform items, which allow the user to make digital copies of those materials. The main facility, James G. Gee Library, is open 109 1/2 hours a week during the regular semester including the extended hours of the 84-computer Nexus lab. Additional services include a multimedia studio and 2 study dens, each supplied with a computer, and a 30-computer instruction lab used for scheduled library instruction classes. Multimedia equipment including cameras, recorders, tripods etc. is available for checkout along with 15 laptops, 45 iPads, and 22 study rooms. Photocopy machines are also available in the library as well as an account management kiosk for university Lion Cards and an ATM for HigherOne transactions.

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

### **Other Research Facilities**

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

### **IT Support Services**

*903-468-6000*

The IT Support Center is located in the Business Administration Building in room number 156. IT Support Center provides end-user support for Ethernet, on-campus wireless connections, the new myLeo portal, and LEOmail. IT Support Services also provides software support for personal computers including, but not limited to, computer virus and spyware scanning and removal. IT Support Services also provides user training and client engineering services as well management of IT communications, incident management, and IT asset inventory and tracking. The Support Center serves as the liaison between the user and IT for incidents, work requests, projects and other related IT issues.

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

## Alumni Relations

903-886-5765

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

## Student Services Building

Built in 1970, the three-story D. Whitney Halladay Student Services Building houses the offices of the Dean of Campus Live and Student Development, Assistant Dean of Campus Live and Student Development, Center for Applied Leadership, Counseling Center, International Student Services, 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 Students Services Building. For more information about student housing, see Department of Residential Living and Learning and/or visit the department's website at [www.tamuc.edu/housing](http://www.tamuc.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 meeting rooms, a food court, game room, dining room, informal lounges, patios and lockers.

### [SERVICES/RESOURCES:](#)

- First Floor: Welcome Desk, The Club, Pride Shop Printing, Campus Bookstore, Convenience Store, Mane Card Office, Campus Dining and Food Court.
- Second Floor: Student Activities & Leadership includes the hub for student organizations, Greek Live, 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 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.tamuc.edu/RSC>

## **Campus Rec**

[903-468-3180](tel:903-468-3180)

Campus Rec 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 brand new bouldering wall, 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. Campus Rec offers a large variety of activities and provides a great social atmosphere for the Texas A&M University-Commerce community. Additional information about Campus Rec and the services offered can be found at the department's website: <https://www.tamuc.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 Campus Rec's Outdoor Adventure 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](tel:903-886-5868)

This office provides police services and all security functions for the university. The University Police Department also

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

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

The department publishes a weekly crime log in order to better inform the University of current crime trends. Anyone wishing more information on crime statistics should contact the University Police or visit our website at [www.tamuc.edu/upd/](http://www.tamuc.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 & Military Services](#)
  
- [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 university students. Counselors are available to listen, lend support and help students meet the daily challenges of college life. Programs and services are offered that will maximize students' potential for academic and personal success. Services include individual and group counseling, consultation and referral, crisis intervention, and educational outreach. Legal and psychiatric services,

biofeedback, and a relaxation room are also available. Confidentiality is respected and counseling records are not included as part of a student's academic record. For more information about counseling services or to schedule an appointment, come by the Counseling Center in the Halladay Student Services Building, Room 204, or contact 903-886-5145. We encourage all students to take advantage of the services the Counseling Center has to offer. Sometimes a little help can make a big difference.

## **Student Housing**

**(903) 886-5797**

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.

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 Residential Living and Learning.

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 on the first floor of the Halladay Student Services Building, Suite 100. For more information about student housing, contact the Department of Residential Living and Learning at 903-886-5797 and/or visit the department's website at [www.residencelife@tamuc.edu](mailto:www.residencelife@tamuc.edu).

## **Children's Learning Center**

**(903) 886-5769**

This Four Star licensed day care/learning center is located on campus and serves children six weeks to five years of age. The CLC also offers an after-school and [summer 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 co-curricular 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@tamuc.edu](mailto:John.Jones@tamuc.edu).

### **Veterans & Military Services**

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

### **Career Development**

#### **Student Access and Success Center**

**(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](http://www.myplan.com)), mock interviews, job search workshops, business etiquette dinners, resume and cover letter critique. Resources include Lion Tracks ([www.myinterfase.com/tamuc.student](http://www.myinterfase.com/tamuc.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 & Scholarship Office**

**(903) 886-5096**

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

### **Withdrawing 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.tamuc.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.tamuc.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

---

Click on any of the following links for information:

- [Mission](#)
  - [Purpose and Nature of the Office of Graduate Studies](#)
  - [Graduate Faculty](#)
  - [Administrative Procedures](#)
  - [Class Attendance Rule](#)
  - [Registration](#)
  - [Grading System](#)
  - [Graduate Assistantships](#)
  - [Tuition and Fees for the 2012-2013 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](#)
- 

Arlene Horne, Dean  
Business Administration Building  
Internet: <http://www.tamuc.edu/gradschool>  
E-Mail: [graduate\\_school@tamuc.edu](mailto:graduate_school@tamuc.edu)  
Phone: 903-886-5163  
Fax: 903-886-5165

### **Mailing Address**

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

### **Physical Address**

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

### **Mission**

The mission of the Office of Graduate Studies 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***

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

*\*Also Available As Online Program.*

*\*\*Only Available Online*

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

Administering School Programs that Serve Special Populations	Administering UIL School Programs
Business Fundamentals	Chemical Dependency Counseling
Creative Writing	Criminal Justice Management
Entrepreneurial Skills for an Aging Population	Environmental Science
Film Studies	Global Leadership: Administering Programs that Serve English Language
Holocaust Studies	Leadership in Digital Instruction
Psychology of Gerontology and Positive Aging	Studies in Children's and Adolescent Literature and Culture
Teacher Leadership in Bilingual/ESL Instruction	Teaching English to Speakers of Other Languages (TESOL)

**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)  
 Higher Education Leadership (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. The request is forwarded to the Graduate Dean through the department head and college dean with a recommendation from both. It is then sent to the Graduate Council, which makes a recommendation to the Graduate Dean as to the type of membership to be awarded.

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

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

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

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

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

## **Class Attendance Rule**

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

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

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

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

Appeals can be made through normal administrative channels.

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

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

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

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

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

### **Good Standing**

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

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

### **Academic Honesty of Students**

Graduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work. Faculty 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. 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 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 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, faculty, and staff involved in research activities must successfully complete training in **Responsible Conduct in Research and Scholarship** (<http://www.tamuc.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.tamuc.edu/admissions/registrar/](http://web.tamuc.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.tamuc.edu>.

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

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

*A Course:* A course is one subject carrying three or four 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 or more graduate hours is considered full time. Graduate student load, fall or spring semester: the maximum load for a full-time graduate student is fifteen (15) hours. To enroll in more than 15 hours, the student must have approval from the dean of graduate studies and research. 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 a summer term (summer I or II) is considered full-time for that term. A student taking 9 hours (combination of summer I and II) is considered full-time for the entire summer (summer I and II). 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 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 <http://web.tamuc.edu/admissions/registrar/academicCalendars/default.aspx> as the last day to drop a class or withdraw. Any student who withdraws from the University is subject to the conditions outlined in the section regarding Scholastic Probation or Suspension. **It is the students' responsibility to withdraw from classes if they do not plan to attend during the semester in which they have enrolled.** A student has one year from the first day of a semester to appeal a withdrawal refund.

## Refund of Fees

---

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

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

### **Sixteen-Week Fall/Spring Semester:**

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

### **Thirteen-Week Semester:**

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

### **Twelve-Week Semester:**

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

### **Ten-Week Semester:**

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

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

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

### **Four-Week Semester:**

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

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

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

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

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

### **Refund Information:**

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

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

A student leaving the University before the end of a semester or summer term for which he/she is registered must clear his/her record by filing an application for voluntary withdrawal on a form available in the Registrar's Office or at [web.tamuc.edu/admissions/registrar/pdf/studentWithdrawal.pdf](http://web.tamuc.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.tamuc.edu/admissions/registrar/generalInformation/withdrawal.aspx](http://web.tamuc.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	Withdraw	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 graduate courses with a grade of C can be used toward a Master's degree.

\*\*No grades below C can be used towards a graduate program.

\*\*\*No grades of C or below can be used towards a doctoral degree.

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

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

### Dropped Courses

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

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

Additional information and the withdrawal form are also available on the website at [web.tamuc.edu/admissions/registrar/generalinformation/withdrawal.aspx](http://web.tamuc.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.tamuc.edu/login.aspx>

### **Student Appeal of Instructor Evaluation**

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

consider the recommendations of the committee but has wide latitude in resolving the matter.

## **Graduate Assistantships**

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

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

Minimum requirements for holding assistantships are

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

## **Tuition Remission**

A Graduate Assistant (GA) receiving tuition remission must be a full-time Graduate Assistant Teaching (GAT) or a full time Graduate Assistant Research (GAR). Payment is based on resident, designated graduate tuition. Fees are not included and only six graduate hours of enrollment (no undergraduate courses) at Texas A&M University-Commerce will be paid. Departments will be required to submit accountability reports each semester for all students receiving tuition remission. Accountability reports can be found online at the Graduate School website at [web.tamuc.edu/academics/graduateSchool/funding/assistantships/tuitionRemission.aspx](http://web.tamuc.edu/academics/graduateSchool/funding/assistantships/tuitionRemission.aspx)

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

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

## **Work Load**

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

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

## **Course Load for Graduate Assistants**

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

## **Teaching Appointments**

Master's or doctoral graduate assistants who have primary responsibility for teaching a course for credit and/or for assigning final grades for such a course must, according to the Southern Association of Colleges and Schools Criteria for Accreditation, be under the direct supervision of a faculty member experienced in the teaching field, receive regular in-service training, be regularly evaluated, and have earned at least 18 graduate semester hours in their teaching discipline. Graduate students whose native language is not English must demonstrate a sufficient level of oral and written proficiency (TOEFL, IELTS or ELI-Texas A&M University-Commerce) before they can be awarded a teaching assistantship.

## **Time Limitations**

Graduate assistantships may be held for a maximum of 4 semesters (exclusive of summer terms) by master's students. Graduate assistantships may be held for a maximum of 6 semesters (exclusive of summer terms) 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 and academic good standing. Appointment corrective action may be initiated by the department head at any time during the semester. In case of termination, the graduate assistant shall have the right to appeal through normal administrative channels.

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

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

## **Tuition and Fees for the 2012-2013 Academic Year**

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

## **State Residency**

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

Any student who has lived outside 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 Course Enhancement Fees -- \$25 per hour

Reinstatement Fees -- \$200

#### *Testing Fees:*

Quick THEA—\$40	CLEP Test—\$105
Practice TExES—\$20	TExES—\$120

#### *Graduate Application Fees:*

Domestic—\$50	International—\$75
---------------	--------------------

<i>Master Thesis Fees:</i>	<i>Doctoral Dissertation Fees:</i>
----------------------------	------------------------------------

\$73	\$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.tamuc.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/specialist or doctoral degree. Departments have the right, and many exercise that right, to have program admission requirements that are higher than those set by 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

## General Requirements for Admission to the Graduate School for Domestic Students

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

1. An application for admission to Graduate Studies, available online:  
<https://apps.tamuc.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 by the issuing institutions). Students applying to the BPA/MBA 5-year program should contact their major advisor. 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. Some departments have options for meeting the GRE requirements.
- To view specific departmental requirements go to:  
<http://web.tamuc.edu/academics/graduateSchool/programs/default.aspx>
  - Applicants holding a master's degree from a regionally accredited institution who are seeking a second master's degree may be able to use their First Masters degree as an option to meet the GRE/GMAT requirement, subject to **Departmental Approval**.

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

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

## Suspension from other Universities

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

## Incorrect Information, or Omission of Facts

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

## International Students

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

1. An application for admission to Graduate Studies, available online: at  
<https://apps.tamuc.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 or selected 3 year bachelor's degrees using the guidelines established by World Education Services. Approval requires university accreditation with an A, A+, or A++ rating from National Assessment and Accreditation Council (NAAC), and student standing of *first class or first division*.
4. A sponsor's statement with a current bank statement showing a balance of at least \$26,024.82 in U.S. currency.

5. Applicants whose native language is not English are required to submit proof of English proficiency, which is satisfied by one of the following:
    - a. A minimum TOEFL score of 550 for paper-based testing (PBT) or 213 on computer-based testing (CBT) or 79 internet-based testing (IBT).
    - b. A minimum IELTS score of 6.5 overall band.
    - c. Successful completion of Texas A&M University-Commerce English Language Institute program (ELI) with an overall grade of B or better.
    - d. Completing all years of a Bachelor's degree or higher degree at a U.S. regionally accredited university.
  6. Some departments have options for meeting the GRE requirements.
- To view specific departmental requirements go to:  
<http://web.tamuc.edu/academics/graduateSchool/programs/default.aspx>

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

International students who hold 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: [Intl.Stu@tamuc.edu](mailto:Intl.Stu@tamuc.edu) for more information or student may visit [www.tamuinsurance.com](http://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 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](http://web.tamuc.edu/academics/graduateSchool/graduateAdmissions/applicationSubmissionDeadlines.aspx).

Applications can be submitted online at the Graduate School website: <https://apps.tamuc.edu/GraduateAdmissionsApplication/>. All admission documents need to be mailed to:

#### **Mailing Address**

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

#### **Physical Address**

Texas A&M University-Commerce  
 Office of Graduate Studies  
 2600 Neal Street  
 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. Educator Certification programs may be eligible for Financial Aid. Additional information may be obtained through the Educator Certification Department:  
[web.tamuc.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/default.aspx](http://web.tamuc.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/default.aspx)

Applicants for non-degree status must submit the following:

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

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

## **Certification Status**

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

Applicants must submit the following:

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

Applicants should consult with a departmental advisor for specific requirements.

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

## **Graduate Certificates**

Graduate Certificates are a planned course of study designed to meet the academic and career needs of graduate students and employed professionals in a wide variety of disciplines. Students holding a bachelor's degree from a regionally accredited institution and who are not seeking a degree may enroll in graduate courses. Graduate Certificate programs must follow a planned course of study with minimum of twelve graduate semester hours and no more than twenty-four graduate semester hours. Course substitutions will not be allowed and all courses required in a certificate program must be earned from Texas A&M University-Commerce. 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.tamuc.edu/academics/graduateSchool/programs/gradCertificates.aspx](http://web.tamuc.edu/academics/graduateSchool/programs/gradCertificates.aspx).

Applicants must submit the following:

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

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

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

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

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

## **Master's/Specialist Degree Program Status**

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

### **Full Admission Status**

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

1. Hold a bachelor's degree from a regionally accredited institution or equivalent degree from a foreign institution. The bachelor's degree must be substantially equivalent in content to degrees granted by Texas A&M University-Commerce.

2. Have an overall undergraduate grade point average of 2.75 on a 4.00 scale, or a 3.00 on the last 60 undergraduate hours.
  3. Meet all departmental requirements.
  4. Applicants holding a master's degree from a regionally accredited institution who are seeking a second master's degree may be able to use their First Masters degree as an option to meet the GRE/GMAT requirement, subject to **Departmental Approval**.
- Departmental requirements may be more rigorous.
  - 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 failure to achieve a 3.0 GPA after completing 12 graduate hours will result in suspension of the student from further graduate study in any degree program for 3 years.

### Provisional Admission Status

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

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

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

1. Students with **full admission status** who fail to achieve and maintain an overall graduate GPA of 3.00 after the completion of 12 semester hours of graduate enrollment will be placed on academic probation. A student who fails to achieve a 3.00 overall graduate GPA by the end of the next semester of enrollment will be placed on academic suspension for a period of 2 semesters (Two summer terms count as one semester). After the academic suspension is served, the student may be allowed to 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. Students with **conditional admission status** who fail to achieve a 3.00 graduate GPA after the completion of 12 semester hours will be suspended and will not be allowed to pursue further graduate study in a degree program for 3 years. This provision applies to all courses taken, with the exception of duplicated courses (courses with the same prefix, number, and title), in which case only the most recent grade will be used. This provision also applies to all drop/fail courses and all incomplete courses in which an "X" has changed to an "F."
3. Students with **provisional admission status** who fail to achieve a 3.00 graduate GPA after the completion of 12 semester hours will be suspended and will not be allowed to pursue further graduate study in a degree program for 3 years.
4. Courses taken from other institutions will not be transferable if taken during a period of suspension from Texas A&M University-Commerce.
5. A student who fails to meet the professional expectation of the field for which he/she is preparing may be suspended from further study in that program by the department administering that program.

### 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 academic good standing with the Office of Graduate Studies, 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.
- A graduate student who has not been enrolled for a period of at least 6 years may petition the Dean of Graduate Studies 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 to be counted toward a master's/specialist degree. The discipline in which the course(s) was taken shall be involved in the validation of an old course. In no case may courses more than 10 years old be applied toward the master's/specialist degree. These same limitations apply to all transfer courses.
- **Catalog Privileges.** A student is entitled to use the degree provisions of any catalog in effect between the semester the student is admitted to the master's/specialist degree program and the semester the student's degree is conferred, provided the catalog used is not more than 6 years old at the time the degree is conferred.
- **Admission to Candidacy for Master's/Specialist Degree.** In those programs requiring candidacy, the student must apply and be admitted to candidacy at least one semester prior to graduation. Not all programs require candidacy. Students should check with the major department to determine candidacy requirements.
  - 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 prior to the semester in which the student expects to graduate.
- **Thesis (518) and Research Literature and Techniques (595) Credit.** All degree programs require the satisfactory completion of either the thesis (518) or the 595 course at Texas A&M University-Commerce. These courses cannot be transferred from another institution. A student who is writing a thesis is required to register for 518 to receive guidance from a member of the faculty or while utilizing university facilities. 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. A student's completion of the 595 course must result in a product available for reference in the department for a minimum of 3 years.

- **Final Comprehensive Examinations.** The candidate must pass a comprehensive examination administered by the advisory committee or major department and covering all the work within the master's/specialist degree program, including an acceptable defense of the thesis, if applicable. The student must be fully admitted to a master's/specialist degree program and be in good academic standing with the Office of Graduate Studies to be eligible to take the final examination. The Final Comprehensive Examination Report form must be submitted to the Office of Graduate Studies prior to graduation according to the <http://web.tamuc.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/final attempt may be taken only with the recommendation of the advisory committee or major department and approval of the Dean of Graduate Studies.

## THESIS PROCESS

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

To ensure integrity and compliance in research, all students involved in research activities must successfully complete training in **Responsible Conduct in Research and Scholarship** ([http://www.tamuc.edu/gradschool/research/responsible\\_conduct\\_training.asp](http://www.tamuc.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 students begin any research. Only students who have met the above applicable requirements will be eligible for proposal approval. Thesis proposal must be approved by the Dean of Graduate Studies.

### To be able to propose the thesis:

1. Students must complete the online training for **Responsible Conduct in Research and Scholarship** ([http://www.tamuc.edu/gradschool/research/responsible\\_conduct\\_training.asp](http://www.tamuc.edu/gradschool/research/responsible_conduct_training.asp)). **This training is required and is good for only two (2) years.**
2. Students must complete the following if the proposed research/study involves:

**Human Subjects:** Human Subjects research is defined as a systematic investigation designed to develop or contribute to generalized knowledge, which involves the collection of data from or about living human beings. In addition, all student research involving human subjects outside the classroom is considered to be in this category (see <http://web.tamuc.edu/academics/graduateSchool/faculty/humanSubjectsIRB/default.aspx>).

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

**Animal Subjects:** Animal subjects are defined as any live, vertebrate animal (see: [http://www.tamuc.edu/gradschool/research/animal\\_care.asp](http://www.tamuc.edu/gradschool/research/animal_care.asp)).

- a. Students must complete the Animal Subjects online training **and** gain approval for the inclusion of animal subjects in their research/study from the Institutional Animal Care and Use Committee. The online training can be accessed at the following website:  
[http://www.tamuc.edu/gradschool/research/animal\\_care\\_training.asp](http://www.tamuc.edu/gradschool/research/animal_care_training.asp)
- b. Students must gain IACUC approval for their study. The process to gain approval from the IACUC includes completion, submission, and revisions (if required by the IACUC) of the IACUC protocol form (see Research Protocols Form A at [http://www.tamuc.edu/gradschool/research/animal\\_care.asp](http://www.tamuc.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 students research/study rests with the IACUC.

**Biological Agents:** If a student uses or plans to use the following in their research (see <http://web.tamuc.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. Student must complete Biosafety training online and gain approval from the IBC before commencing any work. On-line training can be accessed at <http://web.tamuc.edu/research/compliance/biosafety>
- b. The IBC approval for students study includes training, self-assessments, safety concerns, required biosafety levels, risk, analysis, and emergency procedures. The detailed information can be found under Office of Sponsored Programs website. Final approval rests with the IBC, and the approval must be included in students' application package.

## TO GAIN PROPOSAL APPROVAL

Submit the thesis proposal approval form (fully filled out and signed), a copy of properly formatted thesis proposal, any training completion certificates, and IRB, IACUC, or Bio-safety approval emails to The Office of Graduate Studies. Proposal approval must be granted by the Graduate School no later than 1 semester prior to the semester student wishes to graduate.

## Submission of Thesis

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

- *Initial submission.* One copy of the thesis in its final form must be submitted to the Office of Graduate Studies 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.
  - Advisor's Approval to Submit Thesis form
  - Thesis Information Sheet
- **Final Approval:** Approval of the thesis rests with the Dean of Graduate Studies.

- **Graduation and Commencement:** Commencement exercises are held three times each academic year in May, August, and December. Students must file for graduation with the Registrar's Office during the semester they plan to graduate. Students will be approved for graduation and the degree after they have satisfactorily completed all degree requirements and been approved by the Graduate Committee of the department and the Graduate School. Please check the [Academic Calendar](#) for deadline dates for filing. Graduation information is available online at <http://web.tamuc.edu/admissions/registrar/default.aspx>. Students may apply for graduation online through MyLeo. A student must be in good academic standing in order to complete graduation requirements. Participation in the commencement ceremony does not guarantee conferring of any degree. Texas A&M University-Commerce has the right to rescind any conferred degree if the University becomes aware that the student did not meet all degree requirements including :
  - Good Academic Standing
  - No more than 3 Grades of "C" in the degree program
  - Overall graduate GPA of 3.0 or better
  - Departmental Course Requirements are met
  - Successful Completion of Comprehensive Examination

## Second Master's Degree

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

- For 30-semester-hour programs, no more than 9 approved hours.
- For 36-semester-hour programs, no more than 12 approved hours.
- For 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.

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.

## Earning Graduate Credit

### *Graduate Courses*

Graduate courses that are applied toward a masters/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.tamuc.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 for final approval by the Dean of Graduate Studies. Up to two such courses may be applied toward a master's degree. The 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.tamuc.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 master's/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/specialist 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 404-679-4500).

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 less, to graduate and have an overall undergraduate 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.

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

## Independent Studies Courses

The maximum number of individually arranged courses ("589" and "689") permissible toward a master's/specialist degree program is 25% of the required coursework.

## Enrollment Limitation or Administrative Withdrawal

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

## 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. *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.
  5. *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.
  6. *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.
  - 7. *Research Courses*. Students must complete a 595 or a 518 (thesis) to fulfill all requirements for a graduate degree.
  - 8. *Final Comprehensive Examination*. Candidate must successfully complete the comprehensive exam.
- 2. 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 Entrepreneurship 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 non-thesis 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 Entrepreneurship 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@tamuc.edu](mailto:MBA@tamuc.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.
- 3. 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 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.
    - c. *Final Comprehensive Examination*. Candidate must successfully complete the comprehensive exam.
- 4. 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 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)
    - e. *Final Comprehensive Examination*. Candidate must successfully complete the comprehensive exam.

## 5. 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 non-thesis 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.

## 6. 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.
  - c. *Final Comprehensive Examination.* Candidate must successfully complete the comprehensive exam.

## 7. Requirements for the Master of Science in Finance Degree

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.
  - c. *Final Comprehensive Examination.* Candidate must successfully complete the comprehensive exam.

## 8. 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. Program approval should be received prior to the completion of 12 hours. Course requirements for the degree are a minimum of 36 semester hours, three which must include the course 595.

3. *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, 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.

### Requirements for the Specialist in School Psychology Degree

1. *Requirements.* The candidate must fulfill all requirements for a graduate degree.
2. *Program Requirements.* 66 hours are required for the SSP degree. 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. Completion of 6 hours of 518 (Thesis) or 3 hours of 595 (Research Literature and Techniques) in the major department are 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 Higher Education Leadership  
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 the Graduate School; 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.

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

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

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

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

Some departments have specific dates for the departmental review of applications. Applications submission deadlines are available online at [web.tamuc.edu/academics/graduateSchool/graduateAdmissions/applicationSubmissionDeadlines.aspx](http://web.tamuc.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 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 Graduate School for approval no later than the first semester of enrollment as a doctoral student.
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 non-degree 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 of two academic areas with at least 12 hours in each area (a 12-18 or 15-15 format).* Committee members will be assigned from both academic areas, and they will determine the courses to be taken and to be involved in the written and oral qualifying examinations, the dissertation, and the dissertation defense.
  3. *An interdisciplinary studies minor in three academic areas (a 12-9-9 format).* In rare cases, an interdisciplinary studies minor consisting of at least 9 hours in each of three academic areas may be approved. Committee members will be assigned from each of the academic areas, and will be involved in the written and oral qualifying examination, the dissertation proposal, and the dissertation defense.

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

c. Other Requirements:

1. Credit for no fewer than 9 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. 7).

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

1. **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.
2. **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. 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.

3. A graduate student who has not been enrolled for a period of at least 6 years may petition the Dean of Graduate Studies 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.
4. **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.
5. **Time Limitation.** All degree requirements beyond the master's must be completed within 10 calendar years from the date of admission to the doctoral program. However, course work taken beyond the master's degree that is over 10 years old at the time the doctoral degree is to be conferred cannot be used toward the doctoral degree.
6. **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.
7. **Research Tools.** All research tools courses must be taken at Texas A&M University-Commerce. Candidates for the doctoral degree must possess proficiency in the use of the research skills necessary to successfully complete the doctoral dissertation. Research tool courses must include bibliographic research skills, so that the candidates are able to find, evaluate, use, and communicate information in all its various formats. It is desirable for students to demonstrate these proficiencies early in their program; however, if that is not possible, students should demonstrate such proficiency prior to taking the qualifying examinations.

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

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

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

- 12 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.

**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.**

8. **Qualifying Examinations.** Upon the completion of approximately 2 full years of study, doctoral students take

written and oral qualifying examinations. The qualifying examinations are designed to test the student's knowledge in the major and minor fields and are administered under the direction of an advisory committee consisting of representatives from the major and minor departments. An application for taking qualifying examinations and a current Texas A&M University-Commerce transcript must be submitted to the major department at least 3 weeks prior to the examinations. An applicant who does not pass the qualifying examinations may be suspended from the doctoral program, or upon the recommendation of the advisory committee and with the approval of the Dean of Graduate Studies, may be permitted to repeat the examinations.

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

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

To ensure integrity and compliance in research, all students involved in research activities must successfully complete training in **Responsible Conduct in Research and Scholarship** [http://www.tamuc.edu/gradschool/research/responsible\\_conduct\\_training.asp](http://www.tamuc.edu/gradschool/research/responsible_conduct_training.asp). Additional training is required for students (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 student can submit their 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 is required before any research may be applicable to the dissertation/thesis.

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

ALL REQUIRED TRAINING AND IRB/IACUC/BIO APPROVAL MUST BE GAINED PRIOR TO SCHEDULING OF THE PROPOSAL DEFENSE.

1. Student must complete the online training for **Responsible Conduct in Research and Scholarship** [http://www.tamuc.edu/gradschool/research/responsible\\_conduct\\_training.asp](http://www.tamuc.edu/gradschool/research/responsible_conduct_training.asp) before student can submit their 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. Student must complete the following if their 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.tamuc.edu/academics/graduateSchool/faculty/humanSubjectsIRB/default.aspx>.

a. Student must complete the Human Subjects online training **and** gain approval for the inclusion of human subjects in their research/study from the IRB for the Protection of Human Subjects. The online training can be accessed at the following website:

<http://web.tamuc.edu/academics/graduateSchool/humanSubjectsTraining.aspx>

b. Student must gain IRB approval for their study. The process to gain approval from the IRB includes completion, submission, and revisions (if required by the Departmental IRB Representative and/or IRB) of the IRB protocol form see [http://www.tamuc.edu/gradschool/Compliance/IRB\\_Protocol\\_form.rtf](http://www.tamuc.edu/gradschool/Compliance/IRB_Protocol_form.rtf). IRB protocol forms must be submitted to the Office of Sponsored Programs through the departmental IRB representative. Final approval for the inclusion of human subjects in students research/study rests with the IRB. Attach IRB approval email to schedule form

**Animal Subjects:** Animal subjects are defined as any live, vertebrate animal see

[http://www.tamuc.edu/gradschool/research/animal\\_care.asp](http://www.tamuc.edu/gradschool/research/animal_care.asp).

- a. Student must complete the Animal Subjects online training **and** gain approval for the inclusion of animal subjects in students research/study from the Institutional Animal Care and Use of Animals. The online training can be accessed at the following website:  
[http://www.tamuc.edu/gradschool/research/animal\\_care\\_training.asp](http://www.tamuc.edu/gradschool/research/animal_care_training.asp)
- b. Student must gain IACUC approval for their study. The process to gain approval from the IACUC includes completion, submission, and revisions (if required by the IACUC) of the IACUC protocol form (see Research Protocols Form A at  
[http://www.tamuc.edu/gradschool/research/animal\\_care.asp](http://www.tamuc.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 their research/study rests with the IACUC. Attach IACUC approval email to schedule form.

**Biological Agents:** If students use or plan to use the following in their research see  
<http://web.tamuc.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. Student must complete Biosafety training online and gain approval from the IBC before commencing any work. On-line training can be accessed at <http://web.tamuc.edu/research/compliance/biosafety/>
- b. The IBC approval for student 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 students application package.

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 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 complete RCR training and gain all appropriate compliance approval. The student will work with the members of the advisory committee in developing the dissertation proposal. The proposal will be presented to the advisory committee in a session that will be open to all graduate faculty members. To schedule the session, the student must submit the Schedule of the Presentation of the Dissertation Proposal Form fully completed and signed along with required documents to the Graduate School no later than the 20th day 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 approved proposal
  - Dissertation proposal form
  - Advisor's Approval to Submit Thesis/Dissertation form
  - A copy of all required training certificates and IRB/IACUC/Bio Safety approval email.
- **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 dissertation defense.** A "Schedule for the Final Examination/Dissertation Defense" form

must be filed in the Office of Graduate Studies by the 20th day of the month prior to the month the defense is to be held. Refer to [Academic Calendar](#) for dissertation defense deadline if graduating in current semester.

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

**12. 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 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. Advisor's approval to submit Thesis/Dissertation form
5. Dissertation Information Sheet

**b. Final Submission.**

The candidate will be contacted with any changes to the manuscript. After making these changes, and gaining the advisor's approval, the student will resubmit the corrected dissertation for final approval. Three copies will be bound and distributed to the student's major department, major advisor, and the library. The student may order more copies through Proquest. Once 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.

**13. Filing for Graduation.** Commencement exercises are held three times each academic year in May, August, and December. Students must file for graduation with the Registrar's Office during the semester they plan to graduate. Students will be approved for graduation and the degree after they have completed all degree requirements satisfactorily and been approved by the Graduate Committee of the department and 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.tamuc.edu/admissions/registrar/graduation/default.aspx](http://web.tamuc.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.

## 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. Research tool courses must be taken at Texas A&M University-Commerce and are not allowed to be transferred. Transfer credit will be granted for only those courses in which the student received a grade of "B" or better.

### *Correspondence Courses*

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

### *Independent Studies*

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

### *Enrollment Limitation or Administrative Withdrawal*

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

## College of Science, Engineering and Agriculture

---

Grady Price Blount, Dean  
Hayden Fox, Interim Assistant Dean  
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

#### [Departmental Website](#)

#### Program of Graduate Work

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

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

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

#### **Admission**

To pursue a Master of Science degree, the student must be accepted by a member of the Graduate Faculty from the Department of Agricultural Sciences. Acceptance will be based on admission to the Graduate School, scores on the Graduate Record Examination (GRE), undergraduate grade point average, and availability of qualified advisors in the desired area.

#### **Degree Requirements**

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

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

---

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

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

---

#### Required Courses

---

- Additional 15 hours to be selected by the student in consultation with his/her advisor. 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](#) (1 sh)
- [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 (or 25 sh if necessary to achieve 36 sh) to be selected by the student in consultation with his/her advisor.
- [AG 595 - Research Literature and Techniques](#)
- [AG 505 - Experimental Design and Data Analysis](#)
- [AG 506 - Laboratory in Statistical Analysis System](#) (1 sh)
- [AG 599 - Seminar](#) (may take twice, 1 or 2 semester hours)

#### 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](#) (may take twice, 2 semester hours)

## 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

## Courses:

**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 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.

#### **Courses:**

### **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 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 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 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 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 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 PIS 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 PIS 502 Advanced Crop Physiol. class will briefly cover those principles in PIS 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 PIS 115 or PIS 120; PIS 381 or PIS 326 or PIS 455 or PIS 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. Jim Heitholt, Interim Head  
903-886-5378; Science Building

[Departmental Website](#)

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 the graduate school as part of their application material: - A personal interview with the Department of Biological and Environmental Sciences Graduate Committee may also be required if deemed necessary.

### *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 advisor 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.

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

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

---

The student will complete a minimum of six hours of [BSC 518](#) (Thesis), 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](#) (Research Literature & Techniques), plus 33 sh of courses (15 sh of which must be in biological sciences) selected and approved by the student's advisory committee.

### **Environmental Sciences Graduate Certificate**

---

The Graduate Certificate in Environmental Science is an academic certificate (rather than a professional certificate) that affirms completion of a thirteen-semester-hour program of graduate-level courses in environmental science at Texas A&M University-Commerce. The graduate certification program is a means by which an environmental professional can fill in certain knowledge gaps not covered by previous education or experiences. All of the courses are fully on-line and include (1) Phase 1 Environmental Site Assessment, (2) Environmental Law, Regulation, and Ethics, (3) Hydrology, (4) Renewable Energy Resources, and (5) Environmental Remediation. Students must have admission to the Graduate School.

#### **Requirement to complete graduate certificate program:**

---

13 sh from the following (No Substitutions)

- [ENVS 502 - Phase I Environmental Site Assessment](#)
- [ENVS 503 - Environmental Law, Regulation, and Ethics](#)
- [ENVS 505 - Hydrology](#)
- [ENVS 506 - Renewable Energy Resources](#) (1 sh)
- [ENVS 508 - Environmental Remediation](#)

#### **Note**

---

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

#### **Courses:**

##### **BSC 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 511 - Advanced Ornithology**

Hours: Four

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

### **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 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

---

Dr. Ben Jang, Department Head  
903-886-5392; Science Building

### [Departmental Website](#)

[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 a thesis and non-thesis Master of Science degree including Professional Masters degrees in Chemical Education and Chemical Business.

### 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) 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.

**Total (34 semester hours)**

---

**Option II (Non-Thesis) Choose one of three Professional Tracks**

---

**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](#) (1 sh)
- Enrollment required each semester in residence completing degree requirements

#### Total (40 semester hours)

---

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

---

#### 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. 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*

**Tracks I, II & III - Total Semester Hours (in two years): 40**

#### Courses:

**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 503 - Advanced Chemistry Survey I**

Hours: Four

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

### **CHEM 504 - Advanced Chemistry Survey II**

Hours: Four

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

### **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

### [Departmental Website](#)

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](mailto: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 (15 semester hours)

---

- [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, Thesis 30 semester hours

---

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

### Option II, Non-Thesis 36 semester hours

---

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

## Computational Science MS

---

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

### Admission

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

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.

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

### Department Requirements

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

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.

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

### 36 Semester Hour

---

#### Required Core Courses (12 semester hours)

---

- [CSCI 530 - Operating Systems](#)
- [CSCI 533 - Applied Computer Algorithms](#)
- [CSCI 549 - Automata Theory](#)
- [CSCI 558 - Applied Computational Science](#)

#### Internship Courses (6 semester hours)

- 
- [CSCI 505 - Internship](#) (6 sh)

**Plus**

---

Choose 9 hrs from one of the following 3 tracks

**Choose 9 semester hours from one of the following 3 tracks**

---

**1. Data Visualization and Analytics Track (9 sh)**

---

- [CSCI 526 - Database Systems](#)
- [CSCI 527 - Advanced Databases](#)
- [CSCI 524 - Analysis and Design of Software Systems](#)
- OR

**2. Intelligent Systems Track (9 sh)**

---

- [CSCI 538 - Artificial Intelligence](#)
- [CSCI 567 - Image Processing with Applications](#)
- or
- [MATH 563 - Image Processing with Applications](#)
- [CSCI 527 - Advanced Databases](#)
- OR

**3. Computational Security Track (9 sh)**

---

- [CSCI 563 - Fundamentals of Information Security and Assurance](#)
- [CSCI 581 - Computer and Network Security](#)
- [CSCI 587 - Secure Protocols](#)

**Plus**

---

Electives (9 semester hours)

- [CSCI 589 - Independent Study](#)
- [CSCI 597 - Special Topics](#)
- [CSCI 572 - Parallel Computing](#)
- [CSCI 560 - Neural Networks](#)
- [MATH 536 - Cryptography](#)
- [BSC 519 - Vertebrate Endocrinology](#)
- [BSC 526 - Developmental Biology](#)
- [PHYS 552 - Advanced Micro Electronics](#)

- [PSY 515 - Neuromechanisms/Biological Bases of Behavior](#)
- [PSY 626 - Cognition and Instruction II](#)
- [PSY 620 - Introduction to Human Cognition](#)
- [PSY 573 - Intellectual Assessment I](#)

**Courses:**

**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 526 - Database Systems**

Hours: Three

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

### **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 546 - Numerical Analysis**

Hours: Three

The basic asymptotic notations for numerical methods assessment will be reviewed. Topics include the basic numerical methods and algorithms for automatic computers: solving non-linear equations of one variable; linear systems of equations; data interpolation and approximation; differentiation and integration.

Students will learn to analyze an algorithm regarding its convergence to a solution, its complexity, and error estimation. They will also learn what problems are best solved with these techniques and how to apply a corresponding method and algorithm. Methods for Eigen values will be discussed as time permits.

Programming assignments will develop skill in the application of the methods. MathLab may be the basic software to use, but Java and C++ will be accepted as well. Prerequisites CSCI 515

### **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 & Technology

---

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

[Departmental Website](#)

### 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.
5. Professional Resume

### Program of Graduate Work in Technology Management

Graduate Studies in Technology Management are designed to prepare graduates for career advancement and career enhancement in domestic and global technology-intensive businesses and industrial enterprises.

Graduates of the Master of Science in Technology Management program will demonstrate:

1. Application of Technology Management fundamentals;
2. Application of domestic and global technology management practices;
3. Ability to analyze and select effective technology management tools and strategies; and
4. Utilization of knowledge management to add value, foster innovation, and facilitate successful change.

## Technology Management MS

---

The Master of Science in Technology Management program is a 36 hour (12 Course) non-thesis graduate program designed to prepare program graduates for career advancement and career enhancement in domestic and global technology-intensive businesses and industrial enterprises.

The MS-TMGT program is designed to be an online program. While some of the courses have the option of being taken on-campus the entire program can be taken online.

**Required Core Courses (24 semester hours)**

- 
- [TMGT 595 - Applied Research in Engineering and Technology](#)
  - (Must be taken in the first semester of the program)
  - [TMGT 510 - Management of Technology in Organizations](#)
  - [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 590 - Technology Management Seminar](#)
  - [TMGT 599 - Technology Management Practicum](#)

**Elective Courses (12 semester hours from the following approved elective courses)**

---

- [TMGT 511 - Emerging Technology](#)
- [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](#)
- Or any approved 500 level CSCI courses.
- Or any approved 500 level MIS courses.

**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](#) or
- [TMGT 595 - Applied Research in Engineering and Technology](#)

**Courses:**

**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 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 technical management processes and controls, ethical practices, project evaluation, technology-oriented teams, innovation and environmental quality, extensive reading, researching the body of knowledge related to the course content and original writing assignments/projects required. Prerequisites :TMGT 595 or concurrent enrollment or permission of Department Head.

### **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. Prerequisites :TMGT 595 or concurrent enrollment or permission of Department Head.

### **TMGT 512 - Leadership in Engineering and Technology**

Hours: Three

Advanced study of leadership attributes, theories, and concepts within the fields of engineering, construction and technology-intensive enterprises. Prerequisites :TMGT 595 or concurrent enrollment or permission of Department Head.

### **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. Prerequisites :TMGT 595 or concurrent enrollment or permission of Department Head.

#### **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. Prerequisites :TMGT 595 or concurrent enrollment or permission of Department Head. Prerequisite and/or Corequisite

#### **TMGT 516 - Group Leadership in the Diverse Enterprise**

Hours: Three

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

Prerequisites :TMGT 595 or concurrent enrollment or permission of Department Head.

#### **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. Prerequisites :TMGT 595 or concurrent enrollment or permission of Department Head.

#### **TMGT 590 - Technology Management Seminar**

Hours: Three

Students will conduct an in-depth case study on a topic selected by the program faculty. Topics will vary each semester and will be selected from relevant and timely subjects/technologies. Prerequisites :TMGT 595 or concurrent enrollment or permission of Department Head.

#### **TMGT 595 - Applied Research in Engineering and Technology**

Hours: Three

Study of research methodologies, analysis and processes utilized in contemporary engineering and technology intensive disciplines.

#### **TMGT 597 - Special Topics in Engineering & Technology**

Hours: Three

Organized course with selected topics relevant to engineering and/or technology.

#### **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

---

Tingxiu Wang, Head

Binnion Hall, 903-886-5157

[Departmental Website](#)

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. For example, our graduates are employed as actuaries and by companies such as L3, Texas Instruments and General Dynamics.

Graduate students in mathematics have access to powerful software packages, and many courses include computer applications.

### Programs of Graduate Work

Graduate work leading to a Master of Science degree is offered with an emphasis in algebra, analysis, 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 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, Discrete Mathematics and Abstract Algebra.

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 MS

---

### Option I

---

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

- 1. At least 4 courses including one complete 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 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](#)

### Courses:

#### 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 314

**MATH 502 - Mathematical Statistics**

Hours: Three

Probability, distributions, moments, point estimation, maximum likelihood estimators, interval estimators, test of hypothesis. Prerequisites Math 314

**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 requires of all graduate students who have an Option I degree plan. Prerequisites Math 314

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/Bellevue 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.

---

## **Physics and Astronomy**

---

Matthew A. Wood, Head and Professor

903-886-5488; Science Building

### [Departmental Website](#)

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, stellar 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](#)
- One (3 sh) course taken in consultation with advisor.

### Physics Minor

---

A physics minor is appropriate for several majors, including mathematics, chemistry, computer science, and technology. The digital electronics, signal processing, and microprocessor hardware courses are relevant particularly for computer science and telecommunications students.

A comprehensive minor in physics is available for doctoral degree students majoring in curriculum and instruction. This program is recommended for community and senior college teachers of science and for school supervisors. (See Doctor of Education degree program, [Department of Curriculum and Instruction](#).)

#### Courses:

#### **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 Physy 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 spectroscopes. 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

---

Salvatore Attardo, Dean  
Ben Doughty, Associate Dean  
Education North Room 224, 903-886-5175

The College of Humanities, Social Sciences, and Arts consists of the departments of: *Art, History Literature and Languages, Mass Media, Communications and Theatre, Music, Political Science, and Sociology and Criminal Justice*. The college also houses the popular undergraduate 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

### [Departmental Website](#)

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 Art 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. This is a rigorous program as it leads to the terminal degree in the fine arts.

MFA students are initially encouraged to explore a broad range of issues meaningful to their work, while simultaneously mastering their technical skills. These explorations may touch upon individual modes of expression, formal elements, experimentation with media and methods, themes and symbols, and relationships among the visual arts and other disciplines. Subsequent courses direct the student toward more mature and self-critical art, leading ultimately to a sustained and coherent body of work which forms the MFA Thesis Exhibit. In addition to the MFA Thesis Exhibit, there is a required written "Thesis Statement."

Students 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. The student's studio research area is complemented by required courses in art history, as well as seminars and courses in theory and multimedia. It is expected that the student will gain from this study a sound conceptual and historical understanding of the visual arts, as well as the ability to communicate this understanding in writing and speech. To successfully complete this course of study, it is essential that students acquire the ability to clearly articulate visual concepts and place their own research in a historical context.

### *The New Learning Context*

Designed to broaden the student's education, the New Learning Context is an essential component of the MFA degree. Lasting a full academic term and providing twelve semester hours credit, the New Learning Context encourages the student to seek out new ideas and experiences of benefit to his or her art. A student may choose between two options: (1) The semester away, and (2) The Planned Program Alternative. The first option requires the student to live and work away from Texas A&M University- Commerce. Whether by taking courses at another institution, through extensive traveling, or by living in a major artistic center in the United States or abroad, this option provides experiences invaluable to the student's artistic and intellectual growth. The second option, for students whose economic or personal circumstances preclude extended travel, allows for similar experiences within the region. An example of the second option would be a planned sequence of visits to museums, galleries and artists' studios in the Dallas-Fort Worth Metroplex. Whichever option is selected, the student's art will be expected both to represent the efforts of a full academic term and to reflect the knowledge and experience gained from the New Learning Context

Students will participate in critiques in mid-term and at the end of each long semester. Students who fail to pass a critique or fail, in the judgment of a duly constituted departmental committee, to meet the expectations of the field can be suspended from the program. Students must pass a critique for candidacy after their second semester or in the semester of their 30th hour (whichever comes first). The candidacy review will include an exhibit supported by a written thesis statement. Students who fail their candidacy may still pursue The Master of Arts in Studio Art or leave the program without receiving a degree.

## **Admission**

### *Master of Arts in Art*

Admission to pursue the MA degree 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 program in Art is individually designed to meet the unique educational and professional needs of the student. In consultation with the graduate coordinator and the department head, students pursuing the MA degree will devise an appropriate degree plan during the first semester.

### *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/humanitiesSocialSciencesArts/departments/art/graduate/masterOfFineArts/default.aspx](http://web.tamu-commerce.edu/academics/colleges/humanitiesSocialSciencesArts/departments/art/graduate/masterOfFineArts/default.aspx). 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.

---

## Art

---

---

### 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.

## Emphasis in 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](#)

## Emphasis in 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.

### **Courses:**

#### **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 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-grade 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 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 H. Smith, Graduate Advisor  
903-886-5219

### [Departmental Website](#)

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 12 semester hours of undergraduate foreign language courses in a single language.

## 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 sh)

---

- [HIST 590 - Historiography and Historical Theory](#)

#### 2. Historical Methods (3 sh)

---

- [HIST 591 - Historical Methods](#)

#### 3. Choose two 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](#)

#### 4. 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)

**5. Thesis (6 sh)**

---

- [HIST 518 - Thesis](#)

**6. 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 sh)**

---

- [HIST 590 - Historiography and Historical Theory](#)

**2. Historical Methods (3 sh)**

---

- [HIST 591 - Historical Methods](#)

**3. 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](#)

**4. 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)

**5. Choose 1 elective within History:**

---

**6. Research Literature and Techniques (3 sh)**

---

- [HIST 595 - Research Literature and Techniques](#)

**7. Choose 2 additional graduate courses outside of History.**

---

**Master of Science in History (Political Science Track)**

---

Twelve-course program to be completed:

**1. Required Courses (9 sh)**

---

- [HIST 590 - Historiography and Historical Theory](#)
- [HIST 591 - Historical Methods](#)
- [HIST 595 - Research Literature and Techniques](#)

**2. (9 sh) of graduate level History courses**

---

**3. (18 sh) 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 advisor or the head of the department.

**Courses:**

**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**

---

Hunter Hayes, Department Head - [hunter.hayes@tamuc.edu](mailto:hunter.hayes@tamuc.edu)  
903-886-5260/5253; Hall of Languages, Room 141

[Departmental Website](#)

Donna Dunbar-Odom, Director of Graduate Studies-Doctoral (English)  
M. Hunter Hayes, Director of Graduate Studies-Master's (English)  
Tabetha Adkins, Director of First-Year Composition  
Maria Fernandez-Lamarque, 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, film studies, literary theory, and reading). The PhD program stresses both substantive knowledge of the various divisions within the field of English and an extensive introduction to the profession, including classroom teaching, tutoring, and computer-assisted instruction.

Specific requirements and procedures for graduate work and applications for assistantships may be obtained from the Head of the department.

### *Spanish*

Graduate work in Spanish provides students with a thorough command of another language, prepares students for scholarly research, and helps train teachers of Spanish.

The Department of Literature and Languages offers a Master of Arts in Spanish. A student pursuing this degree has two options: one option is a 30-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 may focus on literature in Spanish or teaching Spanish in the college classroom. Students seeking either option must perform satisfactorily on a comprehensive written and oral examination with sections devoted to prose, drama, poetry, and language.

The foreign language faculty also prepares students for the doctoral research tool proficiency in Spanish. Candidates for this examination may apply to the Department of Literature and Languages for information.

A comprehensive minor in Spanish is available for doctoral degree students majoring in supervision, curriculum, and instruction. This minor is recommended for junior and senior college teachers of foreign languages.

### **Admission**

#### *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**

<b>Program</b>	<b>Thesis Option</b>	<b>Non-Thesis Option</b>
Course Work (Major Dept.)	30 sh, at least 18 sh in English, including <a href="#">ENG 599</a>	36 sh, at least 24 sh in English, including ENG 599
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 <a href="#">ENG 518</a> Thesis (included in total 30 sh)	3 sh of <a href="#">ENG 595</a> Paper (included in total 36 sh)
Examinations	Written and oral proposal of Thesis and final defense	Written and oral proposal of <a href="#">ENG 595</a> 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 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.

**Film and Media Studies Option I-Thesis (30 sh)**

**Required Core Courses (18 semester hours)**

- [ENG 518 - Thesis](#) (6 sh)
- Plus

*2 courses from:*

---

- [THE 520 - Film Production Elements](#)
- [THE 525 - Film-Style Production](#)
- [THE 530 - Documentary Production](#)

*2 courses from:*

---

- [ENG 510 - Introduction to Film Studies](#)
- [ENG 530 - History of Narrative Film](#)
- [ENG 610 - Studies in Film Genres](#)
- Plus

**Required Support Courses (12 semester hours)**

---

- [ENG 620 - Adaptation: Film, Literature, and other Influences](#)
- [ENG 710 - Film Theory and Criticism](#)
- [ENG 599 - Bibliography and Methods of Research](#)

*One course from the following:*

---

- [THE 544 - Playwriting](#)
- [THE 560 - Acting](#)
- [THE 541 - Seminar in Stage Direction](#)

**Film and Media Studies Option II-Non Thesis (36 sh)**

---

**Required Core Courses (15 semester hours)**

---

- [ENG 595 - Research Literature and Techniques](#)
- (3 sh)
- 

*2 courses from:*

---

- [ENG 510 - Introduction to Film Studies](#)
- [ENG 530 - History of Narrative Film](#)
- [ENG 610 - Studies in Film Genres](#)

*2 courses from:*

---

- [THE 520 - Film Production Elements](#)
- [THE 525 - Film-Style Production](#)
- [THE 530 - Documentary Production](#)

## Required Support Courses (21 semester hours)

---

- [ENG 620 - Adaptation: Film, Literature, and other Influences](#)
- [ENG 710 - Film Theory and Criticism](#)
- [THE 544 - Playwriting](#)
- [THE 560 - Acting](#)
- [THE 541 - Seminar in Stage Direction](#)
- 2 electives (one must be English)

## Studies In Children's & Adolescent Literature & Culture Graduate Certificate

---

The Studies In Children's & Adolescent Literature & Culture Graduate Certificate requires admission to the Graduate School and 15 semester hours of graduate courses from the following.

### Requirement to complete graduate certificate program:

---

15 semester hours (No Substitutions)

- [ENG 504 - Picture Books, Graphic Narrative, and the Art of Images](#)
- [ENG 505 - The Invention of Children's Literature and Childhood](#)
- [ENG 506 - Problems in Adolescent Literature](#)
- [ENG 507 - Narrative Transformations in Literature of Children and Adolescents](#)
- [ENG 508 - Constructing Reality and Reconstructing History in Children's and Adolescent Literature](#)

### Note:

---

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

## Film Studies Graduate Certificate

---

The Graduate Certificate in Film Studies is an 15-semester hour program for those who want to pursue an extended investigation of major issues in cinema (directors, genres, literature and film, film theory, national cinemas, historical movements, critical approaches, and themes). Students completing the program will be equipped to contribute to scholarship in the field and teach film courses on the college level. Please contact Dr. Gerald Duchovnay, 903/886-5265 or [gerald\\_duchovnay@tamu-commerce.edu](mailto:gerald_duchovnay@tamu-commerce.edu) for information about the courses or the certificate.

## Spanish, MA

---

### *Summary of Requirements for a Master's Degree in Spanish*

Requirement	MA (Thesis)	MA (Non-Thesis)
Total Course Work	30 sh including <a href="#">SPA 503</a> , <a href="#">FLL 511</a> ,	36 sh including <a href="#">SPA 503</a> , <a href="#">FLL 511</a> ,

(Major Dept.)	plus 3 courses in Peninsular literature and 3 courses in Latin American literature.	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 of a second 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 b. 6 sh of graduate-level French for Reading, or c. Dept. FLPE
Examinations	Final Comprehensive Exam	Final Comprehensive Exam
Thesis	6 sh	<a href="#">SPA 595</a>

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.

## 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 <a href="#">ENG 599</a>	3 sh
---------------------------	---------------------------------	------

Teaching Seminars	English <a href="#">ENG 571</a> / <a href="#">ENG 677</a>	6 sh
Professionalization Seminars	English <a href="#">ENG 675</a> / <a href="#">ENG 615</a>	6 sh
Either Literary Theory and Teaching Literature in College	English <a href="#">ENG 520</a> English <a href="#">ENG 775</a>	6 sh
OR		
Multi-Cultural Literature and Language and Approaches to the Teaching of Writing	English <a href="#">ENG 503</a> English <a href="#">ENG 776</a>	6 sh
		Total 21 sh
<b>Area 1: Written Discourse Theory and Practice</b> (One course in composition, one course in linguistics)		6 sh
<b>Area 2: Critical Literacy</b> (One course in each: British, American, World Literature)		9 sh
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 participate in the annual conference English Graduates for Academic Development as well as encouraged to submit and present papers for presentation in regional and national conferences. You will be expected to attend meetings of Junto (the graduate student organization for professional development), held once a month during regular semesters. You will be expected to be advised and to maintain contact with the Graduate Director of English Studies periodically to make sure you are on track to complete your degree.

Or

- 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](#)

## Required Courses (15 semester hours)

---

- [ENG 510 - Introduction to Film Studies](#)
- [ENG 530 - History of Narrative Film](#)
- [ENG 610 - Studies in Film Genres](#)
- [ENG 620 - Adaptation: Film, Literature, and other Influences](#)
- [ENG 710 - Film Theory and Criticism](#)
- OR
- [ENG 720 - Special Topics in Film Study](#)

## Note:

---

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

## Creative Writing Graduate Certificate

---

The Department of Literature and Languages offers four different graduate certificates in Creative Writing. The different graduate certificates are based on the genre of writing: Poetry, Fiction, Children's/Young Adult Fiction, and Creative Non-Fiction. Writing conventions and publication opportunities are based on genre categories, so our certificates reflect the professional distinctions. This graduate certificate requires admission to the Graduate School

and 15 semester hours of graduate courses from the following.

**Requirements to complete graduate certificate program.**

---

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 this graduate certificate. **(No Substitutions)**

---

**Teaching English to Speakers of Other Languages Graduate Certificate**

---

The Teaching English to Speakers of Other Languages Graduate Certificate requires admission to the Graduate School and 19 semester hours of graduate courses from the following.

**Requirement to complete graduate certificate program:**

---

19 semester hours (No Substitutions)

- [ENG 501 - Structure of the English Language](#)
- [ENG 555 - General Linguistics](#)
- [ENG 557 - Teaching English as a Second Language](#)
- [ENG 558 - Sociolinguistics](#)
- [ENG 562 - Psycholinguistics](#)
- One course (3 sh) from the following
- [ENG 559 - Language and Culture in the Classroom](#)
- [ENG 579 - Style and Stylistics](#)
- [FLL 511 - Teaching a Second Language](#)
- plus 1 sh practicum course:
- [ENG 596 - Practicum in TESOL](#)

**Note:**

---

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

**Courses:**

**ENG 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 597 - Special Topics**

Hours: 3 semester hours

### **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 670 - Pragmatics and Language Teaching**

Hours: Three

Pragmatics and Language Teaching is an introduction to the role of pragmatics in the second language classroom. With an underlying focus in our readings and discussions on cross-cultural pragmatics, it investigates the following questions: What is pragmatics? How can it help classroom language teaching? How can we integrate pragmatics in the classroom? How can pragmatics help us to understand student development? This is an introductory level graduate course on pragmatics and language teaching, and no background in this area is required. Prerequisites ENG 555

### **ENG 671 - Discourse Analysis**

Hours: Three

The course focuses on the nature of spoken and written discourse and the applications of discourse analysis to TESOL. It examines written and spoken macro- and micro-level discourse practices inside and outside of the classroom including investigation of transactional and interactional discourse events and multiple genres. With a focus on both approaches to analysis and teaching, the course is designed to bridge the gap between researcher and practitioner and to encourage teachers to use similar techniques in their classroom teaching. Prerequisites ENG 555

### **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 685 - Computational Linguistics**

Hours: Three

This course is designed to introduce students to the field of computational linguistics and text processing, broadly construed. It does not presuppose advanced knowledge of linguistics and/or of computer science. Prerequisites ENG 555

### **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 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 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 518 - Thesis**

Hours: Six

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 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

### [Departmental Website](#)

The Department of Mass Media, Communication and Theatre offers graduate courses and graduate degrees in theatre.

The goals of the graduate program in theatre are to:

1. Develop an understanding of the relationship between dramatic theory and onstage practice;
2. Study the dramatic tradition and the history of the performing arts;
3. Prepare students for doctoral programs in theatre studies;
4. Prepare students for community college teaching;
5. Provide the skills and experience necessary for entry into professional theatre, film and television; and
6. Supplement the knowledge and skills of secondary education teachers.

Performing Arts Center laboratories are available in two theatres, shops, a complete television studio and 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 Arts, Master of Science-Option II. In addition, comprehensive minors in theatre is available for doctoral 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/MS**

---

Students completing degrees in any of the programs (besides the Film and Media Studies track) must take the following four-course series.

### **Theatre General Requirements**

---

Students completing degrees in any one of the four 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](#)

**MA/MS Option I**

---

**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.

*\*Foreign Language Requirement.* The candidate for the Master of Arts Option I degree in Theatre must also meet the language requirement for the language requirement for the Bachelor of Arts degree at this institution.

**MA/MS Option II**

---

Individual Master of Arts/Master of Science-Option II programs may be arranged with the approval of the Theatre Graduate Advisor, 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 advisor and the graduate advisor in the selected minor.

*\*Foreign Language Requirement.* The candidate for the Master of Arts Option II degree in Theatre must also meet the language requirement for the language requirement for the Bachelor of Arts degree at this institution.

### **Film and Media Studies Option I-Thesis (30 sh)**

---

#### **Required Core Courses (18 semester hours)**

---

- [THE 518 - Thesis](#) (6 sh)
- Plus

*2 courses from:*

---

- [ENG 510 - Introduction to Film Studies](#)
- [ENG 530 - History of Narrative Film](#)
- [ENG 610 - Studies in Film Genres](#)
- Plus

*2 courses from:*

---

- [THE 520 - Film Production Elements](#)
- [THE 525 - Film-Style Production](#)
- [THE 530 - Documentary Production](#)

#### **Required Support Courses (12 semester hours)**

---

*Four Courses from the following:*

---

- [THE 541 - Seminar in Stage Direction](#)
- [THE 544 - Playwriting](#)
- [THE 560 - Acting](#)
- [ENG 620 - Adaptation: Film, Literature, and other Influences](#)
- [ENG 710 - Film Theory and Criticism](#)

### **Film and Media Studies Option II-Non Thesis (36 sh)**

---

#### **Required Core Courses (15 semester hours)**

---

- [THE 595 - Research Literature and Techniques](#) (3 sh)
- Plus

*2 courses from:*

---

- [ENG 510 - Introduction to Film Studies](#)
- [ENG 530 - History of Narrative Film](#)
- [ENG 610 - Studies in Film Genres](#)
- Plus

*2 courses from:*

---

- [THE 520 - Film Production Elements](#)
- [THE 525 - Film-Style Production](#)
- [THE 530 - Documentary Production](#)

**Required Support Courses (21 semester hours)**

---

- [ENG 620 - Adaptation: Film, Literature, and other Influences](#)
- [ENG 710 - Film Theory and Criticism](#)
- [THE 544 - Playwriting](#)
- [THE 560 - Acting](#)
- [THE 541 - Seminar in Stage Direction](#)
- \*2 electives

*Note:*

---

\*Courses not taken among the options for required courses may be taken as electives.

**Courses:**

**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 520 - Film Production Elements**

Hours: Three

This course provides an understanding of the digital world of moviemaking and an overview of major production areas of film making: sound design, production design, and lighting for cinematography. The digital moviemaking segment shows the impact of digital and networked technology on cinematic narrative. Sound design involves

identifying sound elements in film, acquiring sounds through external sources or self-creation, and manipulating sounds in coordination with visual elements. Production design helps students understand the artistic look of a film. The lighting component gives students experience with the technical use and aesthetic applications of lighting for digital film making.

### **THE 525 - Film-Style Production**

Hours: Three

The course is intended to give students the ability to translate the written screenplay into a narrative film using digital filmmaking techniques, while incorporating an understanding of film theory. An intensive workshop in narrative directing and film production techniques. Students apply skills and knowledge covered in other courses to implement script material into production of a short digital film using techniques of visual storytelling, production design, sound design, lighting design, basic cinematography, and the related issues of casting and rehearsals

### **THE 529 - Workshop**

Hours: Three or Six

### **THE 530 - Documentary Production**

Hours: Three

This course focuses on directing and producing documentaries. Beginning with a historical review of significant documentaries and types, the course helps students use this history and theory to be able to produce a semester-long, professional quality documentary project. A combination of workshops and screenings will supplement discussions and analysis to help students understand the difference in storytelling techniques of documentaries compared to narrative films, while also appreciating aspects of film structure that pertain to both documentary and narrative.

### **THE 541 - Seminar 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.

### **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.

---

## **Music**

---

David Scott, Head  
Music Building; 903-886-5303

### [Departmental Website](#)

The Department of Music is a member of the National Association of Schools of Music and the Texas Association of Music Schools. The Department of Music offers the Master of Music degree in: 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, and conducting.

### **Program of Graduate Work**

#### *Master of Music degree*

Students in the Master of Music program choose either performance (applied music or conducting) or music education. The M.M. in performance develops specific music skills and abilities to a high degree in the fields of instrumental and vocal performance and conducting. The M.M. in music education focuses on teacher training at the elementary and secondary levels.

### **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 in performance must perform a fifty-minute public recital.

## *Final Comprehensive Examinations*

The Department of Music requires the candidate to pass a written examination over the course work listed on the degree plan prior to taking an oral examination.

---

## **Music MM**

---

**Master of Music degree: Performance major (applied music, conducting) or music education.**

---

### **1. Music 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. 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.

**Courses:**

**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 520 - Introduction to Graduate Study in Music**

Hours: Two

The purpose of the course is to prepare students for advanced, in-depth study of music history and theory. The student learning objectives are, "Upon the conclusion of the course, the student will

- a. List and explain the dates, important geo-political events, aesthetic philosophies, and critical attributes of each stylistic period, from the Middle Ages to the present;
- b. List and define major genre of music literature and cite significant composers and compositions in each;
- c. Analyze and describe the structure of music in terms of form, harmony, rhythm, etc. during the Common Practice Period and subsequent 20th Century techniques of composition (i.e. octatonicism, pitch-sets, serialism, etc.).

**MUS 522 - Music of the Baroque Era**

Hours: 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

### [Departmental Website](#)

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 or PSCI 512, and two courses from each of the three broad concentrations: American Government, International Relations and Comparative Politics, Political Philosophy & Methodology. Students pursuing the MA must demonstrate language proficiency. Students pursuing the MS must demonstrate quantitative proficiency.

---

## **Political Science MA/MS**

---

Master of Arts students wanting to earn the Master of Arts degree must demonstrate language proficiency. This can be accomplished with 12 consecutive undergraduate hours of foreign language with a grade of C or better or if the undergraduate degree is a Bachelor of Arts, the student can pursue the MA.

Master of Science students wanting to earn the Master of Science degree must demonstrate analytical, statistical, mathematical competencies through any combination of nine hours undergraduate and/or graduate courses beyond those required for the degree with departmental advisor approval of courses.

## **Master of Arts 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 516 - The Holocaust](#)
- [PSCI 522 - The Holocaust and Genocide in Comparative Perspective](#)
- [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 516 - The Holocaust](#)
- [PSCI 522 - The Holocaust and Genocide in Comparative Perspective](#)
- [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)**

---

**Master of Science - Political Science (36 sh)**

---

**Political Science and History Track**

---

**Required Core Courses**

---

- [PSCI 595 - Research Project](#)
- Plus
- (15 sh) of graduate-level Political Science courses.

**Required Support Courses**

---

- [HIST 590 - Historiography and Historical Theory](#)
- [HIST 591 - Historical Methods](#)
- Plus
- (12 sh) of any graduate level courses in History.

**Holocaust Studies Graduate Certificate (12 sh)**

---

The Political Science Department offers a graduate certificate for Holocaust Studies. The graduate certificate is not exclusive to the Political Science Master's students but designed to be interdisciplinary and to meet the needs of educators in Texas who offer curriculum components on the Holocaust and other genocides.

Graduates students who want to earn this certificate must have admission to the Graduate School and take 12 out of 15 semester hours of courses developed for this certificate.

**Requirement to complete graduate certificate program:**

---

12 semester hours from the following (No Substitutions)

- [PSCI 514 - The Ideology of the Third Reich](#)
- [PSCI 515 - Selected Topics on the Holocaust](#)
- [PSCI 516 - The Holocaust](#)
- [PSCI 522 - The Holocaust and Genocide in Comparative Perspective](#)
- [PSCI 523 - The Holocaust and Genocide Education](#)

**Note:**

---

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

**Courses:**

**PSCI 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 514 - The Ideology of the Third Reich**

Hours: Three

This course is an in-depth examination of the origins and dynamics of the ideology of the Third Reich. Among these dynamics the course examines religious secularization alongside the "sacralization of politics" during the Third Reich. Readings and discussion uncover how concepts such as race, blood, soil, state, nation and Führer were incorporated into the sphere of faith, salvation, sacredness and myth which led these notions to acquire absolute meaning within the German ideological realm. Within this ideology, Jews came to be characterized as the enemy of all that this ideology sought to achieve and negate.

### **PSCI 515 - Selected Topics on the Holocaust**

Hours: Three

This course takes a more in-depth look at selected topics on the Holocaust. Selected topics courses will vary and each will explore in detail topics and themes among the following: Holocaust Perpetrators; Jewish Life in the Ghettos; Concentration/Extermination Camps; Jewish Resistance; Women and the Holocaust; Bystanders and Rescuers; The Holocaust through Diaries/Memoirs/Letters; The Nuremberg Tribunals and Holocaust Accountability.

Note May be repeated as topics vary.

### **PSCI 516 - The Holocaust**

Hours: Three

This course is an extensive overview of the destruction of European Jewry from 1933 to 1945. It examines political, economic, and social conditions in Germany following World War I leading to the rise of the National Socialist Party and their consolidation of power paving the way for the Holocaust. It also examines the rise of anti-Semitism in Germany first by understanding traditional forms of anti-Judaism and its evolution into modern anti-Semitism. This course also focuses on Nazi propaganda and the persecution of German Jews between 1933 and 1938 and fate of all European Jews beginning in 1939 until 1944. It studies the "Final Solution" and concludes with an examination of the persecution of non-Jews in the Third Reich.

### **PSCI 518 - Thesis**

Hours: 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 522 - The Holocaust and Genocide in Comparative Perspective**

Hours: Three

This course places the Holocaust and other cases of genocide in the 20th century in a comparative and cultural context. The course examines the various factors that cause genocide, the theoretical and legal debates over labeling genocides, the importance of survivor testimony in documenting genocide along with the role of the international community in responding to acts of genocide.

### **PSCI 523 - The Holocaust and Genocide Education**

Hours: Three

This course begins with an examination of the development of Holocaust education and early Holocaust educators in the United States. It also is designed to provide political and historical context of the Holocaust to facilitate instructional strategies. It also is an in depth examination of the various pedagogical methods and curriculum materials available for teaching the Holocaust and genocide. It also examines the numerous resources available for teachers to facilitate the development of curriculum materials for middle, secondary, and post-secondary education on the Holocaust and genocide. Prerequisites PSCI 516

### **PSCI 589 - Independent Study**

Hours: 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

### [Departmental Website](#)

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, and a sample of student's writing that demonstrates their ability to utilize a) scientific research, or b) critical thinking skills, and completion of undergraduate prerequisites. Students are required to take a graduate diagnostic exam before initial enrollment or at the latest during the first semester of work in the department. Students seeking a graduate certificate must be admitted to a master's degree program or in a nondegree admission status.

GRE EXEMPTION: Students applying for admission to either the Sociology or Applied Criminology program may qualify for an exemption from the GRE if they meet of the following criteria:

1. overall undergraduate GPA of 3.0 or higher
2. completed master's degree from a regionally accredited institution with at least a 3.0 overall graduate GPA

**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.tamuc.edu/academics/colleges/artssciences/departments/sociologycriminaljustice/](http://web.tamuc.edu/academics/colleges/artssciences/departments/sociologycriminaljustice/).

### Degree Requirements

---

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

- 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 Research](#)
- [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 Research](#)

- [SOC 595 - Research Literature and Techniques](#)
- Plus 6 graduate electives in sociology; up to 12 sh 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 MS

---

The Master of Science degree in Applied Criminology is an academically-based program that has an applied focus on two primary areas: 1) management, and 2) policy. The program 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, and a sample of student's writing that demonstrates their ability to utilize a) scientific research, or b) critical thinking skills, and completion of undergraduate prerequisites. Students are required to take a graduate diagnostic exam before initial enrollment or at the latest during the first semester of work in the department. Students seeking a graduate certificate must be admitted to a master's degree program or in a nondegree admission status.

GRE EXEMPTION: Students applying for admission to either the Sociology or Applied Criminology program may qualify for an exemption from the GRE if they meet of the following criteria:

1. overall undergraduate GPA of 3.0 or higher
2. completed master's degree from a regionally accredited institution with at least a 3.0 overall graduate GPA

**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 at Texas A&M University-Commerce

### Required Courses (36 semester hours)

---

Core Required courses: All Tracks (12 sh)

- [CJ 501 - Seminar in Policing and Law Enforcement](#)
- [CJ 530 - Seminar in Criminology](#)
- [CJ 531 - Issues in Criminal Law and Courts](#)
- [CJ 568 - Seminar in Corrections](#)
- Students may take these courses in any order, but they will be required to take ALL of these courses before

moving forward in the program. Students will declare a TRACK in which to specialize. Two tracks will be available: MANAGEMENT and POLICY. Once they declare a track, students will take track-dependant courses and electives (in any order).

**AND**

---

**Required Courses: Management Track (6 sh)**

---

- [CJ 577 - Criminal Justice Planning and Evaluation](#)
- [CJ 520 - Criminal Justice Administration and Management](#)

**OR**

---

**Required Courses: Policy Track (6 sh)**

---

- [CJ 577 - Criminal Justice Planning and Evaluation](#)
- [CJ 583 - Criminal Justice Policy](#)

**AND**

---

**Electives (9 semester hours)**

---

Choose three additional graduate level Criminal Justice courses (9 semester hours)

- [CJ 505 - Terrorism](#)
- [CJ 514 - Family Violence](#)
- [CJ 520 - Criminal Justice Administration and Management](#)
- [CJ 565 - Offender Reentry](#)
- [CJ 583 - Criminal Justice Policy](#)
- [CJ 597 - Special Topics](#)
- (May be taken more than once when topics vary).

**AND**

---

Research/Capstone Sequence (9sh required)

- [CJ 575 - Research Methods in Criminal Justice](#)
- [CJ 576 - Data Analysis and Interpretation](#)
- [CJ 595 - Research Literature and Techniques](#)

---

### **Criminal Justice Management Graduate Certificate**

---

The Criminal Justice Management Graduate Certificate program includes 12 hours of graduate coursework for students who want to increase their knowledge and develop competencies in the areas of criminal causality, criminal law, police management and/or correctional settings. The program will assist students in developing management skills that will be applicable in criminal justice agencies or in a graduate program at the master's level.

These courses are offered in a special one weekend per month format that caters to the working professional. The graduate certificate is achieved by completing any four graduate criminal justice courses from our department while

maintaining a GPA of at least 3.0.

Interested students should have admission to the Graduate School and contact the Graduate Advisor or Department Head in the Department of Sociology and Criminal Justice for additional information.

**Requirement to complete graduate certificate program:**

---

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

- [CJ 501 - Seminar in Policing and Law Enforcement](#)
- [CJ 505 - Terrorism](#)
- [CJ 514 - Family Violence](#)
- [CJ 517 - Teaching Sociology and Criminal Justice](#)
- [CJ 520 - Criminal Justice Administration and Management](#)
- [CJ 530 - Seminar in Criminology](#)
- [CJ 531 - Issues in Criminal Law and Courts](#)
- [CJ 565 - Offender Reentry](#)
- [CJ 568 - Seminar in Corrections](#)
- [CJ 577 - Criminal Justice Planning and Evaluation](#)
- [CJ 583 - Criminal Justice Policy](#)
- [CJ 597 - Special Topics](#)

**Note**

---

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

**Courses:**

**CJ 500 - MSAC Student Orientation**

Hours: 0

This is a zero credit Orientation course that allows newly admitted students to the program to access information that will benefit them including information on plagiarism, how to research, critical thinking, etc. This orientation also includes a 50-question baseline test of knowledge of criminal justice that students will be asked to take.

**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 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 Research**

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

### **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 and Entrepreneurship**

---

Dale Funderburk, Interim Dean  
903-886-5191; Business Administration Building, Room 215  
Charlotte Larkin, Assistant Dean  
903-886-5191  
Shanna Hoskison, Director, CBT Advising Center  
903-886-5190

Virginia Fullwood, Ad Interim Head, Accounting  
903-886-5679  
Asli Ogunc, Interim Head, Economics and Finance  
903-886-5679 - [Departmental Website](#)  
Don English, Head, Business Administration and Management Information Systems  
903-886-5662 - [Departmental Website](#)  
Lloyd Basham, Interim Head, Department of Marketing and Management  
903-886-5703 - [Departmental Website](#)

Graduate study in the College of Business & Entrepreneurship 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**

**E-Mail: [MBA@tamuc.edu](mailto:MBA@tamuc.edu)**

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**

---

**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 528 - Advanced Auditing](#)
- [ACCT 529 - Accounting Information Systems](#)
- [ACCT 530 - Business Ethics for Accountants](#)
- [ACCT 531 - International Accounting](#)
- [ACCT 541 - Accounting Theory](#)
- [ACCT 550 - Sales, Franchise, and Other Taxes](#)
- [ACCT 551 - Advanced Issues in Taxes](#)
- [ACCT 563 - Advanced Forensic Accounting](#)
- [ACCT 564 - Practicum in Forensics](#)
- [ACCT 576 - Fundamentals of Financial Planning](#)
- [ACCT 577 - Investment Planning](#)
- [ACCT 588 - Independent Accounting Research](#)
- [ACCT 597 - Special Topics](#)

---

## **Business Administration and Management Information Systems**

---

The Master of Business Administration degree offered by the College of Business & Entrepreneurship (CBE) 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 & Entrepreneurship Advising Center (903-468-3197 or [MBA@tamuc.edu](mailto:MBA@tamuc.edu)) for information.

---

## **Business Administration MBA**

---

### **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](#)

### **Background Courses**

---

Background courses (pre-requisites) **cannot** be used to satisfy elective requirements for degree in the College of Business & Entrepreneurship.

- [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](#)

## **Business Administration Joint Degree Program BPA/MBA**

---

This five-year program is designed for students who wish to complete the educational requirements for the CPA examination. Graduates will simultaneously receive both the Bachelor's of Professional Accountancy and the MBA (Minor in Accounting) degrees upon completion of this 151-hour program, of which 33 hours constitutes the graduate component. The student is urged to consult the undergraduate catalog for the specific undergraduate and graduate course requirements for this degree program. The graduate minor in accounting will require 12 graduate semester hours of accounting. For additional information, please contact the Department of Accounting, Economics, and Finance.

### **Economics and Finance**

---

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.

## Finance MSF

---

### 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 576 - Macroeconomic Theory and Policy](#)

## Marketing & Management

---

*The Master of Science in Marketing* program offers students from business and non-business backgrounds an opportunity to develop expertise in the art of 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.

*The Master of Science in Management* program offer 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@tamu-commerce.edu](mailto:MBA@tamu-commerce.edu)) for information.

---

## Management MS

---

### 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**

---

---

**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 545 - Small Business Brand Management](#)
- [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.

---

### **Business Fundamentals Graduate Certificate**

---

The Business Fundamentals Graduate Certificate requires admission to the Graduate School and 15 semester hours of graduate courses from the following.

**Requirement to complete graduate certificate program:**

---

15 semester hours (No Substitutions)

- [ACCT 501 - Accounting for Managers](#)
- [ECO 501 - Economics for Decision Makers](#)
- [FIN 501 - Finance for Decision Makers](#)
- [MGT 501 - Operations and Organizations](#)
- [MKT 501 - Marketing Environment](#)

**Note:**

---

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

**Courses:**

**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 531 - International Accounting**

Hours: Three

The course exposes students to international financial reporting standards (IFRS) and related issues. Topics include comparative accounting, internationalization of capital markets, cross-border mergers and acquisitions, foreign currency translation, transfer pricing, and other issues.

### **ACCT 537 - International Taxes**

Hours: Three

The course exposes students to international taxes, credits, planning, and transfer pricing concepts.

### **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 569 - International Business Law**

Hours: Three

The course is designed for accountants and others to study international business law. Students are exposed to international treaties, rules and, laws in a global environment.

### **ACCT 575 - 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 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 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 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 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.

### **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 a 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**

Hours: Three

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

### **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

---

**College of Education and Human Services**

---

Brent Mangus, Dean  
903-886-5180; Young Education North Building  
Gail Johnson, Associate 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:

Counseling, MS, MEd, PhD  
Curriculum & Instruction, MS, MEd  
Early Childhood Education, MS\*, MEd\*, MA  
Educational Administration, MEd, EdD  
Educational Psychology, PhD  
Educational Technology-Leadership, MS, MEd  
Educational Technology-Library Science, MS, MEd  
Global E-Learning, MS  
Health, Kinesiology and Sports Studies, MS, MEd  
Higher Education Leadership, EdD  
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  
Supervision, Curriculum & Instruction- Elementary Education, EdD

\*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**

Jill Woodruff, 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.tamuc.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/default.aspx>.

### **Alternative Certification Program**

## **(Standard Teacher Certification)**

(Provisional Admission)

1. Completion of the application located on the Center for Educator Certification and Academic Services website, <http://web.tamuc.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 equivalent to 2 courses on teacher certification plan;
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.tamuc.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).

---

## **Curriculum and Instruction**

---

Martha Foote, Head  
Education South; 903-886-5537

### **[Departmental Website](#)**

The Department of Curriculum and Instruction holds as its central mission the study of curriculum and instructional design and its implementation at all levels of education. To realize a broad range of curricular aims and goals, the department engages in rigorous study of teaching and learning to enhance teaching effectiveness. Five strands of emphasis at the graduate level include:

1. Offering masters and doctoral degree programs.
2. Being actively involved in the public schools for mutually beneficial purposes, i.e., updating and enhancing skills of current teachers while allowing departmental faculty to remain current with public school trends and issues.
3. Offering doctoral programs that develop effective teacher educators through research and intensive study of learning paradigms and instructional strategies.
4. Promoting within faculty and students 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 certificates, specializations and degrees:

#### **[Certificates](#)**

Certification courses leading to EC-4, 4-8, 8-12 (see Alternative Certification Program)  
Reading Specialist Certificate  
Master Reading Teacher Certificate

### ***Specializations Leading to Certifications***

All Level Gifted and Talented Certificate  
EC-6 Bilingual Education Certificate  
EC-6 English as a Second Language (ESL) Certificate

Students may qualify for these certificates as they progress through the normal program for the master's degree, provided the student has the Provisional or Standard Teaching Certificate, has appropriate teaching experience, receives barcode 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 program please, visit the Center for Educator Certification and Academic Services website at: [www.tamuc.edu/teacher](http://www.tamuc.edu/teacher).

### **All Level Gifted & Talented Certificate**

Texas A&M University-Commerce offers a All level Gifted and Talented graduate certificate which prepares students for the TExES exam certification in Gifted/Talented Education.

### **Certifications in EC-6 Bilingual Education and EC-6 English as a Second Language**

For teachers who hold or qualify for the Provisional or Standard Teaching Certificate, the Department of Curriculum and Instruction offers programs leading to certifications in Bilingual Education and English as a Second Language.

Students who complete the Bilingual Education program of studies should (1) possess the competencies necessary to teach, both in English and in Spanish, students in prekindergarten and elementary grades whose dominant language is Spanish and (2) meet the qualifications required by the State of Texas for appointment to such positions. Those who complete the English as a Second Language (ESL) program of study should (1) possess the competencies necessary to teach English to students in prekindergarten through grade 12 whose dominant language is other than English and (2) meet the qualifications required by the State of Texas for appointment to such positions.

### **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, Master of Science, and Masters of Arts in Early Childhood Education**

The MEd degree in Early Childhood Education is for certified teachers interested in the human growth and development of young children, birth through age eight years, and in the improvement of teaching young children through advanced studies in the content and methodology of the subjects taught in preschools through grade three. The MS degree in Early Childhood Education is for those who do not have teacher certification but interested in studying child development leadership, learning theories, and developmentally appropriate practice. The Master of Arts in Early Childhood Education is primarily for those graduate students who would like to write a thesis in the field of early childhood. The study of a foreign language is also required. The major in early childhood education prepares graduates for careers in both public and private educational settings in which the primary focus is on the education of young children between the ages of three and eight. A graduate with a major in early childhood

education should possess knowledge in these areas: Cognitive, socio-emotional, and physical development of children ages birth to eight, curriculum theories and instructional design, effective instructional approaches for young children, teacher research and documentation of children's learning, and developmentally appropriate practice and authentic assessment of young children.

Professional educators who hold the provisional or standard EC-4 or EC-6 teaching certificate may earn the Master of Education degree in Early Childhood Education. Individuals who do not hold a teaching certificate may earn a Master of Science in Early Childhood Education.

### **Master of Education and Master Science in Curriculum and Instruction**

The Master's of Education degree (MEd) in Curriculum and Instruction is for certified teachers interested in the improvement of classroom teaching through advanced studies in the content and methodology of subjects taught in K - 12 classrooms. The major in curriculum and instruction, available primarily to experienced 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 curriculum and instruction should possess knowledge of the research and literature in education, curriculum and instructional design, effective teaching practices, and the teaching of diverse students.

The Master of Science degree (MS) in Curriculum and Instruction is for those who do not have teacher certification.

### **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 those who seek a program that focuses their coursework on content directly related to the teaching of literacy but do not have teacher certification. The Master of Arts in Reading is primarily for certified teachers interested in literacy's role in the development of learning and would like to do a thesis in the area of literacy. The study of a foreign language is also required. The major in reading prepares graduates for careers in both public and private educational settings in which the primary focus is on teaching, supervising, or directing literacy learning in developmental, remedial, and/or enrichment settings. A graduate with a major in reading should possess knowledge of the physiological and psychological growth of children, research literature in literacy learning, and in the ability to diagnose, prescribe, instruct, and evaluate learners in the area of listening, reading, speaking, writing, and other skills related to literacy.

### **Master of Education and Master of Science in Secondary Education**

The MEd in Secondary Education is for certified teachers interested in the improvement of education through advanced studies of curriculum and instruction in secondary education. The major in Secondary Education prepares graduates to (1) improve student engagement, classroom management and teaching effectiveness and (2) qualify for leadership positions in settings for which the masters is required. A graduate with a major in secondary education should possess knowledge of the research and literature in secondary education, curriculum and instructional design, effective teaching practices, 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.

The MS is primarily for those interested in Masters in Secondary Education who either do not have a teacher certification or whose content area specialization is in an area of the sciences.

### **Admission**

#### *Master of Education, Master of Arts, Master of Science*

1. Application Procedures. Applications may be accessed on-line at [www.tamuc.edu/gradschool](http://www.tamuc.edu/gradschool). They are also available at our Commerce, Navarro, Mesquite Metroplex, or Collin College campuses.
2. Admission Requirements.
  - 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 Texas 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.tamuc.edu/teacher](http://www.tamuc.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 Curriculum and Instruction and Secondary Education is available to cohort groups in some school districts and many courses in the Alternative Certification Program can be included as coursework toward the Master's Degree (see Program Admissions for a Degree Plan).

The Curriculum and Instruction master's degree is available online as well.

### **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 are 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 co-research, co-present 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 time lines. 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 Texas 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 Support Courses (6 semester hours)

---

- [BLED 501 - Theoretical Foundations of Bilingual/ESL \(English as a Second Language\) Education](#)
- [EDCI 559 - Diversity and Equity in Education](#)
- PLUS

### 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 Texas 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 Support Courses (6 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](#).

## Curriculum and Instruction MEd

---

The Master's of Education degree (MEd) in Curriculum and Instruction is for Texas certified teachers interested in the improvement of classroom teaching through advanced studies in the content and methodology of subjects taught in elementary classrooms. The major in curriculum and instruction, available primarily to experienced 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 curriculum and instruction should possess knowledge of the research and literature in curriculum and instruction, curriculum and instructional design in subjects taught in elementary schools, effective teaching practices, and the teaching of students who are culturally diverse.

## Master of Education in Curriculum and Instruction

---

The curriculum for the Master of Education in Curriculum and Instruction 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 (9-27 semester hours)**

---

- [EDCI 535 - Leadership and Supervision Schools](#)
  - [EDCI 529 - Workshop in Curriculum and Instruction](#) \*
  - or
  - [ELED 529 - Workshop in Elementary Education](#) \*
  - (titles vary) Limited to only one 529 course.
  - 
  - [EDCI 500 - Issues in Education](#)
  - [EDCI 597 - Special Topics](#) \*
  - (titles vary) Limited to only two 597 courses as part of the 9-27 hours of support courses.
- 
- [ELED 524 - Language Arts Curriculum for Grade One Through Eight](#)
  - [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](#)

#### **Approved Electives and/or Minor (0-18 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, curriculum & instruction, 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.

Students must also pass a written comprehensive exam.

### **Curriculum and Instruction MS**

---

The Master's Science degree (MS) in Curriculum and Instruction is an option for any master's candidate but specifically targets those working toward their initial teaching certificate at the graduate level and who have little or limited classroom teaching experience. The primary difference in the MS curriculum is that the classes focus more on methodologies for teaching the subjects normally taught at the elementary and middle school levels.

### **Master of Science in Curriculum and Instruction**

---

The curriculum for the Master of Science in Curriculum and Instruction involves a minimum of 36 semester hours of study, 18 hours of which must have an EEd or EdCI prefix. The suggested outline of studies is as follows:

#### **Required Core Courses (9 semester hours)**

---

- [EDCI 538 - Classroom Management for Teachers](#)
- [EDCI 559 - Diversity and Equity in Education](#)
- [EDCI 595 - Research Literature and Techniques](#)

#### **Required Support Courses (9-12 semester hours)**

---

- [ELED 524 - Language Arts Curriculum for Grade One Through Eight](#)
- [ELED 530 - Mathematics Curriculum for Grades One Through Eight](#)
- [ELED 557 - Social Studies Curriculum for Grades One Through Eight](#)
- [ELED 558 - Science Curriculum for Grades One Through Eight](#)

#### **Electives (15-18 semester hours)**

---

Graduate Courses taken in the Alternative Certification Program and/or Other Electives (15-18 sh). Students may take any advisor approved electives.

### **Master Reading Teacher Certificate**

---

The requirements for this certificate may be met as part of the master's degree in Reading. Graduate reading courses specifically supporting Master Reading Teacher certification include [RDG 520](#), [RDG 521](#), and [RDG 523](#) in addition, 160 hours of observation/clinical experience must be completed and documented. Students who complete the program of study for the Master Reading Teacher Certificate should have a Texas Provisional or Standard teaching certificate, at least 3 yrs of teaching experience, and must pass the State Certification exam (TExES) for the MRT certificate. Interested students should consult a departmental adviser for more details.

### **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 - Research Literature and Techniques](#)
- OR
- [EDCI 518 - Thesis](#) (6 sh)

**Support Courses (12-15 semester hours)**

---

The remaining 12-15 semester hours must be approved by a Reading Advisor in the Department of Curriculum and Instruction.

**Reading MEd**

---

( 36 semester hours)

The Reading Masters degree program for certified teachers.

**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](#)

**Reading MS**

---

(36 semester hours)

The Reading Master's degree program for individuals without a teaching certificate.

## 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 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. For the Reading Specialist Certificate students who seek to qualify for this certificate must file a plan of study that meets certification requirements and which will include completion and documentation of 160 hours of observation/clinical experience. 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. The Secondary Education MEd is for certified teachers. The outline of courses is as follows:

## 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 advisor
- 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 the approved disciplines.

## Secondary Education MS

---

The curriculum for the master of Science in Secondary Education involves a minimum of 36 semester hours of study, 18 hours of which must have a SEd or EdCI prefix. The Secondary Education MS is for individuals who do not currently have a teaching certificate. The outline of courses is as follows:

### 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 advisor.
- 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, curriculum & instruction, 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 the 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:

- [EDCI 514 - Management and Curriculum Development for Diverse Learners](#)
- [EDCI 515 - Effective Teaching in a Diverse Environment](#)
- [SED 516 - Educational Research for Effective Teaching](#)

### Additional course requirements

---

- And any teaching field requirements
- [PSY 500 - Psychology in Education Contexts](#)
- [RDG 515 - Reading and Learning in Content Areas](#)
- or
- [EDCI 517 - READING & LEARNING IN K-12 CONTENT AREAS](#)
- For admission requirements visit the Center for Educator Certification at <http://web.tamuc.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/default.aspx>.

---

## EC-6 Bilingual Education and EC-6 English as a Second Language Certification

---

For teachers who hold or qualify for the Provisional or Standard Teaching Certificate, the Department of Curriculum and Instruction offers certification programs in EC-6 Bilingual Education and EC-6 English as a Second Language. Students who complete the Bilingual Education program of studies should (1) possess the competencies necessary to teach, both in English and in Spanish, students in prekindergarten and elementary grades whose dominant language is Spanish and (2) meet the qualifications required by the State of Texas for appointment to such positions. Those who complete the English as a Second Language (ESL) program of study should (1) possess the competencies necessary to teach English to students in prekindergarten through grade 12 whose dominant language is other than English and (2) meet the qualifications required by the State of Texas for appointment to such positions.

---

## All Level Gifted and Talented Certification

---

The All Level Gifted and Talented Certification program coursework prepares students for the TExES exam certification. These courses can be counted toward a master's degree in Secondary Education or Curriculum and Instruction. Some of the courses may count as electives in other Masters programs such as the Early Childhood Education master or the Reading masters.

### Requirements to complete graduate certificate program:

---

12 semester hours (No Substitutions)

- [EDCI 506 - The Nature and Needs of Gifted Students](#)
- [EDCI 507 - Teaching Strategies and the Gifted/Talented](#)
- [EDCI 508 - Curriculum Development for the Gifted Student](#)
- [EDCI 509 - Seminar: Trends and Issues in Gifted Education](#)

**Note:**

---

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

---

### **Teacher Leadership in Bilingual ESL Instruction Graduate Certificate**

---

The Teacher Leadership in Bilingual ESL Instruction Graduate Certificate requires admission to the Graduate School and 12 semester hours of graduate courses from the following.

**Requirement to complete graduate certificate program:**

---

12 semester hours (No Substitutions)

- [BLED 501 - Theoretical Foundations of Bilingual/ESL \(English as a Second Language\) Education](#)
- [BLED 510 - Dual Language Assessment](#)
- [BLED 597 - Special Topics](#)
- Action Research in the Bilingual Classroom

**One course (3 sh) from the following:**

- 
- [BLED 502 - Social and Academic Language Development for Bilingual Learners](#)
  - OR
  - [BLED 512 - Social and Academic Language Development in English for Bilingual Learners](#)

**Note:**

---

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

---

### **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 (30 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](#)
- [EDCI 698 - Advanced Research Design](#)

### **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 advisor.

### *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 699 - Statistics: Content, Process, Application](#)

*Tool 3 (3 semester hours)*

---

- [EDCI 696 - Application of Research Methods](#)

*Tool 4 (3 semester hours)*

---

- [EDCI 687 - Sociocultural Inquiry in Curriculum and Instruction](#)

**Courses:**

**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 597 - Special Topics**

Hours: Three

### **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

### **CED 610 - Introduction to Graduate Statistics**

Hours: Three

Course provides an introduction to statistical methods . It will include a basic introduction to research design, The use of SPSS will be integrated into the course. Content will include populations and samples, organizing and displaying data, probability, normal distribution, tests of significance, correlation and simple regression, Z and T test and Chi Square test. The course meets the requirements for a Level II research tool course

### **CED 611 - Intermediate Graduate Statistics**

Hours: Three

This course is a 3 hour lecture class. The prerequisite is CED 610 or an equivalent introductory graduate course in statistics. This course provides additional training in statistics. It will cover basic statistical concepts of validity and reliability. It will include instruction in using and interpreting tests of statistical tests including: advanced correlational methods, multiple regression, t-tests, ANOVA, two-way factorial ANOVA, and selected nonparametric tests. The use of SPSS will be integrated into the course. Corequisite CED 610

### **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 EEd 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 - Environments and Technology for Today's Learners**

Hours: Three

This course provides knowledge and practice in designing developmentally appropriate learning environments and the use of technological and other tools/materials to advance learning for children in Pre K through the primary grades. Students will investigate the relationship between the classroom environment, use of technological tools, developmentally appropriate practices and materials, and learning.

### **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 findings 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 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 514 - Management and Curriculum Development for Diverse Learners**

Hours: Three

This course contains introductory content for the professional body of knowledge necessary for effective teaching in a K-12 classroom. Competency in instructional design as well as organizing and managing a classroom in diverse environments will be developed. The content of this course will include classroom procedures and management, knowledge of research-based teaching strategies, curriculum analysis/development and lesson design, teaching models, formative and summative assessment, and certification issues. Students will exhibit an understanding of the domains and competences Texas teachers are expected to demonstrate on the Pedagogy and Professional Development TExES certification examination.

Cross Listed/ Same As EDCI 414

### **EDCI 515 - Effective Teaching in a Diverse Environment**

Hours: Three

This course contains the professional body of knowledge focusing on effective teaching practices. The course focuses on understanding learning theories, and aligning the needs of a diverse population of students with effective teaching practices. 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 legal and professional responsibilities as outlined on the Pedagogy and Professional Responsibility portion of the TExES test. Prerequisites EDCI 514. Corequisite Enrollment is limited to teacher candidates fully admitted into the Alternative Certification Program and completing an internship or student teaching.

Note Enrollment is limited to students accepted into the Alternative Certification Program (ACP).

### **EDCI 516 - Literacy for Special Populations**

Hours: Three

An introduction of effective teaching practices to develop literacy (reading, writing, speaking, listening, media viewing). Topics include the developmental process of literacy, assessment, writing, and technological applications that can contribute to proficiency in literacy. An emphasis will be placed on assisting the English Language Learner and students with disabilities to become competent readers and writers.

### **EDCI 517 - READING & LEARNING IN K-12 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, conceptual development, and strategies for interacting with expository text and medias . The role of the teacher, the structure of text , text analysis methods, and content area reading strategies are examined in relation to the student and the learning process. Research-based reading strategies are discussed as appropriate for all elementary and secondary grade levels

### **EDCI 518 - Thesis**

Hours: 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 spend 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

A Level 3 Research Tool that provides application of research methodology in curriculum and instruction including basic concepts employed in quantitative and qualitative research methods. Students will carry out the research study designed in EDCI 695, data collection, data analysis, and use of computer applications for research. Prerequisites :EDCI 695, a Level 2 Doctoral Research Tool (EDCI 699 or HIED 617 or PSY 612), and Doctoral level standing.

Note Meets requirements for a 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 focuses on the content, process, application, and reporting of statistical analyses in research. Computer applications will be integrated with the following content: populations, samples, frequency distributions, scaling and coding data, the structure of a data file, measures of central tendency, variance, standard deviations, z scores, normal curves, hypothesis testing, t tests for dependent and independent means, effect size and power, correlation, regression, ANOVA, Chi-square, post hoc tests, and probability. Students will also investigate the uses and limitation of statistical software while exploring the reasoning and assumptions underlying the inferential statistical process. Student will learn and apply these statistical concepts with data and write reports describing methodology and results. 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 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 EIEd 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 EIEd 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 EIEd 514. Corequisite EIEd 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 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.

### **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 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 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 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 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.

Note Particular attention will be given to the use of philosophical techniques and concepts for solving problems for secondary/middle school teaching Particular attention will be given to the teacher as an agent and manager of change.

Cross Listed/ Same As HiEd 528

**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 EEd 697

## **Educational Leadership**

---

Lee Waller, Interim Department Head  
Young Education Building; 903-886-5520

### [Departmental Website](#)

The Department of Educational Leadership offers programs that develop professionalism and educational leadership in practicing and prospective school administrators, technologists, and higher education professionals.

### **Programs of Graduate Work in the Department of Educational Leadership**

The following programs are offered within the Department of Educational Leadership:

#### ***Doctoral Degrees***

Educational Administration

Higher Education Leadership

#### ***Master's Degree***

Educational Administration

Educational Technology—Library Science

Educational Technology—Leadership

Global E-Learning

Higher Education (emphasis in higher education administration)

Higher Education (emphasis in college teaching)

#### **Certifications:**

### **Graduate Work in the Educational Administration Program**

The Department of Educational Leadership offers Master of Education, and Doctor of Education degrees in Educational Administration as well as professional certification programs for principals and superintendents. These differentiated programs prepare students for careers as elementary and secondary school principals, administrators of curriculum and instruction, school business administrators, school superintendents, personnel administrators, and college teachers of educational administration. Graduates of the doctoral program typically pursue careers as college teachers of educational administration or as administrators in public schools.

### **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 MS in Global eLearning is 36 semester hours in length and utilizes a tuition structure inclusive of books, materials, and the lifelong e-portfolio provided through Epsilon.

The MS in Global eLearning offers 7-week modules with 6 starts per year. This program is designed to empower the next generation of learning and teaching.

The seven programmatic competencies of the online MS in Global eLearning follow:

1. Metacognition - the knowledge and skills for designing, developing, and evaluating curriculum.;
2. Communication - the fundamentals of active engagement including assessing training and teaching needs;
3. Digital Fluency - utilizing effective instructional technologies and presentation design;
4. Cultural Fluency - an introduction to the generational styles of learning and pedagogy for the 21st century;
5. Global Fluency - training and development from a global perspective;
6. Servant Leadership - management in training and development; and
7. Commitment to Life-Long Learning - analysis of effective strategies for employment in the field of training and development.

### **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.

### **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.

---

## **Educational Administration MEd**

---

Those who apply to the Texas A&M University-Commerce Graduate School for admission to the master's degree program in educational administration must meet the general admission requirements.

General A&M-Commerce Graduate School admissions policies are described elsewhere in this catalog. Students who apply for admission have two admissions options available: (1) regular degree seeking admission or (2) admission as a 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, and either a teaching certificate, a previous master's degree with a 3.0 gpa from a regionally accredited institution, or 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 conditional admission.

## **Master of Education in Educational Administration**

---

The MEd degree program includes 30 required hours in educational administration. All 30 required hours apply to the department's principal certification program. Students who have not been fully admitted to the program may take up to 6 hours of coursework under 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:

### **Principal Preparation Core (21 semester hours)**

---

- [EDAD 615 - Leading Effective Schools](#)
- [EDAD 626 - Using the Law in Educational Practice](#)
- [EDAD 574 - Developing Quality Instructional Programs](#)

- [EDAD 619 - Designing Curriculum](#)
- [EDAD 656 - Building Capacity for Powerful Learning](#)
- [EDAD 554 - Leading the Learning Community](#)
- [EDAD 614 - Leading Learning Communities Internship](#)

### University Course Requirements (3 sh)

---

- [EDAD 595 - Using Research for Best Practices](#)

### Speciality Cognate Courses (6 semester hours)

---

Administering School Programs that serve English Language Learners (ELLs)

- [EDAD 508 - Facilitating Learning for Diverse Students](#)
- [EDAD 561 - Multicultural Education for School Administrators](#)

OR

---

Administering University Interscholastic League (UIL) Programs

- [EDAD 652 - Enhancing School Performance Through Effective Public and Community Relations](#)
- [EDAD 564 - University Interscholastic League](#)

OR

---

Administering School Programs that serve Special Populations

- [EDAD 567 - Administering the Campus Culture to Promote Positive Student Behaviors](#)
- [EDAD 569 - Administering Instructional Practices in Special Education Programs and Services](#)

### 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.

## Administering School Programs that Serve Special Populations Graduate Certificate

---

The Administering School Programs that Serve Special Populations Graduate Certificate requires admission to the Graduate School and 12 semester hours of graduate courses from the following.

### Requirement to complete graduate certificate program:

---

12 semester hours (No Substitutions)

- [EDAD 508 - Facilitating Learning for Diverse Students](#)
- [EDAD 567 - Administering the Campus Culture to Promote Positive Student Behaviors](#)
- [EDAD 569 - Administering Instructional Practices in Special Education Programs and Services](#)
- [EDAD 595 - Using Research for Best Practices](#)

### Note:

---

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

## Administering UIL School Programs Graduate Certificate

---

The Administering UIL School Programs Graduate Certificate requires admission to the Graduate School and 12 semester hours of graduate courses from the following.

### Requirement to complete graduate certificate program:

---

12 semester hours (No Substitutions)

- [EDAD 652 - Enhancing School Performance Through Effective Public and Community Relations](#)
- [EDAD 564 - University Interscholastic League](#)
- [EDAD 566 - Special Programs Practicum](#)
- [EDAD 595 - Using Research for Best Practices](#)

### Note:

---

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

## Global Leadership Graduate Certificate: Administering Programs that Serve English Language Learners & Diverse Populations

---

The Global Leadership Graduate Certificate program requires admission to the Graduate school and includes 12

semester hours of graduate coursework.

**Requirement to complete graduate certificate program:**

---

Twelve semester hours from the following:

- [BLED 501 - Theoretical Foundations of Bilingual/ESL \(English as a Second Language\) Education](#)
- [BLED 510 - Dual Language Assessment](#)
- [EDAD 508 - Facilitating Learning for Diverse Students](#)
- [EDAD 561 - Multicultural Education for School Administrators](#)

**Note:**

---

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

---

### 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 Principal 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**

---

The Doctor of Education degree in Educational Administration is designed specifically for persons who already have a master's degree. Building upon the master's degree, the program requires a major course of study of 36 semester hours (not including the dissertation) plus 12 semester hours of electives, 12 semester hours of research tools, and successful completion of a dissertation. The program electives are approved by the major advisor and the department.

Doctoral advisement committees include (minimally) 3 faculty members. Two faculty members will be from the department and one faculty member from outside the department. These individuals help determine the courses to be taken and guide in the dissertation proposal and the dissertation.

The research tools develop proficiency in quantitative and qualitative research methodology.

Application packets are reviewed on a rolling basis for admission for the fall, 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.

### **Residency**

Each student is required to complete the residency after admission to the doctoral program. Residency provides students with opportunities to work with other doctoral students and faculty as colleagues in projects that provide experience and training toward independent application of skills commensurate with holders of doctoral degrees.

The student will plan the residency activities with the approval of the major advisor.

### **Doctoral Residence Seminar**

All candidates are required to complete EDAD 699 Resident Doctoral Seminar.

### **Research Proficiency**

All candidates must meet Graduate School research tools requirements for the Doctor of Education degree (see Office of Graduate Studies for more information).

### **Dissertation**

A dissertation of at least 12 semester hours must be completed to the satisfaction of the major department.

## **Higher Education (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 advisor.

\*Core Courses

---

## 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 Leadership EdD

---

The Doctor of Education degree in Higher Education Leadership is a 60 semester hour program of study designed specifically for persons who already have a master's degree. Building upon the master's degree, the program requires a major course of study of 36 semester hours (not including the dissertation), plus 12 semester hours of research tools, 3 semester hours of proposal design, and 9 semester hours of dissertation. The major course of study includes 24 hours of higher education courses plus 12 semester hours of cognate courses approved by the major advisor and the department.

Doctoral advisement committees include (minimally) 3 faculty members. Two faculty members will be from the department and one faculty member from outside the department. These individuals help determine the courses to be taken and guide in the dissertation proposal and the dissertation.

The research tools develop proficiency in quantitative and qualitative research methodology.

### 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.

### **Research Proficiency**

All candidates must meet Graduate School research tools requirements for the Doctor of Education degree (see Office of Graduate Studies for more information).

### **Dissertation**

A dissertation of at least 9 semester hours must be completed to the satisfaction of the major department.

### **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 (30 sh)**

---

### **Required courses in the major (18 semester hours)**

---

- [ETEC 524 - Introduction to Educational Technology](#)
- [ETEC 527 - Technologies for Instructional Delivery](#)
- [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](#)
- or
- [EDAD 595 - Using Research for Best Practices](#)

### **Required support courses (12 semester hours)**

---

Courses to be selected in consultation with advisor.

## **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.

---

### **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 (36 semester hours)**

---

The online Master of Science in Global eLearning equips specialists in education for practice in public education, private education, business, industry, and non-profit organizations. Learning and technology are intertwined as we develop the next generation of enhanced training, development, and teaching to engage learners with key components of instructional technology. Technology provides access to all forms of education and this program will teach educators how to implement technology across curricula and classrooms of all kinds. With a blend of theory and technical skills, this program will prepare teachers and corporate trainers alike.

## Required Core Courses (24 semester hours)

---

- [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

## Leadership in Digital Instruction Graduate Certificate

---

### Required Core Courses (12 semester hours)

---

The Leadership in Digital Instruction Graduate Certificate requires admission to the Graduate School and 12 semester hours of graduate courses from the following. (No Substitutions)

- [EDUC 528 - Intro to Presentation Design](#)
- [EDUC 516 - Fundamentals of Active Engagement](#)
- [EDUC 552 - Going Global](#)
- [EDUC 510 - Using Effective Instructional Technologies](#)

### Note:

---

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

## Trade and Industry Certificate

---

### Required Courses

---

- [EDUC 510 - Using Effective Instructional Technologies](#)
- [EDUC 511 - Managing the Instructional Environment](#)
- [EDUC 560 - Organizing and Implementing Work-Based Learning](#)

- Plus one approved elective

## 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 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 :Departmental Approval Required. Corequisite :EdAd 614.

### EDAD 561 - Multicultural Education for School Administrators

Hours: Three

The purpose of this course is to examine the variables, which affect behavior, beliefs and perceptions of the many cultures and races that comprise our society. Special focus will include the role of socio-economic status, gender, religion, age, and language. Major demographic changes in the United States, Texas and the Dallas-Fort Worth Metroplex will be examined. Emphasis will also be placed on those newcomer populations and their countries of

origin, ethnic contributions, and cultural influences that impact on our institutions, both public and private. Design and implementation of a program evaluation of a current bilingual school or district program followed by design and implementation of a long-term program improvement plan to include professional development, family involvement, and instructional design is a requirement of this course.

### **EDAD 563 - Special Programs Practicum in Administering ELL Programs**

Hours: Three

This course develops candidates for program leadership by providing opportunities to synthesize, practice, and apply knowledge from coursework in real settings. Practice-based coursework assignments related program leadership are synthesized in a theory-based, reflective research paper that serves as a comprehensive program examination of preparedness for administering programs that serve English Language Learners.

### **EDAD 564 - University Interscholastic League**

Hours: Three

The purpose of this course is to prepare students to administer programs that are governed by UIL rules and policies. Emphasis will be given to basic concepts, issues, regulations, problems and procedures in the management of programs that are governed through UIL. Also included will be state and federal legislation and court decisions pertaining to these programs. The course will concentrate on best practices in leading these programs.

### **EDAD 566 - Special Programs Practicum**

Hours: Three

This course develops candidates for program leadership by providing opportunities to synthesize, practice, and apply knowledge from coursework in real settings. Practice-based coursework assignments related to program leadership are synthesized in a theory-based, reflective research paper that serves as a comprehensive program examination of preparedness for program coordinators or directors. Prerequisites EDAD 595 and EDAD 564-University Interscholastic League or EDAD 652

### **EDAD 567 - Administering the Campus Culture to Promote Positive Student Behaviors**

Hours: Three

Emphasizes practical approaches and strategies to enable school leaders to build capacity in faculty and staff to manage student behavior in educational settings.

### **EDAD 569 - Administering Instructional Practices in Special Education Programs and Services**

Hours: Three

This course will assist the campus administrator in understanding and implementing roles and responsibilities of general education teachers, special education teachers and all related service providers that deal with students with special needs. The course will explore the administrator role in developing and implementing the IEP process. The course will assist administrators in understanding the needs and stressors that parents and caregivers experience as their child with special needs attends school.

### **EDAD 574 - Developing Quality Instructional Programs**

Hours: 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 Prerequisites EDAD 615

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

### **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 EDAD 615 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 :Departmental Approval Required. 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. Prerequisites EDAD 615

### **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

### **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

### **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. Prerequisites EDAD 615

### **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 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. Prerequisites EDAD 615

### **EDAD 663 - Doctoral Writing-Authoring the Doctoral Dissertation**

Hours: Three

This course serves as an introductory class in the dissertation writing process. The focus of the course is the development of advanced academic writing. Course topics include topic statements, significance statements, of their proposed research and development, and reviews of literature. Prerequisites Doctoral Standing

### **EDAD 664 - Doctoral Writing-Prospectus Development**

Hours: Three

This course serves as an intermediate class in the dissertation writing process. The focus of the course is the development of advanced academic writing. Course topics include theoretical frameworks, advanced reviews of literature, and alignment of research questions and research methodologies. Prerequisites Doctoral Standing

### **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 500 - The Art of Teaching**

Hours: Three

This course is the entry portal for the competency-based delivery of the Masters in the Art of Teaching. Emphasis is placed on the programmatic competencies of differentiation of instruction, management of the instructional environment, cultural fluency, digital fluency, work-force preparation, metacognition, and the field of study.

### **EDUC 501 - Differentiation of Instruction**

Hours: Three

EDUC 501 Differentiation of Instruction (3 semester hours - 48 lecture hours) examines learning styles and curriculum design to identify best practice in the differentiated delivery and assessment of instruction to meet diverse student need.

### **EDUC 502 - Management of the Instructional Environment**

Hours: Three

EDUC 502 (3 semester hours - 48 lecture hours) examines best practice in classroom oversight to include the organization and management of instruction and strategic instructional leadership.

### **EDUC 503 - Cultural Fluency**

Hours: Three

EDUC 503 Cultural Fluency (3 semester hours - 48 lecture hours) examines the intersection of race, class, gender, & sexuality in the intercultural educational environment.

### **EDUC 505 - Work-Force Preparation**

Hours: Three

EDUC 505 (3 semester hours - 48 lecture hours) examines employment in a global society and workplace with emphasis on required skill sets for career flexibility and upward mobility

### **EDUC 506 - Metacognition**

Hours: Three

**EDUC 506** (3 semester hours - 48 lecture hours) provides a review of significant research designs used in the field of education in order to seek out “best practices” in the educational environment. Emphasis is placed on the evaluation and consumption of research.

### **EDUC 507 - Field of Study**

Hours: Three

EDUC 507 (12 semester hours - 192 lecture hours) documents student achievement within a designed field of study appropriate to the degree.

### **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 595 - Research Methodologies**

Hours: Three

EDUC 595 Research Methodologies(3 semester hours) provides a review of significant research designs used in the field of education in order to seek out "best practices" in global delivery for the classroom, campus, and educational entity. Emphasis is placed on the evaluation and consumption of research.

### **EDUC 597 - Special Topics**

Hours: One to four

Organized class

Note May be repeated when topics vary

### **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 will focus on learning theory, instructional design and development, and various instructional technologies to support teaching and learning process.

### **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 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.

Cross Listed/ Same As

### **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

Cross Listed/ Same As

### **HIED 619 - Advanced Statistical Procedures for Education and Research**

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 HIED 695, HIED 617, and permission of instructor.

Cross Listed/ Same As COUN 613

### **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 641 - Higher Education Reform in the United States and Texas**

Hours: Three

The course focuses on higher education reform in the U.S. and Texas. Starting from an overview of major historical reforms in American higher education, students examine recent and current calls for reform via the area targeted for change—curriculum, students, faculty, institutions, and types/systems of higher education. Finally, students investigate current Texas initiatives for reform, their purpose and likely impact.

### **HIED 642 - Texas Higher Education Reform**

Hours: Three

This course focuses on higher education reform in Texas. A brief overview of major reforms in Texas since 2000 is followed by an examination of recent actions of the THECB and the Texas Legislature as well as the recommendations for reform in public higher education. The course is organized around the "big ideas" identified by the Advisory Committee for Cost Efficiencies—Pay for performance; Pathways for successful student outcomes; New approaches to delivery; Strategies for capital financing; and Creating a culture of productivity and continuous improvement

### **HIED 650 - Doctoral Research Practicum**

Hours: Three

This course includes supervised practical experiences in supervision and curriculum in a wide variety of environments or individualized research that culminates with a significant foundation for the dissertation proposal, as demonstrated by an extensive review of the literature related to the student's selected topic.

### **HIED 651 - 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 670 - Diversity in Higher Education**

Hours: Three

Provides historical and modern-day contextual frameworks for studying the presence, promotion, and refinement of diversity programs in American colleges and universities. Examines best practices employed by institutions of higher education to address challenges and opportunities in planning for and implementing diversity programs and related activities.

### **HIED 689 - Independent Study**

Hours: 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 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, Head  
Tara Tietjen-Smith, Coordinator of Graduate Studies  
Field House; 903-886-5549

### [Departmental Website](#)

Graduate programs offered in the Department of Health and Human Performance are designed to provide students with specialized training to enhance current job opportunities as well as prepare for positions with public and private agencies in the areas of health and human performance. These graduate degree programs are designed to provide graduate students with:

1. Knowledge and skills necessary to organize and administer programs of health and human performance;
2. The ability to interpret, analyze, critique, and produce research within health and human performance that is current and relevant to communities of learners in our academic, professional, and global environments;
3. Knowledge related to the current challenges and trends underlying programs of health and human performance;
4. Tools to excel as a leader in the fields of health, kinesiology and sport to excel in a dynamic and digital society; and
5. Applied knowledge and real world experience in diverse community and global settings.

### **Programs of Graduate Work**

The Department of Health and Human Performance offers the following graduate degrees: Master of Science (MS) in

Health, Kinesiology and Sport Studies with four different concentrations: Athletic Administration, Exercise Science, Health Promotion, and Sport & Recreation Management. For each of these degrees, a minimum of 18 to 24-hours must be completed in the major field. The Department also offers a cognate in Human Performance for students in the doctoral (Ed.D) program in Higher Education Leadership.

### **Admission**

Each applicant will be evaluated on his/her successful completion of an undergraduate degree in health, kinesiology, human performance or a closely related field. The applicant will also be evaluated on, undergraduate or graduate GPA, two letters of reference from sources acquainted with the applicants academic capabilities, (one preferably from a former professor) and GRE scores (verbal and quantitative). With the consensus of departmental graduate faculty, deficient students may be granted probationary status. Deficiencies must be removed by the completion of foundation courses specific to the selected graduate program by the end of the second semester of enrollment.

### **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**

---

### **Required Core Courses (18 - 24 semester hours)**

---

- [HHPK 617 - Statistical Procedures for Health and Human Performance](#)
- or
- [HIED 617 - Statistical Procedures for Education and Research](#)
- [HHPK 595 - Critiquing and Conducting Research](#)
- [HHPK 516 - Interdisciplinary Topics in Health and Human Performance](#)
- [HHPS 535 - Sociology of Sport and Physical Activity](#)
- [HHPH 547 - Health Psychology](#)
- or
- [HHPS 528 - Sport Psychology](#)
- [HHPH 660 - Global Health Issues](#)

### **Required Support Courses (12 - 18 semester hours)**

---

### **Choose from one of the following four concentrations**

---

#### ***1. Sport & Recreation Management (Option I: Thesis (6 sh) or Option II: Non-Thesis)***

---

##### ***Option 1***

---

- [HHPK 518 - Thesis](#) and Choose 4 courses for Option I Thesis or

##### ***Option II: Choose 6 courses***

---

- [HHPK 530 - Sports Conditioning](#)
- [HHPH 531 - Nutrition and Optimal Performance](#)
- [HHPS 564 - Facilities and Equipment in Kinesiology and Sport](#)
- [HHPH 550 - Health Promotion with Special Populations](#)
- [HHPS 525 - Marketing and Public Relations in Sports](#)
- [HHPS 584 - Administration in Sport and Recreation Programs](#)
- [HHPK 536 - Adapted Kinesiology](#)
- [HHPS 520 - Governance and Ethics in Sport](#)
- [HHPS 521 - Finance and Economics in Sport](#)
- [HHPS 539 - Sport Law](#)

## 2. Exercise Science (Option 1: Thesis (6 sh))

---

### Option 1:

---

- [HHPK 518 - Thesis](#) and Choose 4 courses
- 
- [HHPK 530 - Sports Conditioning](#)
- [HHPH 531 - Nutrition and Optimal Performance](#)
- [HHPS 564 - Facilities and Equipment in Kinesiology and Sport](#)
- [HHPK 534 - Exercise in Health and Disease](#)
- [HHPK 664 - Health-Related Fitness Testing and Exercise Prescriptions](#)
- [HHPK 545 - Advanced Exercise Physiology](#)
- [HHPK 536 - Adapted Kinesiology](#)
- [HHPK 570 - Psychology of Motor Learning](#)
- [HHPK 593 - Biomechanics](#)
- [HHPK 560 - Motor Development Issues](#)

## 3. Athletic Administration (Option II: Non-Thesis)

---

- [HHPS 564 - Facilities and Equipment in Kinesiology and Sport](#)
- [HHPS 525 - Marketing and Public Relations in Sports](#)
- [HHPS 584 - Administration in Sport and Recreation Programs](#)
- [HHPH 544 - Health Promotion Administration and Management](#)
- [HHPH 585 - Program Design in Health Promotion](#)
- [HHPS 520 - Governance and Ethics in Sport](#)
- [HHPS 521 - Finance and Economics in Sport](#)
- [HHPS 539 - Sport Law](#)
- [HHPK 540 - Supervision in Health and Kinesiology](#)

## 4. Health Promotion (Option II: Non-Thesis)

---

- [HHPH 537 - Internship in Health Promotion](#) and Choose 5 courses
- 
- [HHPK 530 - Sports Conditioning](#)
- [HHPH 531 - Nutrition and Optimal Performance](#)
- [HHPH 550 - Health Promotion with Special Populations](#)
- [HHPS 564 - Facilities and Equipment in Kinesiology and Sport](#)
- [HHPK 534 - Exercise in Health and Disease](#)
- [HHPS 525 - Marketing and Public Relations in Sports](#)
- [HHPH 544 - Health Promotion Administration and Management](#)
- [HHPH 585 - Program Design in Health Promotion](#)
- [HHPH 512 - Critical Issues in Environmental Health](#)

## **Total Semester Hours (30 - 36)**

### **Courses:**

#### **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 - Critical Issues in Environmental Health**

Hours: Three

This course is designed to introduce participants to key environmental health issues and challenges in resource limited settings which are characteristic of many developing nations. Examines principles and methods, risk factors, prevention and control, and policies related to the aspects of human health determined by biological, physical, and chemical factors in the environment.

#### **HHPH 516 - History, Philosophy, & Current Topics in 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 529 - Workshop**

Hours: Three to Six

Workshops may be held in kinesiology, health education, recreation or sports studies. Prerequisite and/or Corequisite .

Cross Listed/ Same As HHPK 529

#### **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 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 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 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 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 Human Performance**

Hours: Three

Practical experience in a health and/or human performance worksite with instructor approval.

Cross Listed/ Same As HHPH 537

### **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.

#### **HHPK 545 - Advanced Exercise Physiology**

Hours: Four

In-depth study of acute and chronic responses to cardiopulmonary, metabolic, biochemical, and cellular adaptation to exercise and training with special reference to hydration, thermo regulation, renal and muscular function. Prerequisites HHPK 532

#### **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 570 - 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 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 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 528 - 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 - Sociology of Sport and Physical Activity**

Hours: Three

This course will focus on the social institution of sport and physical activity and consequences for American society, including social organization from play to professional sport; violence, discrimination, special populations; and socialization implications from participation in sports and physical activity.

### **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, Counseling and Special Education**

---

Jennifer Schroeder, Interim Department Head  
Binnion Hall; 903-886-5594  
Curt Carlson, Doctoral Program Coordinator  
Karin Tochkov, Applied Psychology Coordinator  
Jennifer Schroeder, School Psychology  
Coordinator  
Beth Jones, Special Education Coordinator  
Website: <http://www.tamuc.edu/psychology/>

The Department of Psychology, Counseling and Special Education offers degree programs for majors and minors in Psychology, Counseling and Special Education leading to masters, specialist, and doctoral degrees. In addition, courses in Psychology, Counseling and Special Education are also provided for students desiring licensure in school psychology, licensure as a psychological associate, 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, Counseling 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).

### **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 Psychologist for the Licensed Specialist in School Psychology (LSSP) and has been granted national approval from the National Association of School Psychologist (NASP). Upon Completion of the 66 hour degree program, graduates are eligible for licensure in the state of Texas as a LSSP and certification at the national level as a NCSP. The 66 hour degree program includes 6 hours of practicum and 6 hours of internship. The remaining 54 academic course hours are in the content areas of psychological foundations, research and statistics, educational foundations, assessment, intervention, and professional and legal issues.

### **The Doctoral Program**

The Department of Psychology, Counseling and Special Education offers a Doctor of Philosophy (PhD) in Educational Psychology. This program has an interdisciplinary perspective, with a strong foundation in methodology. Students will acquire an in-depth knowledge of human learning and cognition, instructional strategies, research, and evaluation. This emphasis will prepare students to integrate knowledge of human cognition and instructional practice across a variety of occupational, educational, and content matter domains, with emphasis on applications of learning technologies.

Career opportunities for psychologists exist with federal and state educational agencies, national and state legislative groups, regional educational laboratories and research centers, higher education, public and private schools, professional organizations, high technology companies, military, publishers, private funding agencies, medical organizations, and private consulting. Increasing opportunities for psychologists are expected in all settings where job training and retraining is required and where technology-assisted learning (including distance education) is employed.

Currently, the Department of Psychology, Counseling and Special Education offers a limited number of courses online, although the PhD program is not available as distance education. Still, the combination of online and summer courses available may make the doctoral program a viable option for nontraditional students.

Time to complete the degree program depends upon many factors, including: (1) how many courses a student completes per semester, (2) whether courses are offered during the semester that they are needed by the student, (3) successful completion of comprehensive exams, and (4) how persistent a student is in completing the thesis and dissertation requirements. Some full-time students have completed the degree program within four years, but, of course, part-time students require more time. Coursework used towards the doctoral degree cannot be older than 10 years at the time the degree is conferred.

## **Graduate Minors in Psychology**

Minors in psychology are available for students in all other master's and doctoral degree programs.

## **Programs of Graduate Work in Counseling**

### **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.

## **Programs of Graduate Work in Special Education**

### **Master of Arts, Master of Science, and Master of Education in Special Education**

The Department of Psychology, Counseling and Special Education offers three graduate degrees in Special Education: the Master of Arts in Special Education, Master of Science in Special Education, and Master of Education in Special Education. Programs of graduate work may be planned according to the interests of the student and to meet the degree requirements.

### **Graduate Minor in Special Education**

Minors in special education on the master's degree are available. A minor consists of a minimum of 12 hours in the area of special education. Comprehensive minors in special education are available for doctoral degree students majoring in supervision, curriculum and instruction, educational administration, counseling, psychology, and related areas.

## **Admission**

### **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, Counseling 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 Science and Master of Education in Counseling**

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.tamuc.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.

### **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.

## **Admission**

### **Specialist In School Psychology**

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.
  - o Provide an autobiographical statement.
  - o 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.
  - o Describe your research experience and interest.
  - o Describe how you envision the program meeting your training goals and interest.

---

## **Psychology 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 MS Non Thesis Option (36 semester hours)**

---

#### **Required Core Courses (33 semester hours)**

---

- [PSY 505 - Introduction to Educational Psychology](#)
- OR
- [PSY 511 - Cognitive Science](#)
- [PSY 509 - History and Systems of Psychology](#)
- [PSY 515 - Neuromechanisms/Biological Bases of Behavior](#)
- OR
- [PSY 545 - Developmental Psychology](#)
- [PSY 612 - Psychological and Educational Statistics](#)
- [PSY 681 - Intermediate Statistics](#)
- [PSY 620 - Introduction to Human Cognition](#)

- [PSY 622 - Research and Design](#)
- [PSY 625 - Cognition and Instruction I](#)
- [PSY 626 - Cognition and Instruction II](#)
- [PSY 627 - Social Cognition](#)
- [PSY 621 - Advanced Cognition](#)
- OR
- [PSY 675 - Seminar in Advanced Topics in Educational Psychology](#)

#### Required Research (3 semester hours)

---

- [PSY 595 - Research Literature and Techniques](#)
  - Describe your professional goals and aspirations for the future.

### Applied Psychology MS/MA

---

#### Thesis Option I

---

#### Required Core Courses (24 semester hours)

---

- [PSY 502 - Theories of Personality for Psychotherapy and for Psychological Counseling](#)
- [PSY 503 - Abnormal Psychology and Developmental Psychopathology](#)
- [PSY 515 - Neuromechanisms/Biological Bases of Behavior](#)
- [PSY 620 - Introduction to Human Cognition](#)
- [PSY 527 - Social and Cultural Bases of Behavior](#)
- [PSY 545 - Developmental Psychology](#)
- [PSY 594 - Ethical Issues in Organizations](#)

#### Applied Track Courses (30 semester hours)

---

- [PSY 508 - Theory and Techniques of Applied Psychology](#)
- [PSY 535 - Applied Behavior Analysis](#)
- [PSY 572 - Psychological Assessment and Measurement](#)
- [PSY 573 - Intellectual Assessment I](#)
- [PSY 575 - Personality Assessment II](#)
- [PSY 592 - Group Psychotherapy](#)
- [PSY 612 - Psychological and Educational Statistics](#)
- [PSY 691 - Clinic Practicum in Psychology](#) (9 semester hours)

#### Research

---

- [PSY 518 - Thesis](#) (6 sh)

## Electives (6 semester hours)

---

- [PSY 615 - Psychological Principles of Consultation](#)
- [PSY 675 - Seminar in Advanced Topics in Educational Psychology](#)
- Other electives approved by the Applied Director may be taken.

## Psychology of Gerontology and Positive Aging Graduate Certificate

---

The Psychology of Gerontology and Positive Aging Graduate Certificate requires admission to the Graduate School and 15 semester hours of graduate courses from the following.

### Requirement to complete graduate certificate program:

---

15 semester hours (No Substitutions)

- [PSY 545 - Developmental Psychology](#)
- [PSY 593 - Health Psychology](#)
- [PSY 594 - Ethical Issues in Organizations](#)
- [PSY 598 - Psychology of Gerontology](#)
- One course (3 sh) 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:

---

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

## Entrepreneurial Skills for an Aging Population Graduate Certificate

---

The Entrepreneurial Skills for an Aging Population Graduate Certificate program requires admission to the Graduate School and includes 12 semester hours of graduate coursework.

### Requirement to complete graduate certificate program:

---

Twelve semester hours (No Substitutions).

- [MGT 581 - Entrepreneurship](#)
- [MGT 585 - Management Skills Development](#)
- [PSY 593 - Health Psychology](#)

- [PSY 598 - Psychology of Gerontology](#)

## Note

---

All coursework must be taken from Texas A&M University-Commerce with a GPA of at least 3.0 on all courses used for graduate certificate. **(No Substitutions)**

## Psychology Minor

---

Minors in psychology are available for students in all other master's and doctoral degree programs.

## 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) and has been granted national approval from the National Association of School Psychologist (NASP).

## 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).

## 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.

---

## 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**

## Chemical Dependency Counseling Graduate Certificate

---

The Department of Psychology, Counseling, and Special Education offers a Chemical Dependency Counseling Graduate Certificate which requires admission to the Graduate School and 12 semester hours of graduate courses from the following..

**Requirement to complete graduate certificate program:**

---

12 semester hours. No Substitutions.

- [COUN 501 - Introduction to the Counseling Profession](#)
- [COUN 510 - Counseling Theories and Techniques](#)
- [COUN 580 - Chemical Dependency in Perspective](#)

- [COUN 581 - Assessment and Treatment of Chemical Dependency](#)

**Note:**

---

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

---

## Counseling PhD

---

### Course Requirements

---

Doctoral students must have met the equivalent of the 48-hour CACREP master's program requirements, plus complete approximately 69 hours of additional coursework, as outlined below.

1. Master's Degree—A minimum of 48 semester hours, equal/equivalent to a CACREP-accredited master's degree, must be completed prior to finishing the doctorate.
2. Doctoral Field Experience—9 semester hours of class, which includes a combination of supervised clinical training, teaching, and clinical supervision.
3. Core Doctoral Courses—18 semester hours of required doctoral counseling courses, including Coun 650.
4. Cognate Area—9 semester hours from one of several department-approved content areas.
5. Elective Cluster—9 semester hours selected with adviser to build competencies in an area that meets the student's professional needs.
6. Research Tools—15 semester hours in research methodology and statistics (or documented proficiency) from the University-approved Research Tools options. One of the research tools courses must be a qualitative research course.
7. Dissertation—9 to 12 semester hours. In addition to the courses above, all general catalog requirements for the degree must be met.

### Residency

---

Doctoral student residency in the A&M-Commerce Department of Counseling serves three purposes. First, it is designed to encourage collegial relationships between students and faculty. Second, it introduces students to typical professional expectations they will encounter as they progress through their careers. Finally, activities within the residency enhance student learning by supplementing the academic and experiential components of the program.

To fulfill the residency requirements in the Department of Counseling, doctoral students must complete the following activities.

1. Attend a minimum of six doctoral seminars.
2. Assist faculty members on two different projects intended to ultimately lead to either manuscripts submitted for publication in peer-reviewed journals or presentation proposals submitted for peer-reviewed program consideration at state, regional, or national conferences. Students must collaborate with at least two different faculty members.
3. Engage in a minimum of two departmental activities. Suggested activities include proctoring master's comprehensive examinations, assisting with Murphy Day, assisting with the fall school counselor conference, assisting with the Truax celebration, assisting in the preparation of the departmental newsletter, maintaining the departmental bulletin board, maintaining the departmental job board, etc.
4. Actively engage in professional service. Two components comprise this requirement:
  - a. Holding elected or appointed office in a local (E.g., Chi Sigma Iota, Doctoral student Association, Branch of the Texas Counseling Association), state (e.g., Texas Counseling Association or its divisions), regional (e.g., Southern Region of the American Counseling association), or national (e.g., American Counseling association or its divisions, American College Personnel Association), professional organization or by chairing or serving as a member of a committee of one of these organizations.

- b. Serving on a university, college, or departmental committee or task force (e.g., Master's Admissions Committee, Departmental Human Subjects Protection Committee, University Library Committee).
5. Completing 24 semester hours at Texas A&M University-Commerce toward the degree.

There is no specified time limit for completing residency. Full-time students may complete residency in one year while part-time students may take two or more years to complete all residency requirements.

**Note:**

---

The department reserves the right to suspend from the program any student who, in the judgment of a duly constituted departmental committee, does not meet the professional expectations of the field. A copy of the department's Retention/Dismissal Procedure may be obtained from the departmental office.

---

## **Special Education MA/MS/MEd**

---

### **Degree Requirements**

For the master's degree programs in Special Education, both thesis and 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.

## Courses:

### **PSY 500 - Psychology in Education Contexts**

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 summative 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.

Cross Listed/ Same As COUN 503

### **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.

Cross Listed/ Same As COUN 545

### **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 multi-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 and COUN 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.

Cross Listed/ Same As COUN 613

### **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.

Cross Listed/ Same As COUN 621

### **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.

Cross Listed/ Same As COUN 650

### **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.

### **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.<sup>3</sup>

### **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.

Cross Listed/ Same As PSY 545

### **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.

Cross Listed/ Same As PSY 595 and SPED 595

#### **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

Cross Listed/ Same As PSY 612

**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.

Cross Listed/ Same As PSY 679

### **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

Cross Listed/ Same As PSY 680

### **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

### **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 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).

### **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 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 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.

Cross Listed/ Same As PSY 595 and COUN 595

### **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

---

## **School of Social Work**

---

Brenda Moore, Head  
Linda Openshaw, MSW Program Director  
Henderson Hall; 903-468-8100

[Departmental Website](#)

### **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 School of Social Work at 903-468-3047 or by going to the School's website at <http://web.tamu-commerce.edu/academics/colleges/educationHumanServices/departments/socialWork/documents/MSWAdmissionPacket.pdf> to download it directly. The completed documents must be submitted to the School of Social Work at P.O. Box 3011, Commerce, TX 75429-3011. Components of the admissions materials include:

1. A professional narrative statement. A description of what would be contained in such a statement is included in the admissions packet.
2. A resume or vita of educational and occupational experiences.
3. Three references using the forms included in the admissions packet, preferably including one reference from an undergraduate professor or a former supervisor from a paid or volunteer social services agency.

4. Official bachelor's degree transcript if other than A&M-Commerce graduate.

The MSW program will admit students who show the greatest capacity to complete graduate-level work and become effective social work practitioners. To be admitted to the program, students must meet school criteria such as undergraduate grade point average, GRE scores, and writing ability. Other criteria include evidence of effective interpersonal skills, professional work experience, and values, ethics, and a fit with the social work profession and our program. The program is committed to recruiting and instructing students who represent a diverse population.

Depending on their undergraduate degree, students who are admitted to the MSW program will receive either Foundation Admission or Advanced Standing Admission. Advanced Standing is reserved for those who hold a Bachelor of Social Work (BSW) undergraduate degree from a CSWE-accredited institution. Fewer hours are required of students who receive advanced standing admission.

All students are expected to act in accordance with the National Association of Social Workers (NASW) Code of Ethics, the Texas State Board of Social Work Examiners Code of Conduct and the School's Student Code of Conduct.

If students do not conduct themselves in a manner befitting a professional social worker (as defined in the NASW Code of Ethics and the Code of Conduct), whether in the classroom, in the field setting, or in their interactions with other students, faculty, and staff they may be dismissed from the program. Such conduct is regarded as an academic expectation for the social work profession, regardless of classroom grades.

---

## Social Work 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 School of Social Work at 903-468-3047 or by going online to the department's website at [web.tamuc.edu/academics/colleges/educationHumanServices/departments/socialWork/documents/MSWAdmissionPacket.pdf](http://web.tamuc.edu/academics/colleges/educationHumanServices/departments/socialWork/documents/MSWAdmissionPacket.pdf) to download it directly. The completed documents must be submitted to the School of Social Work at P.O. Box 3011, Commerce, TX 75429-3011. Components of the admissions materials include:

1. An professional narrative statement. A description of what would be contained in such a statement is included in the admissions packet.
2. A resume or vita of educational and occupational experiences.
3. Three references using the forms included in the admissions packet, preferably including one reference from an undergraduate professor or a former supervisor from a paid or volunteer social services agency.
4. Official bachelor's transcript if other than A&M-Commerce graduate.

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](#)

### Courses:

#### **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. John "Quinten" Womack	Mission	2013

### 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
Gary Peer, EdD	Interim Provost and Vice President for Academic 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
Alicia Currin, BBA	Chief of Staff
Anwar Karim, MS	Chief Information Officer
Edward Romero, PhD	Chief Diversity Officer
Larry Lemanski, PhD	Executive Director and Chief Research Officer
Daniel Edelman, PhD	Interim Associate Provost
Roseann Hogan, PhD	Associate Provost, Institutional Effectiveness and Planning
Sharon Johnson, PhD	Associate Vice President for Student Access and Success
Kenneth Clinton, PhD	Associate Vice President for Global Initiatives
Lisa Martinez	Interim Executive Director for Marketing Communications
Rex Giddens, MBA	Assistant Vice President for Business Services and Director of Employment Services
David McKenna, BS	Assistant Vice President for Facilities and Support Services
Arlene Horne, PhD	Vice Provost for Research and Dean of Graduate Studies
	Assistant Vice President and Dean, Campus Life and Student Development
Brent Mangus, PhD	Dean of the College of Education and Human Services
Salvatore Attardo, PhD	Dean of the College of Humanities, Social Sciences, and Arts
Dale Funderburk, PhD	Dean of the College of Business and Entrepreneurship
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
Stephanie Holley, MA	Dean of Enrollment Management and Retention

## Graduate Council

---

The Graduate Council consists of four elected members from each of the four colleges: Science, Engineering and Agriculture, Humanities, Social Sciences and Arts, Business and Entrepreneurship and Education and Human Services. In addition, two graduate students are elected by the graduate student body.

The Dean of Graduate Studies is an ex officio member and serves as chairman of the Graduate Council. The Assistant Dean is an ex officio member and serves as vice chair.

The Graduate Council formulates procedures related to all graduate programs subject to the policies, rules and regulations of the Texas A&M University System.

### Graduate Council Members

<i>Name Term</i>	<i>Expires</i>
<i>College of Humanities, Social Sciences &amp; Arts</i>	
Elected	
Mr. Michael Miller	2013
Dr. JoAnn DiGeorgio-Lutz	2014
Dr. Karen Roggenkamp	2015
 <i>College of Science, Engineering &amp; Agriculture</i>	
Elected	
Dr. Eileen Faulkenberry	2015
Dr. Jeff Kopachena	2013
Dr. Bob Williams	2014
 <i>College of Business &amp; Entrepreneurship</i>	
Elected	
Dr. Chris Myers	2015
Dr. John Greenhut	2013
Dr. Kishor Guru-Gharana	2014
 <i>College of Education and Human Services</i>	
Elected	
Dr. Wade Fish	2015
Dr. Linda Ball	2013
Dr. Tara Tietjen-Smith	2014
 <i>Graduate School</i>	
Dr. Allan D. Headley, Chair	
Dr. Mary Beth Sampson, Vice Chair	
Doctoral Student Representative: TBD	
Master's Student Representative: TBD	

Note: Year represents expiration of term

# College of Science, Engineering, and Agriculture Graduate Faculty

## Agricultural Sciences

<b>Aaron Cooper,</b>	PhD	Assistant Professor of Agricultural Sciences. BS, Texas A&M University-College Station; MS, University of Nebraska-Lincoln; Phd, Texas A&M University-College Station. Texas A&M University System Graduate Faculty Member.
<b>Derald Harp,</b>	PhD	Assistant Professor of Agricultural Sciences. BS, MS, Tarleton State University; PhD, Texas A&M University.
<b>James J. Heitholt,</b>	PhD	Professor and Head of Agricultural Sciences. BS, Western Illinois University; MS, University of Missouri; PhD, University of Kentucky.
<b>Jose Lopez,</b>	PhD	Assistant Professor, Agricultural Sciences; BBA, Ave Maria College of the Americas; MS, PhD, Texas Tech University.
<b>Leah Wickersham,</b>	PhD	Associate Professor of Agricultural Sciences. BS, Sul Ross State University; MST, Tarleton State University; PhD, Texas A&M University-College Station.
<b>Robert Williams,</b>	PhD	Associate Professor of Agricultural Sciences. BS, MS, Texas A&M University-Commerce; PhD, Texas Tech University.

## Biological and Environmental Sciences

<b>Winfred Arnold,</b>	PhD	Assistant Professor, Biological and Environmental Sciences, BS, MS, Stephen F. Austin State University; PhD, University of North Texas.
<b>Venugopalan Cheriyaath,</b>	PhD	Assistant Professor, Biological And Environmental Sciences; BS, Kerala Agricultural University; MS, PhD, Indian Agricultural Research Institute. Texas A&M University System Graduate Faculty Member.
<b>Dong Won Choi,</b>	PhD	Assistant Professor, Biological and Environmental Sciences; BE, Taegu University; MS , Ball State University; PhD, Iowa State University
<b>Haydn Fox,</b>	PhD	Assistant Professor of Earth Sciences. BA, Ambassador College; BS, MS, Southeast Missouri State University; PhD, University of South Carolina.
<b>Michael Hanna,</b>	PhD	Assistant Professor of Biological & Environmental Sciences. BS, Boston College; MS, Johns Hopkins; MS, PhD, University of Rochester.
<b>Jeffrey Kopachena,</b>	PhD	Assistant Professor and Head of Biological Sciences. BS, MS, University of Manitoba, Canada; PhD, University of Toronto, Canada.

## Chemistry

<b>Laurence Angel,</b>	PhD	Assistant Professor of Chemistry. BS, PhD, University of Sussex, United Kingdom.
<b>Allen D. Headley,</b>	PhD	Professor of Chemistry. BA, Columbia Union College; PhD Howard University. Texas A&M University System Graduate Faculty Member.
<b>Ben Jang,</b>	PhD	Professor & Head of Chemistry. BS National Taiwan University, Taiwan; PhD University of Texas at Arlington.
<b>Stephen Starnes,</b>	PhD	Assistant Professor of Chemistry. BS, PhD, Texas Tech University.

## Computer Science and Information Systems

<b>Abdullah Arslan,</b>	PhD	Assistant Professor of Computer Science and Information Systems. BS, Middle East Technical University; MS, University of North Texas; PhD, University of California.
<b>Veradraj Gurupur,</b>	PhD	Assistant Professor of Computer Science. BE, Manipal Institute of Tecnology; MS, PhD, University of Alabama at Birmingham; Texas A&M University System Graduate Faculty Member.

<b>Jinoh Kim,</b>	PhD	Assistant Professor of Computer Science. BE, MS, Inha University; PhD, University of Minnesota.
<b>Sam Saffer,</b>	PhD	Professor of Computer Science and Information Systems. BA, University of Texas-Austin; MAS, PhD, Southern Methodist University.
<b>Nicholay Sirakov,</b>	PhD	Associate Professor of Math and Computer Science. BS, MS, Sofia University; PhD, Bulgarian Academy of Sciences, Bulgaria.
<b>Sang C. Suh,</b>	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.

## Engineering & Technology

<b>David Anderson,</b>	PhD	Assistant Professor of Engineering & Technology. BS, University of Central Oklahoma; MPH, PhD, University of Oklahoma Health Services Center.
<b>Jason Davis,</b>	PhD	Associate Professor of Engineering & Technology. BS, MS, Texas A&M University-Commerce; PhD, Colorado State University.
<b>Brent Donham,</b>	EdD	Department Head and Associate Professor of Engineering & Technology. BS, New Mexico State University, MS, Stanford University, EdD, Texas A&M University-Commerce.
<b>E. Delbert Horton,</b>	PhD	Assistant Professor of Engineering & Technology. BS, Texas Tech University; MS, Stanford University; PhD, University of Texas.
<b>Jerry D. Parish,</b>	EdD	Professor, Engineering & Technology. BS, MEd, EdD, East Texas State University.
<b>Gregory Paul Wilson,</b>	PhD	Assistant Professor of Engineering & Technology. BS, MS, PhD, Arizona State University.

## Mathematics

<b>Stuart Anderson,</b>	PhD	Professor of Mathematics. BA, MS, University of North Texas; PhD, University of Oklahoma.
<b>Hasan Coskun,</b>	PhD	Associate Professor of Mathematics. BS, Middle East Technical University, Turkey; MS, Stevens Institute of Technology; PhD, Texas A&M University.
<b>Charles Dorsett,</b>	PhD	Associate Professor, Mathematics; BS, MS, Stephen F. Austin University; PhD, North Texas State University.
<b>Eileen Faulkenberry,</b>	PhD	Assistant Professor of Mathematics. BS, Henderson State University; MS, PhD, Oklahoma State University.
<b>Yelin Ou,</b>	PhD	Assistant Professor of Mathematics. BS, Guangxi University for Nationalities, China; MS, PhD, University of Oklahoma.
<b>Nikolay Sirakov,</b>	PhD	Associate Professor of Math and Computer Science. BS, MS, Sofia University; PhD, Bulgarian Academy of Sciences, Bulgaria.

## Physics and Astronomy

<b>Carolos A. Bertulani,</b>	PhD	Associate Professor of Physics and Astronomy. BS, MS, Federal University, Brazil; PhD, University of Bonn, Germany.
<b>Anil Chourasia,</b>	PhD	Professor of Physics and Astronomy. BS, MS, PhD, Nagpur University, India.
<b>Bao-An Li,</b>	PhD	Professor of Physics and Astronomy. BS, Lanzhou University; PhD, Michigan State University.
<b>Charles Rogers,</b>	PhD	Professor of Physics and Astronomy. BS, MS, PhD, University of Arkansas.
<b>Kurtis Williams,</b>	PhD	Assistant Professor of Physics and Astronomy; BS, The Pennsylvania State University; MS, PhD, University of California Santa Cruz.
<b>Matthew A. Wood,</b>	PhD	Professor and Head of Physics and Astronomy. BS, Iowa State University; MA, PhD, The University of Texas at Austin.

# College of Humanities, Social Sciences, and Arts Graduate Faculty

## Art

<b>Joseph Daun,</b>	MFA	Professor of Art. BFA, Florida State University; MFA, University of San Antonio at San Antonio.
<b>Josephine Durkin,</b>	MFA	Assistant Professor of Art. BFA, Virginia Commonwealth University; MFA, Yale University.
<b>Barbara Frey,</b>	MFA	Professor of Art. BFA, Indiana University; MFA, Syracuse University.
<b>Gerard D. Huber,</b>	MFA	Professor of Art. BA, University of Northern Iowa; MFA, Cranbrook Academy of Art.
<b>Michael Miller,</b>	MFA	Associate Professor of Art. BFA, Southwest Texas State University; MFA, University of California-Davis.
<b>Emily Newman,</b>	PhD	Assistant Professor of Art. BA, Carleton College; MA, Pennsylvania State University; PhD, The Graduate Center, City University of New York.
<b>Virgil Milton Scott,</b>	MFA	Assistant Professor of Art. BFA, MFA, University of North Texas.
<b>Chad D. Smith,</b>	MFA.	Assistant Professor of Art. BS, MS, MFA Texas A&M University-Commerce.

## History

<b>Jonathan Bergman,</b>	PhD	Assistant Professor, History; JD in Criminal Law, Touro College; MA, PhD, University of Buffalo.
<b>Polly E. Detels,</b>	PhD	Associate Professor of History. BA, Carlton College; MM, University of Washington; PhD, University of North Texas.
<b>Judy Ford,</b>	PhD	Professor and Department Head of History. BA, St. John's University; MA, PhD Fordham University.
<b>Sharon Kowalsky,</b>	PhD	Associate Professor of History. BA, Washington University; MA, PhD, University of North Carolina.
<b>William Kuracina,</b>	PhD	Assistant Professor, History; BS, Clarkson University; MA, State University College at Buffalo; PhD, Syracuse University.
<b>John Howard Smith,</b>	PhD	Associate Professor of History. BA, MLA, University of North Carolina; PhD University at Albany, State University of New York.
<b>Jessica Wranosky,</b>	PhD	Assistant Professor of History. BA, MA, Texas A&M University-CorpusChristi; PhD, University of North Texas.

## Literature and Languages

<b>Tabetha Adkins,</b>	PhD	Assistant Professor/Writing Center Director, Literature and Languages; BA, Marshall University; MA, PhD, University of Louisville.
<b>Salvatore Attardo,</b>	PhD	Dean of the College of Humanities, Social Science, and Arts and Professor of English. PhD, Purdue University.
<b>Robert Baumgardner,</b>	PhD	Professor of English. BA, University of Texas-Arlington; MA, PhD, University of Southern California.
<b>William Bolin,</b>	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.
<b>Shannon Carter,</b>	PhD	Associate Professor of English. BA, Texas A&M University-Corpus Christi; MEd, University of North Texas; PhD, Texas Woman's University.
<b>Inma Ciuico-Lyons,</b>	PhD	Associate Professor of Spanish. BA, Universidad de Sevilla, Spain; MA, Texas A&M University-Commerce; PhD, University of Texas.
<b>Gerald Duchovnay,</b>	PhD	Professor of English. BA, University of Pennsylvania; MA, PhD, Indiana University.

<b>Donna Dunbar-Odom,</b>	PhD	Professor of English. BGS, MA, University of Nebraska; PhD, University of Pittsburgh.
<b>Maria Fernandez-Lamarque,</b>	PhD	Associate Professor of Spanish. BS, I.G.V. University, Peru; MA, Louisiana State University; PhD, Tulane University.
<b>Christopher Gonzalez,</b>	PhD	Assistant Professor of English. BA, Sam Houston State University; MA, Texas A&M University-Commerce; PhD, Ohio State University.
<b>M. Hunter Hayes,</b>	PhD	Associate Professor of English. BA, University of Kentucky; MA, PhD, University of Southern Mississippi.
<b>Kathryn Jacobs,</b>	PhD	Professor of English. BA, MA, University of Michigan; MA, PhD, Harvard University.
<b>Lucy Pickering,</b>	PhD	Associate Professor, Literature and Languages; BA West Sussex Institute of Higher Education; MA, PhD, University of Florida.
<b>Robin Anne Reid,</b>	PhD	Professor of English. BA, MA, Western Washington University; MA, Middlebury College; PhD, University of Washington. Texas A&M University System Graduate Faculty Member.
<b>Karen Roggenkamp,</b>	PhD	Associate Professor of English. AB, University of Michigan; PhD, University of Minnesota.
<b>Susan Stewart,</b>	PhD	Associate Professor of English. BA, MA, Southwest Missouri State University; PhD, Illinois State University.

### **Mass Media, Communication and Theatre**

<b>James Al-Shamma,</b>	PhD	Assistant Professor of Mass Media, Communications and Theatre. BFA, MA, PhD, University of California.
<b>Gary Burton,</b>	MFA	Associate Professor of Mass Media, Communications and Theatre. BFA, MFA, University of Texas.
<b>Tony DeMars,</b>	PhD	Associate Professor of Mass Media, Communication and Theatre. BS, Texas A&M University-Texarkana, MA, Stephen F. Austin State University; Phd, University of Southern Mississippi. Texas A&M University System Graduate Faculty Member.
<b>Carrie Lee Klypchak,</b>	PhD	Assistant Professor of Theatre. BFA, MA, Southwest Texas State University; PhD, Bowling Green State University.
<b>Michael Knight,</b>	MFA	Assistant Professor of Theatre. BS, Texas A&M University-Commerce; MFA, University of Mississippi.

### **Music**

<b>John Burkett,</b>	DMA	Associate Professor of Music. BA, Florida State University; MM, University of Michigan; DMA, University of Illinois.
<b>Mary Druhan,</b>	DMA	Assistant Professor of Music. BM Louisiana State University; MM University of Cincinnati; DMA, Louisiana State University.
<b>Theodore C. Hansen,</b>	DMA	Professor of Music. BM, University of Colorado; MM, Arizona State University; DMA, University of Arizona.
<b>Randall Hooper,</b>	DMA	Assistant Professor/Director of Choral Activities, Music; BME, Texas State University; MM, Baylor University; DMA, Louisiana State University.
<b>Luis Sanchez,</b>	DA	Assistant Professor of Music. BA, National Conservatory of Music, Argentina; MM, DA, Ball State University.
<b>David Scott,</b>	PhD	Professor of Music. BME, BM, Baylor University, MM, PhD, Ohio State University;
<b>Christopher White,</b>	PhD	Associate Professor and Department Head of Music. BA, MM, University of Northern Colorado; PhD, University of Colorado.

## Political Science

<b>Jangsup Choi,</b>	PhD	Assistant Professor of Political Science. BA, MA, Dankook University; Phd, Texas Tech University.
<b>Jeff Herndon,</b>	PhD	Associate Professor of Political Science. BA, MA, Texas State University; PhD, Louisiana State University.
<b>Chad King,</b>	PhD	Assistant Professor of Political Science. BA, University of Maine; MA, PhD, State University of New York-Stony Brook.
<b>Paul Lenchner,</b>	PhD	Professor of Political Science. AB, Franklin and Marshall College; MA, PhD, Cornell University.
<b>JoAnn DiGeorgio-Lutz,</b>	PhD	Professor and Head of Political Science. BA, University of Maryland; MS, Troy State University; PhD University of North Texas.
<b>April Pitts,</b>	JD	Assistant Professor/Academic Director of Political Science. BS, Texas A&M University-Commerce; JD, Texas Wesleyan University.
<b>Robert Rodriquez,</b>	PhD	Assistant Professor of Political Science. BA, University of California; MA, PhD, University of Kansas. Texas A&M University System Graduate Faculty Member.

## Sociology and Criminal Justice

<b>K. Lawrence Clinton,</b>	PhD	Professor of Sociology and Vice President of Global Initiatives. BS, MS, East Texas State University; PhD, Washington State University.
<b>Willie J. Edwards,</b>	PhD	Associate Professor and Head of Sociology and Criminal Justice. BA, MA, East Texas State University; PhD, University of Minnesota.
<b>Linda Matthei,</b>	PhD	Associate Professor of Sociology and Director of Liberal Studies. BA, MA, PhD, University of California.
<b>Melinda D. Schlager,</b>	PhD	Associate Professor of Criminal Justice. BA, University of Texas; MA, Northwestern University; MA, PhD Rutgers University. Associate Member.
<b>R. N. Singh,</b>	PhD	Professor of Sociology and Criminal Justice. BA, Hindu College (India); MA, Punjab University (India); PhD, Mississippi State University.
<b>Jiaming Sun,</b>	PhD	Associate Professor of Sociology. BA, Shanghai University; MA, Fudan University; MA, PhD, University of Illinois.
<b>William E. Thompson,</b>	PhD	Professor of Sociology and Criminal Justice. BAEd, Northeastern State University; MEd, Southwest Missouri State University; PhD, Oklahoma State University.
<b>Yvonne Villanueva-Russell,</b>	PhD	Associate Professor of Sociology. BA, MA, Western Illinois State University; PhD, University of Missouri-Columbia.
<b>Elvira White-Lewis,</b>	JD & PhD	Assistant Professor of Criminal Justice. BS, North Carolina A&T State University; MA, University of Maryland, College Park; JD, University of Maryland School of Law; PhD, Prairie View A&M University.
<b>Filip M. Wiecko,</b>	PhD	Assistant Professor of Criminal Justice. BA, MA, University of Nevada, Reno; PhD, Washington State University

# College of Business & Entrepreneurship Graduate Faculty

## Accounting

<b>Sharon Burnett,</b>	PhD	Assistant Professor of Accounting. BS, MBA, University of Arkansas; PhD, Oklahoma State University.
<b>Daniel Edelman,</b>	PhD	Interim Associate Provost and Assistant Professor of Accounting. BBA, Loyola University; MS, Roosevelt University; PhD, Illinois Institute of Technology.
<b>Sandra Gates,</b>	PhD	Assistant Professor of Accounting. BA, MBA, University of Houston; PhD, Arizona State University.

## Business Administration and Management Information Systems

<b>Christine Alexander,</b>	PhD	Assistant Professor of Business Administration and Management Information Systems. BS, San Diego State University; MBA, California State University; PhD, Southern Illinois University-Carbondale.
<b>Augustine C. Arize,</b>	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.
<b>Donald E. English,</b>	PhD	Professor and Head of Business Administration and Management Information Systems. BS, MS, Illinois State University; PhD, University of North Dakota.
<b>Jennifer Flanagan,</b>	PhD	Assistant Professor of Business Administration and Management Information Systems. BS, Texas A&M University-Commerce; MBA, Texas Woman's University; PhD, Texas A&M University-Commerce. Texas A&M University System Graduate Faculty Member.
<b>Robert W. Folden,</b>	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.
<b>Kishor Guru-Gharana,</b>	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.
<b>Edgar Manton,</b>	DBA	Professor of Business Administration and Management Information Systems. BS, U.S. Naval Academy; MS, DBA, Florida State University.

## Economics and Finance

<b>Raymond J. Ballard,</b>	PhD	Professor of Economics-Finance. BA, California State University; MA, University of Southern California; PhD, Texas A&M University.
<b>Dale Funderburk,</b>	PhD	Professor of Economics-Finance. BA, East Texas State University; MS, PhD, Oklahoma State University.
<b>John Greenhut,</b>	PhD	Associate Professor of Economics-Finance. BA, PhD, Texas A&M University.
<b>Nathan Harness,</b>	PhD	Assistant Professor of Economics-Finance. BA, University of Central Arkansas; MS, PhD, Texas Tech University. Texas A&M University System Graduate Faculty Member.
<b>Ajamu Loving,</b>	PhD	Assistant Professor of Economics-Finance. BA, Morehouse College; PhD, Texas Tech University.
<b>Srinivas Nippani,</b>	PhD	Assistant Professor of Economics-Finance. BC, Osmania University, India; MS, Indian Institute of Technology, India; MC, Osmania University, India; PhD, University of Arkansas.
<b>Asli K. Ogunc,</b>	PhD	Assistant Professor of Economics-Finance. BBA, Marmara University; MBA, Western Michigan University; MS, PhD, Louisiana State University.
<b>Steven S. Shwiff,</b>	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.

## Marketing and Management

<b>LLoyd Basham,</b>	EdD	Assistant Professor of Marketing and Management. MBA, Texas A&M University-Commerce; MA, The University of Texas at Dallas; EdD, Supervision Curriculum & Instruction-Higher Education. Texas A&M University System Graduate Faculty Member.
<b>John Humphreys,</b>	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.
<b>Alma T. Mintu-Wimsatt,</b>	PhD	Professor of Marketing and Management. BS, University of the Philippines, Philippines; MBA, PhD, University of Kentucky.
<b>Chris Myers,</b>	PhD	Assistant Professor of Marketing and Management. BS, United States Air Force Academy; MS, PhD, University of Texas at Dallas.
<b>Randall Odom,</b>	PhD	Associate Professor of Marketing and Management. B.B.A, University of North Texas; MBA, East Texas State University; PhD, University of Mississippi.
<b>Jennifer Oyler,</b>	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.
<b>Stephanie S. Pane,</b>	PhD	Assistant Professor of Marketing and Management. BS, Texas A&M University; MS, PhD, Rensselaer Polytechnic Institute.
<b>Mildred Golden Pryor,</b>	PhD	Professor of Marketing and Management. BBA, MBA, Memphis State University; PhD, University of Mississippi.
<b>Sonia Taneja,</b>	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

---

## Curriculum and Instruction

<b>David L. Brown,</b>	PhD	Professor of Early Childhood Education, Literacy and Curriculum and Instruction. BS, MEd, PhD, East Texas State University.
<b>Sherri Colby,</b>	PhD	Assistant Professor of Secondary and Curriculum and Instruction. BA, MEd, PhD, University of North Texas.
<b>Martha Foote,</b>	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.
<b>Freida Golden,</b>	PhD	Assistant Professor of Curriculum & Instruction. BS, Midwestern University; MEd, Texas Wesleyan University; PhD, Kansas State University.
<b>Laura Chris Green,</b>	PhD	Associate Professor of Bilingual Education, Literacy and Curriculum and Instruction. BA, Rutgers University; MA, Columbia University; PhD, University of Texas in Austin.
<b>Barbara Hammack,</b>	PhD	Associate Professor of Early Childhood Education. BA, MAT, Oklahoma City University; PhD, Texas Woman's University.
<b>Kay Hong-Nam,</b>	PhD	Assistant Professor of Literacy and Curriculum and Instruction. BS, Kon Kok University; MLS, PhD, Texas Woman's University.
<b>Wayne M. Linek,</b>	PhD	Professor of Literacy and Curriculum and Instruction. BS, MEd, Cleveland State University; PhD, Kent State University.
<b>Joyce E. Kyle Miller,</b>	PhD	Associate Professor of Secondary Education and Curriculum and Instruction. BA, MEd, PhD, University of North Texas.
<b>Gilbert Naizer,</b>	PhD	Professor of Science Education and Curriculum and Instruction. BS, MEd, PhD, Texas A&M University at College Station.
<b>Jim Larkin Page,</b>	PhD	Assistant Professor of Literacy and Curriculum and Instruction. BA, Baylor University; MEd, Angelo State University; PhD, University of North Texas.
<b>Iva LaVerne Raine,</b>	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.
<b>Mark Reid,</b>	PhD	Assistant Professor of Secondary Education and Curriculum and Instruction. BS, Texas A&M University-Commerce; MS, Washington State University; PhD, University of Texas.
<b>Mary Beth Sampson,</b>	EdD	Professor of Literacy and Curriculum and Instruction and Associate Dean of Graduate Studies and Research. BS, MEd, EdD, East Texas State University.
<b>Jennifer Sennette,</b>	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.
<b>Becky Sinclair,</b>	PhD	Assistant Professor of Science Education and Curriculum and Instruction. BS, Texas A&M University; MA, University of Texas; PhD, Curtin University of Technology.
<b>Elton Stetson,</b>	EdD	Professor of Curriculum and Instruction and Literacy. BS, Southern Nazarene University; MEd, Framington State College; EdD, University of Oklahoma.
<b>Susan Szabo,</b>	EdD	Associate Professor of Literacy and Curriculum and Instruction. BS, Western Michigan University; MEd, EdD, Oklahoma State University.
<b>William Joshua Thompson,</b>	PhD	Associate Professor of Early Childhood Education and Curriculum and Instruction. BM, Trinity University; MEd, Dallas Baptist University; PhD, University of Texas at Arlington.

## Educational Leadership

<b>Casey G. Brown,</b>	PhD	Assistant Professor of Educational Administration. BS, Southeastern Oklahoma University; MEd, PhD, University of Oklahoma.
<b>Maria Hinojosa,</b>	EdD	Assistant Professor of Educational Administration. BS, Texas A&M University-

		Kingsville, MS, UTHSCSA; MS, EdD Texas A&M University-Kingsville
<b>Madeline Justice,</b>	EdD	Professor of Higher Education and Head of Educational Leadership. BA, MA, Texas Woman's University; EdD, East Texas State University.
<b>Sam Roberson,</b>	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.
<b>Derek Lester,</b>	PhD	Assistant Professor of Educational Leadership. BA, Central Washington University, MA, New Mexico State University; PhD, University of Nevada.
<b>Joyce Scott,</b>	PhD	Associate Professor of Higher Education. BA, University of Connecticut; MA, University of Virginia; PhD, Duke University.
<b>Jon Travis,</b>	EdD	Professor of Higher Education. BA, University of Iowa; MA, West Virginia University; EdD, Arizona State University.
<b>James A. Vornberg,</b>	PhD	Professor of Educational Administration. BS, Southeast Missouri State University; MEd, PhD, University of Arizona.
<b>L. Rusty Waller,</b>	PhD	Assistant Professor of Higher Education. BS, MS, Stephen F. Austin State University; PhD, University of North Texas.

### Health and Human Performance

<b>Frank Ashley,</b>	EdD	Professor, Health and Human Performance; BS, MA, PhD., The University of Alabama. Texas A&M University System Graduate Faculty Member.
<b>Betty Block,</b>	EdD	Professor and Head, Health and Human Performance; BS, MS, EdD., Texas A&M University-Commerce.
<b>Quynh Dao Dang,</b>	PhD	Clinical Assistant Professor of Health and Human Performance. BS, University of Oklahoma; MS, Texas A&M University; PhD, Texas Woman's University.
<b>Sandra Kimbrough,</b>	PhD	Associate Professor of Health and Human Performance. BS, MS, PhD, Texas A&M University. Texas A&M University System Graduate Faculty Member.
<b>Brent Mangus,</b>	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.
<b>Tara Tietjen-Smith,</b>	D.A.	Associate Professor of Health and Human Performance. BA, MEd, Northwestern State University (Louisiana); DA, Middle Tennessee State University.
<b>Scott Waltemyer,</b>	Ph.D	Assistant Professor, Health and Human Performance; B.S., Towson University; MS, PhD, Texas A&M University.
<b>Gwendolyn Weatherford,</b>	PhD	Assistant Professor, Health and Human Performance; BS, MS, Texas A&M University-Commerce; PhD, Texas Woman's University. Texas A&M University System Graduate Faculty Member.

### Psychology, Counseling and Special Education

<b>Amir Abbassi,</b>	PhD	Associate Professor of Counseling. BS, MEd, University of Missouri; PhD, University of Arkansas. Visiting Member.
<b>Stephen Armstrong,</b>	PhD	Associate Professor of Counseling. BS, MEd, North Texas State University; PhD, University of North Texas.
<b>Linda Ball,</b>	EdD	Assistant Professor of Counseling. BS, MS, EdD, Texas A&M University-Commerce.
<b>Steven E. Ball,</b>	PhD	Associate Professor of Psychology. BA, PhD, Texas Technological University.
<b>Samuel Bore,</b>	PhD	Assistant Professor of Counseling. BEd, Kenyatta University; MEd, University of North Texas; PhD, Texas A&M University-Commerce.
<b>Curt Carlson,</b>	PhD	Assistant Professor of Psychology. BA, University of Nebraska; MS, PhD, University of Oklahoma.
<b>Wade Fish,</b>	PhD	Assistant Professor of Educational Administration. BBA, Baylor University; MA, University of Louisville, MEd, PHD, University of North Texas.
<b>Stephen J. Freeman,</b>	PhD	Professor of Counseling. BS, MEd, West Texas A&M University; PhD, University of North Texas.
<b>Raymond Green,</b>	PhD	Associate Professor of Psychology and Director of the Honors Program. BA, Drew

		University; MS, PhD, Rutgers University.
<b>M. LaVelle Hendricks,</b>	EdD	Assistant Professor of Counseling. BA, Northeast Louisiana University; MEd, University of Louisiana-Monroe; EdD, Texas A&M University-Commerce.
<b>Tracy Henley,</b>	PhD	Professor of Psychology. BA, PhD, University of Tennessee.
<b>Harvetta Henry,</b>	PhD	Associate Professor of Special Education. BS, MEd, PhD, University of Texas at Austin.
<b>Gail Johnson,</b>	PhD	Associate Professor of Psychology and Director of the Clinical Psychology Program. BSE, MA, PhD, University of Missouri-Columbia.
<b>Lacy Krueger,</b>	PhD	Assistant Professor, Psychology, Counseling and Special Education; BS, Texas A&M University; MA, PhD, University of Virginia.
<b>Lauren Maloney,</b>	PhD	Assistant Professor, Psychology, Counseling and Special Education; BA, Samford University; MS, University of Alabama; PhD, Tulane University.
<b>William G. Masten,</b>	PhD	Associate Professor of Psychology, Counseling and Special Education. BS, MA, Michigan State University; MS, Emporia State University; PhD, Mississippi State University.
<b>Kathy Oden,</b>	PhD	Assistant Professor of Counseling. BS, Southeastern Oklahoma State University; MED, Phd, University of North Texas, Denton. Texas A&M University System Graduate Faculty Member.
<b>Benton Pierce,</b>	PhD	Associate Professor of Psychology. BA, MBA, MS, PhD, Texas A&M University.
<b>Chester Robinson,</b>	PhD	Associate Professor of Counseling. BA, Bluefield College; MS, Radford University; MA, Appalachian State University; PhD, University of North Carolina at Greensboro.
<b>Carmen Salazar,</b>	PhD	Associate Professor of Counseling. BA, College of Santa Fe; MA, PhD, University of New Mexico.
<b>Jennifer Schroeder,</b>	PhD	Associate Professor of Psychology. BS, MS, PhD, University of Wisconsin.
<b>Chris Simpson,</b>	PhD	Associate Professor of Counseling. BS, MEd, PhD, University of North Texas.
<b>Suzanne Thomas,</b>	PhD	Assistant Professor of Psychology, Counseling and Special Education; BS, East Texas State University-Commerce, MBA, MED, University of North Texas, Denton; PhD, University of Florida. Texas A&M University System Graduate Faculty Member.
<b>Karin Tochkov,</b>	PhD	Assistant Professor of Psychology and Special Education. BA, MA, University of Heidelberg, Germany; MA, PhD, University of New York at Albany.

## Social Work

<b>Lon Johnston,</b>	PhD	Associate Professor of Social Work. BA, Baylor University; MSSW, University of Louisville; PhD, Southern Baptist Theological Seminary.
<b>Rebecca Judd,</b>	PhD	Assistant Professor of Social Work. BSW, Texas A&M University-Commerce; MSSW, PhD, University of Texas at Arlington.
<b>Benjamin May,</b>	PhD	Assistant Professor of Social Work. BS, University of Houston; MSW, Washing University; PhD, University of Houston Graduate College.
<b>Brenda Moore,</b>	PhD	Associate Professor and Head of Social Work. BSW, Texas Christian University; MSSW, PhD, University of Texas at Arlington.
<b>Linda Openshaw,</b>	DSW	Associate Professor of Social Work. BA, MSW, DSW, University of Utah. Texas A&M University System Graduate Faculty Member.
<b>Chris Stewart,</b>	PhD	Assistant Professor of Social Work. BA, St. Mary's College; MSW, PhD, Florida State University.