

TEXAS A&M  
UNIVERSITY  
COMMERCE



Graduate Catalog  
2003 - 2004



**2003-2004**  
**Graduate Catalog**



**TEXAS A&M**  
**UNIVERSITY**  
**COMMERCE**

[www.tamu-commerce.edu](http://www.tamu-commerce.edu)

## **An Equal Opportunity University**

It is the policy of Texas A&M University-Commerce to recruit, hire, and promote for all university academic and non-academic staff without regard to race, color, national origin, sex, handicap, or age; except where sex, handicap, or age is a bonafide ovvupational 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 will be released upon request: student's name, address (permanent or local), 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 all or any part of the directory information on file in his or her name must notify the Office of Records and Reports, Administration Building, in writing, that he or she does not wish to have such information released. This request will be honored, and all or any portion of the information which the student requests to be withheld will be held confidential by the Office of Records and Reports. Any questions concerning this policy may be directed to the Office of Records and Reports, 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.

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**Texas A&M University-Commerce**

*is accredited by the*

Commission on Colleges of the Southern Association of Colleges and Schools  
(1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone 404-679-4501)

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

**Texas A&M University-Commerce**

*is also accredited by*

AACSB, The International Association for Management Education  
Council for Accreditation of Counseling and Related Educational Programs, and

In candidacy for Council on Social Work Education

Interorganizational Board of Accreditation

National Association of Schools of Music,

National Association of Industrial Technology

Texas State Board for Educator Certification, and

*is a member in good standing of the*

Alliance for Higher Education

American Association of Colleges for Teacher Education,

American Association of State Colleges and Universities,

American Association of University Women,

Association of Texas Graduate Schools,

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,

National Association of Schools of Music,

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

Texas Association of Colleges and Universities, and

Teacher Education Council of State Colleges and Universities.

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# Official 2003-2004 University Calendar\*

## Fall Semester 2003

Deadline for undergraduate Admission Applications for Fall 2003 .....	August 7
Schedules removed for non-payment of tuition and fees for Fall 2003 .....	August 17
Faculty meeting .....	August 21
Late registration/Payment settlement continues .....	August 18-August 28
Orientation & Registration—International Students .....	August 22
First class day .....	August 25
Last day to register or change schedules .....	August 28
Saturday classes begin .....	August 30
Last day to drop a class with refund, if remaining enrolled .....	September 9
Deadline for December graduation applicants .....	September 26
Family Day .....	October 18
Homecoming .....	November 1
Thanksgiving Holidays begin at 12:00 Noon .....	November 27
Classes resume following holiday .....	December 1
Last day to drop a class or withdraw from school .....	December 1
Dead Week .....	December 1-5
Last Class Day .....	December 5
Final exams .....	December 6-12
Commencement .....	December 13

## Spring Semester 2004

Schedules removed for non-payment of tuition and fees for Spring 2004 ....	January 4
Deadline for undergraduate Admission Applications for Spring 2004 .....	January 5
Faculty meeting .....	January 8
Late registration/Payment settlement continues .....	January 5-15
Orientation & Registration for International Students .....	January 9
First class day .....	January 12
Last day to register or change schedules .....	January 15
Saturday classes begin .....	January 17
Holiday, Martin Luther King Day .....	January 19
Last day to drop a class with refund, if remaining enrolled .....	January 28
Deadline for May graduation applicants .....	February 9
Residence halls close for Spring Break at 5 p.m. ....	March 12
Spring Break .....	March 15-20
Classes resume following Spring Break .....	March 22
Alumni Forum .....	April 1
Last day to drop a class or withdraw from school .....	April 23
Dead Week .....	April 26-30
Last Class Day .....	April 30
Final exams .....	May 1-7
Commencement .....	May 8
May Mini-term begins .....	May 10
May Mini-term registration ends .....	May 11
May Mini-term ends .....	May 25

**Summer I 2004**

Deadline for Undergraduate Admission Applications for Summer I, 2004 .....	May 21
Schedules removed for non-payment of tuition/fees for Summer I, 2004 .....	May 23
Faculty Meeting .....	May 27
Orientation for New International Students .....	May 28
Holiday, Memorial Day .....	May 31
Late registration/Payment settlement continues .....	May 25-June 2
First class day .....	June 1
Last day to register or change schedules .....	June 2
Schedules removed for non-payment of tuition/fees for Summer I, 2004 .....	June 2
Last day to drop a class with a refund, if remaining enrolled .....	June 7
Last day to drop a class or withdraw from school .....	June 28
Payment deadline for Summer II .....	June 24
Deadline for August graduation applications .....	June 24
Orientation for New International Students .....	June 29
Last day of classes .....	June 30
Final exams for Summer I .....	July 1
Holiday, Independence Day .....	July 4

**Summer II 2004**

Schedules removed for non-payment of tuition/fees for Summer II, 2004 .....	June 27
Late registration/Payment settlement continues .....	June 28-July 6
Deadline for Undergraduate Admissions application for Summer II, 2004 .....	June 29
First class day .....	July 5
Last day to register or change schedules .....	July 6
Last day to drop a class with a refund, if remaining enrolled .....	July 8
Last day to drop a class or withdraw from school .....	July 30
Last day of classes .....	August 5
Final exams for Summer II .....	August 5
Commencement .....	August 7

**\*This calendar is subject to revisions. For published revisions, check the most recent schedule of classes or [www.tamu-commerce.edu/gradschool/infofiles/gradcatalog.htm](http://www.tamu-commerce.edu/gradschool/infofiles/gradcatalog.htm)**

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## General Information

The Texas A&M University-Commerce Complex is a multi-campus university with a main campus of 8,000 students in Commerce and the Metroplex Center in Mesquite, providing graduate courses to a large Dallas/Ft. Worth constituency of approximately 1,500 students. Courses are also offered at Navarro College in Corsicana and the Universities Center at Dallas (downtown). This catalog serves the graduate student population of all four campuses.

A&M-Commerce covers 1,883 acres of land and the 140-acre campus proper is located eight blocks southwest of Commerce's business center. Commerce is located 65 miles northeast of Dallas and has a population of 7,670. Surrounding the Commerce campus are recreational areas such as lakes Texoma, Tawakoni, Cooper, Pat Mayse, Ray Hubbard, Crockett, and Coffee Mill. Nearby Dallas is one of the world's leading metropolitan areas. Greenville, the county seat of Hunt county, has a population of more than 24,000 and is 14 miles west of Commerce.

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

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

**972-613-7591**

Texas A&M University-Commerce Metroplex Center is located at 2600 Motley Drive, Mesquite, Texas. This facility consists of 15 traditional classrooms, three distance learning rooms, two computer labs, a teaching computer lab, a seminar area, a library, a bookstore and faculty/staff offices. This facility is shared by A&M-Commerce and the Mesquite Independent School District. Master's degrees in business administration, educational administration, elementary education, secondary education, special education, and training and development are available at this facility as well as courses supporting other programs. On-site security and free parking are provided. It is conveniently located between I-30, LBJ 635 and Hwy 80 in Mesquite, approximately 1.4 miles south of Eastfield Community College.

### Navarro Partnership Program

**903-875-7617**

Navarro Partnership Program is located on the Navarro College campus at 3200 W. 7th Avenue, Corsicana, Texas. This partnership offers four-year programs in education, a Master of Education in Elementary Education, Master of Science in Secondary Education, Master of Science in Higher Education as well as graduate courses supporting other programs.

### Universities Center at Dallas (UCD)

**214-744-6600**

Universities Center at Dallas is located at 1901 Main Street, Dallas, Texas. Currently, there are six participating universities: Texas A&M University-Commerce, Texas Woman's University, the University of North Texas, The University of Texas at Arlington, The University of Texas at Dallas and Midwestern University. Centrally located in downtown Dallas, the Center is connected to the walkway and tunnel system linking downtown buildings. It offers secured access, public parking and is served by DART bus routes and the RAIL. The Universities Center at Dallas offers convenient class schedules for downtown residents and employees—after work or on Saturdays. Office hours are 9:00 a.m.-5:00 p.m., Monday through Friday.



## **International Studies Program**

Texas A&M University-Commerce sponsors a number of international studies programs. Students have the opportunity to participate in the British Studies Program (London), Caribbean Studies Program, Mexican Business Studies, Australian-New Zealand, African Studies, French Studies Program, Austrian Studies Program, Irish Studies Program, European Union Business Program, Scottish Studies Program, Spanish in Spain, Cuban Studies, and Spanish in Mexico (Guadalajara and Cuernavaca). For information on these and other international studies programs, contact the director of International Studies at 903-468-6041.

## **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 name was changed to East Texas State University. In 1996, the institution entered the Texas A&M University System and became Texas A&M University-Commerce. Today, on the Commerce campus, the Metroplex Center, the Universities Center at Dallas, Navarro College Partnership, and through state-of-the-art distance learning, the University meets the undergraduate, graduate and professional needs of the citizens of Northeast Texas and beyond. Its mission is achieved through teaching, scholarship, and service activities on its campuses, and in the community and region.

## **Texas Higher Education Coordinating Board**

The Texas Higher Education Coordinating Board is the state agency, created by the Texas Legislature in 1965, that is charged with providing “leadership and coordination for the Texas Higher Education system to achieve excellence for the college 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 Programs**

Today, A&M-Commerce graduate program includes all 25 academic departments offering more than 50 major areas of study. Six departments offer doctoral degrees.

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

- Master of Arts
- Master of Business Administration
- Master of Education
- Master of Fine Arts
- Master of Music
- Master of Science
- Master of Social Work

- Doctor of Education
- Doctor of Philosophy

The Graduate School is one of four academic divisions of the University. The other divisions are the colleges of Arts and Sciences, Business and Technology, Education and Human Services.

The College of Arts and Sciences includes the departments of Agricultural Sciences; Art; Biological, Earth, and Environmental Sciences; Chemistry; Computer Science and Information Systems; History; Literature and Languages; Mass Media, Communication and Theatre; Mathematics; Music; Physics; Political Science; and Sociology and Criminal Justice.

Departments within the College of Business and Technology are Accounting; Business Administration and Management Information Systems; Economics-Finance; Industrial Engineering and Technology; and Marketing and Management.

Departments within the College of Education and Human Services are Counseling; Educational Administration; Elementary Education; Health, Kinesiology, and Sports Studies; Psychology and Special Education; Secondary and Higher Education; and Social Work.

Major areas of study at the master's level include: agricultural sciences; agriculture education; art; biological sciences; broadfield sciences; business administration; chemistry; computer science; counseling; early childhood education; earth sciences; e-commerce; economics; educational administration; elementary education; English; finance; health, kinesiology, and sports studies; higher education; history; industrial technology; interdisciplinary studies; learning technology and information systems; management; marketing; mathematics; music; physics; psychology; reading; secondary education; social work; Spanish; special education; sociology; theatre; training and development.

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

## Our Vision

Texas A&M University-Commerce, as part of the A&M family of universities, will become the university of choice for all those seeking a higher education in the Northeast Texas region and beyond. It will provide traditional and non-traditional learning opportunities through existing and new programs that set high expectations and goals for students, faculty and staff. The University will promote a sense of community through a nurturing environment for all individuals in order to maximize learning, career and personal development. A&M-Commerce will become a place where students, faculty, staff, and community are engaged in the pursuit of excellence

## Our Mission

Texas A&M University-Commerce nurtures and educates for success through access to academic, research, and service programs of high quality.

## The Campus

Texas A&M University-Commerce covers 1,883 acres of land in and near Commerce. The university plant is valued at \$240 million, and the 140-acre campus is located eight blocks southwest of Commerce's business center.

## **James G. Gee Library and Other Research Facilities (903-886-5715)**

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

In support of undergraduate and graduate programs, the library provides free access to enrolled A&M-Commerce students, faculty and staff to many electronic databases, including full-text electronic resources, accessible from campus facilities, dorms and off-campus housing. An interlibrary loan service delivers books and articles to Gee Library from libraries throughout the world. Viewing machines are available for microform items, and reader-printers enable students to obtain hard copy of microform materials. Photocopy machines are also available in the library. The library's extensive microform collections include ERIC (Educational Resources Information Center) documents.

A&M-Commerce Library is a member of the AMIGOS Bibliographic Council, Phoenix Group, and TexShare. These alliances allow A&M-Commerce students access to all state-supported academic libraries plus many of the regional private universities as supplementary resources to the Gee Library collections. The library computer laboratory, located on the second floor, is available to all students. The lab contains IBM-PC compatible and Macintosh computers, printers and software for word processing, spreadsheets, and reports. The lab also provides access to the Internet.

Computing, Telecommunications, and Information Services (CTIS) provides the centralization of Automated Data Processing, academic computing, academic research and Telecommunication Support. It is responsible for the integrity, security, reliability and availability of all administrative information that supports the e-mail and web infrastructure for the campus, and enhances A&M-Commerce electronic access to information resources. The Computer Center, located on the first level of the Business Administration Building, is staffed to provide systems analysis, programming, data preparation, and computer processing for all divisions.

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

## **Alumni Relations**

This office has the responsibility of keeping Alumni Association records, maintaining addresses and other data files on A&M-Commerce's 60,000-plus alumni, and producing the quarterly alumni newspaper, *The Pride*, in conjunction with Communication Services. The office provides support services for the Alumni Association Board of Directors and, in general, provides service to individual alumni and alumni groups.

All A&M-Commerce graduates are placed automatically on the Association's mailing list. Records include membership in campus organizations, degrees and majors, addresses, biographical data and employment information.

Other activities and events involving this office include class and organization reunions, homecoming weekend, commencement receptions, Alumni Ambassador Forum, alumni chapter activities, alumni directory, alumni awards and recognitions, and legacy scholarships.

## **Scholarship Office**

Graduate students with a high GPA are encouraged to apply within their graduate department for available scholarships. For additional information, contact 903-886-5915.

## **Administration Building**

The \$2.2 million, three-story McDowell Administration/Business Administration Building houses administrative offices, class rooms, laboratories, and computer facilities. The building was completed in 1970.

The Offices of the President and Vice Presidents are housed on the second floor of the McDowell Administration Building. The Offices of School Relations, Admissions, Registrar's Office, Office of Graduate Studies and Research, Computer Center, Purchasing, and other business offices are located on the ground floor. The Academic Advisement, and Student Assessment and Evaluation offices are on the third floor. The College of Business and Technology is located in the eastern portion of the building.

## **Student Services Building**

Built in 1970, the three-story D. Whitney Halladay Student Services Building houses the offices of the Dean of Students, Assistant Dean of Students, Counseling Center, Scholarship Office, Financial Aid, Career Services and Veterans Affairs, Mach III, Student Life, Intercultural Services and Greek Life, and Loan Office.

## **Student Housing**

The Department of Housing at Texas A&M University-Commerce offers a variety of living environments including traditional residence halls, suite-style residence halls, single student apartments, family housing apartments, and the New Pride Apartments (for single junior, senior, and graduate students). The Department of Housing strives to create a living-learning environment in each residence hall that will enable each resident to succeed academically and developmentally. The Department of Housing is located in the first floor of Whitley Hall. For more information about student housing, see Department of Housing and/or visit the department's website at [www.tamuc-commerce.edu/admin/housing](http://www.tamuc-commerce.edu/admin/housing).

## **Recreational and Cultural Facilities**

The center of student activity at Texas A&M University-Commerce is the Sam Rayburn Memorial Student Center. Built in 1962, the three-story structure was expanded in 1969.

Housed in the student center are Office of Student Organizations, Office of International Student Services, Synergy Lab, Campus ID Center, campus post office, a variety of places to eat, University Bookstore, student government offices, two ballrooms, meeting rooms, lounges, candy corner, a video arcade, recreation room with billiard tables, and information services.

On the horizon is a new \$12 million Student Recreation Center. This exciting new facility will house a 45-foot tall climbing wall, three-lane jogging track, 7,000 sq. ft. fitness room, four racquetball courts, two regulation basketball courts, aerobics room, outdoor heated pool and a large hot tub. Estimate completion date is summer 2003.

Other recreational areas include the Field House, Whitley Gymnasium, tennis courts, and outdoor intramural fields. 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.

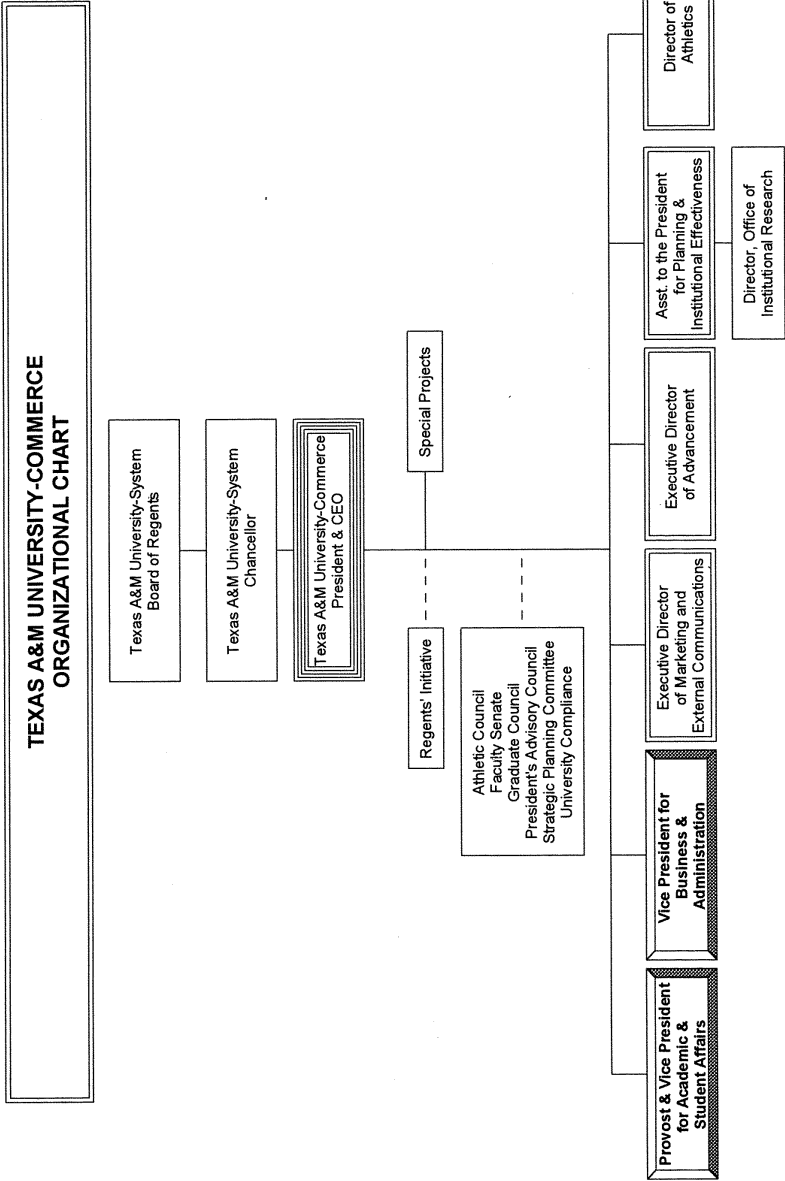
The Performing Arts Center has two theatres, a revolving stage in the main playhouse, scene shop, dressing rooms, makeup rooms, and studios for the public radio

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.

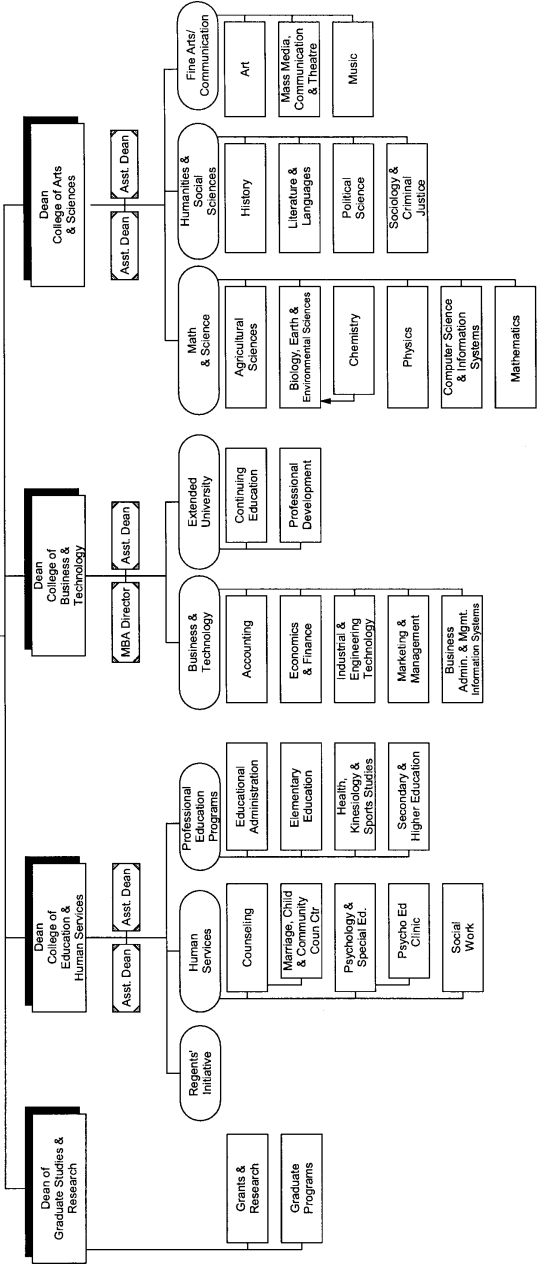
The 1,200-seat University Auditorium is housed in the Ferguson Social Sciences Building.

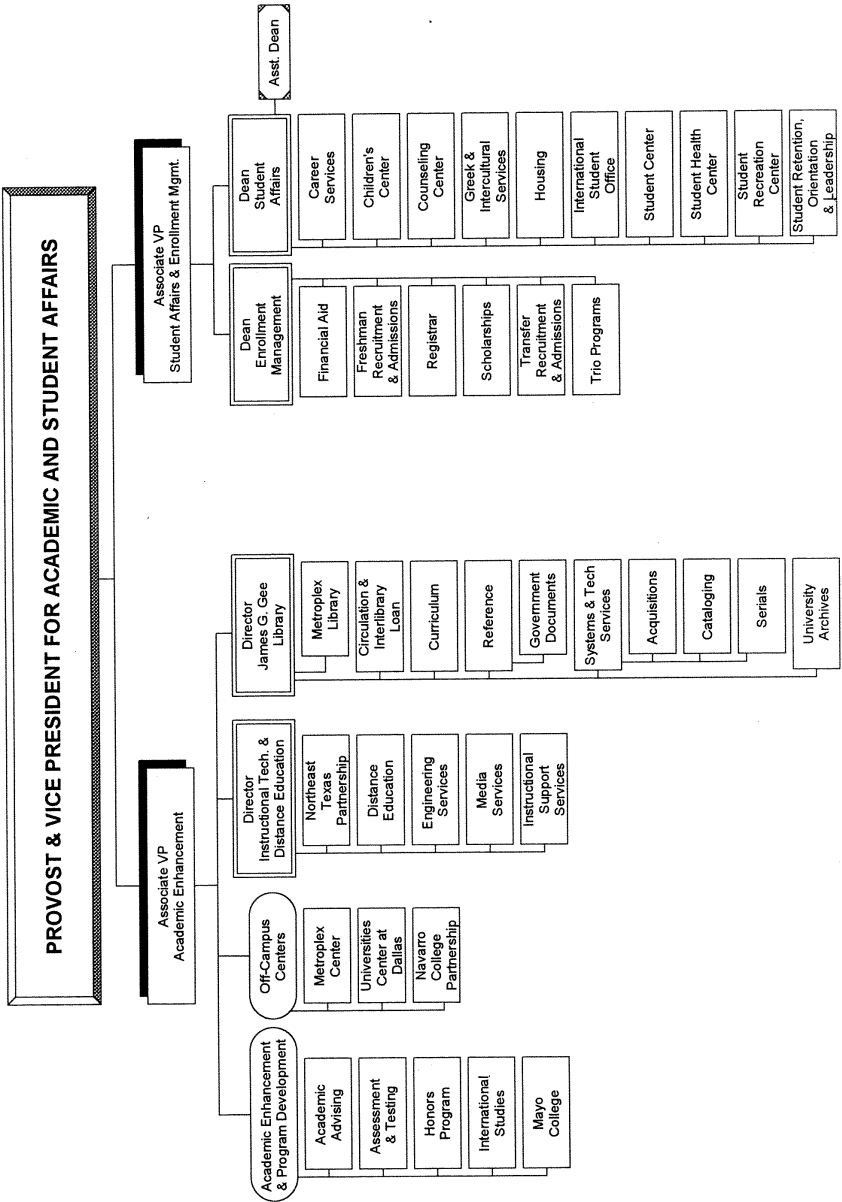
Student publications are *The East Texan*, a weekly newspaper; *A&M-Commerce Special*, a feature magazine; and *Forthcoming*, a magazine of prose and poetry.

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

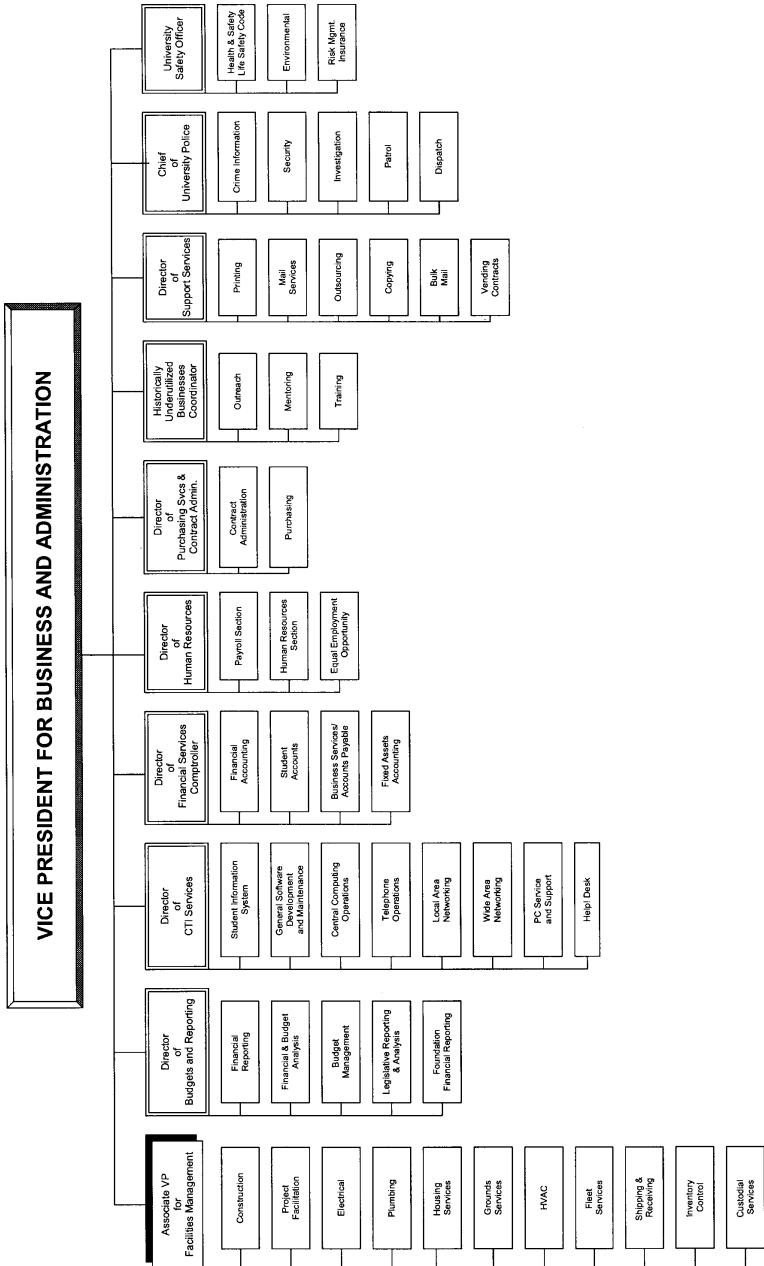


# PROVOST & VICE PRESIDENT FOR ACADEMIC AND STUDENT AFFAIRS









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## Student Services

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

—*The Assistant Dean of Students (903) 886-5153.* Assists students needing to withdraw from the university by initiating the process and collecting data pertinent to student retention at the university. In addition, the Assistant Dean of Students serves as advisor to the Golden Leos, chairs the Student Services Fee Advisory Committee, and works collaboratively with other departments both internal and external to the university to provide assistance on a variety of issues including the administration of the student judicial process.

—*Clarence G. Allen Student Health Center (903) 886-5853.* Medical services are available at the Student Health Center to those students who are currently attending classes at A&M-Commerce. Services include diagnosis and treatment of minor illnesses, minor injuries, minor surgery, x-ray and lab procedures. Students are seen only during regular clinic hours; all after hours illnesses or emergencies may be seen at the local hospital at the expense of the student. The Student Health Center is located on the first floor of Henderson Hall.

—*Department of Housing (903) 886-5797.* A&M-Commerce can accommodate approximately 2200 single students and 150 families in campus housing. The costs for these accommodations are reasonable, and the facilities are varied to meet a number of different life style alternatives.

New Pride Apartments opened in Fall 2001 with two and four-bedroom apartments available. Each apartment has two bathrooms, a patio/balcony and a full kitchen, which includes a dishwasher. Please note that these apartments are available exclusively to junior, senior, and graduate students only.

Single student housing includes cable, telephone and utility services, double occupancy rooms, central heat and air-conditioning, continuous maintenance service. The halls designated for family housing include 150 air-conditioned and centrally heated, furnished apartments. Utilities, including basic telephone service are furnished by the Department of Housing. The Department of Housing is located on the first floor of Whitley Hall, a modern high-rise residence hall.

—*Children's Learning Center.* A licensed Day Care/Learning Center is located on campus. Care is provided for children six weeks to five years of age. The Children's Learning Center provides the latest in curricula and educational play equipment for all ages in a consistent learning environment.

Rated a Four-Star Facility in 1995, the Children's Learning Center prides itself on exceptional, quality care, and an academic environment. For information on the Children's Learning Center, please contact the director at (903) 886-5769.

—*Counseling Center* The Center offers a wide range of programs and services to assist students in accomplishing their personal, academic, and career goals. The staff provides both individual and group counseling. Services include relaxation training to help alleviate stress related problems and career assistance facilitated by use of various computer-delivered career guidance systems. Legal advice is available by appointment with the student attorney. Numerous groups, seminars, and workshops are presented each semester. All programs and services are free to University students, and the staff respects each student's right to confidentiality and privacy. For more information about programs and services, call (903) 886-5145.

—*Intercultural Services and Greek Life,* in conjunction with other offices is dedicated to helping culturally diverse students adjust to college life. Some of the programming services address student leadership conferences, minority scholarship information, Greek Affairs, African-American History Month, Hispanic Awareness Week,

V.I.S.I.O.N.S., and the Martin Luther King, Jr. Celebration. Interested students, please contact the Office of Intercultural Services and Greek Life in the Halladay Student Services Building, Suite 201 or call (903) 886-5087.

—*Student Retention, Orientation, and Leadership (Campus Synergy Lab)*, located in the Memorial Student Center, is home of the Orientation Team, Leader Lab, and the Freshman Leadership Class. The Graf/X Place and IdeaWorks are there to help students, faculty, and staff with projects and programs.

—*Sam Rayburn Memorial Student Center (903) 886-5808* provides recreational and cultural programs for A&M-Commerce. Housed in the Student Center are the U.S. Post Office, International Student Services, a full-service professional hair salon, a cafeteria, the Texas Bookstore, the Office of Student Organizations, the Synergy Lab, the offices of Student Government Association, two ballrooms, several meeting rooms, lounges, the candy corner, a video arcade, a recreation/game room, and information services.

—*Student Recreation Center (903) 886-5778* A \$12 million state-of-the-art recreation facility will soon be coming to the A&M-Commerce campus. The new facility broke ground in February 2002 and should be completed by the beginning of the Fall 2003 semester. The new Student Recreation Center will include: 45-foot climbing rock, 3-lane jogging track, 4 racquetball courts, 2 basketball courts, large fitness room with cardiovascular machines and weight equipment, aerobics room, classroom, snack area, and locker rooms. The outdoor area will include: heated leisure pool, two-tier hot tub, 2 sand volleyball courts, 2 basketball courts, and picnic area. The facility will be the focal point of the A&M-Commerce campus and will serve as the “heartbeat” of student life. Exciting times are coming to A&M-Commerce . . . Go Lions!!!

## Services for Students with Disabilities

Each division within the University is aware of the needs of the disabled student and is ready and willing to work with each student to solve problems as they arise. The Director of Disability Resources and Services is located in the Halladay Student Services Building, third floor, (903) 886-5835. . Services for the disabled are provided through Student Support Services/Trio Program (tutoring, mobility assistants, readers, interpreters, and so on), the Counseling Center, the Communication Skills Center, and the Mathematics Skills Center as well as Disability Resources and Services. Learning disabled students must file an application for eligibility for assignment to the Academic Support Committee during the first semester of enrollment at the university. Applications are available through the Trio Program, Disability Resources and Services, or Advisement Services.. Other campus services are available to the disabled through the Department of Housing, the University Police Department, the Clarence G. Allen Student Health Center, the James G. Gee Library, and the Student Recreation Center. The Texas Rehabilitation Commission and the Texas Commission for the Blind work closely with the university to offer support to students who qualify.

## Recreational and Cultural Facilities

The center of student activity at A&M-Commerce is the Sam Rayburn Memorial Student Center. The student center provides planned activity programs for the students while housing several service areas. The 1,300-seat University Auditorium is in the Social Sciences Building. The Performing Arts Center, which houses the Department of Mass Media, Communication and Theatre, has two theatres. Other recreational areas include the Student Recreation Center, the Field House, Whitley Gymnasium, tennis courts, and outdoor intramural fields. The Memorial Stadium, which seats 10,000, is used for athletics and other special outdoor events.

## Financial Aid

Graduate students who have full 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, on-campus employment, and several loan programs. For information and application forms contact the Office of Financial Aid. (903) 886-5096.

## 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 who are considering withdrawing, should contact the Office of Financial Aid for a thorough explanation of how this new 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://sus.tamu-commerce.edu/sus/financialaid>.

## Satisfactory Academic Progress Policy

1. This is an official statement of University policy related to the financial aid operational definition of "Satisfactory Academic Progress" of graduate students for the Texas A&M University-Commerce Complex (A&M-Commerce, A&M-Commerce Metroplex Center) effective for the 1999-2000 and subsequent academic years.
2. Evaluation of satisfactory academic progress of graduate students receiving financial aid will be completed each semester by the Office of Financial Aid. Grade point averages will be checked each semester. Number of hours completed will be checked at least once each academic year.
3. The maximum number of hours students may attempt will be limited to 150% of their A&M-Commerce catalog degree program. A master's student who exceeds 45 student credit hours attempted, and a doctoral student who exceeds 90 or 45 student credit hours above the master's degree, will not be deemed making satisfactory academic progress until he/she has documented that he/she will graduate within the 150% limit. Enrollment status (hours attempted) will be determined by the number of hours the student is enrolled on the twelfth class day roll. Nine or more hours will be considered full-time. Six to eight hours will be considered half-time. Students enrolled on a full-time status must complete 18 semester credit hours per academic year (an academic year equals two semesters plus summer sessions). Students enrolled less than full-time must complete a proportional number of hours. Courses in which a grade earned of A, B, C, D, and S will be used to compile hours completed. Six hours of "X" in 518 and 12 hours of "X" in 718 will be counted as

courses completed. Certification students and students seeking a second bachelor's degree must submit and follow a definite plan.

4. Graduate students whose cumulative grade point average is 3.0 or above and meet the requirements of item 3 above will be considered making satisfactory academic progress. Certification and second bachelor's students must meet the minimum requirements of their respective programs.
5. A graduate student who withdraws from the University while receiving financial aid will not again be eligible for financial aid until a like number of hours has been completed at the student's **own** expense.
6. Provisionally admitted students and students admitted on probation will not be eligible for financial aid (*Not an appeal item*).
7. Graduate students who have been suspended from the Graduate School will not be eligible for financial aid.
8. A graduate who is denied aid under this policy will again be eligible for aid when he/she documents that he/she meets the requirements of item 4 above.
9. Student aid regulations allow a student to appeal an adverse satisfactory academic progress finding based on (a) the death of a relative, (b) an injury or illness of the student, or (c) other special circumstances. A student who wishes to appeal shall do so in writing to the Office of Financial Aid within 21 calendar days of notice of the adverse finding. A student whose appeal is denied by the Office of Financial Aid may appeal to the Financial Aid Committee. The student must provide written notice of this intent to do so within 14 calendar days of notice of the appeal denial. Subsequent to the denial of the appeal by the Financial Aid Committee, within five working days, a student may seek administrative appeal from the Dean of Enrollment Management (Item 6 is not an appeal item).

## Career Services and Veterans' Affairs

This office serves students, alumni, and employers, as well as A&M-Commerce's academic departments, through programming and information dissemination, providing a bridge between academic preparation and professional careers. Regularly-scheduled programs include Job Fairs in October and February, Teacher Career Days in May, Career Directions Workshops in the Fall and Spring, and on-campus interviews with business and government recruiters from October through April.

Information about the institution, its degree programs, and its students is disseminated to representatives of business, industry, government, and education. Career Services also plays a more active role in linking employers with candidates by sending resumes, credentials, and/or contact information on qualified candidates; as well as by referring employers directly to academic departments whenever appropriate.

Services to students and alumni include publishing twice-monthly job vacancy bulletins for public schools, higher education, and business; maintaining credential files of registrants and making them available to prospective employers; providing job-search publications designed specifically for teaching and business-oriented careers; maintaining a reference library of occupational literature and scheduling on-campus interviews with business, government, and school district recruiters.

This office administers Veterans' Administration Educational Benefit Programs for veterans and their dependents who may be eligible to receive benefits under any one of several programs. Applications and further information are available in the Office of Veterans' Affairs or by calling (903) 886-5123.

## **Computing, Telecommunications, and Information Services (CTIS)**

CTIS provides support for academic and administrative computing, academic research, computer hardware and software support, and the voice, video, data networks. It is responsible for the integrity, security, and reliability of all administrative information that supports and enhances A&M-Commerce. CTIS, located on the first level of the Business Administration Building, Room 156, is staffed to provide help desk, computer support, systems analysis, programming, data preparation, and computer processing for all divisions. Applications for e-mail, web pages and Internet dial-up service are available for students, faculty, and staff at the CTIS front desk.

## **International Student Services**

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 IAP-66 documents, new international student orientation, and coordination of special activities for international students. Other services include liaison with the Immigration and Naturalization Service regarding non-immigrant students and exchange visitors, re-entry authorization for traveling outside the United States, employment authorization, and extension of stay. The office is located in the Memorial Student Center, 2nd floor, or call (903)886-5097.

## **University Police Department**

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 with the department 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 [www7.tamu-commerce.edu/upd/reports/2002.PDF](http://www7.tamu-commerce.edu/upd/reports/2002.PDF).

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.

## **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 which are considered by the faculty member to be excusable. 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 reasons for absence as excusable.

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; and
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 makeup 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 recommend 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 grade is unfairly impacted by attendance requirements, an appeal can be made. This appeal process is explained in "Student's Appeal of Instructor's Evaluation" (Rule 13.02.99.R14).

## **Student Class Schedule Adjustments**

Students are expected to make all necessary adjustments in their class schedules by the fourth class day of a regular semester and the second class day of a summer semester. Eligible students may use WEBTRAX (A&M-Commerce Web Applications for Students) to process drops and adds. Students may add classes until fourth class day during the Fall and Spring semesters and second class day during the summer terms. Students may drop a class with a full refund (if remaining enrolled) until the twelfth class day during the Fall and Spring semesters and fourth class day during the summer terms.

The student desiring to add a course(s) after the fourth class day of a regular semester or second 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 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 twelfth class day during Fall/Spring or the fourth class day during a summer semester. Students not eligible to use WEBTRAX may register through academic advising.

A drop/add sheet for courses to be dropped may be obtained at the Registrar's Office. The student must obtain approval from the department/instructor. The drop/add sheet is returned to the Registrar's Office.

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.

A course dropped after census date in a term (see Schedule of Classes for specific dates) that is being passed may be dropped with a grade of "DP".

After the first twelve days of classwork of any semester or after the first four days of classwork of any summer term, the instructor may permit a student to officially drop a class in which the student is not passing. See Schedule of Classes for specific drop dates. A grade of "DF" will be reported at the end of the semester.

## **Auditing Courses**

Students desiring to audit a course may do so with the consent of the instructor and department head. Enrollment for audit courses is not until the first day of classes. The tuition and fees and admission requirements are the same as for credit. 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 twelfth class day during the long session or the fourth class day in a summer term.

## **Withdrawal**

A student leaving the University before the end of a semester or summer term for which the is registered must clear his/her record by filing an application for voluntary withdrawal on a form which can be secured in the Office of the Assistant Dean of Students. This action must be taken by the date stated in the Schedule of Classes 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 and Dismissal. A student has one year from the first day of the semester to appeal a withdrawal refund.



# Office of Graduate Studies and Research

Business Administration Building, 903-886-5163

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

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

Fax: 903-886-5165

## Mission

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

## Motto

Growing tomorrow's leaders today.

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

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

Master's degree programs provide for the needs of the following types of students: (1) school and college teachers, administrators, and others working toward professional and administrative certificates and degrees; (2) those seeking professional employment, research opportunities, advanced degrees, or personal satisfaction by increasing the depth of knowledge in their fields of specialization.

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 the association with 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 must also 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:*

Agricultural Education	Management
Agricultural Sciences	Marketing
Art	Mathematics
Biological Sciences	Music Composition
Broadfield Science	Music Education
Business Administration	Music Literature
Chemistry	Music Performance
Computer Science	Music Theory
Counseling	Music
Early Childhood Education	Physics
Earth Sciences	Psychology
E-Commerce	Reading
Economics	Secondary Education
Educational Administration	Sociology
Elementary Education	Social Work
English	Spanish
Health, Kinesiology, and Sports Studies	Special Education
Higher Education Administration	Theatre
Higher Education Teaching	Training & Development
History	
Industrial Technology	
Interdisciplinary	
Learning Tech. & Information Systems:	
Educational Computing or	
Library & Information Science or	
Media & Technology	

*We offer doctoral degrees with the following majors:*

English (Ph.D.)  
 Counseling (Ph.D.)  
 Educational Administration (Ed.D.)  
 Educational Psychology (Ph.D.)  
 Supervision, Curriculum and Instruction-Elementary Education (Ed.D.)  
 Supervision, Curriculum & Instruction-Higher Education (Ed.D.)

## 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 the terminal degree or its equivalent. There are two types of membership for Texas A&M-Commerce faculty and two types for visiting scholars: Associate and Senior Graduate Faculty, and Associate and Senior Visiting Scholars. Associate Graduate Faculty members are eligible to teach graduate courses, direct master's theses and serve on doctoral committees, while Senior members can teach graduate classes and direct master's theses and doctoral dissertations. Associate Visiting Scholars are eligible to teach graduate courses, direct master's theses and serve on doctoral committees, while Senior Visiting Scholars are eligible to teach graduate courses and direct master's theses and doctoral dissertations. Minimum qualifications for Associate membership are: holds

academic rank of assistant professor or above; holds the highest earned terminal degree in the teaching discipline; has a minimum of one year full-time university assignment which includes teaching graduate courses; provides evidence of current interest and involvement in scholarship, research and/or creative activity. For senior membership, minimum qualifications include: academic rank of associate professor or above; awarded the highest earned terminal degree in the teaching discipline; has a minimum of three years of full-time college teaching experience, which includes teaching graduate courses; and/or service on thesis and dissertation committees; and evidence of competence as a scholar, including research capability and/or creative activity as evidenced by publications, creative endeavors and thesis or dissertation supervision. The University will recognize the graduate faculty status that the visiting scholar holds at his/her home institution. Anyone not affiliated with an institution of higher education will be evaluated on an individual basis to determine Associate or Senior Visiting Scholar status.

Requests for Graduate Faculty membership and Visiting Scholar may be initiated by the faculty member or by the head of the department in which the faculty member serves. All requests initially go to the departmental Graduate Faculty for a recommendation. The request is then forwarded through the department head, college dean and graduate dean for a recommendation from each. It is then sent to the Graduate Council, who makes the decision as to the type of membership to be awarded.

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

The review process is the same as for the initial selection process; however, the options open to the Council are more numerous and include:

1. approved continued membership in the current status for six years,
2. change the status of a senior member to associate member,
3. refuse to approve any level of Graduate Faculty Status, or
4. provide a three-year provisional term at the current level. If this option is chosen, the faculty member must be reviewed again after three years and either approved for a regular six-year membership, changed in status or dropped from Graduate Faculty membership. Graduate Faculty whose status is terminated may, after one calendar year, reapply for graduate status.

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

## **Administrative Procedures**

Administration of the Office of Graduate Studies and Research is entrusted to the Dean of Graduate Studies and Research. A Graduate Council, consisting of 17 elected and appointed members, formulates and recommends policies and procedures related to graduate education to the President of the University. The Dean of Graduate Studies and Research is the executive officer of the Council and has authority to act for the administration and the Council. Faculty membership on the Graduate Council is lim-

ited to senior and associate members of the Graduate Faculty. Student membership is limited to graduate students who are classified as full-time resident students. All Council members have full voting rights.

## **Academic Honesty—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 are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. Conduct that violates generally accepted standards of academic honesty is defined as academically dishonest. “Academic dishonesty” includes, but is not limited to, plagiarism (the appropriation or stealing of ideas or works of another and passing them off as one’s own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource material.

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

However, certain violations of academic honesty, such as plagiarism, infringe upon the academic community’s basic tenets of scholarly inquiry. Therefore, if a faculty member believes the infraction is severe enough to warrant further action and/or if the problem may be cumulative, occurring in other classes in which the student is enrolled, the faculty member may file a report of the infraction with the Dean of Graduate Studies and Research. The student must be notified that the report has been filed with the Dean of Graduate Studies and Research so as to allow the student the opportunity to file a response. If a faculty member believes the infraction is so severe that a penalty greater than failure on a project and/or course is warranted, the faculty member may recommend to the Dean of Graduate Studies and Research through the department head and academic dean that the student be suspended or expelled.

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

In addition, international students must comply with Immigration and Naturalization Statutes, for example, Immigrant Responsibility Act of 1996.

## **Good Standing Rule**

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

Students who are not in good standing will not be able to graduate until good standing has been achieved.

## 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. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating, collusion (the unauthorized collaboration with others), and abuse (destruction, defacing, or removal) of resource material.

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 discipline 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.

## Registration

Registration dates, times and instructions are printed in the class schedule published each semester. WEBTRAX (A&M-Commerce WEB application for Students) allows eligible students to register through the internet. Students can access WEBTRAX through <http://webtrax.tamu-commerce.edu>.

## Tuition and Fees for the 2003-2004 Academic Year

Tuition rates are subject to change by the Legislature.

Refunds for dropped courses: Tuition and fees collected for courses from which students drop within the first 12 days of a fall or spring semester or within the first four days of a summer term will be refunded provided the student remains enrolled at the institution for that semester or term. There is no refund for courses dropped after the 12th class day for the long semesters or the fourth class day for the summer term.

Refund of Tuition and Fees for students who withdraw from the university is based on the following scales:

### Fall or Spring

prior to the first class day	100 percent
during the first through fifth class day	80 percent
during the sixth through tenth class day	70 percent
during the eleventh through fifteenth class day	50 percent
during the sixteenth through twentieth class day	25 percent
after the twentieth class day none	

### Summer

prior to the first class day	100 percent
during the first, second or third class day	80 percent
during the fourth, fifth, or sixth class day	50 percent
seventh day of class and thereafter none	

### Ten-Week Summer Session

prior to the first class day	100 percent
during the first, second, third, or fourth class day	80 percent
during the fifth, sixth, seventh or eighth class day	50 percent
ninth day of class and thereafter none	

### Shortened Format Courses (3-week courses)

prior to the first class day	100 percent
during the first or second class day	80 percent
during the third or fourth class day	50 percent
fifth day of class and thereafter none	

No refunds will be made unless applied for within the same school year as withdrawal. All fees are subject to change.

**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 our Financial Aid Office *before* withdrawing for additional information about this new law.

### State Residency

A student's tuition and fees are impacted by the student's state of residency. The Texas Legislature and the Texas Higher Education Coordinating Board, 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 five of the six years immediately preceding registration. Full regulations are available in the Office of Graduate Studies and Research.

Any student who has lived outside Texas or who has a possibility of being a non-resident is coded accordingly by the Graduate Admissions Advisor. Upon receipt of a completed residency questionnaire, 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.

### Doctoral Tuition and Fees

Due to legislative changes, doctoral students who have completed over 99 doctoral hours will be charged non-resident tuition and fees beginning with the fall 1999 semester.

### Estimated Special Fees

Motor vehicle operation and parking permits are issued for the academic year. They are \$22 if purchased in the fall, \$17 in the spring, and \$13 in the summer. All permits expire August 31 of each academic year.

Diploma fee (payable when applying for degree)—\$20

Certificate—Fee based on type of certificate earned.

Late registration fee—\$50

Installment payment plan fee—\$17

Late installment payment plan fee—\$20

Returned check fee—\$20

Lab fees—\$5 to \$30

Course Fees—\$3 to \$150

Academic Achievement Seminar—\$45 per semester

#### Testing Fees:

Quick TASP—\$35

CLEP Test—\$25 to \$60

Practice ExCET—\$15

Teacher Certification—\$72.

*Graduate Application Fees:*

U.S. Citizen—\$35                      International—\$50.

*Career Services User Fee:*

Basic—\$10                              Extended—\$15

*Master Thesis Fees:*

Binding—\$50  
Microfilm—\$13  
Copyright—\$45  
Publishing—\$45  
Postage—\$3

*Doctoral Dissertation Fees:*

Binding—\$50  
Microfilm—\$13  
Copyright—\$45  
Publishing—\$55  
Postage—\$3

## **Room and Board**

For specific room and board costs, contact the Department of Housing (903-886-5797).

## **Overdue Financial Obligations**

In the case of overdue financial obligations to A&M-Commerce by the student, future registrations, transcripts, and other benefits may be withheld. A service fee of \$20 is charged for each returned check.

## **Auditing Courses**

Students desiring to audit a course may do so with the consent of the instructor and department head. Enrollment for audit courses is not until the first day of classes. The audit fee and admission requirements are the same as for credit. 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 twelfth class day during the long session or the fourth class day in a summer term.

## **Residents of States Other than Texas**

Students who reside in the counties that border the state of Texas (Arkansas, Oklahoma, Louisiana, and New Mexico) are eligible to receive a reduced rate in non-resident tuition.

## **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 which has one or more academic programs in the ACM has named an Institutional Coordinator as contact person for that institution. Contact the Office of Graduate Studies and Research for additional information.

## Master's and Doctoral Assistantships

Assistantships for master's and doctoral students are available in most departments and require teaching, laboratory instruction or research. The awarding of assistantships is considered 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 both the Office of Graduate Studies and Research and departmental requirements. 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 (successful completion of the Speak Test) before they may be awarded a teaching assistantship.

Minimum requirements for holding assistantships are:

1. Master's assistants must have full admission to a graduate degree program and either have an undergraduate GPA of 3.0 or higher or have a graduate GPA of 3.25 or higher on a minimum of twelve semester hours of graduate credit.
2. Master's assistants working on a second master's degree program must have full admission to a graduate degree program and either have an undergraduate GPA of 3.0 or higher or have a graduate GPA of 3.25 or higher on a minimum of twelve semester hours of graduate credit.
3. Doctoral assistants must have full admission to a doctoral degree program and have a graduate GPA of 3.5 or higher.
4. Teaching assistants are required to have a minimum of 18 graduate hours in the field to be taught.

### Stipends

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

### Waiver for Out-of-State Tuition and Fees

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

### Work Loads

The work load for a full-time assistant in the fall or spring semester is teaching six hours or working 20 hours per week. The summer teaching load is three hours per term. A lesser assignment is possible with a reduced stipend.

### Course Load

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

### Teaching Appointments

Master's or doctoral assistants who have primary responsibility for teaching a course for credit and/or for assigning final grades for such a course must, according to the Southern Association's 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.

### **Time Limitations**

Graduate assistantships may be held for a maximum of four semesters (exclusive of summer sessions) by master's students. A student working on a second master's degree may hold an assistantship for an additional two semesters (exclusive of summer sessions) for a maximum of six semesters. Graduate assistantships may be held for a maximum of six semesters (exclusive of summer sessions) by doctoral students. Any appointment is subject to satisfactory performance of assigned duties and progress toward the degree.

### **Performance and Evaluation**

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

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

Individuals holding teaching assistantships will be evaluated every semester, both orally and in writing, by the department head or faculty supervisor. Such evaluations will be forwarded through the college dean to the Dean of Graduate Studies and Research. Graduate assistants who are teachers of record must be evaluated by their students.

## **The University Year**

The university year is divided into a long session of two semesters and a summer session of two terms.

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

*A Course.* A course is one subject carrying three or four semester hours 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 six semester hours credit count as two courses. Each major or minor department has the right to refuse substitution of one-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 one hour of lecture per week, or its equivalent in laboratory work, for one semester or its equivalent, as defined by the Texas Higher Education Coordinating Board. Each course has a value of three semester hours unless otherwise specified.

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

**Grades—Their Meaning and Value**

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

A course dropped after census date in a term (see *Schedule of Classes* for specific dates) that is being passed may be dropped with a grade of “DP”. If the grade is less than “C”, a grade of “DF” will be recorded. Students who officially withdraw from school prior to the date stated in the current *Schedule of Classes* will receive a grade of “W”.

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 all courses in which they were maintaining passing grades.

When an “X” is given for a grade in a course, the credit hours are not included for one semester (exclusive of summer) in calculating the grade point averages. Grades of “X” earned during the spring or summer are to be completed by the end of the following fall 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 one 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 (including undergraduate honors thesis) 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.

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. Courses taken before a degree is awarded (regardless of whether the course is applied to the degree) cannot be repeated and the grade point average recalculated once the degree is awarded.

*Satisfactory-Unsatisfactory (S-U) Grades in Certain Graduate Courses.* In cer-

tain 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, however, will be included in calculation of grade point averages 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 percent of the courses presented toward fulfillment of the requirements for any graduate degree have been graded on the satisfactory-unsatisfactory basis.

*Semester 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. A PIN (Personal Identification Number) is required for access. Students may check the status of their grades by calling TRAX (903-886-5001) or accessing WEBTRAX at <http://webtrax.tamu-commerce.edu>.

### **Student’s Appeal of Instructor’s 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:
  - a. some basis other than performance or
  - b. standards different from those applied to other students in the same course section, or
  - 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 six months of the last day of the semester in which the grade was awarded. The department head will examine the student’s appeal to determine whether the student has established an apparent case of unfair academic evaluation.
4. The instructor or the student may appeal the department head’s decision (with respect to findings and remedies) to the dean of the college in which the course is offered within 30 days of the date on which the department head offered his or her judgment.
5. Upon receipt of an appeal, the dean will appoint a three-person advisory committee of faculty to hear the case. The chair of the committee will be from a department other than the one offering the course in question. The two remaining will be from the department offering the course. One of these faculty members may be suggested by the author of the appeal. The instructor and the student may file additional statements. The committee will review all written materials and may seek other information, as they deem appropriate. After reviewing all information, the committee will communicate their findings and suggested remedies, if any, to the dean of the college.

6. The dean of the college is the final authority on issues of fairness in course evaluation. He or she will consider the recommendations of the committee but has wide latitude in resolving the matter.

## **Graduate Student Load**

During the fall or spring semester the load for a full-time graduate student is 9-12 hours. A student taking 9-12 hours is considered full-time. A student taking six hours is considered half-time. The maximum load for a full-time graduate student during each summer term is seven hours. A student taking six hours in each summer term is considered full-time. The maximum load for a mini-term is 3 hours. Doctoral students who are enrolled in nine-credit hours of organized classes and who are performing research related to their dissertation may be required to register for an additional three hours of dissertation for a total of twelve credit hours.

Only in unusual circumstances shall a doctoral student register for more than 12 semester credit hours in a given semester (fall or spring semester) and then only if approved in advance by the Dean of Graduate Studies and Research or other comparable official. Course loads for graduate assistants are given on page 32.

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

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

- M.F.A. in art
- M.A., M.S. in computer science
- M.A., M.S. in interdisciplinary studies
- M.A., M.S., M.Ed. in reading
- M.A., M.S., M.Ed. in early childhood education
- M.B.A. in business administration (University Center at Dallas only)

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

## **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 the other institutions with a minimum of 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. Approval must be given by the graduate dean of each institution.

## **Admission to Graduate Studies**

### **Requirement for Admission**

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

1. an application for admission to Graduate Studies,
2. a \$35.00 non-refundable application fee,
3. an official bachelor's degree transcript and a transcript from any school at which the student has completed graduate courses (these transcripts should be sent directly to the Office of Graduate Studies and Research by the issuing institutions). Students applying to the BPA/MBA five-year program should contact their major adviser. A bachelor's degree transcript is not required for admission for students applying to the BPA/MBA (accounting) program. The BPA/MBA program is only available to Texas A&M University-Commerce students.
4. an official copy of the aptitude portion of the Graduate Record Examination (GRE) must be submitted to the Office of Graduate Studies and Research through the Educational Testing Service. Scores over five years old are unacceptable. Students applying for admission to a Master's in Art or a Master's in Music are not required to submit GRE/GMAT scores. Applicants to a master's degree in elementary education, early childhood education and reading can contact the Department of Elementary Education for optional criteria in regard to the GRE exam.

Graduate students pursuing an M.B.A. shall submit a satisfactory score on the Graduate Management Admission Test (GMAT). Students pursuing an M.A. or M.S. in economics or M.S. in management, marketing, e-commerce, computer science or industrial technology may submit either the GRE or the GMAT. Applicants for nondegree status or holder's of a master's degree (from a regionally accredited institution) who are seeking a second master's degree may be exempt from this requirement pending departmental requirements.

Admission is invalid if granted on the basis of incorrect information or on the omission of facts which, if known, would have caused the applicant to be ineligible. Students on academic suspension from another institution will not be admitted to A&M-Commerce until their specific period of suspension expires.

### **Application Submission Dates**

Documents must be submitted to the Office of Graduate Studies and Research at least thirty days before registration for master's level and doctoral level enrollment and ninety days before international student enrollment. We will continue to process applications beyond these deadlines within a reasonable length of time prior to registration. However, in order to ensure consideration of an application for the semester for which you are applying, please submit your application and official bachelor's transcript as early as possible. Applications submitted after the deadline may not always receive full consideration in time for the Office of Graduate Studies and Research and the academic department to consider them and to allocate available resources such as scholarships and financial aid.

### **Admission from Unaccredited Institutions**

Students desiring admission to Graduate Studies at Texas A&M University-Commerce who have received their baccalaureate degree from an institution not recognized and accredited by one of the regional accrediting agencies must be approved for ad-

mission by the Dean of Graduate Studies and Research. The following materials must be submitted to the Graduate Admissions Adviser in the Office of Graduate Studies and Research thirty days in advance of the initial enrollment:

1. an application for admission to Graduate Studies.
2. a \$35.00 non-refundable application fee.
3. an official bachelor's degree transcript and a transcript from all schools at which the student has completed courses (These transcripts should be sent directly to the Office of Graduate Studies and Research by the issuing institutions).
4. in most instances, an official record of the student's score on the general test of the Graduate Record Examination (GRE) sent by Educational Testing Service to A&M-Commerce. (Master's students pursuing a degree in Art or Music are not required to submit GRE/GMAT scores.) Graduate students pursuing a degree in Business Administration shall submit a score on the Graduate Management Admission Test (GMAT). Students pursuing an M.A. or M.S. degree in e-commerce, marketing, management, or economics or M.S. in computer science or in industrial technology may submit either the GRE or the GMAT. Scores over five years old are unacceptable.
5. a catalog from the bachelor's degree-granting institution.

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.

## **International Students**

An international student is considered to be any degree-seeking student holding a non-immigrant visa. International students who desire to enter the university must submit all admission documents to the Office of Graduate Studies and Research a minimum of ninety days prior to the semester in which they wish to enroll. Each applicant must submit in one package:

1. a \$50.00 non-refundable application fee,
2. an application for admission to Graduate Studies,
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 a U.S. institution's degree.
4. a sponsor's statement with a current bank statement showing a balance of at least \$15,500 in U.S. currency.
5. if English is not the native language, an official transcript of the Test of English as a Foreign Language (TOEFL) with a score of at least 500, or a computerized test score of at least 173. The TOEFL score must not be older than 2 years.
6. an official Graduate Record Examination (GRE) score or for business students, a Graduate Management Admission Test (GMAT) score sent by Educational Testing Service to A&M-Commerce. Master's students pursuing a degree in Art or Music are not required to submit a GRE/GMAT score. Scores over five years old are unacceptable.

Grade point average (GPA) and GRE/GMAT requirements are the same as those for the appropriate degree program as set forth in the Admission to Graduate Studies Policy. 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.

All international students are required to attend orientation and purchase hospi-

talization insurance and repatriation insurance. No student will be permitted to register before he/she has purchased the university-approved policy or has shown proof of equal and continuing coverage provided through another carrier. Contact the International Student Office, 903-886-5097 or e-mail: Patsy\_Pope@tamu-commerce.edu for further information. Failure to comply with this regulation will result in withdrawal from the University.

New international students must bring their immigration documents with them to orientation. International students who hold an F-1 visa are not eligible for non-degree student status or provisional admission status.

## **Non-Degree Admission Status**

Students who hold at least a bachelor's degree from a regionally accredited institution, but who are not seeking a graduate degree may enroll in graduate courses for certification, career enhancement, or personal development. Applicants must submit the following to the Office of Graduate Studies and Research:

1. an application for admission to Graduate Studies,
  2. a \$35.00 non-refundable application fee,
  3. an official bachelor's degree transcript which must be sent directly to the Graduate School by the issuing institutions,
  4. a statement of understanding.
- Non-degree students will not be subject to grade point average or Graduate Record Examination (GRE) requirements, nor will they fall under the academic suspension policies applicable to degree-seeking students.
  - No more than 12 hours accumulated while the student is classified as a non-degree student can be applied to a graduate degree.
  - International students are ineligible to enroll under non-degree student status.
  - Financial Aid is not available for students in a non-degree status.

## **Certification Status**

Students holding a bachelor's degree from a regionally accredited institution and who are not seeking a degree but are working toward a state or professionally mandated certification may enroll in graduate courses. Such students will not be subject to grade point average or Graduate Record Examination requirements, nor will they fall under the academic suspension policies applicable to degree-seeking students.

No more than 12 graduate credit hours taken in certification and/or non-degree status can be applied towards a master's or a doctoral degree.

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

1. an application for admission to Graduate Studies,
2. a \$35.00 non-refundable application fee,
3. an official bachelor's degree transcript which must be sent directly to the Graduate School by the issuing institution,
4. a statement of understanding.

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

A student wishing to change from non-degree student status to a degree program must file a new application for admission to the Office of Graduate Studies and Research, and satisfy all admission requirements for the specific degree program.

### 12-Hour Rule

No more than 12 graduate credit hours taken in certification and/or non-degree status can be applied towards a master's or a doctoral degree.

### Admission to a Degree Program

Admission to Graduate Studies (i.e., provisional admission) permits the student to enroll in graduate courses, but does not guarantee admission to a program leading to the master's or doctoral degree. All students must consult with their major departmental advisor concerning specific departmental admission requirements. Departments have the right, and many exercise that right, to have program admission requirements that are higher than those set by Graduate Studies. In no case, however, can a department set criteria lower than the Graduate Council minimum.

## Master's Programs

### Admission Status

For master's degree students, there are three types of admission status (full, probationary and provisional). Financial aid is available for full admission status only.

1. Full Admission Status. The applicant must satisfy the following requirements for full admission:
  - a. have on file an official bachelor's degree transcript from a regionally accredited institution. (The Bachelor's degree must be substantially equivalent in content to degrees granted by A&M-Commerce). A&M-Commerce students in the BPA/MBA five-year (accountancy) program are not required to have earned a bachelor's degree prior to admission into the program.
  - b. 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, and
  - c. for most departments, a satisfactory score on the aptitude portions of the Graduate Record Examination (Graduate Management Admission Test for students pursuing an M.B.A.) Scores over five years old are unacceptable. Applicants who hold a master's degree from a regionally accredited institution in the United States and are seeking a second master's degree (in any field except psychology and educational administration) may be exempt from this requirement.
2. Probationary Admission Status. Applicants not qualifying for full admission may be granted probationary admission status. Probationary status must be removed by the completion of twelve hours at the graduate level with a minimum grade point average of 3.00. Failure to remove "probationary" admission status after completing twelve graduate hours will result in the student being suspended from further graduate study in any degree program for six years.
3. Provisional Admission Status. Most programs will allow a student to enroll for one semester with one of the following deficiencies:
  - a. an official GRE score is not on file at Texas A&M University-Commerce or students pursuing graduate degrees in business who do not have a GMAT score on



file, but whose undergraduate grade point average is at least 3.25, may receive provisional admission status. Test scores over five years old are not accepted.

- b. departmental requirements.

## Admission Limitations

Missing documents must be received by the Office of Graduate Studies and Research before the end of the first semester of enrollment. Submitting necessary GRE/GMAT scores or departmental requirements on time is the student's responsibility. Students whose files are not complete during the semester of provisional enrollment will not be permitted to re-enroll or early register until such time as the necessary documentation is received and approved. *Financial Aid is available for full admission status only.*

## Academic Probation and Suspension from 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 twelve 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 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 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 six years.
2. Students with **probationary admission status** who fail to achieve a 3.00 graduate GPA after the completion of twelve semester hours will be suspended and will not be allowed to pursue further graduate study in a degree program for six years.
3. A student receiving a grade of "C" or lower in four graduate courses will be suspended and will not be allowed to pursue further graduate study at this institution for six years. This provision applies to all courses taken, including all duplicated courses, all drop/fail courses, and all incomplete courses where an "X" has changed to an "F".
4. A student who fails to meet the professional expectation of the field for which they are preparing may be suspended from further study in that program by the department administering that program.

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 A&M-Commerce until their specific period of suspension expires.** All courses completed while the student is on probation and those completed upon enrollment following suspension must be appropriate to the degree sought.

## Academic Fresh Start

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

## Requirements for the Master's Degree

1. *Prerequisites.* Admission to Graduate Studies does not imply that the applicant has the necessary background to earn a degree in a specific department. To major or minor in a department, the candidate must have or must obtain adequate preparation to assure successful graduate work. Background courses cannot be applied toward the graduate major.
2. *Grades.* A grade point average of 3.00 or better on all graduate work completed at this university; on all graduate courses used toward the degree; and on all major courses in the student's major field, 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 in the computation of the overall grade point average. No grade of "D" or below will count toward a graduate degree. A course in which an "F" is received is considered a course completed. A "DF" is calculated the same as an "F" and counts as a grade below "B". A student receiving a grade of "C" or lower in four graduate courses will be suspended and will not be allowed to pursue further graduate study at this institution for six years. This provision applies to all courses taken, including all duplicated courses. Note: Only grades earned at A&M-Commerce are calculated into the student's grade point average.
3. *Major.* The student should check the major department section of the catalog for specific course requirements, however, a minimum of eighteen hours is necessary to complete a major. Students desiring to change majors, must be in good standing with the Office of Graduate Studies and Research, and must complete a Change of Major/Degree form.
4. *Minor.* A student must complete at least twelve hours in an approved subject area before that subject may be listed as a minor. Completion of a minor is not, however, a mandatory requirement. Students receiving a minor must satisfy candidacy and comprehensive examination requirements of the minor department.
5. *Admission to Candidacy for Master's Degree.* In those programs requiring candidacy, the student must apply and be admitted to candidacy at least one semester prior to graduation. Not all programs require candidacy. Degree programs requiring candidacy are as follows: Art, Biological Sciences, Chemistry, Computer Science, Counseling, History, Music, Physics, Psychology, Sociology and Social Work. Admission to candidacy requires:
  - a. full admission into the master's program and satisfactory completion of all background courses and other departmental requirements,
  - b. 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, and
  - c. a grade point average of 3.00 or higher on all graduate work attempted at A&M-Commerce and on all graduate courses in the major.When the above requirements have been met, the student should petition the major (and minor, if applicable) department for admission to candidacy. The major and/or minor department may require a written and/or oral qualifying examination before granting approval. It is the student's responsibility to see that the candidacy forms are submitted to the Office of Graduate Studies and Research prior to the semester in which the student expects to graduate.
6. *Residency.* A minimum of two-thirds of the course work applied to a master's degree must be taken from A&M-Commerce. Students should check with the department for any departmental residency requirements.
7. *Time Limitation.* All work for the master's degree must be completed during the six years immediately preceding the date on which the degree is to be awarded. Credit earned over six years prior to graduation will require specific written de-

partmental justification and approval by the Dean of Graduate Studies and Research in order to be counted toward a master's 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 to the master's degree. These same limitations apply to all transfer courses.

8. *Thesis Proposal*. All students writing a thesis must submit a thesis proposal to the Office of Graduate Studies and Research at least one semester prior to graduation. This proposal, which should be completed in consultation with the major advisor, must be approved by all members of the thesis committee and the Dean of Graduate Studies and Research. Proposal forms and instructions for preparation of the thesis are available from the Office of Graduate Studies and Research. Human Subjects Protection. In preparing your thesis proposal you should be aware that any research which involves human subjects must be in compliance with University Rule A15.02 Human Subjects Protection. If your research involves human subjects you must have written approval from your department and the University Institutional Review Board prior to contacting your research subjects and before your proposal will be approved. Failure to gain appropriate approval before interacting with research subjects could result in denial of your proposal and have possible legal ramifications for you.
9. *Thesis (518) and Research Literature and Techniques (595) Credit*. All degree programs require the satisfactory completion of either the 518 or 595. The student must be registered for the 518 to receive advice and assistance from a member of the faculty or while utilizing university facilities. Credit for no more than six hours of 518 or three hours of 595 will be given upon satisfactory completion of each requirement. 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 during the semester the thesis is approved by the Office of Graduate Studies and Research. Completion of the 595 must be evidenced by a product that shall be available for reference in the department for a minimum of three years.
10. *Filing for Graduation*. Students must file for graduation in the Registrar's Office during the semester they plan to graduate. Deadlines can be found in the current class schedule and this catalog under university calendar. A student must be in good academic standing in order to complete graduation requirements.
11. *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 degree program and the semester the student's degree is conferred, provided the catalog used is not more than six years old at the time the degree is conferred.
12. *Final Comprehensive Examinations*. The candidate must pass a comprehensive examination administered by the advisory committee covering all the work within the master's degree program including an acceptable defense of the thesis, if applicable. The student must be fully admitted to a master's degree program and be in good academic standing with the Office of Graduate Studies and Research to be eligible to take the final examination. The Final Comprehensive Examination Report must be submitted to the Office of Graduate Studies and Research prior to graduation according to the deadline found in the current Graduate Catalog or class schedule. A candidate who fails to pass the comprehensive examination may re-take the exam with the approval of the advisory committee. Under extenuating circumstances, a third attempt may be granted but only upon recommendation of the advisory committee and approval of the Dean of Graduate Studies and Research.
13. *Submission of Thesis*.
  - a. Initial submission. One copy of the thesis in its final form must be submitted to

the Office of Graduate Studies and Research by the deadline indicated in the schedule of classes or the Graduate Catalog for that particular semester (this deadline is approximately five weeks prior to commencement). Accompanying this copy will be the following:

- (1) the Final Comprehensive Examination Report,
  - (2) receipt showing payment of the master's fees (binding and mailing the thesis), plus fees for copyright, if applicable. (Payment is to be made to the Business Office, cashier's window, Administration Building.)
  - (3) four signature pages on 100 percent cotton bond, at least 20 lb. paper, with each page signed by the committee members,
  - (4) the Office of Graduate Studies and Research forms: Agreement Form (copyright); Information Data Sheet; one extra copy of the abstract and title page.
- b. Final submission. The candidate will be contacted as to any changes that need to be made in the manuscript. Once these changes are made, bring the final four copies on 100 percent cotton bond, at least 20 lb. paper to the Office of Graduate Studies and Research. The Office of Graduate Studies and Research requires four final copies of the thesis that will be distributed to the student's major department, major advisor, the library and the student. An additional copy on regular paper will be required for students who are submitting a thesis for copyright.
- c. Final approval of the thesis rests with the Dean of Graduate Studies and Research.
14. ***Use of Courses Taken During Non-Degree Status.*** No more than 12 hours taken in certification or non-degree status can be applied to a master's degree.

## General Information

1. ***Graduate Courses.*** Graduate courses are numbered 500 and above. Only courses with this designation may be applied to a master's degree. Course requirements for specific degree programs can be found in the academic department section of this catalog.
2. ***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, obtain an approval form from the Office of Graduate Studies and Research, have the form signed by the major or minor advisor, head of the major department, the head of the department in which the course is offered, the course instructor and the Dean of the college and submit the form to the Office of Graduate Studies and Research for final approval by the Dean of Graduate Studies and Research. Up to two such courses may be applied to a master's degree.
3. ***Transfer of Credit.*** A maximum of 12 semester hours (20 semester hours for the M.F.A.) or up to 1/3 of the credit required for a master's degree may be accepted as transfer credit from another regionally accredited institution in the United States. Transfer courses applied to a master's 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. Time limitations on transfer courses are the same as for A&M-Commerce courses (see General Requirements). Students desiring to use transfer courses toward their degree requirements must be fully admitted to a degree program. They must also submit a Graduate Transfer/Substitution Course Request form and an official transcript sent directly from the institution to A&M-Commerce. These courses will be evaluated by the Coordinator of Articulation Services and posted to the A&M-

Commerce transcript; however, approval from the major department and the Dean of Graduate Studies is required in order to use these courses for a master's degree. Students concurrently enrolled or enrolled at another institution during the final semester in a program can anticipate a one semester delay in graduation. Only grades earned at A&M-Commerce will be calculated into the student's grade point average.

4. *Extension Credit.* Extension credit toward a master's degree may not exceed 12 semester hours or 1/3 of the credit required for a master's degree. The combination of transferred credit and credit earned by extension will not exceed 12 semester hours or 1/3 of the credit required for the master's degree.
5. *Correspondence Courses.* Credit earned by correspondence will not apply toward a master's degree.
6. *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 an agreement between the University and another regionally accredited institution or certifying agency. Requirements for the awarding of such credit require a formal agreement between A&M-Commerce and a regionally accredited educational institution or agency licensed by the State of Texas to provide professional certifications, which have historically been limited to universities. These agreements shall require the approval of the departmental faculty, academic dean, the graduate dean, and the provost and will comply with the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501).
7. *Seniors in Graduate Courses.* A last semester A&M-Commerce senior who lacks 12 hours, or fewer, to graduate and has a grade point average of 2.75 or higher may enroll for 3 to 6 hours of graduate credit, subject to prior written recommendation from the major undergraduate department head and approval by the Dean of Graduate Studies and Research. Seniors desiring to take Business Administration courses for graduate credit must have permission from the Director of Graduate Programs in Business. Graduate hours taken cannot apply toward an undergraduate degree. The maximum load for seniors who register for graduate credit is 12 credit hours per semester or six hours per summer term. Students in the five-year MBA (accountancy) program may be exempt from the requirements of this section with the approval of the department head and the Dean of Graduate Studies and Research.
8. *Individual Studies Courses.* A maximum of 6 hours of individual studies (589, 689) may be applied to a 30-hour master's degree and a maximum of 9 hours to master's degrees requiring 36 hours or more.
9. *Enrollment Limitation or Administrative Withdrawal.* Enrollment in any graduate course is subject to approval by the department offering the course, the instructor teaching the course, and the Dean of Graduate Studies and Research, whether or not such is specifically stated in the course description. If the Graduate Dean, department head, or faculty member considers a student physically or mentally incapable of performing satisfactorily and/or safely in a course, or when the student becomes a threat to the instructor or others in the course or is disruptive in any way, such student may be prevented from enrolling in the course or dropped from the course if it is already in progress. In such cases, the Graduate Dean will take appropriate action after conferring with the faculty member and department head involved. Any tuition refund to which the student is entitled will be determined

according to the University schedule for refunds and will be based on the date on which the student was dropped from the course.

## Requirements for Master's Degrees

### A. *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 M.A. 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 six hours of master's thesis can be applied to a degree.
4. *Electives.* From six to twelve graduate hours may be taken outside the major and twelve hours in one subject may be designated as a minor.
5. *Foreign Language Requirement.* The candidate for the Master of Arts degree must meet the language requirement for the Bachelor of Arts degree at this institution. That requirement is as follows:
  - a. completion of at least 12 semester hours (four courses) in one foreign language, or
  - b. completion of six semester hours (above elementary courses) if two years of high school credit in the language have been submitted as part of the regular university admission requirements, or
  - c. completion of three semester hours if the student presents three or four years of high school credit.
6. *Thesis.* A candidate for the Master of Arts degree will, after submitting a thesis proposal, conduct original research and write a thesis, reporting this research under the supervision of an advisory committee. The candidate must obtain and follow the Office of Graduate Studies and Research's "Submission and Preparation of the Master's Thesis."
7. *Final Comprehensive Examination.*
8. *Use of Courses Taken During Non-Degree Status.* No more than 12 hours taken in certification or non-degree status can be applied to a Master of Arts Degree

### B. *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 and his/her academic background 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 by completing either undergraduate or graduate level courses (See the program description in the College of Business and Technology section of this catalog.) Candidates will be required to complete the necessary prerequisites before taking advanced graduate courses in any of the above areas. Students in the BPA/MBA five-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 program consists of a six-course managerial component and a two-course information analysis component. Elective courses complete the program. For complete details, see the College of Business and Technology section of this catalog. Students seeking a thesis option should contact the Office of Graduate Programs in Business for specific details at 903-886-5190 or MBA@tamu-commerce.edu.

4. *Final Comprehensive Examination.*
5. *Use of Courses Taken During Non-Degree Status.* No more than 12 hours taken in certification or non-degree status can be applied to a Master of Business Administration Degree.

**C. 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 certificate and 18 semester hours 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 one departmental course numbered 595, Master's Degree Research Component. 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. If the student wishes, an approved sequence of 12 hours within a second subject area fulfilling the elective requirements may be designated as a minor. A minimum of 12 hours in education is required for those who do not major in education.
4. *Final Comprehensive Examination.*
5. *Use of Courses Taken During Non-Degree Status.* No more than 12 hours taken in certification or non-degree status can be applied to a Master of Education Degree.

**D. 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 M.A. or M.S. 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 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 M.F.A. degree requires at least 62 hours in the following areas:
  - a. Studio Art (32 sh)
  - b. Art History, Theory, and Seminars (12 sh)
  - c. New Learning Context (12 sh)
  - d. Thesis/Creative Exhibit (6 sh)
4. *Use of Courses Taken During Non-Degree Status.* No more than 12 hours taken in certification or non-degree status can be applied to a Master of Fine Arts Degree.

**E. 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, composi-

tion, 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. More specific details of each option are outlined in the music portion of this catalog.

4. *Final Comprehensive Examination.*
5. *Use of Courses Taken During Non-Degree Status.* No more than 12 hours taken in certification or non-degree status can be applied to a Master of Music Degree.

#### **F. 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 six hours of thesis. From six to twelve 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 in the major department numbered 595, Master's Degree Research Component. 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. An approved sequence of at least 12 hours within a second subject area may, if the student wishes, be designated on the graduate record as a minor.
3. *Final Comprehensive Examination.*
4. *Use of Courses Taken During Non-Degree Status.* No more than 12 hours taken in certification or non-degree status can be applied to a Master of Science Degree.

#### **G. Requirements for the Master of Social Work Degree**

1. *Requirements.* The candidate must fulfill all requirements for the Master of Social Work.
2. *Program Requirements.* Thirty-five 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.
3. *Final Comprehensive Examination.*
4. *Use of Courses Taken During Non-Degree Status.* No more than 12 hours taken in certification or non-degree status can be applied to a Master of Social Work Degree.

## **Interdisciplinary Studies**

The 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. The course requirement for the degree is a minimum of 30 semester hours, six of which must include the thesis for the MA and MS Option I; and a minimum of 36 semester hours, three which must include the course number 595 for the MS Option II. The program involves work in three or more disciplines with a primary area of no less than 12 hours, including 595 and a minimum of 6 hours in each allied area and is designed for students with a particular intellectual interest not met by any specific degree program available through the traditional disciplines. Interdisciplinary programs will be developed by an advisor in the primary area



and must be approved by the Dean of Graduate Studies and Research. Program approval should be received prior to the completion of 12 hours.

Requirements are the same as for general admission to Graduate Studies, including satisfactory scores on the Graduate Record Examination. Scores over five years old are unacceptable. As with other master's degrees, a final comprehensive examination is required. The program is coordinated by the Dean of Graduate Studies and Research, who will assign an appropriate advisor to plan the program. The advisor will be responsible for overseeing the student's program and will be responsible for setting up and administering the comprehensive examination.

No more than 12 hours taken in certification or non-degree status can be applied to an Interdisciplinary Degree.

## Second Master's Degree

1. Subject to the approval of the Graduate Dean, the department head, and the dean of the college, students holding master's degrees from a regionally accredited graduate institution in the United States may apply certain courses which were a part of a previously earned graduate degree toward a second master's degree, provided such courses are not more than six years old at the time the second master's degree is conferred. The number of courses so permitted will be:
  - a. For 30 semester hour programs no more than nine approved hours; or
  - b. For 36 semester hours programs no more than twelve approved hours; or
  - c. For the 62 semester hour M.F.A. no more than 20 approved hours, but not including Thesis or Research Literature and Techniques (or their equivalency).All remaining courses applied to satisfy the requirements for the second master's degree must be Texas A&M University-Commerce courses.
2. The second master's degree will be subject to the general regulations governing master's degrees except as stated above.
3. No more than 12 hours taken in certification or non-degree status can be applied to a master's degree.

## Doctoral Programs

A&M-Commerce offers the following Doctor of Education (Ed.D.) and the Doctor of Philosophy (Ph.D.) degree programs:

- Ed.D. in Educational Administration
- Ed.D. in Supervision, Curriculum and Instruction—Elementary Education
- Ed.D. in Supervision, Curriculum and Instruction—Higher Education
- Ph.D. in Counseling
- Ph.D. in Educational Psychology
- Ph.D. in English

## Admission to Doctoral Degree Programs

1. Students desiring acceptance into a doctoral program must meet the following minimum admission requirements:
  - a. a \$35.00 non-refundable application fee
  - b. Hold a baccalaureate degree from a regionally accredited institution or equivalent training from a foreign institution. The bachelor's degree must be substantially equivalent in content to degrees granted by Texas A&M University-Commerce.
  - c. Have an overall undergraduate grade point average of 2.75 or a 3.00 on the last 60 undergraduate hours or a 3.40 on the master's degree and work beyond the master's level.

- d. An official Graduate Record Examination. Scores over five years are not acceptable.
2. An application for admission must be submitted to the Office of Graduate Studies and Research.
3. Official transcripts must be submitted for all undergraduate and graduate work.
4. An official copy of the Graduate Record Examination must be submitted to the Office of Graduate Studies and Research from the Educational Testing Service. Test scores over five years old are not accepted.
5. The student will be provided with a statement of goals form to be completed and returned and reference forms for distribution to at least four persons, two of whom should hold doctoral degrees. The student will be responsible for seeing that completed reference forms are submitted to the Office of Graduate Studies and Research.
6. 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.
7. Applications of students who have met the requirements listed above will be forwarded to the major department. The department will review each application and make a recommendation regarding admission status to the Dean of Graduate Studies and Research who will send written notice of admission decisions to the applicant.
8. A student is either granted full admission or denied; there is no provisional or probationary admission status.
9. A doctoral student who has not enrolled for five calendar years must apply for re-admission under current admission standards.
10. The Psychology department reviews applications twice a year for admission and the Educational Administration department reviews applications once a year. Please contact these the departments for specific deadline dates.

## Academic Fresh Start

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

## Requirements for the Doctoral Degree

1. *Degree Plan.* Upon acceptance into a doctoral program, a student will receive from the Office of Graduate Studies and Research a degree plan form and copies of all transcripts. The student should contact the major and minor departments for advisor assignments. The degree plan will then be completed with the major and minor advisors and forwarded to the Office of Graduate Studies and Research for approval no later than the first semester of enrollment as a doctoral student. An official copy of the degree plan will then be sent to the student.
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 A&M-Commerce. All courses applied toward a doctoral degree must be 500-level or higher. No more than twelve graduate credit hours 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, psychology and English programs. The minor requirement can be fulfilled by one of the following options:

- (1) *A comprehensive minor with all course work in one academic area.* A committee member will be assigned from the academic area and will determine the courses to be taken and be involved in evaluating the written and oral qualifying examinations, the dissertation, and the dissertation defense.
- (2) *A split minor is two academic areas with at least twelve 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 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 nine 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 less than nine semester hours and not more than twelve 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. 10)

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

3. *Transfer of Credit.* Credit for work taken from other regionally accredited graduate schools in the United States is granted in accordance with an evaluation by the Graduate School and upon approval by the student's advisory committee. Transfer courses applied to a doctoral degree must be in a graduate academic area taught by Texas A&M University-Commerce. Time limitations on transfer courses are the same as for A&M-Commerce courses. Transfer credit will be granted for only those courses in which the student received a grade of "B" or better. Only grades earned at A&M-Commerce will be calculated into the student's grade point average.
4. *Correspondence Courses.* Credit earned by correspondence will not apply toward a doctoral degree.
5. *Individual 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. Individual Studies course credit cannot be used toward fulfilling the residency requirement.
6. *Grades.* A grade point average of 3.00 or better on all graduate work completed at this university 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 gaderçearned at A&M-Commerce will be calculated with student's grade point average.

7. *Academic Probation and Suspension from Degree Programs.* A student who fails to achieve and maintain an overall 3.00 graduate grade point average during any semester of enrollment will be placed on academic probation. A student who fails to achieve a 3.00 overall graduate grade point average by the end of the next semester of enrollment will be placed on academic suspension for a minimum of two semesters (two summer terms count as one semester). After the academic suspension is served, the student may be allowed to re-enroll only upon the recommendation of the major department and with the approval of the Dean of Graduate Studies and Research. Failure to achieve an overall 3.00 graduate grade point average during any subsequent semester of enrollment will result in dismissal, and the student will not be allowed to pursue further study toward the doctoral degree at this institution. 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 disenrolled and will not be allowed to pursue further doctoral study at this institution. This provision applies to all courses taken and all duplicated courses are applicable. 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 A&M-Commerce until their specific period of suspension expires.

A student who fails to meet the professional expectations of the field for which they are preparing may be suspended from further study in that program by the department administering that program.

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

8. *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:
- involvement in events that broaden intellectual growth,
  - use of academic support resources,
  - faculty-student interactions that promote scholarship, mentoring, and opportunities for evaluation,
  - involvement with cognate disciplines and research scholars in those disciplines, and
  - 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.
9. *Doctoral Tuition and Fees.* Due to legislative changes, doctoral students who have completed over 99 doctoral hours will be charged non-resident tuition and fees. This includes dissertation (718) hours.
10. *Research Tools.* Candidates for the doctoral degree must possess proficiency in the use of the research skills necessary to successfully complete the doctoral dissertation. It is desirable for students to demonstrate these proficiencies early in their program; however, students must demonstrate such proficiency prior to taking the qualifying examinations.

- a. Research tool requirements for the Doctor of Education (EdD) and the Doctor of Philosophy (PhD) in the College of Education can be met by successfully completing one course from each of the following four levels with a grade of “B” or better:

Level I: 695 Doctoral Research Seminar

Level II: Psy 612 Psychological and Educational Statistics or Soc 576 Data Analysis in Social Research; or Kine 617 Statistical Procedures in Health and Physical Education.

Level III: Coun 613 Advanced Statistical Techniques or Psy 681 Intermediate Statistics

Level IV: EdAd 698 Ethnography of Education Organizations or SHeD 696 Advanced Research Methodology: Program Evaluation or Psy 610 Non-Parametric Statistics or Psy 670 Multivariate Analysis

All research tool courses must be taken in sequence (i.e., Level I should be taken before Level II).

These courses are to be approved, in advance of their offering, by the Graduate Council. The second level research tool (Introductory Statistics) may be satisfied by the successful completion of a proficiency examination over these courses. Contact the Office of Graduate Studies and Research for proficiency examination information. These requirements are to be viewed as minimal requirements. Consequently, a department may require additional research tools courses either for all of their students or as a requirement for an individual student based upon that student’s need.

- b. The requirements for the Doctor of Philosophy (PhD) in English program is one of the following:

(1) One foreign language

(a) 18 semester hours of appropriate college-level classes, or

(b) score at the 50 percentile or higher on the Graduate Student Foreign Language Test (GSFLT)

(2) Two foreign languages

(a) score at the 25th percentile or higher on the GSFLT, or

(b) pass the Foreign Language Proficiency Examination (FLPE) given by the Department of Literature and Languages.

Submission of a proficiency report form to the Office of Graduate Studies and Research is required for Option B. Foreign language exams are administered the first Monday in November and April. Students must register with the Department of Literature and Languages at least two weeks before the exam.

11. *Qualifying Examinations.* Doctoral students take written and oral qualifying examinations upon the completion of approximately two full years of study. The examinations must be taken and passed a minimum of eight months before the degree is conferred. 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.

Application for taking qualifying examinations, along with a current Texas A&M University-Commerce transcript, must be submitted to the major department at least three 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 approval of the Dean of Graduate Studies and Research, may be permitted to repeat the examinations.

12. *Admission to Candidacy for Doctoral Degree.* After the qualifying examinations have been satisfactorily completed and all requirements have been verified by the Graduate School, the student will be admitted to candidacy.

Notification of admission to candidacy will be made by the Dean of Graduate Studies and Research. After a student has been admitted to candidacy and all course work (except 718 Dissertation) has been completed, the student may qualify for reduced tuition. The degree can be conferred no sooner than eight months after admission to candidacy.

13. *Time Limitation for Degree.* All degree requirements beyond the master's must be completed within ten calendar years from the date of admission to the doctoral program. However, no course work beyond the master's degree which is over ten years old at the time the doctoral degree is to be conferred can be used toward the doctoral degree.
14. *Dissertation.* A candidate must present a dissertation which is acceptable to the student's advisory committee and the Dean of Graduate Studies and Research. 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.
  - a. *Advisory committee.* The student should check with the head of the major department concerning the membership of the dissertation committee. The committee will consist of a minimum of three faculty members from the student's major and minor areas of study (at least one committee member must be from outside the student's major department).
  - b. *Proposal.* The student should secure from the Office of Graduate Studies and Research the following forms: (1) Dissertation Proposal (including human subject policy information) and (2) Schedule for the Presentation of the Dissertation Proposal. The student will work with the members of the advisory committee in developing the dissertation proposal. That proposal will be presented to the advisory committee and a Graduate Council representative in a session that will be open to all graduate faculty members. The Dean of Graduate Studies and Research must be informed of this session by the 25th of the month prior to the month the session is scheduled. The Dissertation Proposal form must be presented to the Dean of Graduate Studies and Research and approved at least one semester prior to graduation.
  - c. *Human Subjects Protection.* In preparing your dissertation proposal you should be aware that any research which involves human subjects must be in compliance with University Rule A15.02 Human Subjects Protection. If your research involves human subjects you must have written approval from your department and the University Institutional Review Board prior to contacting your research subjects. Failure to gain appropriate approval before interacting with research subjects could result in denial of your proposal and have possible legal ramifications for you; therefore it is highly recommended that you obtain IRB approval prior to the presentation of your proposal.
  - d. *Dissertation Credit.* After admission to candidacy, the student is required to enroll in at least three 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 advisor and/or University facilities. Students who fail to enroll for dissertation during a fall or spring semester after admission to candidacy will be prohibited from enrolling until the tuition has been paid for those semesters.
  - e. *Scheduling the final examination/dissertation defense.* The form, Schedule for the Final Examination/Dissertation defense, must be filed in the Office of Graduate Studies and Research by the 25th of the month prior to the month the examination is to be held. The Final Examination/Defense Report will then be forwarded to the committee chairperson for recording the results.

- f. **Final Examination/Dissertation Defense.** The student will defend the completed dissertation and respond to any questions related to his/her program of study before the advisory committee in a session open to all graduate faculty members. A Graduate Council representative will attend the examination to help assure that general graduate standards related to format and quality are upheld. Students must be in good academic standing with the Office of Graduate Studies and Research to be eligible to take the final examination.
  - g. **Submission of Dissertation.** Registration in the dissertation course (718) is required the semester that the dissertation is submitted. (1) **Initial submission.** One copy of the dissertation in its final form must be submitted to the Office of Graduate Studies and Research by the deadline indicated in the schedule of classes or the Graduate Catalog for that particular semester (this deadline is approximately five weeks prior to commencement). Accompanying this copy will be the following:
    - (a) Final Examination/Dissertation Defense Report,
    - (b) Receipt showing payment of the doctoral fees, plus fees for copyright, binding and mailing the dissertation. (Payment is to be made to the Business Office, cashier's window, Administration Building.),
    - (c) four signature pages on 100 percent cotton bond, at least 20 lb. paper, with each page signed by the committee members and dean of the college,
    - (d) Survey of Earned Doctorates; Agreement Form (copyright); one extra copy of the abstract and title page.
    - (e) the Office of Graduate Studies and Research forms.(2) **Final Submission.** The candidate will be contacted to pick upon the manuscript and have final copies made on 100 percent cotton bond, 20 lb. paper. The Office of Graduate Studies and Research requires five final copies (four copies on the 100 percent cotton bond, at least 20 lb. paper, and one copy on regular paper) of the dissertation. Four copies will be bound and distributed to the student's major department, major advisor, the library and the student. Final approval of the dissertation rests with the Dean of Graduate Studies and Research.
15. **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 ten years old at the time the degree is conferred.
  16. **Filing for Graduation.** The candidate must file for graduation in the Registrar's Office by the deadline indicated in the schedule of classes or the Graduate Catalog for that particular semester. A student must be in good standing with the Graduate School in order to complete graduation requirements.
  17. **Commencement.** The degree is conferred at the commencement following the fulfillment of all requirements. The candidate is expected to be present. Permission from the Dean of Graduate Studies and Research must be obtained if circumstances prevent a candidate from attending commencement.
  18. **Use of Courses Taken in Non-Degree Status.** No more than 12 hours taken in certification or non-degree status can be applied to a doctoral degree.

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# College of Arts and Sciences

Rick Kreminski, Interim Dean

Linda Matthei, Assistant Dean

Agriculture/Industrial and Engineering Technology Building, 903-886-5175

The College of Arts and Sciences is the largest in the university and has the responsibility for providing the core general education curriculum, academic enrichment, and alternate learning opportunities. The college houses thirteen academic departments which offer a wide variety of programs at both the undergraduate and graduate level to meet the needs of today's complex society. Most of the departments in the College offer studies which lead to a master's degree. In addition, doctoral studies can be pursued through the Department of Literature and Languages.

The great expansion of knowledge in the twenty-first century with the concomitant specializations in business, industry, and the professions have dramatically increased the importance of graduate and professional studies beyond the bachelor's degree in the arts and sciences. Flexible graduate curricula, adaptable to the needs and goals of those seeking graduate school experiences, are offered which will prepare students for vocations, businesses and the professions, and which lead to improvement of the quality of life.

In a society characterized by rapid changes in technology and social behavior, it is essential that graduate studies in the arts and sciences 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 faculty, research facilities, equipment, and professional staff necessary to support quality graduate programs. Cooperative interdisciplinary studies are encouraged in order to perpetuate broad understanding of and preparation for a complex and changing society.

## Agricultural Sciences

C. Pat Bagley, Head

Agriculture/Industry and Technology Building, 903-886-5351

Students desiring to pursue a Master of Science program in the Department of Agricultural Sciences should consult the department head before enrolling in any courses. Students may choose to emphasize course work in agricultural economics, agricultural education, agricultural mechanization, animal science, plant and soil science or horticulture. Graduate level research is encouraged through the use of on-campus and University Instructional and Research Farm facilities.

The Department of Agricultural Sciences also coordinates the *Transition to Teaching* program for degreed professionals who wish to become certified to teach Agricultural Science and Technology or Family and Consumer Sciences in secondary schools. This program consists of graduate level courses in Agricultural Education which 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 applicable to a master's degree with emphasis in Agricultural Education, provided the student is admitted to a degree program. Individuals interested in *Transition to Teaching* should contact the department for specific information regarding admission.

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



## **Programs of Graduate Work**

In order 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.

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

### **Master of Science Degree in Agricultural Sciences**

#### **Option I (30 semester hour minimum)**

\*Major: Ag 595, Ag 518 (6 hrs.)

Six courses to be selected by the student in consultation with his/her advisor.

Psy 510 or CSci 506

\*A minor is not required. However, a minor consists of four courses taken in a subject area that should complement the major.

### **Master of Science Degree in Agricultural Sciences**

#### **Option II (36 Semester hour minimum)**

Major: Ag 595

Seven Agriculture courses to be selected by the student in consultation with his/her advisor.

Three electives approved by department

Psy 510 or CSci 506

## **Graduate Courses**

### **Agriculture (Ag)**

518. *Thesis*. Three to six semester hours.

Development of a research project under the supervision of a staff member. Granting of credit for this project is dependent upon the completion and approval of the thesis.

595. *Research Literature and Techniques*. Three semester hours.

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

597. *Special Topics*. One to four semester hours.

Organized class. May be repeated when topics vary.

### **Agricultural Economics (AEc)**

589. *Independent Study*. One to four semester hours.

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

597. *Special Topics*. One to four semester hours.

Organized class. May be repeated when topics vary.

**Agricultural Education (AgEd)**

518. *Thesis*. Six semester hours.

Research in an appropriate problem area in agricultural education will be conducted under the direction of Texas A&M University-Commerce personnel. The report will be prepared and submitted in the standard thesis form. An oral examination is required with the thesis.

570. *Instructional Management*. Three semester hours.

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

571. *Program Development*. Three semester hours.

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

572. *Special Populations*. Three semester hours.

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

573. *Practicum in Teaching*. Three semester hours.

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

574. *Assessment and Evaluation*. Three semester hours.

Theories and techniques used in assessing student learning and skill development and evaluating educational programs in Agricultural Science and Family and Consumer Sciences.

578. *Fitting and Showing Livestock*. Three semester hours.

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

589. *Independent Study*. One to four semester hours.

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

597. *Special Topics*. One to four semester hours.

Organized class. May be repeated when topics vary.

595. *Research Literature and Techniques*. Three semester hours.

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

**Agricultural Mechanics (AMc)**

589. *Independent Study*. One to four semester hours.

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

597. *Special Topics*. One to four semester hours.

Organized class. May be repeated when topics vary.

**Animal Science (AnS)**

511. *Advanced Reproductive Physiology*. Three semester hours.

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

513. *Environmental Physiology of Domestic Animals*. Three semester hours.

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

514. *Embryology of Domestic Animals*. Three semester hours.

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

521. *Advanced Poultry Production*. Three semester hours.

A study of the principles involved in the incubation, brooding, rearing, and management of chickens and turkeys. An intensive review and reporting of literature on incubation, breeding, poultry feeding, and management problems.

522. *Animal Breeding*. Three semester hours.

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

535. *Advanced Principles of Livestock Management*. Three semester hours.

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

589. *Independent Study*. One to four semester hours.

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

589. *Independent Study*. One to four semester hours.

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

597. *Special Topics*. One to four semester hours.

Organized class. May be repeated when topics vary.

## **Plant and Soil Science (PLS)**

500. *Soil Fertility*. Three semester hours.

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

501. *Agricultural and Biological Instrumentation*. Three semester hours. (2 lecture, 2 lab)

Principles, equipment, and techniques for measuring variables in plant, soil, and environmental sciences. Spectrophotometry, chromatography, atomic absorption, weather sensors and data loggers, and tissue culture are covered.

515. *Pasture Management*. Four semester hours.

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

597. *Special Topics*. One to four semester hours.

Organized class. May be repeated when topics vary.

## Art

William McDowell, Interim Head, 903-886-5201, [Bill\\_McDowell@tamu-commerce.edu](mailto:Bill_McDowell@tamu-commerce.edu)

Michael Miller, Graduate Coordinator and Student Advisor, 903-886-5242, [Michael\\_Miller@tamu-commerce.edu](mailto:Michael_Miller@tamu-commerce.edu)

Lee Whitmarsh, Communication Arts Coordinator (UCD), 214-752-9009, [artlw@tamu-commerce.edu](mailto:artlw@tamu-commerce.edu)

Art Building, 903-886-5208, Fax 903-886-5987

General Art and Photo Web Site: <http://www.tamu-commerce.edu/art>

Communication Arts Web Site: <http://newmedia.tamu-commerce.edu/>

Mission Statement: 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 between students and faculty, wherein a student may pursue a course of study designed for his or her particular educational goals.

## Programs of Study

### M.A. and M.S.

The Department of Art offers general programs in studio art leading to the Master of Arts and Master of Science degrees. The graduate curriculum includes painting, sculpture, photography, drawing, ceramics, and mixed and multi-media art.

Foundation art and art history courses are taught in the Art Building located near the center of the A&M-Commerce campus. Also located in this building is the University Gallery that 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. Plans are currently underway to renovate an existing building on campus to house these Studio/Fine Arts classes. We plan to be in this facility by the Spring 2004 semester. In the meantime, we continue to have spacious facilities at our Creative Arts Village located less than a mile from the main campus.

In photography, facilities are available for both color and black and white photography. Students wishing to improve their portfolio in the Communication Arts (new media, art direction, design communications, illustration and copywriting) while pursuing a degree in studio art may count two undergraduate courses towards the Masters' degree with prior approval of the Graduate School.

The M.A. and M.S. Option I are 10-course (30 semester hours) programs culminating in a thesis. Two to four courses outside the major may be taken as electives. Four courses in the same subject may be designated as a minor. The M.S. Option II is a 12-course (36 semester hours) program without the Master's thesis. (The specific requirements for these degrees are listed in the front of the catalog.) Admission to pursue the M.A. and M.S. degrees in art must be granted by both The Graduate School and the Department of Art. In the latter instance, the applicant should submit slides of work and other supportive materials that the department requires.

The above programs are individually designed to meet the unique educational professional needs of the student. In consultation with the graduate coordinator and the department head, students pursuing the M.A. and M.S. degree will devise an appropriate degree plan during the first semester of their residency. 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 M.F.A. are available upon request or can be found online at [www.tamu-commerce.edu/art/graduate.htm](http://www.tamu-commerce.edu/art/graduate.htm).

### **Master of Fine Arts**

The M.F.A. 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. Students are officially admitted to candidacy for the M.F.A. degree no earlier than their second full-time semester of study. Until that time students intending to pursue the degree will be enrolled in the M.A. or M.S. programs. In addition to completing a formal application, students seeking candidacy must have completed all admission requirements for graduate study and maintained the necessary academic standing in the department.

M.F.A. 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 between the visual arts and other disciplines. Subsequent courses direct the student towards more mature and self-critical art, leading ultimately to a sustained and coherent group of works which forms the M.F.A. Thesis Exhibit.

Students entering the M.F.A. 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 primary and secondary areas of emphasis. These areas may be selected from painting, drawing, sculpture, ceramics, photography, mixed and multi-media art, and communication art areas. The student's work in these areas is complemented by courses in art history, theory, and multimedia. It is expected that the student will gain from this study a sound conceptual and historical understanding of the visual arts, as well as the ability to communicate this understanding in writing and speech.

### **Requirements for the Master of Fine Arts Degree**

1. *General Requirements.* The candidate must fulfill all general 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 M.A. or M.S. 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.
3. *Admission Requirements.* In addition to the requirements of The Graduate School, applicants for the M.F.A. degree will submit an application to the Department of Art which 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).
4. *Program Requirements.* Specific requirements are set forth in the catalog under the department of art.

**Note:** The Department reserves the right to suspend from the program any student, who

in the judgment of a duly constituted departmental committee, would not meet the professional expectations of the field.

### The New Learning Context

Designed to broaden the student's education, the New Learning Context is an essential component of the M.F.A. 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 A&M-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 which are 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.

### Summary of the M.F.A. Program

(Minimum Requirements)

1. Distribution:
 

a. Studio Emphasis (minimum of five courses)	20 s.h.
b. Second Studio Area (minimum of three courses)	12 s.h.
c. Art History and Theory (minimum of two courses)	6 s.h.
d. Seminars (two courses)	6 s.h.
e. New Learning Context (choose one option)	12 s.h.
(1) Semester Away	
(2) Planned Program Alternative	
f. Thesis: Creative Exhibition	6 s.h.
Minimum Total:	62 s.h.
2. Number of Courses (minimum)
 

a. Studio Emphasis	5 courses
b. Second Studio Area	3 courses
c. Art History and Theory	2 courses
d. Seminars	2 courses
e. New Learning Context	4 courses (equivalency)
f. Thesis	2 courses (equivalency)
Minimum Total:	18 courses (equivalency)

### Graduate Courses

#### Art History (ArtH)

506. *American Art and Architecture*. Three semester hours.

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

510. *Readings in Modern Art*. Three semester hours.

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

**Art (Art)**

503. *Seminar: Practicum*. Three semester hours.

Development of written, verbal, and documentation capabilities in matters of practical concern to the contemporary, visual fine artist, including problems and methods of college-level studio art teaching, development of course outlines, teaching philosophy, the job market in the arts, resume writing, artists' statements, grant writing, methods of giving slide lectures, legal contracts and communication methods with galleries and museums, and documenting works of art. Generally to be offered Fall term only in two out of every three years.

504. *Contemporary Issues*. Three semester hours.

This course considers selected topics in contemporary art. Topics include the ideas, theories, media, and processes represented in the visual arts of our age. May be repeated for a maximum of six semester hours.

510. *Graphic Visulation*. Three semester hours. (Same as CSci 510)

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.

529. *Workshop*. Three to six semester hours.

A practical workshop on various topics in studio art, including developing projects and subject matter to be used in the classroom. Prerequisite: Consent of the instructor.

**Studio Art (ArtS)**

518. *Thesis*. Six semester hours.

For students in the M.F.A. program: 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 M.F.A. Creative Thesis may be completed and presented only during a regular term of study. For students in the M.A. program: research on a selected art topic culminating in a written thesis.

524. *Studio Problems: Second Area*. Four semester hours.

Individual problems and experimentation in student's second studio area. For students in M.A. or M.S. program: topic or media may vary each term. Student may register for up to eight concurrent semester hours in a given term, with maximum of twelve hours overall.

525. *Special Problems: Studio Emphasis*. Four semester hours.

Individual problems and experimentation in the selected area of studio emphasis. For students in M.A. or M.S. 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. Student may register for up to eight concurrent semester hours in a given term, with a maximum of twelve semester hours overall.

526. *Advanced Problems: Studio Emphasis*. Four semester hours.

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 M.A. or M.S. program: advanced 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. Student may register for up to eight concurrent semester hours in a given term, with a maximum of twelve semester hours overall.

530. *New Learning Context* Three to twelve semester hours.

For Students in the M.F.A. 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 department. 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 department 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.

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.

595. *Research Literature and Techniques*. Three semester hours.

## **Biological, Earth, and Environmental Sciences**

Don Royce Lee, Head

Hall of Sciences, 903-886-5371, Fax 903-886-5997

The Department of Biological, Earth, and Environmental Sciences offers graduate training and coursework for public school teachers who wish to improve their knowledge and skills, for students preparing to enter doctoral programs, for students who seek additional training and coursework prior to applying to professional schools, and for those who plan to seek employment with private industry or with a wide variety of state or federal agencies. Graduate courses in biology, geology, oceanography, meteorology and science education are offered in the department.

Acceptance will be based on admission to the Graduate School, scores on the Graduate Record Examination (GRE), and undergraduate grade point average. Each student, upon being accepted for admission into The Graduate School will either select or be assigned an advisor from the graduate faculty within the Department of Biological, Earth, 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. 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, Earth, 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.



## **Programs of Graduate Work**

### **Master of Science Degree in Biology**

#### **Option I (30 sh, Thesis)**

The student must have a satisfactory score on the Graduate Record Examination in order to pursue this degree option. The student will then complete six hours of BSc 518 plus eight courses selected and approved by the student's advisory committee.

### **Master of Science Degree in Biology**

#### **Option II (36 sh, Non-Thesis)**

The Student must complete BSc 595, plus eleven courses (five of which must be in Biological Sciences) selected and approved by the student's advisor.

### **Master of Science Degree in Earth Sciences**

#### **Option I (30 sh, Thesis)**

The student must have a satisfactory score on the Graduate Record Examination in order to pursue this degree option. The student will then complete six hours of ESci 518 plus eight courses selected and approved by the students advisory committee.

### **Master of Science Degree in Earth Sciences**

#### **Option II (36 sh, Non-Thesis)**

The student must complete ESci 595, plus eleven courses (five of which must be in Earth Sciences) selected and approved by the student's adviser.

### **Master of Education Degree**

The student must complete BSc 595 or ESci 595 plus seven courses from the biological and earth sciences curriculum selected and approved by the student's advisory committee and four courses from the College of Education.

In addition, a broadfield science major for teachers is offered in several fields of science, with a concentration in biology or earth sciences. The broadfield science major will consist of four courses in the field of concentration, and a minimum of two courses in each of two additional areas.

A comprehensive minor in biological sciences or earth sciences is also available for doctoral degree students majoring in supervision, curriculum, and instruction—higher education. This program is recommended for junior and senior college teachers of biology or earth sciences and for school supervisors. (See Doctor of Education degree programs, Department of Secondary and Higher Education.)

### **Departmental Requirements**

The Department of Biological, Earth, and Environmental Sciences does require 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 the student expects to graduate.

Students in all programs of graduate work in the biological and earth sciences must pass a final comprehensive examination. For students in the M.S., Option I program, the final comprehensive exam will include, but not be limited to, an acceptable defense of the thesis. 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.

Students in programs other than the M.S., Option I program, may petition their advisory committees to give them written comprehensive exams rather than oral exams.

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

## Graduate Courses

### Biological Sciences (BSc)

500. *Graduate Seminar*. One semester hour.

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

504. *Quantitative Biology*. Three semester hours.

A study of advanced contemporary knowledge in quantitative biology. Prerequisite: Graduate standing.

505. *Methods in Field Ecology*. Three semester hours.

A study of advanced contemporary knowledge in field ecology. Prerequisite: Graduate Standing.

511. *Biogeochemistry*. Four semester hours. (Same as ESci 512)

Basics about the effects of life on the chemistry of the earth and the impacts of humans in altering the chemistry of the global environment are introduced. Microbial and chemical reactions that occur on land, in the sea and in the atmosphere, and the synthetic view of global biogeochemical cycles are discussed. Special emphasis is given to the chemical reactions that link the elements that are important to life. Prerequisite: Consent of Instructor.

512. *Ecological Genetics*. Three semester hours.

A study of advanced contemporary knowledge in ecological genetics. Prerequisite: Graduate standing.

513. *Human Genetics*. Three semester hours.

A study of advanced contemporary knowledge in human genetics. Prerequisite: Graduate standing.

515. *Eukaryotic Cell Biology*. Three semester hours.

A study of advanced contemporary knowledge in eukaryotic cell biology. Prerequisite: Graduate standing.

516. *Pathogenic Microbiology*. Three semester hours.

A study of advanced contemporary knowledge in pathogenic microbiology. Prerequisite: Graduate standing.

518. *Thesis*. Six semester hours.

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

522. *Reproductive Physiology*. Three semester hours.

A study of contemporary knowledge in reproductive physiology. Prerequisite: Graduate standing.

523. *Molecular Endocrinology*. Three semester hours.

A study of advanced contemporary knowledge in molecular endocrinology. Prerequisite: Graduate standing.

524. *Toxicology*. Three semester hours.

A study of advanced contemporary knowledge in toxicology. Prerequisite: Graduate standing.

525. *Fundamentals of Neuroscience*. Three semester hours.

Fundamentals of Neuroscience focuses on understanding the structure and function of the human brain. This course will be an advanced study of the principles of neuroanatomy, neurochemistry, neurophysiology, neurodevelopment, and neuropharmacology.

531. *Environmental Biology*. Four semester hours.

A study of advanced contemporary knowledge in environmental biology. Prerequisite: Graduate standing.

532. *Behavioral Ecology*. Three semester hours.

A study of advanced contemporary knowledge in behavioral ecology. Prerequisite: Graduate standing.

533. *Invertebrate Zoology*. Three semester hours.

A study of advanced contemporary knowledge in invertebrate zoology. Prerequisite: Graduate standing.

534. *Vertebrate Zoology*. Three semester hours.

A study of advanced contemporary knowledge in vertebrate zoology. Prerequisite: Graduate standing.

535. *Evolution*. Three semester hours.

A study of advanced contemporary knowledge in evolution. Prerequisite: Graduate standing.

536. *Plant Diversity and Conservation*. Three semester hours.

An advanced study of plant diversity and conservation strategies at the species, population and landscape levels.

589. *Independent Study*. One to four semester hours.

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

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

597. *Special Topics*. One to four semester hours.

Organized class. May be repeated when topics vary.

## **Graduate Courses**

### **Earth Sciences (ESci)**

502. *Weather and Space Studies for Elementary and Middle School Teachers*. Three semester hours.

Designed for elementary teachers (K-8). Experiments will be conducted in weather, space science, and astronomy. A night laboratory is included as part of the course. Prerequisite: Graduate standing.

510. *The Earth: It's Origin and History*. Three semester hours.

Study of the earth's material and the geological processes that shape the surface of the earth. The origin of the oceans and atmosphere. Plant and animal life in successive geologic times. Planetary geology and agedating. The interior of the earth, plate tectonics, volcanoes and earthquakes. Prerequisite: Graduate standing.

511. *Earth Science for Teachers*. Three semester hours.

Designed for the junior high school earth science teacher; emphasis upon ESci and other current curriculum trends; demonstrations and laboratory techniques. Prerequisites: Graduate standing, currently teaching or planning to teach.

512. *Biogeochemistry*. Four semester hours. (Same as BSci 511)

Basics about the effects of life on the chemistry of the earth and the impacts of

humans in altering the chemistry of the global environment are introduced. Microbial and chemical reactions that occur on land, in the sea and in the atmosphere, and the synthetic view of global biogeochemical cycles are discussed. Special emphasis is given to the chemical reactions that link the elements that are important to life.

517. *Problems in Conservation of our Natural Resources*. Three semester hours. (Same as GEOG 517.)

A study of advanced contemporary knowledge in biochemistry. Prerequisite: Graduate standing.

518. *Thesis*. Six semester hours.

The problem is chosen in the student's major field of interest with the approval of the major professor. No credit will be given until the thesis is completed. Prerequisite: Graduate standing.

555. *Selected Topics in Oceanography*. Three semester hours.

Topics will include biological, chemical, general, advanced geological, and physical oceanography. May be repeated for credit if topics vary. Prerequisite: Graduate standing.

572. *Rocks and Minerals*. Three semester hours.

Introduction to crystallography, mineralogy, and petrology. Study of the symmetry of the main crystal systems and some crystal forms. The properties and classification of minerals, and the different rock types. Lab work is included. Prerequisite: Graduate standing.

589. *Independent Study*. One to four semester hours.

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

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

The techniques of compiling a complete bibliography of references and previous research, field studies, maps, and all available materials on selected areas of earth sciences, including those supporting these specific areas. On completion of the literature research, the student is required to prepare a written report for the selected area, setting forth the results of research in standard geological report format as used by state and national surveys or bureaus or industry acceptable by the member of the Graduate Faculty under whose supervision this work is initiated and completed. Prerequisite: Graduate standing.

597. *Special Topics*. One to four semester hours.

Organized class. May be repeated when topics vary.

## **Geography (Geog)**

589. *Independent Study*. One to four semester hours.

Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Graduate standing.

597. *Special Topics*. One to four semester hours.

Organized class. May be repeated when topics vary. Prerequisite: Graduate standing.

## Chemistry

Don Royce Lee, Head

Hall of Sciences, 903-886-5371

The Department of Chemistry provides a broad range of subject matter courses and opportunity for independent research at the master's level. Programs are designed to provide suitable preparation for public school teaching, for governmental and industrial employment, and for research.

Chemistry laboratories are equipped for research in physical, organic, inorganic, and analytical chemistry. Modern chemical instrumentation includes NMR, infrared, visible, ultraviolet, and atomic absorption spectrophotometers, and gas and liquid chromatographs; an ultracentrifuge; a cold room; and standard laboratory instruments.

### Programs of Graduate Work

The Department of Chemistry offers the Master's of Science degree.

#### Admission Requirements

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

#### Master of Science Degree in Chemistry, Option I

Ten course program to be completed:

Chemistry 518, Thesis (6 hours)

Four courses of the following five core courses must be taken for Option I

Chemistry 513, Organic Mechanisms and Structure

Chemistry 521, Thermodynamics

Chemistry 531, Theoretical Inorganic Chemistry

Chemistry 541, Advanced Analytical Chemistry

Chemistry, Biochemistry (course number to be determined)

Chemistry 501\*, Graduate Seminar (1 hour)

4 graduate level courses in Chemistry or appropriate supporting fields (i.e., Biology, Earth Sciences, Physics, Mathematics, Computer Science, etc.)

Other courses may be substituted for the above six listed core courses upon consent of the Department Head and/or a majority vote of all Chemistry faculty.

For those students who do not wish to pursue a higher graduate degree in Chemistry upon consultation with the Department Head can substitute (with his/her approval) other courses better suited to meet a student's career objectives.

Substitutions can be made from some of the graduate courses in Physics, Chemistry, Biology, Mathematics, etc.

\*Students are required to enroll in Chemistry 501 each semester they are in residence completing degree requirements.

#### Master of Science Degree in Chemistry, Option II

Twelve course program or 36 semester hours to be completed:

Chemistry 595, Research Literature and Techniques

Eleven more courses, five of which must be in chemistry

### Graduate Courses

#### Chemistry (Chem)

501. *Graduate Seminar*. One semester hour

This course may be taken each of four semesters for credit. Graded on a (S) satisfactory or (U) unsatisfactory basis.

502. *Safety in the Chemical Laboratory*. Three semester hours.

An introduction to the safety problems encountered in the operation of the chemical laboratory. Topics include types of hazardous materials, proper storage procedures, causes of accidents, identifications and minimization of laboratory hazards, safety devices, emergency procedures, safety codes.

513. *Organic Mechanism and Structure*. Three semester hours.

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

518. *Thesis*. Three to six semester hours.

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

521. *Thermodynamics*. Three semester hours.

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

522. *Quantum Chemistry*. Three semester hours.

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

523. *Mathematical Methods in Chemistry*. Three semester hours.

Mathematical methods and their utilities in the various fields of chemistry will be covered. As the subject matter changes, the course may be repeated up to two times with department head approval. Graded on a (S) satisfactory or (U) unsatisfactory basis. Prerequisite: Consent of the department head.

527. *Spectroscopic Methods*. Three semester hours.

The course will cover methods and principles of spectroscopic techniques for analysis and structure determination of chemical compounds. As the subject matter changes, the course may be repeated up to two times with department head approval. Graded on a (S) satisfactory or (U) unsatisfactory basis. Prerequisite: Consent of the department head.

529. *Workshop in Chemistry*. Three to six semester hours.

This course is designed to cover subject matter in areas of secondary science teaching, or to give some more advanced topics for enrichment in teaching for public school teachers. Consult instructor for descriptive content. Prerequisite: Consent of the instructor.

531. *Theoretical Inorganic Chemistry*. Three semester hours.

A study of the application of modern concepts of bonding and energetics to problems of the structure and reactions of inorganic compounds.

536. *Organometallic Chemistry*. Three semester hours.

Major themes of organometallic chemistry will be covered. As the subject matter changes the course may be repeated up to four times with department head approval.

541. *Advanced Analytical Chemistry*. Three semester hours.

This course will include a study of modern theories and techniques as related to analytical chemistry. Prerequisite: Consent of the instructor.

547. *Analytical Chemical Techniques*. Three semester hours.

Principles and techniques of analytical chemistry will be covered. As the subject matter changes, the course may be repeated up to two times with department head approval. Graded on a (S) satisfactory or (U) unsatisfactory basis. Prerequisite: Consent of the department head.

581. *Nuclear Science*. Three semester hours.

Principles of nuclear reactions, nuclear decay laws, nuclear structure, and radio-

chemical techniques will be covered. This course is designed for advanced study in nuclear science. Prerequisite: Consent of the instructor.

595. *Research Literature and Techniques*. Three semester hours.

A course designed to acquaint the student with the role of research in the initiation, development, and modification of concepts and theories in chemistry. Articles in professional journals in the field will be assigned for review. The student will also be assigned laboratory research in varying degrees.

## **Computer Science and Information Systems**

Sam Saffer, Head

Business Administration Building, 903-886-5409

Admission Inquiries: csdept@tamu-commerce.edu

To meet the diverse needs of the computing industry, the Department of Computer Science and Information Systems offers a master's degree program which blends applied and theoretical computer science concepts. The program consists of a core of courses taken by all students. Each student may then select a specialized track and additional electives which include areas such as database, artificial intelligence, and network and data communications. The core courses, specialized track courses, and electives enable students to devise a degree plan which meets their individual professional interests as well as the needs of industry.

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 multi-media and graphics facilities are also available within the department.

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

## **Programs of Graduate Work**

### **Master of Science Degree in Computer Science**

The program consists of core courses, which are required of all students, course electives, and specialized courses within three tracks: database, networking, and artificial intelligence. Electives and track areas of study are chosen by the student. In addition, each student may choose a thesis or a non-thesis option. 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. Upon approval of the departmental graduate advisor and the graduate school, the department will allow the transfer of up to six graduate hours in Computer Science.

### **Departmental Requirements**

Acceptance will be based on admission to the Graduate School, scores on the Graduate Record Examination (GRE), and undergraduate grade point average. International students who do not achieve a score of at least 550 on the TOEFL must successfully complete Speech 111. In addition, English 341 (Technical Writing) is strongly recommended for all international students.

After completing at least 15 and no more than 18 hours the student will take a qualifying exam covering the material in the designated prerequisite foundation courses, in order to be admitted to candidacy for the master's degree. A comprehensive exam will be given during the semester in which a student expects to graduate.

Deficiency Requirements: CSci 504, 515, 516, and 520. Students must have a "B" or better in these deficiency courses to continue in the Master's program. Undergradu-

ate 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.

Required courses: CSci 528, 530, 532, 540, and 549.

Students must also complete the courses in one of the following three tracks:

Database: CSci 526 and 527

Computer Networks: CSci 525, 543, and 553

Artificial Intelligence: CSci 538, 539 and 560

Option I, Non-Thesis: Thirty-six credit hours which include core courses, CSci 595, electives, and selected track courses.

Option II, Thesis: Thirty credit hours which include core courses, CSci 518 (Thesis), electives, and selective track courses.

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

### Minor in Computer Science

Requirements for a minor will be determined by evaluating a student's background in Computer Science.

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

### Graduate Courses

504. *Introduction to Computer Applications*. Three semester hours.

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

506. *Introduction to Visual Basic Programming*. Three semester hours.

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. Prerequisite: CSci 504 or consent of the instructor.

510. *Graphic Visualization*. Three semester hours. (Same as Art 510)

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

514. *Internet Development*. Three semester hours.

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.

515. *Fundamentals of Programming*. Three semester hours.

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

516. *Fundamental Concepts in Computing and Machine Organization*. Three semester hours.

Concepts of assembly language programming and machine organization of a



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

518. *Thesis*. Six semester hours.

520. *Information Structure and Algorithm Analysis*. Three semester hours.

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. Prerequisite: CSci 515.

524. *Systems Analysis and Design*. Three semester hours.

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

525. *Networking I—Local Area Networks*. Three semester hours.

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

526. *Database Systems*. Three semester hours.

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

527. *Intelligent Database Systems*. Three semester hours.

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

528. *Object-Oriented Methods*. Three semester hours.

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.

530. *Operating Systems*. Three semester hours.

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

531. *Java Language Programming*. Three semester hours.

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

532. *Algorighm Design*. Three semester hours.

This course introduces a number of general methods for solving a variety of classes or problems in computing. Topics include Monte Carlo methods of stochastic modeling, finite state machine models, Petri net models, declarative models, functional models and spatial models. Data representation as well as algorithmic approaches are considered. In addition, techniques for applying different methods to different parts of a single problem will be covered, as will integrating the different methodologies. Prerequisite: CSci 520.

535. *Electronic Commerce*. Three semester hours.

The advances in telecommunications technology have revolutionized network computing as well as the traditional marketplace. As a result, a new speciality field, known as electronic commerce, has emerged. This courses 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. The course is open to majors in both Mkt/Mgt and CSci. Business students need not have the advanced knowledge in computer science to succeed in this course, nor do CSci students need to have a background in business administration.

536. *Computer Graphics*. Three semester hours.

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, raytracing, and photorealistic scene generation. Current industrial and commercial computer graphics will be presented via videotape and other means. Assignments will include the design and rendering of computer graphics images. Prerequisites: CSci 528 or consent of instructor.

537. *Introduction to Three Dimensional Graphics*. Three semester hours.

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

538. *Artificial Intelligence*. Three semester hours.

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

539. *Expert Systems*. Three semester hours.

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. Prerequisite: CSci 538.

540. *Computer Architecture*. Three semester hours.

Introduction to current high level compuring machines in both hardware and software design. Toipics include the design decisions involved in the development of com-

puter architectures, hardware organizations needed to implement various instruction sets, and future trends in computer architectures. Prerequisites: CSci 516.

543. *Networking II*. Three semester hours.

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

549. *Automata Theory*. Three semester hours.

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

553. *Networking III—UNIX Based Networks*. Three semester hours.

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

555. *Compilers*. Three semester hours.

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

560. *Neural Networks*. Three semester hours.

This course introduces the various models and concepts of neural networks as applied to Artificial Intelligence. A variety of neural networks will be studied along with the methodologies for solving problems from many different disciplines. As a project, students will have opportunities to formulate a particular problem for solution by a selected neural network method. Prerequisite: CSci 538.

562. *Signal Processing*. Three semester hours. (Same as Phys 562)

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.

572. *Parallel Computing*. Three semester hours. (Same as Phys 572)

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

589. *Independent Study*. One to four semester hours.

Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. No more than three hours of independent study may be counted towards the degree. Prerequisite: Consent of department head and supervising faculty member.

595. *Research Literature and Techniques*. Three semester hours.

A course designed to acquaint the student with the role of research in the initia-

tion, development and modification of concepts and theories in computer science. A final written report and presentation and/or demonstration of results obtained during the course will be made to interested faculty members and students. Prerequisite: Completion of the required core courses.

597. *Special Topics*. One to four semester hours.

Organized class in a specialized area of current interest. May be repeated when topics vary.

## History

Judy Ford, Department Head; Judy\_Ford@tamuc.edu

Nick Sarantakes, Graduate Adviser; Nick\_Sarantakes@tamuc.edu

Ferguson Social Sciences Building, 903-886-5226

The graduate program in History strives to promote independent thinking and to contribute to the development of a well educated person. Graduate training helps to prepare the student for employment in a high school, a junior college, a four-year college, continued study of history at the doctoral level, or in one of the many non-academic areas in which historians work.

### Admission Requirements

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

### Program of Graduate Work

The Department of History offers students the choice of a Master of Arts or Master of Science degree. The M.A. has a foreign language requirement while the M.S. does not. Students may choose a thesis or non-thesis option, or students may choose to have an emphasis in teaching. For specific university requirements concerning these degree options, see "Specific Requirements for Master's Degree" elsewhere in this catalog.

#### Master of Arts or Master of Science Degree in History, Option I (30 sh)

Ten-course program to be completed:

1. History 590.
2. Choose three courses from History 521, 542, 543, 544, 551, 552, 553 and 554.
3. Choose three courses from History 520, 540, 550, 555, and 597 (each of these may be repeated as topics change).
4. History 518—Thesis, 6 hrs.
5. Choose one additional graduate course outside of History.

#### Master of Arts or Master of Science Degree in History, Option II (36 sh)

Twelve-course program to be completed:

1. History 590
2. Choose four courses from History 521, 542, 543, 544, 551, 552, 553, and 554.
3. Choose three courses from History 520, 540, 550, 555, and 597 (each of these may be repeated as topics change).
4. Choose one elective within History.
5. History 595.
6. Choose two additional graduate courses outside of History.

## **Master of Arts or Master of Science Degree in History, Emphasis in Teaching**

Twelve-course program to be completed:

1. History 595
2. Choose four courses from History 521, 542, 543, 544, 551, 552, 562, and 563.
3. Choose three courses from History 520, 540, 550, and 597 (each of these may be repeated as topics change).
4. Take Hist 555 three times as topics change.
5. Choose two additional graduate courses outside of History.

### **Special Departmental Requirements**

The student completing either a Master of Arts or a Master of Science program with a major in history (Option I) must take at least nine of ten required courses in the Department of History. These nine courses will include six hours of thesis. The candidate will take 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.

A student seeking a Master of Arts or Master of Science degree with a major in history (Option II) is required to take at least ten of the twelve required courses in the Department of History and the remaining two outside of History.

The student beginning a program of study toward the master's degree in history should consult the History Department graduate advisor (currently Dr. Nick Sarantakes, Nick\_Sarantakes@tamuc.edu) at the beginning of his or her first semester of study toward the degree.

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.

### **Graduate Courses**

518. *Thesis*. Three to six semester hours.

520. *Topics in World/Comparative History*. Three semester hours.

This course provides a focused and thorough analysis of a topic in World or Comparative History through reading and discussing the relevant historiography, and through guided student research. Topic will vary from semester to semester. Students may retake the course for credit as the topic changes.

521. *Readings in Latin American History*. Three semester hours.

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.

540. *Topics in European History*. Three semester hours.

This course provides a focused and thorough analysis of a topic in European History through reading and discussing the relevant historiography, and through guided student research. Topic will vary from semester to semester. Students may retake the course for credit as the topic changes.

542. *Readings in Medieval European History*. Three semester hours.

This course provides an introduction to the wide range of research questions and historiographical debates which occupy historians of Europe from Approximately 500 to 1500. Readings will concentrate on the collapse of the Roman Empire, the establishment and nature of medieval Christianity, the Carolingian Renaissance, the characteristics of a "feudal" economy and society, medieval technology, the Italian Renaissance, and the early period of European expansion.

543 *Readings in Early Modern European History*. Three semester hours.

This course provides an introduction to the wide range of research questions and historiographical debates which occupy historians of Europe from approximately 1500 to 1789. Readings will concentrate on the Renaissance, the Reformation, the Scientific Revolution, urbanization and economic change, European expansion and the world economy, the witch craze, the Enlightenment, and the French Revolution.

544. *Readings in Modern European History*. Three semester hours.

This course provides an introduction to the wide range of research questions and historiographical debates which occupy historians of Europe from approximately 1789 to the present. Readings will concentrate on the French Revolution; ideas and movements such as liberalism, socialism, nationalism, imperialism, feminism, and modernism; industrialization; war and society; mass media and popular culture; and the rise and fall of Communism.

550. *Topics in American History*. Three semester hours.

This course provides a focused and thorough analysis of a topic in American History through reading and discussing the relevant historiography, and through guided student research. Topic will vary from semester to semester. Students may retake the course for credit as the topic changes.

551. *Readings in U.S. History to 1775*. Three semester hours.

This course provides an introduction to the wide range of research questions and historiographical debates which occupy historians of the United States from the colonial period through 1775. Readings will concentrate on European contact, exploration, and settlement; the emergence of American social, cultural, economic and political institutions; and the origins of the struggle for American independence.

552. *Readings in U.S. History, 1775-1850*. Three semester hours.

This course provides an introduction to the wide range of research questions and historiographical debates which occupy historians of the United States from 1775 to 1850. Readings will concentrate on the origins and course of the American Revolution; the shaping of the fundamental constitutional and political institutions of the American people; westward expansion; and Jacksonian America.

553. *Readings in U.S. History, 1850-1920*. Three semester hours.

This course provides an introduction to the wide range of research questions and historiographical debates which occupy historians of the United States from 1850 to 1920. Readings will concentrate on the origins and course of the Civil War; Reconstruction; the economic, political, social and cultural changes caused by industrialization; and the rise of the United States to preeminence as a world power.

554. *Readings in U.S. History from 1920*. Three semester hours.

This course provides an introduction to the wide range of research questions and historiographical debates which occupy historians of the United States from 1920 to the present. Readings will concentrate on American involvement in the World Wars; the rise of the United States to military, economic, and technological dominance; the social and cultural upheavals which accompanied that rise; and recent challenges to that hegemony.

555. *Topics in History for Middle and High School Teachers*. Three semester hours.

This course provides a variety of investigations into World, European, and American histories designed for history and social studies teachers in grades four through twelve. Topic will vary from semester to semester. Students may retake the course for credit as the topic changes. This course will count as PDAS continuing education hours for public school teachers.

589. *Independent Study*. One to four semester hours.

Individualized instruction/research at an advanced level in a specialized content

area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

590. *Historiography and Methodology*. Three semester hours.

A study of selected research materials of significance in history with emphasis on investigative and verification techniques. The student is required to demonstrate competence in systematic research procedure. This course is required of all MA and MS students in history. It is recommended that this course be taken as early as possible in the student's graduate career.

595. *Research Literature and Techniques*. Three semester hours.

A study of selected research materials of significance in history with emphasis on investigative and verification techniques. The student is required to demonstrate competence in systematic research procedure.

597. *Special Topics*. One to four semester hours.

Organized class. May be repeated when topics vary.

## Literature and Languages

Gerald Duchovnay, Head; Gerald\_Duchovnay@tamu-commerce.edu

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Web Site: <http://www.tamu-commerce.edu/litlang/>

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

## English

### Programs of Graduate Work

For the preparation of college teachers of English, Texas A&M University-Commerce offers a Certificate in TESOL (Teaching English to Speakers of Other Languages), the Master of Arts in English and the Ph.D. in English.

For the preparation of high school teachers of English, the university offers the Certificate in TESOL, Master of Arts in English and the Master of Science with a major in English.

For the Ph.D. degree, the student may choose to concentrate in either Written Discourse: Theory and Practice (composition, rhetoric, and linguistics) or Critical Literacy (literature, literary theory, and reading).

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

A comprehensive minor in English is available for doctoral degree students. This minor is recommended for supervisors of programs in English education.

## Master's Degrees

Acceptance will be based on admission to the Graduate School, scores on the Graduate Record Examination (GRE), and undergraduate grade point average, three references, portfolio, and a statement of goals. Students seeking a master's degree in English may choose either a thirty-semester-hour program that includes a thesis (English 518 counting for six hours) or a thirty-six-hour program that includes an independent research project (English 595 counting for three hours). Both programs of study lead to an M.A. degree for students who demonstrate foreign language proficiency or to an M.S. degree for students without 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 thirty and thirty-six-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 may focus on Creative Writing by the student.

**Table 1. Summary of Master's Degree Requirements in English**

Program	Thesis Option	Non-Thesis Option
Course Work (Major Dept.)	30 sh, at least 18 sh in English, including Eng 599,	36 sh, at least 24 sh in English,
Minor	12 of the 30 sh may be outside of English	12 of the 36 sh may be outside of English
Final project	6 sh of 518 Thesis (included in total 30 sh)	3 sh of 595 Paper (included in total 36 sh)
Examinations	Written and oral proposal of Thesis and final defense	Written and oral proposal of 595 paper
Foreign Language*	a. 2 yrs. of same language in college, or b. dept. for lang. exam, or c. 50th percentile on GSFLT, or d. 6 sh graduate level coursework	Same options as for 30-hr degree

\*Students who do not satisfy the foreign language requirement will receive an M.S. degree rather than an M.A.

## The Ph.D. in English

The graduate faculty in English at A&M-Commerce offers a graduate program leading to the Ph.D. in English. This degree is designed for students wishing to teach in community or four-year colleges and universities. It 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. The degree requires that each candidate serve as a teaching assistant.



**Table 2. Summary of Doctoral Degree Requirements:  
Ph.D. in English**

**Course Work**

The Ph.D. in English requires 90 semester hours beyond the bachelor's degree or 60 semester hours beyond the master's. Students with master's degree work may petition the Director of Graduate Studies and the Head, Department of Literature and Languages, to use relevant master's level course work to satisfy some requirements.

***Doctoral distribution requirements beyond the Master's degree:***

Pedagogical and Professional Core

Bibliography and Research	English 599	3 sh	
Teaching Seminars	English 571/677	6 sh	
Teaching Colloquiums	English 675/676	6 sh	

<i>Either</i> Literary Theory	English 520		
<i>and</i> Teaching Literature in College	English 775	6 sh	

*OR*

Multi-Cultural Literature and Language	English 503		
<i>and</i> Approaches to the Teaching of Writing	English 776	6 sh	
		<b>Total</b>	<b>21 sh</b>

<b>Area 1:</b> Written Discourse Theory and Practice (One course in composition, one course in linguistics)		6 sh	
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<b>Area 2:</b> Critical Literacy (One course in each: British, American, World Literature)		9 sh	
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<b>Total:</b> Written Discourse (Area 1) + Critical Literacy (Area 2)		<b>Total</b>	<b>15 sh</b>
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**Core Total**    36 sh

<b>Additional hours in specialization</b>		9-12 sh	
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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.

<b>Electives</b>		3-6 sh	
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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 advisor, the Director of Graduate Studies, and the head of the department.

<b>Dissertation</b>		9 sh	
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**Grand Total**    60 sh

**Foreign Language**

One language:    a. 18 sh of appropriate college-level classes, or  
                          b. 50 percentile on GSFLT

Two languages:    a. 25 percentile on GSFLT or  
                          b. Department Foreign Language Proficiency Examination (FLPE)

## Residency

Activities and experiences expected of the doctoral student fulfill the residency requirements:

- a. All doctoral students must serve at least one year as Teaching Assistants within the department. During that year, they will take a full class load (6-9 hrs.), tutor, have a faculty mentor, and teach in our first-year program under our guidance.
- b. Doctoral students will enroll in a series of graduate seminars in both their specialization and related areas, seminars that require interaction with other students, interaction with a professor, and extensive use of library facilities.
- c. Doctoral students will also enroll in a series of professional and pedagogical seminars and colloquia that will introduce them to the issues and history of the profession of Teaching College English, as well as provide them with mentors. They will observe senior faculty and other assistants teach and be observed by the director of First-Year English, the director of Graduate Studies, the department head and/or their faculty mentor.
- d. Doctoral students will be encouraged to participate in the summer conference held by EGAD (English Graduate Students for Academic Development), both in planning and arranging and by appearing on the program.
- e. Doctoral students will be trained as tutors and work in the Communication Skills Center within the Department, and all will work in the Computer Classroom and become familiar with the Educator software system.
- f. Doctoral students are encouraged to become involved in the profession by subscribing to relevant journals and by attending professional conferences both local and national, both as participants and as observers.

## Examinations

An examination, consisting of both written and oral portions, is required at or near the completion of course work and before beginning work on the dissertation.

## Dissertation

- a. Written in one's area of concentration under the direction of an advisor and two other committee members from the department, plus one member from another department.
- b. Requires a written proposal and oral defense of the proposal before the committee. The proposal defense is open to the university community.
- c. Requires a final oral defense after completion. The oral defense is open to the university community.

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

## Certificate in TESOL

The Department of Literature and Languages of Texas A&M University-Commerce in conjunction with the Departments of Elementary Education and Secondary and Higher Education offers the 19-hour Certificate in Teaching English to Speakers of Other Languages (TESOL).

Coursework for the Certificate includes five basic Applied Linguistics/ESL courses: Eng 501, 555, 557, 558, 562. In addition, a candidate completes a one semester hour Practicum and one elective course. A Certificate student must be registered either as an M.A. or M.S. candidate or as a Non-Degree student.

## Graduate Courses

### English (Eng)

501. *Structure of the English Language*. Three semester hours.

A thorough analysis of the grammatical structure of English employing contemporary as well as more traditional methodologies. Emphasis varies among phonology, morphology, syntax, text/discourse analysis and historical developments in the language.

503. *Multicultural Literature and Languages*. Three semester hours.

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.

504. *Picture Books and the Art of Illustration*. Three semester hours.

An approach to the modern art of the picture book, stressing the relationship between art and text. Authors and illustrators examined may include Caldecott, Greenaway, Wildsmith, de Paola, and Sendak.

505. *History and Survey of Children's Literature*. Three semester hours.

An overview of children's literature, emphasizing the history and development of classic works. Authors treated may include Potter, Carroll, Alcott, Baum, MacDonald, and Kipling.

506. *Problems in Adolescent Literature*. Three semester hours.

Designed for parents, teachers, prospective teachers, and librarians in middle, junior high, and senior high schools, this course focuses on the major authors and genres of adolescent, or "young adult" literature. Emphasis is given to specific problems such as censorship and book reviewing.

507. *The Oral Tradition and Modern Fantasy for Children*. Three semester hours.

A study of fables, folk and fairy tales, myths, and modern fantasy for children. Special attention will be paid to the relationship between oral and written forms. Works by Aesop, Grimm, Perrault, Sendak, Lewis, Tolkien, and Cooper may be included.

508. *Historical and Realistic Literature for Children*. Three semester hours.

An examination of representative works of historical and realistic fiction for children. Authors treated may include O'Dell, Wilder, Sutcliffe, Twain, Cleary, and Paterson.

509. *Literary Genres*. Three semester hours.

An examination of one or more literary genres. Topics and approaches may vary, but might include a focus on a particular historical period, theme, or critical approach to selected poetry, drama, non-fiction prose, fiction, or film. May be repeated for credit when the emphasis changes.

513. *Learning Through Composing*. Three semester hours.

Examines to what extent and how composing influences learning and knowledge, how the nature of knowledge is affected by composing and the kinds of knowledge transformations that occur through composing. Includes attention to uses of writing for learning across the curriculum.

515. *History and Theory of Rhetoric*. Three semester hours.

A study of the major theories and theorists of rhetoric from classical times to the twentieth century. Emphasis varies from semester to semester. Attention is given to such theorists as Aristotle, Sophists, Plato, Cicero, Quintilian, Kinneavy, Perelman, Richards, Weaver, and Moffett. May be repeated for credit when the emphasis changes.

516. *Colonial and Federalist Literature*. Three semester hours.

This course will treat journals, sermons, reminiscences, poetry, and other writings beginning with John Smith and spanning the colonial writers such as William Bradford, John Winthrop, Joseph Cotton, the Mathers, Jonathan Edwards, and Anne Bradstreet in

order to capture the spirit of a vibrant New England, experiencing social, religious, and economic change, from the Puritan dominance in New England society and its fragmentation, through the Federalist period and the founding of the nation by Thomas Jefferson, Benjamin Franklin, James Madison, and others.

518. *Thesis*. Three to six semester hours.

Required of candidates seeking the 30-hour Master's. Graded on a satisfactory (S) or unsatisfactory (U) basis.

519. *American Literary Realism*. Three semester hours.

Studies in various aspects of American literature from about 1865 to about 1920, the time usually spoken of as the Age of Realism but often called the Age of Realism and Naturalism. Some important authors of this period include Twain, Dickinson, H. James, S. Crane, Dreiser, Eliot, and Frost.

520. *Approaches to Literary Theory*. Three semester hours.

A study of major trends in literary 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.

521. *Modern American Literature*. Three semester hours.

Studies in various aspects of the period in American literature extending roughly from 1920-1950. Important authors during this period may include Hemingway, Fitzgerald, Wright, Faulkner, Warren, Frost, Eliot, Stevens, K.A. Porter, Miller, and O'Neill. Topics which might be covered include imagism, vorticism, the war novel, proletarian literature, the Great Depression in literature, agrarianism, and the Lost Generation. May be repeated for credit when the emphasis changes.

522. *Major Figures in American Literature*. Three semester hours.

A treatment of outstanding figures in American literature, such as Twain, Thoreau, Hemingway, Dickinson, Ellison, Bellow, Cather, or Warren, or a treatment of two or three important figures who bear some kind of close relationship to one another as members of a particular school or through personal relationships. May be repeated for credit when the emphasis changes.

525. *Contemporary Literature*. Three semester hours.

A study of the literature of the last two or three decades, reviewing the international scene or concentrating perhaps on a single genre or topic, such as recent American fiction or post-War British poetry.

526. *Studies in Shakespeare*. Three semester hours.

A study of selected comedies, tragedies, histories, and the major critical theories. Also emphasizes the historical, intellectual, and social background of Shakespeare's England.

527. *American Renaissance*. Three semester hours.

Studies in various aspects of American literature from the Romantic period, especially the period of Poe, Hawthorne, Melville, Emerson, Thoreau, and Whitman, often labeled the American Renaissance. Dates covered range from about 1820 to around 1865. Topics covered may include transcendentalism, the development of the American short story and novel, and the origins of American nature poetry.

529. *Workshop for Public School Teachers*. Three semester hours.

A practical workshop on various topics, including teaching literature, languages, and composition in elementary and secondary schools, evaluation of written assignments or developing writing projects, how media interacts with composition and literature. Graded on a satisfactory (S) or unsatisfactory (U) basis.

531. *Major Figures in British Literature*. Three semester hours.

A thorough study of the age, the work, and the influence of a selected literary fig-

ure 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. May be repeated for credit when topic changes.

534. *Selected British Literature Before 1660*. Three semester hours.

Individual investigation and group discussion of selected topic. May focus on major figures, critical or historical approaches, themes, or genres in British literature before 1660. May be repeated for credit when the emphasis changes.

536. *Selected British Literature, 1660-1830*. Three semester hours.

Individual investigation and group discussion of selected topic. May focus on major figures, critical or historical approaches, themes, or genres in British literature from 1660-1830. May be repeated for credit when the emphasis changes.

537. *Selected British Literature, 1830-1945*. Three semester hours.

Individual investigation and group discussion of selected topic. May focus on major figures, critical or historical approaches, themes, or genres in British literature from 1830-1945. May be repeated for credit when the emphasis changes.

540. *Development of the British Novel*. Three semester hours.

A study of the origin and development of the novel in Great Britain from the eighteenth century to the present. Novels by authors such as Fielding, Austen, Dickens, Hardy, Woolf, and Joyce may be included.

555. *General Linguistics*. Three semester hours.

An advanced survey of applied language science with an emphasis on the relationship between the structural systems of language and the mental representation of ordinary experience. Stresses phonology, morphology and syntax.

557. *Teaching English as a Second Language*. Three semester hours.

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.

558. *Sociolinguistics*. Three semester hours.

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

559. *Language and Culture in the Classroom*. Three semester hours.

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

562. *Psycholinguistics*. Three semester hours.

A survey of the cognitive, affective and developmental constraints on language acquisition and use. Topics include multilingualism; language, mind and brain; language processing and comprehension; first and second language acquisition; and research tools.

570. *Strategies in Composition*. Three semester hours.

A survey of approaches and strategies in the composing process and in the analysis of forms in composition, with particular emphasis on professional writing.

571. *Theory and Practice of Teaching Reading and Writing in College*. Three semester hours.

Study of the objectives of college English; methods and materials for the teaching of college English, including the audio-visual; testing techniques; and curriculum planning and administration of English programs.

578. *Workshop on Writing*. Three semester hours.

A workshop in writing poetry, fiction, non-fiction prose, or screenplays. Extensive writing and peer critiques. May be repeated for credit when the emphasis changes.

579. *Style and Stylistics*. Three semester hours.

A study of style using the techniques of linguistic and rhetorical analysis. The course will emphasize writing in various styles, their functions and effects, and techniques of criticism that employ stylistic analysis.

580. *Texts and Genders*. Three semester hours.

A critical examination of how gender differences influence reading and writing strategies of fiction, non-fiction, poetry, and film, including issues of gender and style, gender and usage, and gender stereotyping. Crossover course: May count for either area of specialization.

581. *Major Figures in World Literature*. Three semester hours.

A study of major literary works from both classical and contemporary literature in diverse genres outside the English language tradition. May be repeated for credit when the emphasis changes.

589. *Independent Study*. One to four semester hours.

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

595. *Research Literature and Techniques*. Three semester hours.

Required of 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.

596. *Practicum in TESOL*. One to three semester hours.

Hands-on application of TESOL methods and techniques. In coordination with an Applied Linguistics adviser, candidates will teach in a mutually-agreed upon ESL setting. Graded on a satisfactory (S) and unsatisfactory (U) basis.

599. *Bibliography and Methods of Research*. Three semester hours.

For beginning literature and languages graduate students who have not had an equivalent graduate-level course, this course covers manuscript preparation, format; research techniques for literary, linguistics, and composition/rhetoric studies.

675. *Colloquium: Teaching College Reading and Writing*. Three semester hours.

A practicum in formulating syllabi in rhetoric that integrate selected textbooks and the theory of composition, and in the daily problems inherent in teaching expository writing. The class is required of all English assistant instructors in either the first or second semester they hold an assistantship. Graded on a satisfactory (S) and unsatisfactory (U) basis. Not applicable to hours for MA/MS degree. Prerequisite: Permission of the department head.

676. *Colloquium: Teaching Written Argument and Research*. Three semester hours.

A practicum in the methods and daily problems inherent in teaching argumentative writing to college students. The class is required of all English assistant instructors in either the first or second semester they hold an assistantship. Graded on a satisfactory (S) and unsatisfactory (U) basis. Not applicable to hours for MA/MS degree. Prerequisite: Permission of the department head.

677. *Theory and Practice of Argumentative Discourse*. Three semester hours.

A study of the problems and procedures involved in teaching argumentative writing to college students. The course includes study of traditional deduction, induction, and material fallacies, plus more modern concerns such as Toulmin logic and stasis theory. The course stresses how these processes of analyzing reasoning can be used and

misused in teaching writing and in current textbooks. Students write a series of illustrative argumentative essays. The course also covers the documented paper.

678. *Professing English in America*. Three semester hours.

Examines the historical and contemporary situation of the profession of teaching college English. Topics to be discussed may include the relationship of scholarship and teaching, literature and composition, departments and their publics, curriculum and assessment, and professional ethics and academic freedom. Crossover course: May count for either area.

680. *Reading Theory for College English Teachers*. Three semester hours.

An examination of the relationship between reading and writing developments and applications to instruction. Approaches reading and writing as cultural and cognitive activities. Integrates theoretical readings with classroom practices. Crossover course: May count for either area.

689. *Independent Study*. One to four semester hours.

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

697. *Special Topics*. Three semester hours.

Organized class. May be repeated when topics vary. Prerequisite: Permission of the department head.

718. *Doctoral Dissertation*. Three to nine semester hours.

Credit not to exceed nine semester hours. Graded on a satisfactory (S) and unsatisfactory (U) basis.

775. *Teaching of Literature in College*. Three semester hours.

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

776. *Approaches to the Teaching of Writing*. Three semester hours.

Methods and daily problems inherent in teaching composition to specialized college audiences with stress on basic writers, the learning disabled, and students being tutored. May include measurement of writing, administration of writing centers, and tutoring practices.

## Spanish

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

### Admission Requirements

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

### Programs of Graduate Work

At present a major is offered in Spanish leading to the Master of Arts degree. A student pursuing this degree has two options. One 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 (Please refer to the chart below for a summary of degree requirements.) 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.

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### Summary of Master's Degree Requirements Spanish

Requirement	M.A. (Thesis)	M.A. (Non-Thesis)
Total Course Work (Major Dept.)	30 sh including FLL/Eng 599 (at least 18 sh in major dept.)	36 sh including FLL/Eng 599 (at least 24 sh in major dept.)
Minor Dept.	12 of the 30 sh may be outside the major dept.	12 of the 36 sh may be outside the major dept.
Foreign Language	a. 2 yrs of language in college, or b. Dept. FLPE, or c. 50 percentile on GSFLT, or d. 6 sh, graduate level	Reading competency of second foreign language (must satisfy criteria a or b or c or d for this second language.) a. 2 yrs. of advanced language in college, or b. Dept. FLPE, or c. 50 percentile on GSFLT, or d. 6 semester hours, graduate level
Examinations	Final Comprehensive and Oral Defense	Final Comprehensive and Oral Defense
Thesis	6 sh maximum (included in total 30 sh)	n/a

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## Graduate Courses

### Foreign Languages and Linguistics (FLL)

504. *Advanced Practical Spanish for Bilingual Situations*. Three to six semester hours.

Advanced Spanish-language development for personnel of schools and of other agencies serving Spanish-speaking persons of limited English proficiency. Preparation in conversation, reading comprehension, and writing at an advanced practical level. This course includes an advanced treatment of the use of Spanish in written and oral bilingual/multicultural educational environments.

511. *Teaching a Second Language*. Three semester hours.

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

512. *Advanced Review of Spanish Grammar*. Three semester hours.

A course designed for students who already have knowledge of the Spanish language. Emphasis will be placed on all essential aspects of grammar. Oral proficiency will also be stressed. This course will address the needs of teachers of Spanish and bilingual teachers as well as those who wish to improve their Spanish language skills.

589. *Independent Study*. One to four semester hours.

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

597. *Special Topics*. Three semester hours.

Organized class. May be repeated when topics vary. Prerequisite: Permission of the department head.

599. *Bibliography and Methods of Research*. Three semester hours. (Same as Eng 599)

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.



**Spanish (Spa)**

503. *Advanced Spanish Composition and Stylistics*. Three semester hours.

Emphasis on writing and editing expository prose in Spanish. Analysis of style, genre, tone and other aspects of essays, narratives, and other forms of non-fictional prose. Students devote much time to editing and evaluating their own work.

505. *Children's Literature in Spanish*. Three semester hours.

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-bicultural child. Prerequisite: Undergraduate courses in Spanish or Spanish language proficiency.

514. *Mexican American Literature*. Three semester hours.

Reading and analysis of selected works by major Chicano and U.S. Hispanic authors who write in Spanish. Ideas, writing techniques, language, and cultural aspects will be examined.

516. *Latin American Literature*. Three semester hours.

A study of Latin American literature with emphasis on prose fiction or poetry and drama. Authors treated in prose fiction may include Isaacs, Borges, García Marquez, Fuentes, and Vargas Llosa; in poetry and drama, authors treated may include Sor Juana Inés de la Cruz, Hernández, Martí, Rubén Darío, Mistral, Neruda, Paz and Carballido. May be repeated for credit when the emphasis changes.

518. *Thesis*. Six semester hours.

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

535. *Comparative Literature*. Three semester hours.

A comparative study of movements or themes in Hispanic Literature with those of other literatures. Comparative studies may include the Don Juan legend, the Picaresque novel, the Romancero in western literature, the impact of the *questes* in French literature, and the Symbolist, Parnassian, and Modernist movements in western poetry. May be repeated for credit when the emphasis changes.

550. *Major Literary Figures*. Three semester hours.

A seminar on major literary writers of either Peninsular or Latin American Literature. Selections may include works of Cervantes, Calderón de la Barca, Fray Luis de León, Pérez Galdós, García Lorca, Bécquer, Cela, Ortega y Gasset, Cortázar, Neruda, Allende, Storni. May be repeated for credit when the emphasis changes.

555. *Literary Movements*. Three semester hours.

A study of one of the significant literary movements in Peninsular or Latin American literature. The course may focus on a topic such as Renaissance and Golden Age, Generation of '98, Romanticism, Realism and Naturalism, Modernism, Multiculturalism and Representation. May be repeated for credit when the emphasis changes.

560. *Studies in Genres*. Three semester hours.

Studies by genre (fiction, drama, poetry, cinema) of selected works from Peninsular or Latin American literature in which the emphasis is on the type of literature rather than on the period or author. May be repeated for credit when the emphasis changes.

589. *Independent Study*. One to four semester hours.

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

597. *Special Topics*. One to four semester hours.

Organized class. May be repeated for credit when the emphasis changes.

## Mass Media, Communication and Theatre

John Hanners, Head

Performing Arts Center, 903-886-5346

Graduate courses within the Department of Mass Media, Communication and Theatre include the fields of theatre and speech communication.

Performing Arts Center laboratories are available in two theatres, shops, a complete television studio and two radio stations. Several graduate assistantships are available.

### Admission Requirements

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

### Programs of Graduate Work

Master's degrees are offered in theatre. Comprehensive minors in theatre and speech communication are available for doctoral degree students.

The Theatre Graduate Program's mission is 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.

### Graduate Degrees in Theatre

The Theatre Division of the Department of Communication and Theatre offers the following degree options: Master of Arts, Master of Science-Option I, and Master of Science-Option II.

#### *General Requirements*

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

History and Theory: 2 courses from The 511, 542, 543

Management and Technical Theatre: 1 course from The 512, 545, 548

Directing and Playwriting: 1 course from The 541, 544

#### *Master of Arts*

Students must meet the general language requirements for this degree. In addition to the General Theatre Requirements listed, students must complete the following:

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

2 courses, The 518—Thesis.

2 courses, general electives in theatre, or with the approval of the graduate theatre advisor, outside the program.

#### *Master of Science—Option I*

Students must meet the General Theatre Requirements listed and must complete the following: 2 courses (electives) in theatre which may include courses from the general requirements or additional theatre course offerings.

2 courses, The 518—Thesis.

2 courses, general electives in theatre, or with the approval of the graduate theatre advisor, outside the program.

#### *Master of Science—Option II*

Students must meet the General Theatre Requirements listed and must complete the following:

The 595—Research Literature and Techniques.

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

4 courses, general electives inside or outside of theatre which may be designated as a minor with the approval of the graduate theatre advisor and the graduate advisor in the selected minor.

**Note:** Individual 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.

#### *Interdisciplinary Degrees*

The Theatre Division develops programs which will meet the individual needs of 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 Communication and Theatre and The Graduate School.

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

### **Graduate Courses**

#### **Speech Communication (SpC)**

518. *Thesis*. Six semester hours.

589. *Independent Study*. One to four semester hours.

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

595. *Research Literature and Techniques*. Three semester hours.

A review of current research publications in speech communication with emphasis on methodologies used. The student is required to research and write a formal paper using current research methodologies. Prerequisite: Consent of Department Head.

#### **Theatre (The)**

511. *Dramatic Theory*. Three semester hours.

Studies of the major documents in the evolution of dramatic theory, from classical foundations through major movements to contemporary criticism.

512. *Theatre Management*. Three semester hours.

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

518. *Thesis*. Six semester hours.

529. *Workshop*. Three or six semester hours.

541. *Seminar in Stage Direction*. Three semester hours.

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

542. *Development of Modern Theatre*. Three semester hours.  
A survey of the modern theatre from the rise of Naturalism to the present day, with attention being given to the theatrical conditions and changing intellectual climate of the Twentieth Century.
543. *Development of American Theatre*. Three semester hours.  
A study of the theatre as it reflects the social, artistic, and literary interests in America from the colonial period to the contemporary scene.
544. *Playwriting*. Three semester hours.  
An individual study of dramatic theory, development of the script, and analysis of original scenes and plays. Prerequisite: Consent of the instructor.
545. *Stage Lighting*. Three semester hours.  
Theory of color, optics, electrical instruments, and control for stage production and television.
548. *Design as Scenic Metaphor*. Three semester hours.  
Projects in scenic design stressing the role of the designer as a member of the creative interpretative team, expressing style, genre, and functional needs of the stage setting.
560. *Acting*. Three semester hours.  
Intensive approach to acting styles to help the advanced student (1) sharpen technical skills; (2) gain experience in problem-solving situations for the actor; and (3) increase awareness of the complexities of the actor's craft. Memorized scene work; exercises in language, movement and characterization.
589. *Independent Study*. One to four semester hours.  
Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.
595. *Research Literature and Techniques*. Three semester hours.  
A review of current research publications in theatre with emphasis on methodologies used. The student is required to research and write a formal paper using current research methodologies.
597. *Special Topics*. One to four semester hours.  
Organized class. May be repeated when topics vary.
599. *Rehearsal and Performance*. Three semester hours.  
Preparation and performance, with laboratory, of Summer Theatre, touring, indoor and outdoor productions. Techniques, practices, problems, and processes in lighting, costume, scenic, sound, management, and acting for the graduate student.

## Mathematics

Stuart Anderson, Head  
Binnion Hall, 903-886-5157

The graduate program aims to give thorough training to the student in one or more areas of mathematics, to stimulate independent thinking, and to provide an apprenticeship in development of creative research. Such training prepares 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 non-academic areas in which mathematicians work.

Students may use the modern computing facilities located in the University Computer Center. There are terminals and PC's in the mathematics department which are all available to all students.

## Programs of Graduate Work

Graduate work in mathematics leading to the master's degree is offered with an emphasis in algebra, analysis, geometry, topology, or probability-statistics. Emphases for secondary and middle school teachers are specially planned to meet their individual and particular objectives.

A student may select courses leading to a minor in applied mathematics.

## Special Departmental Requirements

Students entering the M.S. or M.A. 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 as a professional mathematician or advanced study in mathematics should have an undergraduate minor in mathematics, that is, Calculus I, II, and III, and three advanced math courses.

## Admission Requirements

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

## Master of Science or Master of Arts Degree in Mathematics

### Option I (10 courses, Thesis)

The courses to be selected from the following as prescribed:

1. At least four courses including one sequence from: 501-502; 511-512; 538-539; 543-544
2. At most four courses from: 517, 531, 537, 561, 564, 565, 580, 597
3. 518—Thesis, (6 hrs.)

### Option II (12 courses, Non-Thesis)

The courses to be selected from the following as prescribed:

1. A core of at least eight courses in mathematics, including 595, with a minimum of four courses, including at least one sequence from: 501-502; 511-512; 538-539; 543-544
2. The remaining four 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 may not be used.

## Minor in Applied Mathematics

Satisfactory completion of four to six of the following courses will meet requirements for a minor in mathematics: Math 501, 502, 511, 512, 517, 531, 537, 538, 539, 543, 544, 561, 565, 597; Phys 517.

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

## Graduate Courses

### Mathematics (Math)

501-502. *Mathematical Statistics*. Six semester hours.

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

511-512. *Advanced Calculus*. Six semester hours.

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

517. *Calculus of Finite Differences*. Three semester hours.

Finite differences, integration, summation of series, Bernoulli and Euler Polynomials, interpolation, numerical integration, Beta and Gamma functions, difference equations. Prerequisite: Math 225.

518. *Thesis*. Six semester hours.

This course is required of all graduate students who have an Option I degree plan. Graded on a (S) satisfactory or (U) unsatisfactory basis. Prerequisite: Consent of instructor.

529. *Workshop in School Mathematics*. Three semester hours.

This course may be taken twice for credit. A variety of topics, taken from various areas of mathematics, of particular interest to elementary and secondary school teachers will be covered. Consult with instructor for topics.

531. *Introduction to Theory of Matrices*. Three semester hours.

Vector spaces, linear equations, matrices, linear transformations, equivalence relations, metric concepts. Prerequisite: Math 334 or 335.

537. *Theory of Numbers*. Three semester hours.

Factorization and divisibility, diophantine equations, congruences, quadratic reciprocity, arithmetic functions, asymptotic density, Riemann's zeta function, prime number theory, Fermat's Last Theorem. Prerequisite: Consent of instructor.

538-539. *Functions of a Complex Variable*. Six semester hours.

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

543-544. *Abstract Algebra*. Three semester hours.

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

595. *Research Literature and Techniques*. Three semester hours.

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. Graded on a (S) satisfactory or (U) unsatisfactory basis. Prerequisite: Consent of instructor.

597. *Special Topics*. One to four semester hours.

Organized class. May be repeated when topics vary.

### Courses in Applied Mathematics with Computer Applicability

561. *Statistical Computing and Design of Experiments*. Three semester hours.

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: Math 401 or 501.

## Curriculum for Secondary Teachers

520. *Foundations of Complex Analysis*. Three semester hours.

The properties of complex numbers are studied, and some emphasis is given to analytic functions and infinite series. Teachers of analysis or trigonometry will benefit from this course. Recommended background: Math 225.

530. *Foundations of Mathematics*. Three semester hours.

The fundamental properties of sets, logic, relations, and functions will be studied. This course will be helpful to secondary teachers by giving them a better understanding of the terms and ideas used in modern mathematics.

550. *Foundations of Abstract Algebra*. Three semester hours.

The fundamental properties of algebraic structures such as properties of the real numbers, mapping, groups, rings, and fields. The emphasis will be on how these concepts can be related to the teaching of high school algebra. Recommended background: Math 331 or 530.

560. *Foundations of Euclidean Geometry*. Three semester hours.

Various geometries, including Euclidean geometry, will be studied. Background for a better understanding of Euclidean geometry will be emphasized. Recommended background: High school geometry or Math 301.

580. *Topics from the History of Mathematics*. Three semester hours.

A chronological presentation of historical elementary mathematics. The course presents historically important problems and procedures. Prerequisite: Graduate standing with equivalent of undergraduate minor in mathematics.

597. *Special Topics*. One to four semester hours.

Organized class. May be repeated when topics vary.

## Music

Gene Lockhart, Head  
Music Building, 903-886-5303

The Department of Music is a member of the National Association of Schools of Music and the Texas Association of Music Schools. The Department of Music offers two graduate degrees with majors in music: Master of Music and Master of Science. The Master of Music degree develops specific music skills and abilities to a high degree in the fields of performance, theory or composition, music literature, or music education. The Master of Science degree, while bearing potentially an emphasis on teacher training, offers opportunity for developing broader academic backgrounds in conjunction with the music major.

Maintained within the Music Building are ample facilities for developing the various phases of musical ability. The Record and Score Library provides a valuable supplement to the sources available in music in the general university library for music scholarship and research, and an excellent electronic laboratory is available in the Music Building for advanced theory and composition students. Private instruction is available in trumpet, French horn, trombone, euphonium, tuba, flute, clarinet, oboe, bassoon, saxophone, percussion, piano and voice.

## Programs of Graduate Work

1. Master of Music degree: Emphasizes performance major (applied music) or music education.
  - a. Performance major. Prerequisite: Bachelor of Music degree (or equivalent) with performance major.

Applied major [instrumental (10) piano, voice (8)]	(10-8)
Applied minor [major: instrumental; voice (piano minor)]	(2)
Applied Elective [major: instrumental]	(2)
Pedagogy [major: instrumental, voice (2); piano (6)]	(2-6)
Literature [major: instrumental, voice (2); piano (6)]	(2-6)
Conducting [major: instrumental, voice]	(2)
Music history, musicology, theory [minimum 2 sh history or musicology; 2 sh theory ]	(6)
Research literature and techniques	(3)
Music electives [major: voice—not major applied (5); piano (1)]	(1-5)
Recital [required]	(0)
TOTAL	30 sh
b. Music education major (non-thesis program). Prerequisite: A bachelor's degree (or equivalent) with a music major (or equivalent) which includes a provisional certificate (or equivalent). This program can be suited to the needs of band directors and choral directors and students interested in piano pedagogy. For piano pedagogy take 526 (3,3), 531 (3, 3), 552 (8), 595, music history, musicology, theory (6) (minimum of 2 sh history or musicology, 2 sh theory), professional education or teaching area in music (6), music electives (1).	
<i>Band Directors Non-Thesis</i>	(36)
Music Education Methods and Workshops	(8)
Required: 526 Seminar in Band Literature (2); 531 Pedagogy of Brass (2); 531 Pedagogy of Woodwinds (2); 531 Pedagogy of Percussion (2)	
529 Workshops	(11)
Choose from the following (1-2 hours each): Band, Marching Band, Corps Style Marching, Instrument Repair, Brass Literature, Woodwind Literature, Conducting, Trombone, Euphonium, Flute, Clarinet, Double Reeds, Computer Notation, Recording Techniques, Trumpet, Horn, Tuba, Percussion.	
514 Advanced Instrumental Conducting	(2)
Music History and Theory	(6)
Choose from the following: 505 Advanced Theory (2-3); 517 Advanced Analysis (2); 522 Music of the Baroque (2); 523 Music of the Classic Era (2); 524 Music of Romantic Era (2); 525 Music of the 20th Century (2); 531 Theory (2); 532 Seminar in Theory (2).	
595 Research Literature and Techniques	(3)
Electives (in any academic area)	(6)
<i>Choral Directors Non-Thesis</i>	(36)
Music Education Courses Methods and Workshops	(16)
Choose from the following: *526 Choral Literature (2); 526 Vocal Literature (Art Song) (2); 526 Vocal Literature (Opera and Oratorio) (2); 529 Workshops (1-6), select from: Elementary Music Workshop, Orff Workshop, Choral Workshop, Musical Stage Production Workshop, Vocal Techniques Workshop, Accompaniment Techniques Workshop; *513 Advanced Conducting (2-4); *531 Vocal Pedagogy (2-4)	
Additional Coursework	(3)
595 Research Literature and Techniques	
Music History and Theory	(6)
Recommended Choices: 505 Advanced Theory (2); 517 Advanced Analysis (2); 522 Music in the Baroque Era (2); 523 Music in the Classic Era (2); 524 Music in the Romantic Era (2); 525 Music in the Twentieth Century (2).	



Music Electives	(11)
552 Voice; 552 Keyboard; 589 Independent Study, Music History and Theory.	
*May be repeated for credit when subtitles vary.	
2. Master of Science degree: Emphasizes music education and a broader academic background. Prerequisite: Bachelor's degree (or equivalent) with a music major (or equivalent) which includes a provisional certificate (or equivalent).	
Music education	(13)
Music history, musicology, literature, theory	
[minimum 2 sh in music history, musicology, literature; 2 sh theory ]	(8)
Research literature and techniques	(3)
Non-music courses (not professional education)	(12)
TOTAL	36 s.h.

### **Qualifying (Advisement) Examinations**

Graduate students are required to complete the qualifying (advisement) examinations at the beginning of the first semester of graduate study; however, students may petition to defer all or part of the examinations to the beginning of the second semester of graduate study. Examinations cannot be repeated. Seniors enrolling in more than six graduate semester hours will be considered first semester graduate students. Under this policy one or two summer terms in the same calendar year are considered the equivalent of a semester.

All graduate students will take qualifying (advisement) examinations in music history and theory. 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. Reading proficiency in at least one foreign language, preferably German or French, is required for a major in music literature. Students with a Bachelor's degree from A&M-Commerce may use a letter of recommendation from their applied teacher(s) in lieu of an audition.

The results of the qualifying (advisement) examinations are used for academic advisement and normally do not constitute a basis for actual admission.

### **Recital**

A fifty-minute public recital is a non-credit requirement of students pursuing the Master of Music degree in performance. With the approval of the student's committee a thesis (six semester hours) or an essay (three semester hours), on a topic related to piano pedagogy may be presented in lieu of a public recital. Credits for the thesis or essay options will come from elective courses in music history, musicology and theory.

### **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.

### **Applied Music**

Graduate students can enroll for a maximum of four semester hours of applied music each semester or two semester hours of applied music each summer term. Graduate assistants are limited to four semester hours of applied music and/or ensembles as part of the required course load of six semester hours. Voice performance majors with advanced piano skills may petition to use the piano minor credits as elective credits. Instrumental performance majors may use the applied electives on the same instrument as the applied minor or on one other instrument.

## Elective Courses

Other than major or principal applied music, any graduate course offered by the Department of Music may be used as an elective unless specifically limited in a degree program.

## Music Minors

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 degree plan program, Department of Secondary and Higher Education.) A music minor (or its equivalent) at the undergraduate level constitutes the normal prerequisite for declaring a graduate minor in music.

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

## Graduate Courses

### Music (Mus)

505. *Advanced Theory*. Two or three semester hours.

A study of advanced ideas of theoretical thinking. May be repeated for credit when topics vary.

513. *Advanced Choral Conducting*. Two or three semester hours.

Advanced application of techniques developed in Mus 413. Prerequisite: Mus 413.

514. *Advanced Instrumental Conducting*. Two or three semester hours.

Advanced application of techniques developed in Mus 414. Prerequisite: Mus 414.

517. *Advanced Analysis*. Two semester hours.

A study of advanced means of analyzing music. May be repeated for credit when topics vary.

518. *Thesis*. Six semester hours.

Required of all graduate students who wish to write a thesis in the field of music or music education regardless of the individual's particular area of academic concentration. This course exploits bibliography and techniques fundamental to music research. Prerequisite: Approval of the department chairman.

522. *Music of the Baroque Era*. Two semester hours.

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

523. *Music of the Classic Era*. Two semester hours.

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

524. *Music of the Romantic Era*. Two semester hours.

Early romantic elements in music. The development of the art song, piano music, opera, and instrumental music during the Nineteenth Century.

525. *Music of the Twentieth Century*. Two semester hours.

Representative music literature from Debussy to the present.

526. *Music Literature and Repertoire*. One, two, or three semester hours.

Approved subtitles will include Levels I and II of the following areas: piano, voice, instrumental, opera, and oratorio. May be repeated for credit when subtitles vary.

529. *Workshop*. One to six semester hours.

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

531. *Pedagogy*. One to three semester hours.

Approved subtitles will include Levels I and II in each of the following areas: woodwinds, brass, percussion, voice, strings, organ, piano, theory, and literature. May be repeated for credit when subtitles vary.

532. *Seminar in Theory*. Two or three semester hours.

A study in advanced topics relative to musical composition and interpretation. May be repeated for credit when topics vary.

550. *Seminar in Music Education*. Two or three semester hours.

Approved subtitles will include Source and Research Techniques, Historical Studies, Theoretical Studies, and Experimental Studies. May be repeated for credit when subtitles vary.

552. *Applied Music*. (Principal applied) One to four semester hours.

Private instruction for music majors in piano, voice instruments, or composition. May be repeated for credit.

589. *Independent Study*. One to four semester hours.

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

595. *Research Literature and Techniques*. Three semester hours.

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

## Physics

Ben M. Doughty, Head  
Hall of Sciences, 903-886-5488

The Department of Physics provides course work training and research experience to students who wish to further their education beyond the bachelor's level in order to achieve a greater degree of competence and recognition in their profession.

The Department of Physics offers two master's degree programs. 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 Ph.D. degree. 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. The broad-field program with a concentration in physics is offered for students who wish to prepare to teach in several science fields in secondary schools. The physical facilities of the department include 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, and signal analysis of speech signals, microcomputer hardware and software development, and digital electronics.

Theoretical investigations are carried out in statistical properties associated with step formation's on crystals. The department also has an active space physics research program and has extensive equipment to aid in the preparation of teachers to introduce and teach the latest physics curriculum developments in public schools.

## Programs of Graduate Work

The Master of Science degree program with research thesis consists of a 10-course sequence (30 sh), including two courses allotted to the thesis. The Master of Science degree program without thesis consists of a 12-course sequence (36 sh). A broad-field

program, offered primarily for teachers, is available over the several fields of science with a concentration in physics. This program requires 15 hours in physics, including Physics 595 and 6 hours each in two other science areas.

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

A comprehensive minor in physics is available for doctoral degree students majoring in supervision, 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 Secondary and Higher Education.)

## Master of Science Degree in Physics

### Option I (Thesis)

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—Thesis, 6 hrs.
- Four courses on approval of graduate advisor

### Option II (Non-Thesis)

#### *Physics Teaching Emphasis*

- Phys 526—Modern Physics
- Phys 531—Physical Science for Teachers
- Phys 532—Electrical Circuits
- Phys 561—Astronomy Problems
- Phys 595—Research Literature and Techniques
- Three physics courses on approval of graduate advisor
- Four courses—chosen to support major teaching field

#### *Applied Physics Emphasis*

- Phys 511—Introduction to Theoretical Physics
- 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 two 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—Microcontroller Instrumentation and Control
- Phys 552—Advanced Micro-Controller Electronics
- Phys 562—Signal Processing

Four courses chosen in consultation with graduate advisor

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

## Special Departmental Requirements

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

## Graduate Courses

### Physics (Phys)

501. *Graduate Seminar*. One semester hour.

This course may be taken each of four semesters for credit. Graded on a (S) satisfactory or (U) unsatisfactory basis.

511. *Introduction to Theoretical Mechanics*. Three semester hours.

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

512. *Classical Electricity and Magnetism*. Three semester hours.

Electrostatics, magnetostatics, multiple expansions, solution of boundary value problems, slowly varying currents, electromagnetic energy and momentum, Maxwells equations and applications.

514. *Statistical Physics*. Three semester hours.

General principles of statistical thermodynamics, equilibrium statistics of special systems, kinetic theory, diffusion and transport phenomena, and classical and quantum statistical mechanics. Prerequisite: PHYS 511 or consent of the instructor.

517. *Principles of Mathematical Physics*. Three semester hours.

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.

518. *Research Leading to the Master's Thesis*. Three or six semester hours.

520. *Introduction to Quantum Mechanics*. Three semester hours.

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

521. *Introduction to Solid State Physics*. Three semester hours.

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

523. *Advanced Atomic Physics*. Three semester hours.

A study of theoretical and applied aspects of atomic structure. Topics include atomic models, ionization phenomena, X-ray fluorescence, X-ray diffraction, and atomic collisions. Experimental investigations of atomic phenomena will be stressed. Prerequisite: Phys 520 or equivalent or Consent of instructor.

524. *Surface Physics*. Three semester hours.

Theory, principles and applications of surface characterization techniques to modern technological problems. Topics covered include ultra-high vacuum techniques, x-ray, ion and electron spectrometers. Prerequisite: Consent of instructor.

526. *Modern Physics*. Three semester hours.

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.

529. *Science Workshop*. Three to six semester hours.  
Topics will be selected with reference to the needs of teachers. Prerequisite: Consent of the instructor.
531. *Physical Science for Teachers*. Three semester hours.  
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. This course is appropriate for teachers and others who desire a strong conceptual understanding in these topics.
532. *Electricity and Magnetism for Teachers*. Three semester hours.  
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. This course is appropriate for teachers and others who desire a strong conceptual understanding in these topics.
542. *Micromputer Instrumentation and Control*. Three semester hours.  
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 the instrumentation and control. Prerequisite: Consent of the Instructor.
552. *Advanced Micro-Controller Electronics*. Three semester hours.  
Embedded logic design and programming. Topics include micro-controller selection, peripheral interfacing, low and high-level programming languages, and micro-controller development tools. Prerequisite: Consent of the Instructor.
561. *Astronomy Problems*. Three semester hours.  
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.
562. *Signal Processing*. Three semester hours. (Same as CSci 562)  
Theoretical models of information processing; includes methods of signal representation, data conversion, decision making, filtering, and digital error problems. Prerequisite: CSci 317 or Phys 317.
572. *Parallel Computing*. Three semester hours. (Same as CSci 572)  
Computer topologies and networks, programming techniques, and parallel algorithms for multiprocessor and multi-computer systems including microcomputer clusters. Prerequisites: Physics 319 or CSci 322. Cross-listed with CSci 572.
589. *Independent Study*. One to four semester hours.  
Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.
595. *Research Literature and Techniques*. Three semester hours.  
A course designed to acquaint the student with the role of research in the initiation, development, and modification of concepts and theories in physics. Articles in professional journals in the field will be assigned for review, especially in areas in which theories are in a state of flux. The student will be encouraged to devise experiments through which clarification of concepts may result.
597. *Special Topics*. One to Four semester hours.  
Organized class. May be repeated when topics vary. Some sections are graded on a Satisfactory (S) or Unsatisfactory (U) basis.

## Political Science

Paul Lenchner, Head

Ferguson Social Sciences Building, 903-886-5317

The Department of Political Science does not offer a graduate degree, but it does provide a limited range of graduate courses in support of other graduate degree programs. Students who are interested in such courses should make inquiry to the Head, Department of Political Science.

### Graduate Courses

#### Political Science (PSci)

589. *Independent Study*. One to four semester hours.

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

## Sociology and Criminal Justice

R. N. Singh, Head

Ferguson Social Sciences Building, Room 210, 903-886-5332

E-Mail: [Raghu\\_Singh@tamu-commerce.edu](mailto:Raghu_Singh@tamu-commerce.edu)

The mission of the Department of Sociology and Criminal Justice is to provide quality academic and practical learning experiences to equip students with social, intellectual, leadership, and research skills that will serve them in a wide variety of careers.

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. preparation of students for teaching roles at all education levels;
2. development of students' skills and knowledge which will enable them to conduct and interpret empirical research;
3. preparation of students for professional careers in the fields of sociology and criminal justice;
4. preparation of students for Ph.D. programs in sociology and criminology;
5. development of programs designed to provide community services, extending from the local to regional and national levels;
6. provisions of curriculum support to other departments and university programs.

### Programs of Graduate Work

#### Master's Degree in Sociology

The Department of Sociology and Criminal Justice offers a master's 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. 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. For additional information, students are advised to read the most recent departmental Graduate Handbook available free from the department.

## Admission Requirements

Acceptance will be based on admission to the Graduate School, scores on the Graduate Record Examination (GRE), and undergraduate grade point average, two references, resume, and a sample of student's writing.

## Master of Science Degree in Sociology

*Prerequisites* (contact Department Head to request a waiver)

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

### *Master of Science Option I*

- Soc 535—Readings in Sociology, offered every fall
- Soc 572—Sociological Theory, offered every spring
- Soc 575—Logic and Method of Social Inquiry, offered every fall
- Soc 576—Data Analysis in Social Research, offered every spring
- Soc 518—Thesis, 6 hrs., offered every semester
- Plus any four graduate sociology courses

### *Master of Science Option II*

- Soc 535—Readings in Sociology, offered every fall
- Soc 572—Sociological Theory, offered every spring
- Soc 575—Logic and Method of Social Inquiry, offered every fall
- Soc 576—Data Analysis in Social Research, offered every spring
- Soc 595—Research Literature and Techniques, offered every semester
- Plus 4-6 graduate electives in sociology and 2-4 approved electives outside sociology.

## Minor Degree Programs in Sociology

A minor in sociology is available for master's degree students majoring in other selected programs at A&M-Commerce. A comprehensive minor in sociology is available for doctoral degree students majoring in any one of the approved doctoral programs in education. Details of these programs can be obtained from the department. (See Doctor of Education degree program for the respective department in this catalog.)

**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.

## Federation Ph.D. Program

The department plays a supportive role in the Federation Ph.D. program in sociology. We serve on committees in the program. Other schools within the program are University of North Texas and Texas Woman's University, both in Denton.

## Graduate Courses

### Sociology (Soc)

504. *Studies in Contemporary Sociology*. Three semester hours.

An in-depth study of contemporary theoretical and methodological issues in an area of study within sociology. Topics to be covered are: A. mental health and illness; B. sociology of medicine; C. applied sociology; D. law and society; E. the state of sociology. May be repeated when topics vary.

512. *Sociological Perspectives on Marriage and the Family*. Three semester hours.

A critical sociological analysis of the origin, structure, and functioning of the institutions of marriage and family in human society. Four theoretical perspectives in



sociology (namely: functionalism, conflict theory, exchange theory and symbolic interactionism) will be employed for discussing and evaluating various problems and issues in marriage and family, particularly in the contemporary American society.

514. *Family Violence*. Three semester hours. (Same as CJ 514)

A thorough and critical examination of family violence from a sociological perspective. Topics include the meaning, nature, and types of family violence; biological, psychological, anthropological, and sociological theories which attempt to explain hostility, aggression, and violence among intimate people; the philosophy of non-violence; the consequences of violence; and preventive measures and strategies for dealing with violence in the family. Although the course focuses on the American family, illustrations of family violence from other cultures are provided.

515. *Medical Sociology*. Three semester hours.

This course will examine research and theory on the changing concepts of health, illness and medical practice as well as place these understandings in socio-historical and comparative context. Topics will include: social epidemiology, the social construction of health/illness, the experience of illness, health professions, alternative medicine and the health care system. Emphasis on how social factors such as gender, race, social class and sexual preference affect both illness and health care. The course will be applicable for students in sociology, criminal justice, social work, and psychology. This course contributes 3 credit hours toward students' fulfillment of degree requirements. There is not lab or prerequisite for this course.

516. *Sociology of Education*. Three semester hours.

A study of the structure of the social organization of the school and the social and cultural forces which influence the school and those who teach and learn in it. The classroom is analyzed as a social system with special emphasis on the role of teachers. The relationships of education to other social institutions such as the family, economy and political system are examined.

518. *Thesis*. Six semester hours.

The student will work on the thesis under the supervision of an advisory committee. Major work will include the development of a prospectus, collection, analysis and interpretation of data and the final writing of the thesis. No credit will be given until the thesis is completed and approved. Graded on a (S) satisfactory or (U) unsatisfactory basis. Prerequisites: Sociology 572, 575, and 576 or permission of Department Head.

535. *Readings in Sociology*. Three semester hours.

This graduate seminar explores advanced sociological principles through the use of selected classic and contemporary readings. Students will be expected to read, synthesize, and integrate a wide variety of sociological materials and to analyze and discuss them from divergent theoretical perspectives.

553. *American Subcultural Groups*. Three semester hours.

An examination of cultural diversity in American life, focusing particularly on Black Americans, Mexican Americans, Native American Indians, and Anglo Americans. Describes dynamics of intergroup relations; the impact of ethnicity and social class on cultural patterns; the causes and effects of racism and prejudice. Special emphasis is placed on problems and strengths of multicultural education.

572. *Sociological Theory*. Three semester hours.

A study of the major theoretical perspectives in sociology, particularly functionalism, conflict theory, and symbolic interactionism. Special attention given to major sociological theorists, such as Durkheim, Weber, Marx, G. H. Mead and Parsons. Prerequisite: Soc 436 or its equivalent or Department Head's permission.

575. *Logic and Method of Social Inquiry*. Three semester hours.

The coverage of the basic techniques and procedures used in social research pro-

cess. 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.

576. *Data Analysis in Social Research*. Three semester hours.

Students are exposed to basic techniques of data analysis in social research, particularly by use of computers. Special attention is given to tabulation, statistical testing, and interpretation of data. Analysis of variance, multiple regression, dummy variable regression, path analysis and related topics will be covered with computer application for problem solving. Prerequisites: Soc 332, its equivalent, or Department Head's permission.

589. *Independent Study*. One to four semester hours.

Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of Department Head.

595. *Research Literature and Techniques*. Three semester hours.

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 the Department Head.

597. *Special Topics*. One to four semester hours.

Organized class. May be repeated when topics vary.

## **Criminal Justice (CJ)**

514. *Family Violence*. Three semester hours. (Same as Soc 514)

A thorough and critical examination of family violence from a sociological perspective. Topics include the meaning, nature, and types of family violence; biological, psychological, anthropological, and sociological theories which attempt to explain hostility, aggression, and violence among intimate people; the philosophy of non-violence; the consequences of violence; and preventive measures and strategies for dealing with violence in the family. Although the course focuses on the American family, illustrations of family violence from other cultures are provided.

530. *Seminar in Crime and Delinquency*. Three semester hours.

This graduate level seminar in criminology is designed to help students develop an understanding of crime and delinquency in American society by applying sociological perspectives to the creation, causation, and societal reaction to crime and delinquency.

531. *Contemporary Issues in Criminal Law*. Three semester hours.

The course examines current as well as emerging criminal law issues in the United States. The course will have in-depth discussions on the theoretical, philosophical, ethical, and historical underpinnings of American substantive criminal law and its application to current issues such as the death penalty, forfeiture, and strict liability crime.

568. *Seminar in Corrections*. Three semester hours.

A study of popular issues in community-based and institutional corrections with emphasis on organizational goal setting and achievement, program evaluation, client supervision, and agency administration, and problem solving. An analysis of current research and its applicability to the criminal justice system and society.

# College of Business and Technology

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Stephen L. Avard, Head, Department of Economics and Finance and

Director of the Master of Science and Master of Arts in Economics

Business Administration Building, Room 225, 903-886-5673

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Randy Odom, Interim Head, Department of Marketing and Management

Director of the Master of Science Programs in Marketing and Management

## Graduate Programs

Graduate study in the College of Business and Technology is available in business administration, economics, e-commerce, management, marketing, and technology. The graduate programs in business are accredited by AACSB, and the International Association for Management Education.

## Admission Requirements

Acceptance will be based on admission to the Graduate School, scores on the GMAT or Graduate Record Examination (GRE), undergraduate grade point average and other requirements specific to the major. See section pertaining to your major for admission criteria.

## Objectives of Graduate Work

### Business and Economics

Graduate studies in business and economics at Texas A&M University-Commerce are designed to prepare men and women for professional careers in business organizations, government agencies, and educational institutions, or for further graduate study.

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.

Graduate degrees in business and economics include the M.B.A., the M.S. and M.A. in Economics, the M.S. in E-commerce, the M.S. in Management, and the M.S. in Marketing.

### Industrial Engineering & Technology

The graduate program in Industrial Technology is designed to prepare graduates for advanced and future technology positions in business, industry, government and service enterprises. Specific goals are to:

1. develop a knowledge and application of current and future practices in industrial/technical management;
2. develop an understanding and application of advanced and future industrial technologies;
3. develop an understanding of effective workforce management, training, and communications;
4. develop knowledge and application of methodologies for continuous productivity improvement;
5. effectively compete in a global environment; and
6. manage change in an effective and productive manner.

## **Degree Programs in Business and Economics**

### **Master of Business Administration Degree**

The Master of Business Administration degree offered by the College of Business and Technology (CBT) of Texas A&M University-Commerce prepares the graduate student for advanced management positions which 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.

*General Admission Requirements.* Admission to the M.B.A. program at A&M-Commerce is based on previous academic achievement and business experience, if any. Students seeking admission must have earned a baccalaureate degree (not necessarily in a business field) and have completed the GMAT examination. The admissions process considers the applicant's academic record and his/her GMAT Scores. Applications for the M.B.A. program are accepted throughout the year for both full- and part-time study. Candidates are encouraged to submit applications as early as possible to ensure consideration for the semester desired. International applications should apply at least ninety days before the beginning of the semester they wish to begin.

*Admissions Categories.* Individuals may begin the coursework on either full, probationary or non-degree (pre-MBA) status. All applicants must forward the following documents to the Graduate School:

1. An application letter describing the applicant's career objectives and how the MBA 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.

#### *Requirements:*

1. An acceptable GMAT score
2. A minimum undergraduate GPA of 2.75 or 3.00 on last 60 undergraduate hours.
3. An admission index of at least 950 ( $200 \times \text{undergraduate GPA} + \text{GMAT total score}$ ) or an admission index of at least 1000 ( $200 \times \text{GPA of last 60 undergraduate hours} + \text{GMAT total score}$ )

Note: The GMAT examination can be waived if the applicant holds a master's degree.

Applicants not meeting requirements for full admission may petition the Director of Graduate Programs in Business for probationary admission. Probationary admission

is based on a minimum admission index of 950/1000 points plus an in-depth analysis of additional academic, career and leadership evidence.

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

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 M.B.A. program includes a six-course managerial component, a two-course information analysis component and two elective courses.

### **Managerial Component**

Acct 525—Advanced Managerial Accounting  
Eco 562—Managerial Economics (or Eco 576—Macroeconomics Theory and Policy may be substituted)  
Fin 504—Financial Management  
Mgt 585—Management Skills Development  
Mkt 521—Marketing Management  
Mgt 527—Strategic Management

### **Information Analysis Component**

BA 578—Statistical Methods  
BA 595—Applied Business Research

### **Elective Component**

Two elective courses complete the 30-hour program requirements. These electives may be taken from any combination of business fields.

*Minor Areas of Concentration.* At least 12 advanced hours must be completed in an academic field (Accounting, Economics, Finance, Human Resources Management, International Business, Management Information Systems, Marketing, Management of Technology) to meet the requirements for a minor concentration area. The details of each particular minor or shown below.

**Accounting.** At least four courses from Accounting (includes Acct 525).

**Economics.** At least four courses from Economics (includes Eco 562 and/or 576).

**Finance.** At least four courses from Finance (includes Fin 504).

**Human Resource Management.** Mgt 585 and 592 plus two courses from Mgt 567, 587, 589 (approved topic), 594, 597 (approved topic).

**International Business.** Any four courses from Eco 528, Fin 571, Mgt 590 or 597 (approved topic), Mkt 586.

**Management Information Systems.** Prerequisites (credit will given to previously taken courses): MIS 128, 502; CSci 515. Advanced courses: MIS 524, 526, 579, Mkt 573.

**Marketing.** At least four courses from Marketing (includes Mkt 521).

**Management of Technology.** Two courses from Mgt 590, 591, 594, 597 (approved topic), plus two courses from Technology Dept.

*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.

**Background Courses**

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—Distribution Management for Global Markets

Mgt 502—Human Behavior in Organizations

These courses cannot be used to satisfy elective requirements.

Minors are also available subject to the previously stated requirements.

**Master of Science or Master of Arts in Economics**

1. Program Focus—Managerial/Applied Economic Analysis

2. Application—Essential to business and governmental planning, decision making and public policy analysis.

3. Curriculum Flexibility—Offers a flexible curriculum in which students select and arrange study areas in consultation with the department advisor.

Acceptance will be based on admission to the Graduate School, scores on the GMAT or GRE and undergraduate grade point average.

Courses are also offered live and/or by distance learning to the Metroplex Center in Mesquite, Universities Center at Dallas and other areas.

The curriculum is designed as a terminal graduate program in business and financial economics. It also provides the essential core of graduate courses for those students who wish to pursue doctoral studies in economics.

Both the Master of Arts and Master of Science degrees are offered with a major in economics. The Master of Arts requires the completion of a six-semester-hour thesis plus eight courses. The Master of Science program may be either a thesis or non-thesis plan. Course requirements for the non-thesis option are ten courses consisting of:

Eco 562—Managerial Economics

Eco 576—Macroeconomic Theory and Policy

BA 595—Applied Business Research

An additional four graduate level economics electives. Select 12 sh from the following:

528 International Economic Problems

533 Applied Economic and Financial Forecasting

552 Economics for Public Policy

572 Monetary Theory

589 Independent Study

597 Special Topics

Students may select advanced courses in areas such as: financial economics, managerial/ applied economics, monetary theory, public regulation, economic forecasting, international trade and global competition, economic development, and credit and financial markets.

Up to three graduate level courses outside economics approved by the head of the Department of Economics and Finance, such as: finance, statistics or quantitative methods, computer science, or business administration.

Specific requirements for M.A. and M.S. degrees are found elsewhere in this catalog.

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

## **Master of Science in Marketing**

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

*Admission Requirements.* Applicants must complete *either* the Graduate Management Admission Test (GMAT) *or* the Graduate Record Examination (GRE).

*GMAT.* Applications having completed the GMAT must meet the following combinations of points as derived from the undergraduate grade point average and the score on the GMAT:

1. Achieve an admission index of at least 950 points based on the formula: 200 times the undergraduate GPA, plus the GMAT score; or
2. Achieve an admission index of at least 1000 points based on the formula: 200 times the junior-senior GPA, plus the GMAT score.
3. In addition, applicants must meet each of the following requirements for full admission to the M.S. Marketing program:
  - a. An acceptable score on the GMAT exam
  - b. An undergraduate GPA of at least 2.75 or at least 3.0 for junior and senior years.

*GRE.* Applicants having completed the GRE must have (1) an acceptable score on the quantitative and verbal sections, and (2) an undergraduate GPA of at least 2.75 or at least 3.0 for junior and senior years. Students who meet the GPA requirement but whose combined GRE score is acceptable may be considered for probationary admission.

*30-36 Hour Format.* Thirty-six hours of graduate credit are required for students without undergraduate preparation in marketing. However, students with appropriate previous coursework can waive one or both of the foundation courses.

### **Foundation Study in Marketing and Management—6 hours**

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

Mkt 501—Distribution Management for Global Markets

Mgt 502—Human Behavior in Organizations

### **Support Coursework Outside of Marketing—6 hours**

Fin 501—Finance for Decision Makers or

Fin 504—Financial Management or Approved Finance Elective

Mgt 585—Management Skills Development

### **Advanced Breadth in Marketing Management—15 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 hours**

BA 595—Applied Business Research

### **Specialized Courses in Marketing—6 hours (choose 2 courses)**

Mkt 568—Advertising and Promotion

Mkt 573—Internet Marketing

Mkt 597—Topics in Marketing

Other graduate courses may be approved by the Director of Graduate Programs in Business, provided student has a minimum of six courses (18 sh) of Marketing.

## Master of Science in Management

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

*Admission Requirements.* Applicants must complete *either* the Graduate Management Admission Test (GMAT) *or* the Graduate Record Examination (GRE).

*GMAT.* Applications having completed GMAT must meet the following combinations of points as derived from the undergraduate grade point average and the score on the GMAT:

1. Achieve an admission index of at least 950 points based on the formula: 200 times the undergraduate GPA, plus the GMAT score; or
2. Achieve an admission index of at least 1000 points based on the formula: 200 times the junior-senior GPA, plus the GMAT score.
3. In addition, applicants must meet each of the following requirements for full admission to the M.S. Management program:
  - a. An acceptable total score on the GMAT exam
  - b. An undergraduate GPA of at least 2.75 or at least 3.0 for juniors and senior years.

*GRE.* Applicants having completed the GRE must have (1) an acceptable score on the quantitative and verbal sections, and (2) an undergraduate GPA of at least 2.75 or at least 3.0 for junior and senior years. Students who meet the GPA requirement but whose combined GRE score is acceptable may be considered for probationary admission.

*30-36 Hour Format.* 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. Management hours include BA 595 and any courses with the Mgt prefix.

### Foundation Study in Management—6 hours

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

Mgt 501—Distribution Management for Global Markets

Mgt 502—Human Behavior in Organizations

Support Coursework Outside of Management—6 hours

Fin 501—Finance for Decision Makers or

Fin 504—Financial Management or Approved Finance Elective

Mkt 521—Marketing Management

### Advanced Breadth in Management—9 hours

Mgt 585—Management Skills Development

Mgt 591—Quality Management

Mgt 527—Strategic Management (should be taken in the last semester)

### Research Component—3 hours

BA 595—Applied Business Research

### General Option—12 hours (*choose 4 courses*)

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—Topics in Management

Other graduate courses may be approved by the Director of Graduate Programs in Business.

### **Information Technology Option—12 hours (4 courses)**

Choose 1 of the courses listed under “General Option” (3 hours)

Choose 3 of the following courses:

CSci 516—Fundamental Concepts in Computing and Machine Organization

CSci 525—Networking I—Local Area Networks

CSci 526—Database Systems

MIS 526—Database Management

MIS 502—Business Information Systems

Additional courses must be approved by the program director.

### **Master of Science in Electronic Commerce**

The M.S. in Electronic Commerce program prepares individuals to assume roles associated with the Internet components of business operations. Graduates complete a balanced curriculum emphasizing marketing and strategic issues, as well as the technical dimension.

*Admission Requirements.* Applicants must complete *either* the Graduate Management Admission Test (GMAT) *or* the Graduate Record Examination (GRE).

*GMAT.* Applicants having completed GMAT must meet the following combinations of points as derived from the undergraduate grade point average and the score on the GMAT:

1. Achieve an admission index of at least 950 points based on the formula: 200 times the undergraduate GPA, plus the GMAT score; or
2. Achieve an admission index of at least 1000 points based on the formula: 200 times the junior-senior GPA, plus the GMAT score; or
3. In addition, applicants must meet each of the following minimum score requirements for full admission to the program:
  - a. An acceptable score on the GMAT exam
  - b. An acceptable verbal score on the GMAT exam
  - c. An undergraduate GPA of at least 2.75 or at least 3.0 for juniors and senior years.

*GRE.* Applicants having completed the GRE must have (1) must have an acceptable score on the verbal and quantitative portions, and (2) an undergraduate GPA of at least 2.75 or 3.0 for junior and senior years. Students who meet the GPA requirement but whose combined GRE score is acceptable may be considered for probationary admission.

*30-54 Hour Format.* Thirty semester hours are required for students with strong business and computer science backgrounds. The following eight foundation courses (i.e., 24 additional hours) are available for students who lack the appropriate business and computer science background. The program director will waive the courses for which prior proficiency can be demonstrated.

CSci 504—Computer Applications

CSci 506—Visual Basic

CSci 514—Multimedia and Internet Resources

CSci 515—Computer Programming

Fin 501—Finance for Decision Makers

MIS 502—Business Information Systems

Mgt 501—Distribution Management for Global Markets

Mkt 522—Electronic Commerce

In addition to any or all of the prerequisite courses, students complete the following 30-hour curriculum.

**Marketing and Strategic Issues—9 hours**

Mkt 521—Marketing Management

Mkt 573—Internet Marketing

Mgt 537—Strategic Management of Electronic Commerce

**Computer Science—9 hours**

CSci 543—Networking II or

CSci 531—Java Language Programming

CSci 510—Visualization and Imaging or

CSci 510/MIS 510—Graphic Visualization or approved Computer Science Elective

**Application of Technology—9 hours**

MIS 524—Networking and Telecommunication

CSci/MIS 526—Database Management

Mkt 599—Internship in Electronic Commerce

**Research Component—3 hours**

CSci 595—Research Methods/BA 595—Applied Business Research

## **Bachelor's of Professional Accountancy/**

### **Master's of Business Administration Joint Degree Program**

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 twelve graduate semester hours of accounting. For additional information, please contact the Department of Accounting.

## **Degree Program in Industrial Technology**

### **Master's of Science in Industrial Technology Degree**

The goal of the Master of Science in Industrial Technology program is to develop individuals in advanced technologies and managerial areas. The curriculum is centered around real-world topics found in contemporary business and industrial environments. Learned competencies are designed to meet the needs of practicing professionals as well as those with limited industrial and/or business experience. Total Semester Hours required for degree: 30

*Admission Requirements.* Applications for admission to the Master of Science in Industrial Technology degree must submit scores for the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT). Refer to the admission section of the graduate catalog for other admission requirements.

#### **Industrial Technology Degree Required Courses (9 semester hours)**

IT 525 Problems in Industrial Technology

IT 595 Applied Industrial Research

IT 599 Collaborator Technology (Capstone)\*\*

**Industrial Technology Electives (select 9 semester hours):**

- IT 501 Management of Technology
- IT 502 Manufacturing Systems
- IT 509 Human Factors Engineering
- IT 516 Total Productive Maintenance (TPM)
- IT 520 Risk Analysis
- IT 523 Systems Simulation
- IT 524 Engineering Project Management
- IT 525 Problems in Industrial Technology
- IT 530 Industrial Hygiene and Safety Technology
- IT 540 Systems Analysis and Design
- IT 550 Life Safety and Hazard Control
- IT 570 Legal Aspects of Occupational and Environmental Health
- IT 589 Independent Study\*
- IT 597 Special Topics\*

\*May be repeated when the topic varies.

\*\*Must be taken in final semester.

**Electives (select 12 semester hours):**

Elective courses may be selected from the following disciplines:

- Accounting Industrial Technology/Engineering
- Computer Science Management, &
- Economics, Mathematics
- Business and Physics

**Note:** Elective courses must be approved by the IET Department Head. Elective courses may be selected from more than one discipline. A maximum of 9 semester hours may be transferred into A&M-Commerce Industrial Technology degree from another institution.

**Minor in Industrial Technology (15 Semester Hours)**

Required Courses: IT 525, 595, 599 and two (2) graduate level IT courses.

**Graduate Courses****Accounting (Acct)**

501. *Accounting for Managers*. Three semester hours.

Study of the accounting concepts and procedures used by managers in making decisions. The focus in the course will be on users, not preparers, of accounting and management information. This course satisfies the accounting background requirement for MBA candidates and may be utilized as part of a graduate program in a field other than business administration. Prerequisite: Math 141 or 175.

518. *Thesis*. Six semester hours.

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

521. *Advanced Financial Accounting*. Three semester hours.

A continuation of the financial accounting sequence. The primary emphasis is on accounting for business combinations and consolidations. Other contemporary issues in financial accounting will also be covered with an emphasis on reading and interpreting professional accounting literature. Prerequisite: Acct 322.

525. *Advanced Managerial Accounting*. Three semester hours.

A study of accounting as related to making decisions. Readings, cases, and problems dealing with managerial accounting issues, accounting concepts, budgeting and cost control, using accounting information in planning and control. Prerequisite: Consent of the instructor.

527 *Financial Auditing*. Three semester hours.

This course is a study of the professional auditing standards followed by public accountants in performing the attest function for financial statements and supporting data. Prerequisites: Acct 322, 433.

539. *Taxation for Decision Makers*. Three semester hours.

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. Prerequisite: consent of the Professor.

540. *Advanced Income Tax Accounting*. Three semester hours.

A study of taxation of partnerships, corporations, estates, and trusts under current federal income tax law. An emphasis will be on solving practical problems using tax research tools and software. Prerequisite: Acct 440.

541. *Contemporary Issues in Financial Accounting*. Three semester hours.

Selected contemporary and international issues in financial accounting will be covered with an emphasis on reading and interpreting professional accounting literature to prepare financial statements according to generally accepted accounting principles. This course is designed as a capstone overview of professional literature on financial accounting for majors in professional accountancy. However, the content is also appropriate for controllers and others interested in the application of generally accepted accounting principles. Prerequisites: Acct 322, 521.

589. *Independent Study*. One to four semester hours.

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

597. *Special Topics*. One to four semester hours.

Organized class. May be repeated when topics vary.

## **Business Administration (BA)**

501. *Quantitative Analysis for Managers*. Three semester hours.

This course satisfies the MBA background requirements for quantitative analysis and production management techniques. The course will cover descriptive statistics, inferential statistics and math models with business applications to analyze management and organizational problems. Specific topics include: measures of central tendency and variation, probability distributions, estimation, hypothesis testing, regression and correlation, decision theory, linear programming, transportation and assignment models, and inventory management and queuing theory models. Prerequisites: Math 175 or 141.

530. *Ethical Issues in Organizations*. Three semester hours.

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

578. *Statistical Methods*. Three semester hours.

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. Prerequisite: BA 302 or BA 501 (or equivalent).

582. *Contemporary Business Issues*. Three semester hours.

This seminar deals with important trends, developments, and policies in the

economy of the United States. Prerequisite: Undergraduate course in economics or consent of the instructor.

589. *Independent Study*. One to four semester hours.

Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies.

Prerequisite: Consent of department head.

595. *Applied Business Research*. Three semester hours.

A course to investigate the techniques of the research process as applied to business and economics. Experience is gained in defining research problems and in collecting, analyzing, recording and interpreting data. Also, an analysis of pertinent research literature in business and economics. Required of all graduate majors in business administration under Option II.

597. *Special Topics*. One to four semester hours.

Organized class. May be repeated when topics vary.

## **Economics (Eco)**

501. *Economics for Decision Makers*. Three semester hours.

An introduction to the primary concepts and methods of micro and macroeconomics as they apply to decision makers within the business unit—all within the context of expanding global markets. This course satisfies the economics background requirement for MBA candidates.

518. *Thesis*. Six semester hours.

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

528. *International Economic Problems*. Three semester hours.

An analysis of current global issues and their impacts on the United States. Emphasis is on gains from trade, balance of payments and adjustment to national international equilibria, determination of exchange rates under various monetary standards, international capital flows, and trade policy considerations in a changing world economy.

533. *Applied Economic and Financial Forecasting*. Three semester hours.

Introduces students to the tools, techniques and computer software used to create a structural process by which future economic, finance, and business variables are forecasted. Prerequisites: Eco 231 and 232, or Eco 501. Cross-listed with Fin 533.

552. *Economics for Public Policy*. Three semester hours.

Business, government, and culture provide the three interacting subsystems of society within which markets must operate. This course analyzes each side of that relationship, covering the different ways that public policy affects the activities of the modern global corporation and the key responses on the part of market participants. Prerequisites: Eco 231, 232, or Eco 501.

553. *Regional Economic Analysis*. Three semester hours.

Theories of economic development. Study and analysis of population shifts, industrial location, regional disparities, and special factors (e.g., energy and transportation) related to regional development. Emphasis given to data and databases useful in regional analysis. Special aspects of international development are also included. Prerequisites: Eco 231, 232, or Eco 501.

562. *Managerial Economics*. Three semester hours.

The study and application of concepts and models, primarily microeconomic, to various types of management problems. While analysis is primarily in terms of cost, demand, revenues, and market structure, the process combines ideas and methods from other functional fields of business administration. The case method is used to provide illustration and application of concepts. Prerequisites: Eco 231, 232, or Eco 501.

572. *Monetary Theory*. Three semester hours.

A study of contemporary monetary theory and the role of the banking system in the economy. Special emphasis is given to the development of central banking and the international aspects of monetary policy. Prerequisites: Eco 231, 232 or equivalent, or Eco 501.

576. *Macroeconomic Theory and Policy*. Three semester hours.

Analyzes the use of various instruments of monetary and fiscal policy and their effects on output, employment, prices, and international economic variables. Data sources and indicators of aggregate economic activity are emphasized. Prerequisites: Eco 231, 232, or Eco 501.

589. *Independent Study*. One to four semester hours.

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

597. *Special Topics*. One to four semester hours.

Organized class. May be repeated when topics vary.

## **Finance (Fin)**

501. *Finance for Decision Makers*. Three semester hours.

This course is designed for nonbusiness undergraduate degree holders to prepare for making financial decisions. Basic concepts of finance are applied in both the public and private sectors. Graduate students will learn about financial analysis, financial forecasting, asset management, financial markets and security valuation (including state and local bonds). This course satisfies the finance background requirement for the MBA candidates and may be appropriate for graduate programs in a field other than business administration.

504. *Financial Management*. Three semester hours.

A study of business finance within the economic environment including financial reporting, analysis, markets and regulations, with emphasis on global and ethical issues. Risk, valuation, planning and analysis including working capital management and capital budgeting, and other decision rules help maximize the value of the firm. Focus on total quality management and financial considerations in the production of goods and services. Prerequisite: Fin 304 or Fin 501, or consent of instructor.

510. *Investment Seminar*. Three semester hours.

A comprehensive study of security selection and analysis techniques and of security markets and how they are affected by the domestic and international economic, political, and tax structures. Group discussion, individual and group research, and the computer are utilized. Prerequisite: Fin 504 or consent of instructor.

512. *Advanced Security Analysis and Portfolio Management*. Three semester hours.

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. Prerequisite: Fin 504 or consent of instructor.

533. *Applied Economic and Financial Forecasting*. Three semester hours.

Introduces students to the tools, techniques and computer software used to create a structural process by which future economic, finance, and business variables are forecasted. Prerequisites: Eco 231 and 232, or Eco 501. Cross-listed with Eco 533.

570. *Financial Markets, Institutions and Instruments*. Three semester hours.

A study of structure and functions of financial markets and institutions focusing on political, social, regulatory and legal effects, as well as demographic diversity, ethi-

cal considerations and changing global financial conditions, in finance decision-making. Prerequisite: Fine 304 or Fin 501.

571. *International Business Finance*. Three semester hours.

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. Prerequisite: Fin 304 or Fin 501.

589. *Independent Study*. One to four semester hours.

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

597. *Special Topics*. One to four semester hours.

Organized class. May be repeated when topics vary.

### **Industrial Technology (IT)**

501. *Management of Technology*. Three semester hours.

Examination of competencies required of technology managers in contemporary industry. Study includes multi-disciplinary topics in industrial engineering, operations management, manufacturing technology and global manufacturing.

502. *Manufacturing Systems*. Three semester hours.

Study of manufacturing as a system. Topics include production systems design, group technology, just-in-time (JIT), AGILE manufacturing, continuous improvement, Lean Manufacturing, Supply-Chain Management, materials management, and other contemporary manufacturing systems.

503. *Industrial & Engineering Leadership Studies*. Three semester hours

An examination of research relating to historical, contemporary, and future leadership concepts, styles, philosophies, and practices. Students will be required to conduct extensive research into a selected topic on leadership and to prepare a manuscript suitable for publication in a professional journal.

509. *Human Factors Engineering*. Three semester hours.

This course focuses on humans who have roles in systems. The student will acquire and use scientific knowledge about human capabilities and behavior in the design, analysis, and use of human-machine systems. This knowledge will be used to improve system efficiency and minimize human error.

516. *Total Productive Maintenance (TPM)*. Three semester hours.

Study of contemporary plant maintenance systems. Includes study of conventional productive maintenance and total employee involvement. Emphasis on designing, operating, and analyzing a maintenance system and upgrading the skills of workers through technical training.

520. *Risk Analysis*. Three semester hours.

Study of risk management, loss control, and system and product safety. Instructional topics include system and product safety. Instructional topics include system safety analysis, product liability and reliability, program management and evaluation, behavioral science, and safety management. Disaster and contingency planning will also be addressed.

523. *Systems Simulation*. Three semester hours.

This course places emphasis on methods of simulation in production systems.

Simulation is used to aid in decision making for process layout, method selection, and work station design. The student will use simulation software to build and analyze virtual production systems. Previous exposure to statistical methods will be helpful.

524. *Engineering Project Management*. Three semester hours.

Techniques and application of managing time and resources in order to maintain schedules and budgets. Emphasis on designing initial and target schedules, resource leveling, and reporting. Appropriate computer software packages will be used by students to complete class studies and exercises.

525. *Problems in Industrial Technology*. Three to six semester hours.

Study, research, investigation of a specific contemporary engineering/technology area. Students may work individually or in teams. Course may be taken two times for a total of 6 semester hours of credit.

530. *Industrial Hygiene and Safety Management*. Three semester hours.

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. Topics include fundamental units of mass, length and time, fundamental chemistry of gases and vapors, safe spill response, medical monitoring, protective equipment/clothing, instrumentation and study of OSHA regulations.

540. *Systems Analysis and Design*. Three semester hours.

A study of the specialized integration of safety skills and resources into all phases of a System's Life Cycle. Topics include accident prevention, systems engineering, systems management, design concepts, testing, maintenance, electrical hazard control and advanced machinery safeguarding.

550. *Life Safety and Hazard Control*. Three semester hours.

Advanced study of Life Safety and Fire Codes. Includes building construction/maintenance, fire protection, occupancy, code compliance, design of buildings, construction contracts, construction injuries, costs, and investigation.

570. *Legal Aspects of Occupational and Environmental Health*. Three semester hours.

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.

589. *Independent Study*. One to three semester hours.

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

595. *Applied Industrial Research*. Three semester hours.

Study of the research methods and processes applicable to industrial engineering/technology. Emphasis on defining research problems and collecting, analyzing, recording, and interpreting data. Students will be required to conduct a research project.

597. *Special Topics*. Three semester hours.

Organized class. May be repeated when topics vary.

599. *Collabratory Technology*. Three semester hours (Capstone)

Comprehensive investigations and readings of managerial, engineering, environmental, and regulatory paradigms consistent with prevailing processes and practices of the millennium's emerging global competitiveness. Instructional methods will include studying multinational views and analyzing case studies for the four areas. This is a graduate capstone course and must be completed the semester/term of graduation.



**Management Information Systems (MIS)**

502. *Business Information Systems*. Three semester hours.

Applications of the computer to business organizations. A study of the capabilities and limitations of the computer through study of contemporary literature. Case studies of applications with particular emphasis on flow charting, systems analysis, and development of integrated computer systems in business. Prerequisites: MIS 128 or CSci 126 or ETec 224 or IET 101 or consent of the instructor.

524. *Networking and Telecommunications*. Three semester hours.

This course provides an in-depth knowledge of data communications and networking requirements including networking and telecommunications technologies, hardware, and software. 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.

526. *Data Base Management*. Three semester hours.

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.

579. *Quantitative Methods*. Three semester hours.

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. Prerequisite: BA 302 or BA 501 (or equivalent).

**Management (Mgt)**

501. *Distribution Management for Global Markets*. Three semester hours. (Same as Mkt 501)

This course provides a cross-functional approach to the creation and distribution of goods and services in domestic and global environments. Topics will be presented using a product life cycle approach to producing and marketing products and services. Focal areas include market analysis; product selection, design and branding; production process design; location and distribution systems analysis; pricing and profit analysis; promotion; and control of operating and distribution systems. This course satisfies the MBA background core requirements in creating and distributing goods and services for MBA students.

502. *Human Behavior in Organizations*. Three semester hours.

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. This course satisfies the MBA background core requirements in organizational behavior for MBA students.

518. *Thesis*. Six semester hours.

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

522. *Electronic Commerce*. Three semester hours.

This course addresses key business and strategic management applications relevant

to the use 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.

527. *Strategic Management*. Three semester hours.

A study of administrative processes and policy determination at the general management level through the use of case analysis. Course open to business majors only. Should be taken during semester of graduation.

528. *Current Issues in Strategic Management*. Three semester hours.

This course addresses current issues in strategic management, including but not limited to such topics as competitive analysis, mergers and acquisitions, managerial ethics, global strategy, and corporate culture. Emphasis is placed on the development of critical thinking skills.

537. *Strategic Management of Electronic Commerce*. Three semester hours.

This course emphasizes the application of strategic management concepts to companies predominantly functioning in electronic commerce. It will include coverage of social, political, economic, and technological factors affecting the success or failure of electronic commerce ventures. Students will learn how to strategically analyze such ventures and identify strategic factors associated with their success.

567. *Managing Groups and Teams*. Three semester hours.

Techniques for managing individuals and groups in a supervisory situation are development. 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.

585. *Management Skills Development*. Three semester hours. (same as BA 585)

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.

586. *Managing at the Edge*. Three semester hours.

This seminar course provides an investigation companies using participatory management and unique organizational practices. Cases and current readings will provide the background for review of companies' practices which when compared to normal organizational practices may be characterized as radical, revolutionary, nontraditional, maverick, unorthodox, and visionary.

587. *Executive Development*. Three semester hours.

An in-depth seminar on the impact of current issues and environmental factors on management and organizations. The primary emphasis of the course is on the development of the skills and knowledge required for successful managerial performance. Prerequisite: Mgt 305 or consent of instructor.

589. *Independent Study*. One to four semester hours.

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

590. *Global Competitiveness*. Three semester hours.

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.

591. *Quality Management Concepts and Tools*. Three semester hours.

Quality Management is a course in which students learn continuous improvement

philosophies and methodologies. The focus is on the continuous improvement of processes, relationships, products and services. Students completing this course will be able to establish and improve process baselines in educational institutions, engineering and manufacturing organizations, healthcare facilities, financial institutions, governmental agencies, and service organizations. Examples of process baselines are safety, customer satisfaction, quality, cycle time, and on-time delivery.

592. *Current Issues in Human Resource Management*. Three semester hours.

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

594. *Transforming Organizations*. Three semester hours.

This course examines issues related to organizational redesign and specifically to the changes processes used by organizations to respond to changes in internal and/or external environments. Sources of change, change strategies and the analysis of change efforts on environments. Use of case analysis is incorporated into the course to provide an opportunity to apply the concepts and issues studied.

596. *Small Business Consulting*. Three semester hours.

Students are provided an opportunity to work with a business on a consulting basis. Problem areas are identified and students, normally in teams, analyze the problem area(s) for the duration of the semester. At the conclusion, a formally written report is prepared and an oral presentation of the findings is made to the business owner. Prerequisite: Consent of the instructor.

597. *Special Topics*. One to four semester hours.

Organized class. May be repeated when topics vary.

## **Marketing (Mkt)**

501. *Distribution Management for Global Markets*. Three semester hours. (Same as Mgt 501)

This course provides a cross-functional approach to the creation and distribution of goods and services in domestic and global environments. Topics will be presented using a product-life cycle approach to producing and marketing products and services. Focal areas include market analyses; product selection, design and branding; production process design; location and distribution systems analysis; pricing and profit analysis; promotion; and control of operating and distribution systems. This course satisfies the MBA background core requirements in creating and distributing goods and services for MBA students.

521. *Marketing Management*. Three semester hours.

A comprehensive study of the effective application of marketing strategies in international and domestic organizations. A case analysis approach and current professional literature are utilized. Prerequisite: Mkt 306.

568. *Advertising and Promotion*. Three semester hours.

An extensive study of the managerial role of decision-making in the promotion of commercial products and services. Contemporary problems of adaptation and development of promotional programs will be analyzed by institutions, government, nonprofit organizations, and consumers with emphasis on the relationship of company goals, ethics, and evaluation methods. Prerequisite: Mkt 521 or 491.

571. *Business-to-Business Marketing*. Three semester hours.

This course gives students a thorough understanding of how key marketing concepts apply to institutional markets. Students will learn to develop an appreciation of the way standard marketing approaches can be modified to fit the needs of a customer base comprised of large corporations and entrepreneurial enterprises. The course fo-

cuses on the managerial process involved in identifying and evaluating marketing opportunities to effectively serve industrial markets.

572. *Seminar in Marketing Research*. Three semester hours.

This course emphasizes the analysis of marketing research information as an aid to decision making. It will provide students with a working knowledge of the analytical tools available to market researchers and managers. Techniques of data collection, evaluation of alternative sources of information, and the methods for evaluating data and presenting results are covered. The course also deals with how to define information needs, the use of test marketing procedures and the role of models in decision making. Prerequisite: BA 595 or consent of instructor.

573. *Internet Marketing*. Three semester hours.

This course exposes students to key marketing applications relevant to the use of Internet technologies. The goal of the course is to give students the necessary background of concepts, technologies, and applications required for marketing-related activities in the rapidly growing electronic commerce industry. Example topic areas: Topics around which discussions may focus include: E-Corporation, Internet technologies, online advertising, online retailing, customer acquisition, customer service, and marketing to e-customers.

586. *International Marketing*. Three semester hours.

A study of the significance of international trade for imports and exports. Adaptation to different cultures and ethics for global competition in U.S. markets are extensively analyzed. Prerequisite: Mkt 521.

589. *Independent Study*. One to four semester hours.

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

597. *Special Topics*. One to four semester hours.

Organized class. May be repeated when topics vary.

599. *Internship in Electronic Commerce*. Three semester hours.

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

## College of Education and Human Services

Edward Seifert, Interim Dean

Young Education Building, 903-886-5181

Graduate study in the College of Education and Human Services includes, but is not limited to, programs which prepare school personnel such as supervisors, administrators, and counselors. Degrees offered include the following:

Counseling, MS, MEd, PhD

Early Childhood Education, MS\*, MEd\*, MA

Educational Administration, MS, MEd, EdD

Elementary Education, MS, MEd, EdD

Health, Kinesiology and Sports Studies, MS, MEd

Higher Education, MS, EdD

Learning Technology and Information Systems, MS

Psychology, MA, MS, PhD

Reading, MA\*, MS\*, MEd\*

Secondary Education, MA, MS, MEd

Special Education, MA, MS, MEd

Social Work, MSW

Training and Development, MS

\*Federation Program with University of North Texas and Texas Woman's University. Additional information about the various programs can be found in departmental divisions of this catalog.

The College of Education and Human Services offers state approved programs leading to standard certification for teachers in secondary, elementary, early childhood education, bilingual education, and for all-level teachers in art, special education, music, and physical education. Education requirements for all-level initial certification are available at the graduate level, some of the required academic course work as well as requirements for additional standard certificates may apply toward a master's degree.

Professional certificate programs have been approved by the Texas State Board for Educator Certification in the following areas: school administrator, school counselor, educational diagnostician, school librarian, reading specialist, and master reading teacher.

Teacher education students may pursue work toward professional certification simultaneously with work toward a graduate degree. All candidates for the M.Ed. degree are required to complete or have completed the academic requirements for initial teacher certification. Candidates for other master's degrees, however, may also qualify for such certificates and are particularly urged to do so if their individual objectives will be furthered by professional certification.

## Center for Educator Certification and Academic Services

Leeann Moore, Assistant Dean for Educator Preparation

Tyson Bennett, Director and Certification Officer

Donna Tavener, Alternative Certification Program Director

Young Education Building, 903-886-5182

### Admission to the Teacher Education Program

Admission to an initial certification (e.g., Alternative Certification Program or Alternative Post-Bac Program) or professional Teacher Education Program should be made in the Center for Educator Certification and Academic Services. Formal admission is

required before Texas A&M University-Commerce can recommend that the initial or professional teaching certificate be issued. Information regarding all Teacher Education Programs may be viewed at [www.tamu-commerce.edu/teacher](http://www.tamu-commerce.edu/teacher).

### **Alternative Certification Program (Teacher Certification)**

Requirements for admission in the Alternative Certification (AC) Program include:

1. Bachelor's degree;
2. Minimum overall GPA of 2.5;
3. Minimum GPA of 2.5 in professional development, teaching field, or interdisciplinary courses, with no grades below a "C";
4. Acceptable scores on TASP test or GRE exam;
5. 20 hours of classroom observation;
6. Successful interview by program staff; and
7. Orientation to the program.

### **Alternative Post-Bac Program (Teacher Certification)**

Requirements for admission in the Alternative Post-Bac (APB) Program include:

1. Bachelor's degree;
2. Minimum overall GPA of 2.5;
3. Minimum GPA of 2.5 in professional development, teaching field, or interdisciplinary courses, with no grades below a "C";
4. Acceptable scores on TASP test or GRE exam;
5. Orientation to the program.

### ***Completion of the Program***

#### ***Retention in the Teacher Education Program***

A student teaching on a probationary certificate may be dismissed from the Teacher Education Program by the Director of Educator Field Experiences and Certification when presented with evidence of the student's failure to make satisfactory progress toward certification. In order to be retained in the Teacher Education Program at student must do as follows:

1. Continue to meet all admission requirements;
2. Successfully complete courses in the time-frame listed on the certification plan.
3. Meet and adhere to all requirements listed on the certification plan.
4. Pass subject (content teaching field) state certification test before the validity period of your initial certification plan ends.
5. Maintain employment at all times during internship, from the beginning of the public school academic calendar year until the end. If at anytime you resign or are dismissed from employment, you will be automatically dismissed from the program.
6. Comply with the Texas Teacher Code of Conduct and exhibit professional behavior at all times.
7. Enroll, fund, and attend all prescribed coursework and training sessions in the designated semesters and at the designated times. It is imperative that you arrive on time that you stay for the entire course/training.
8. Comply with all practices, policies, and requirements listed in program guidelines.
9. Follow state guidelines regarding completion of teacher certification within prescribed time-frame.

## **Professional Education Program**

Requirements for Admission in a Professional Education Program include:

1. Completion of the application in the Office of Educator Certification and Academic Services. <http://www.tamu-commerce.edu/teacher-cert/Misc/graduate.html>
2. Documented full admission to the Graduate School.
3. Professional recommendation from an appropriate person from the educational sector, i.e., principal, supervisor, director, superintendent.
4. A current copy of the professional certification plan.
5. (Master Reading Teacher Only) Texas teaching certificate.

### ***Completion of the Program***

In order to successfully complete the professional certification program, the following are required:

1. A minimum grade point average of 3.25 for reading specialists and 3.5 for 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. Service Record indicating 2 years of acceptable teaching experience (3 years required for Master Reading Teacher).

## **Application for Certification**

After completion of all degree and/or certification program requirements, students must apply for their certificate. Filing for certification is an online process. Go to <http://www.tamu-commerce.edu/teacher-cert/CertificationFiling.htm> to begin.

### ***Requirements for Certification:***

1. Continued admission and retention in the Teacher Education Program;
2. Successful completion of all requirements for a deficiency plan, including required GPA's and appropriate exams (e.g., TASP, TOPT, ExCETs/TEXES);
3. Service Record (Not required for those completing the undergraduate Field-Based Program.)
4. Letter of recommendation from supervising school district principal or superintendent. Failure to receive this school district recommendation will result in dismissal from the Teacher Education Program. (Only required for those completing the Alternative Certification Program or Alternative Post-Bac Program.)

## **Counseling**

Phyllis Erdman, Head

Young Education Building, 903-886-5637

The Department of Counseling offers the M.S., M.Ed., and Ph.D. degrees. These programs prepare students for a variety of professional work settings, including community agencies, schools, student affairs practice in higher education, private practice, and others. All graduate programs are accredited by CACREP.

Due to the nature of counseling and the faculty's responsibility to prepare effective counselors, students will be asked to participate in experiential activities in practice-oriented courses and may be encouraged to participate in experiential activities in other courses. Student rights with regard to self-disclosure, however, are protected.

Master's degree and school counselor certification field site placements are under the

direction of the Clinical Training Committee and Coordinator of Clinical Training, as outlined in the Department's *Clinical Sequence Administrative Handbook*. Doctoral internship placements are under the direction of the Doctoral Internship Coordinator.

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

## Master's Degree

The Department of Counseling offers both the M.S. and the M.Ed. degrees. Flexibility in program planning permits the student to prepare for positions in community agencies, schools, or student affairs in higher education. All Master's degree options require 48 semester hours. With proper advisement, course work required for the degree may include courses required in Texas for certification as a professional school counselor and/or licensure as a professional counselor (LPC), as outlined in later sections.

Those who apply to the A&M-Commerce Graduate School for admission to the master's degree program 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.

After full admission, the department requires students to meet its admission to candidacy requirements for the master's degree including (1) grades of A or B in Coun 501, Coun 510, and Coun 528, (2) successful completion of the departmental Admission to Candidacy Examination, and (3) a grade of A or B in Coun 516. All students must meet admission to candidacy requirements prior to Coun 551. More information regarding admission to candidacy is available in the departmental office.

Satisfactory performance on the Department's *Master's Comprehensive Examination* is required. 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 require the courses listed below.

### *Core and Clinical Instruction* (36 semester hours)

- Coun 501—Introduction to the Counseling Profession
- Coun 510—Counseling Theories and Techniques
- Coun 512—Career Development
- Coun 516—Pre-Practicum
- Coun 517—Assessment in Counseling
- Coun 522—Counseling Diverse Populations
- Coun 528—Introduction to Group Dynamics and Procedures
- Coun 595—Research Literature and Techniques
- Psy 545—Developmental Psychology
- Coun 551—Practicum
- Coun 552—Internship (6 sh)
- Plus

### *Environmental Specialty* (12 semester hours)

Environmental Specialty course work must be chosen under the careful advisement of a faculty member to prepare students to work in specialized settings such as community agencies, schools, or student affairs.



## Licensure as a Professional Counselor

Students seeking to be recommended to the Texas State Board of Examiners of Professional Counselors who do not already hold a master's degree must complete the degree requirements described above. The Environmental Specialty component must include Psy 503—Advanced Abnormal Psychology; one course selected from Coun 513—Communication in Marriage, Coun 564—Family Crises and Resources, or Coun 611—Introduction to Marriage and Family Counseling/Therapy; and two approved additional courses selected with advisor approval.

In addition, Texas requires a passing score on the state licensure examination and the additional hours of state-approved supervised experience prior to licensure.

## Certification as a Professional School Counselor

Students who do not already hold a master's degree in any field must complete the degree requirements listed above to be recommended by A&M-Commerce to the State Board for Educator Certification for professional school counselor certification.

Students who already hold a master's degree who seek a recommendation from A&M-Commerce for professional school counselor certification and who are not seeking a master's degree from this department must complete a deficiency plan. Consult an advisor regarding the 39-hour deficiency plan requirements. The Department requires passing scores on both the *Admission to Candidacy Exam* and the *Master's Comprehensive Examination*, as specified in the "Master's Degree" section above, even if the student is seeking certification only and not completing a degree within the Department.

The State Board for Educator Certification also requires a passing score on the TExES (formerly the ExCET), and two years of classroom teaching experience. The department's Master's Comprehensive Examination for school counseling must be passed, including orals if necessary, before the department will approve a student's application to take the ExCET. Also, the student must have completed all coursework on the deficiency plan with the possible exceptions of Coun 551, 552, and 595 before the department will approve a student's application to take the TExES (formerly the ExCET).

## Doctoral Degree

### Course Requirements

*Note: the course requirements below are effective for students admitted the fall of 2002 and after.*

The doctoral degree course requirements outlined below total approximately 69 hours 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. Prior to receiving the doctorate, the student must have met the equivalent of the 48-hour CACREP master's program requirements.

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. Nine semester hours of class, which includes a combination of supervised clinical training, teaching, and clinical supervision.
3. Core Doctoral Courses. Fifteen hours of required doctoral counseling courses.
4. Cognate Area. Nine semester hours from one of several department-approved content areas.
5. Elective Cluster. Twelve semester hours selected with advisor to build competencies in an area complementing the Cognate Area.
6. Research Tools. Twelve semester hours in research methodology and statistics (or documented proficiency) from the University-approved Research Tools options.

7. Dissertation. Nine to twelve semester hours.
8. Note: In addition to the courses above, all general catalog requirements for the degree must be met.

### **Acceptance of Post-Masters, Pre-Doctoral Admission Courses**

Upon request by the student and with approval of the department's Doctoral Admissions Review Committee, a student may apply a maximum of six semester hours of coursework above the master's degree, taken at a regionally accredited graduate school.

### **Residency**

The Department of Counseling requires students to meet departmental criteria for the following three areas during residency.

1. Full-time enrollment. Students must be enrolled in at least nine semester hours during each fall, spring, or full summer of residency. Independent study courses, doctoral practicum/internships that meet on the Commerce campus periodically throughout the semester, off-campus courses taught by A&M-Commerce faculty, and web-supported and web-based courses will all count toward residency. Dissertation credit cannot be used toward fulfilling the residency requirement.
2. Research and scholarly activities. Students will meet with their doctoral advisor to develop a plan for research/scholarly activity during their residency.
3. Department activities. Students will meet with their doctoral advisor to develop a plan for department activities during their residency.

### **Graduate Courses**

501. *Introduction to the Counseling Profession*. Three semester hours.

Recommended as initial course in a student's program to serve as an introduction to the counseling profession. Roles of counselors and related professionals in various settings are presented. Professional goals and objectives, trends, professional associations, ethical and legal issues, history, credentials, and preparation standards for counselors are explored.

510. *Counseling Theories and Techniques*. Three semester hours.

A study of the philosophical and theoretical bases of the helping process. Includes study of major counseling theories, basic helping skills, and applications to diverse populations. Also includes professional issues related specifically to the counseling process.

512. *Career Development*. Three semester hours.

Interrelationships among lifestyle, work place, and career planning are explored. Career development theories; occupational, educational, and personal/social information sources and delivery systems; and organization of career development programs are studied.

513. *Communication in Marriage*. Three semester hours.

Theories and techniques of verbal, and nonverbal communication in marriage relationship are studied.

514. *School Counseling and Development*. Three semester hours.

As the foundation course for those planning to enter school counseling, this course covers organization, planning, management, and evaluation of comprehensive school counseling programs. Appropriate roles and functions of school counselors at various school levels, coordination of professional services; and professional issues such as ethics and associations as they specifically relate to school counseling are included. Recommended for non-counselor educational professionals as well as counselors. Prerequisites: Coun 501 and 510 or consent of instructor

516. *Pre-Practicum*. Three semester hours.

Provides the foundation for all practicum and internship experiences. Students learn communication and interpersonal skills under faculty supervision. Demonstration of these skills is a prerequisite for enrollment in practicum (Coun 551). Students will examine their intrapersonal issues and interpersonal styles and will follow ACA Ethical Standards. Prerequisites: Application form returned to department several months before acutal enrollment in this course (check department for availability and due dates), Coun 501, 510, and completion of or current enrollment in Coun 528.

517. *Assessment in Counseling*. Three semester hours.

Includes group and individual appraisal techniques to be used to support career, educational, and personal planning and development. Standardized and non-standardized data information gathering methods, validity, reliability, psychometric statistics, factors influencing appraisals, and use and interpretation of appraisal results with a variety of populations are explored.

522. *Counseling Diverse Populations*. Three semester hours.

Emphasis on developing knowledge, skills and attitudes for more effective counseling with persons different from the counselor regarding characteristics such as culture, race, gender, sexual orientation, physical disability, and religious preference. Substantial attention is given to developing awareness of one's own values, attitudes and beliefs as they relate to counseling in a diverse society. Provides an understanding of how diverse values and mores, interaction patterns, social conditions, and trends related to diversity affect counseling.

528. *Introduction to Group Dynamics and Procedures*. Three semester hours.

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. Prerequisite: Coun 510 or consent of instructor with concurrent enrollment in 510.

530. *Community Counseling*. Three semester hours.

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. Prerequisite: Coun 501 and 510 or consent of instructor.

534. *Counseling Children and Adolescents*. Three semester hours.

Prepares counselors to address the specific needs of children and adolescents, with emphasis on developmental needs, specific therapeutic interventions, and common emotional issues. Group and individual counseling techniques and treatment planning are included. Prerequisite: Coun 516

539. *Introduction to Play Therapy*. Three semester hours.

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. Prerequisite: Coun 516.

551. *Practicum*. Three semester hours.

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. Satisfactory performance at the field place-

ment and during on-campus class meetings must be demonstrated before students can proceed to internship (Coun 552) 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 within the Department of Counseling.

552. *Internship*. Three semester hours.

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. 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. Prerequisites: Application form returned to department several months before actual enrollment in this course (check department for availability and due dates); grade of "B" or better in Coun 516 and 551. Students must receive a grade of "B" or better in first semester of 552 to progress to second semester of 552, and a "B" or better in second semester of 552 to graduate.

560. *Crisis Intervention: Theory and Practice*. Three semester hours.

An overview of crisis intervention. Major theoretical models of situational crises are described and operationalized across a variety of service delivery systems. Students will develop conceptual competency necessary for professionals engaged in crisis intervention. Special emphasis is given to contemporary research in suicidology, disaster psychology, and crisis management for schools.

564. *Family Crises and Resources*. Three semester hours.

Crises and special problems encountered in family living with individual and community resources pertinent to them.

580. *Chemical Dependency in Perspective*. Three semester hours.

Covers a broad range of topics related to chemical dependency that school, community, student affairs, marriage/family, career, and other counselors should know. Topics include prevention, abused substances and their effects, symptoms of chemical dependency, an introduction to various chemical dependency treatment models, applications in a multicultural society, chemical dependency counseling with children and families, twelve-step and other support groups, employee assistance programs, relapse prevention, HIV/AIDS and other current issues.

581. *Assessment and Treatment of Chemical Dependency*. Three semester hours.

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.

589. *Independent Study*. One to three semester hours.

Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisites: Consent of department head.

590. *Legal Issues in College Student Affairs*. Three semester hours.

Provides information about the legal issues common to college student affairs administrators. Includes student-university relationship, risk management techniques, civil rights, contracts and federal regulations.

595. *Research Literature and Techniques*. Three semester hours.

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.

597. *Special Topics*. One to three semester hours.

Organized class. May be repeated when topics vary.

606. *Student Affairs Services in Higher Education*. Three semester hours.

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.

607. *The Contemporary College Student*. Three semester hours.

Examines various aspects of contemporary college student life and characteristics of present and future college students. Presented as a seminar to identify and examine salient issues facing college students including, but not limited to, sources of motivation, learning styles, development of values, relationship development, mental-health/psychosocial development and issues related to gender, health, and intercultural concerns.

610. *Advanced Counseling Theories and Techniques*. Three semester hours.

In-depth study of various counseling approaches with opportunities for demonstration and evaluation of each student's counseling skills. Prerequisite: Doctoral status or consent of the instructor.

611. *Introduction to Marriage and Family Counseling/Therapy*. Three semester hours.

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.

612. *Advanced Seminar in Marriage and Family Counseling/Therapy*. Three semester hours.

A didactic and experiential seminar course in marital and family counseling/therapy for advanced students. Emphasis is on the development of the student's therapeutic expertise in structural and strategic family intervention techniques. Prerequisites: Coun 611 and doctoral status or consent of the instructor.

613. *Advanced Statistical Techniques*. Three semester hours.

Includes a review of introductory statistics, presentation of basic concepts of analyses of variance, advanced correlational methods, and multiple regression, as well as other advanced statistical methods. Focuses on use of the computer for data. Meets requirements for a Level III research tool course. Prerequisites: Level I and Level II research tools or equivalent or permission of the instructor.

614. *Counseling Strategies for Parent-Child Relationships*. Three semester hours.

A didactic and experiential course dealing with counseling techniques applied to the improvement of parent-child relationships. The course focuses on intervention skills of transgenerational family therapy, play therapy, and parenting education based on an understanding of the family life cycle and family structure. Prerequisites: Coun 510 or consent of instructor.

615. *Marital Counseling/Therapy*. Three semester hours.

A study of counseling theories applied to marital and other dyadic relationships. Emphasis will be placed on the assimilation, integration, and application of information pertaining to such topics as marital/divorce developmental tasks theory, object relations theory, systemic family of origin theory, interaction patterns in marriage, divorce process, and post-divorce adjustment. Techniques and historical development of marriage enrichment, marital counseling/therapy, and divorce counseling/therapy interventions will be included. Prerequisites: Coun 611 and doctoral status or consent of the instructor.

620. *Supervision in Counseling and Human Development*. Three semester hours.

A didactic and experiential course for post-graduate and doctoral students who

wish to assume the role of supervisor. Goals include the assimilation and application of major theoretical/conceptual models and supervision approaches in counseling and human development. Prerequisite: Doctoral status or consent of the instructor.

621. *Psychoeducational Consulting and Program Evaluation*. Three semester hours.

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.

625. *Research Application*. Three semester hours.

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. Prerequisite: Doctoral status.

660. *Doctoral Field Experience*. Three semester hours.

The doctoral field experience includes a minimum of nine semester hours, during which time students are involved in various supervised experiences. The first three semester hours include 300 clock hours of supervised clinical work in the department-based training facility where students provide direct counseling to individuals, families, couples, and groups, and refine advanced counseling skills. The remaining six semester hours (600 clock hours) include 300 clock hours of clinical experience in an approved site, plus 300 clock hours of supervised teaching and clinical supervision. During this time students are expected to expand their counseling, teaching, and supervision skills. Prerequisites: Coun 610 and 620; consent of Doctoral Internship Coordinator.

689. *Independent Study*. One to three semester hours.

Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisites: Consent of department head.

695. *Research Methodology*. Three semester hours.

An overview of research methodology including basic concepts employed in quantitative and qualitative research methods. Includes computer applications for research. Meets requirements for a Level I research tool course. Prerequisites: Doctoral status or consent of the instructor.

717. *Ethics and Professional Development*. Three semester hours.

Examines ethical and professional development issues in counseling and the behavioral sciences. Prerequisite: Doctoral status.

718. *Doctoral Dissertation*. Three to nine semester hours.

A candidate must present a dissertation acceptable to the student's advisory committee and the Dean for Graduate Studies and Research on a problem in the area of his specialization. To be acceptable, the dissertation must give evidence that the candidate has pursued a program of research, the results of which reveal superior academic competence and significant contribution to knowledge. Graded on a (S) satisfactory or (U) unsatisfactory basis.

## Educational Administration

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Programs offered by the Department of Educational Administration are aimed at developing professionalism and educational leadership in prospective and practicing school administrators.

### Programs of Graduate Work

Differentiated programs for preparation of elementary and secondary school principals, administrators of curriculum and instruction, school business administrators, school superintendents, personnel administrators, college administrators, and college teachers of educational administration are offered for certification and for graduate degrees which may be earned in the Department of Educational Administration. Degrees offered include the Master of Science, Master of Education, and Doctor of Education.

### Master's Degree

#### *Admission to Master's Degree Programs*

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) full admission or (2) admission as a non-degree seeking student.

Beyond the university admissions requirements, the department requires the following for full admission to master's degree programs:

An acceptable score on the combined verbal and quantitative portions of the Graduate Record Examination and an undergraduate grade point average of 2.75 are required for full admission. Applicants with a GRE below this level will be considered for probationary admission based on an evaluation of their GPA and other factors identified by the state legislature. Probationary admission requires that the student receives a 3.5 grade point average on the 12 hours of core courses toward the degree or certificate (EdAd 615, 554, 602, 595) to continue in the program.

#### *Program Scope and Sequence*

The degree program includes 27 required hours in educational administration and 9 hours of electives. All 27 required hours apply to the department's principal certification program. Students who are seeking the master's degree and principal certification should choose electives that align with departmental requirements for principal certification. Students who have not been fully admitted to the program may take up to 12 hours of electives under non-degree seeking status while their admission status is pending. Fully admitted students will progress through the program in the following sequence:

EdAd 554—Principalship

EdAd 615—Public School Organization and Administration

EdAd 595—Research Literature and Techniques

EdAd 602—Communication in Leadership

Students seeking a master's degree or principal certification must take EdAd 554, EdAd 595, EdAd 602, and EdAd 615 from the A&M-Commerce department of educational administration. Students with probationary admission must achieve a grade point average of 3.5 in the EdAd 554, EdAd 595, EdAd 602, and EdAd 615 courses to continue in the program. Grade points earned from other courses may not be used to satisfy this grade point requirement.

The remaining 15 hours of required educational administration courses may be taken in any sequence:

- EdAd 508—Administration of Special Programs
- EdAd 623—School Business Administration
- EdAd 626—Public School Law
- EdAd 656—Site-Based Personnel Management
- EdAd 607—Evaluation and Data Analysis

**Note:** Students who wish to complete Principal (Mid-Management) certification while pursuing the master's degree should consult the department for a list of approved certification electives.

#### *Master's Comprehensive Examination*

Satisfactory performance on the department's comprehensive examination for the master's degree is required. The comprehensive examination may be taken during the semester in which 36 hours are scheduled to be completed, including the 27 required EdAd hours referenced under program scope and sequence. The department's retake policy coincides with that of the The Graduate School (please see general requirements for the master's degree).

#### *Residency Requirement*

The department's residency requirement for the master's degree is fulfilled by completing a residency seminar on the Commerce campus.

### **Doctor of Education Degree**

The Doctor of Education degree with a major in educational administration may be earned in the Department of Educational Administration. Typically, graduates pursue careers as college teachers of educational administration or as administrators in public schools, community colleges, colleges and universities.

First consideration for admission to the doctoral program will be given to applicants that score 1000 on the combined verbal and quantitative or verbal and analytical portions of the Graduate Record Examination (GRE) and other aspects of their admission packet are judged to be of high quality. Applicants with scores lower than 1000 on the combined verbal and quantitative or verbal and analytical portions of the GRE will be considered for admission if other aspects of their admission packet are judged to be of extremely high quality. Application packets are reviewed once a year in December, for admission for the following spring or summer semesters.

Students admitted to the doctoral program begin with classes as a cohort group in the semester following admission and are strongly encouraged 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.

1. Students may choose either a 60 semester hour post-master's degree plan or a 90 semester hour post-bachelor's degree plan. These semester hour requirements are over and above the research tool courses.
2. Major. For either degree plan a minimum of 36 semester hours must be completed in the major field, 24 of which must be taken in prescribed doctoral student only courses not available to master's and certification programs.
3. Requirements for the 90 semester hour post-bachelor's degree plan.
  - a. Minor or minors. A minimum of 30 semester hours must be included under one of the following plans.



- (1). A comprehensive minor with all course work in one academic minor. A committee member from the academic area 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 in two academic areas with either a 6-4 or 5-5 course format. Committee members from both academic areas will determine the courses to be taken and 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 4-3-3 course format. Committee members from each of the academic areas will be involved in the written and oral qualifying examinations, the dissertation and the dissertation defense.
- b. Electives. A minimum of 18 semester hours selected from such interdisciplinary and educational foundations areas as sociology, political science, economics, psychology, philosophy of education, history of education, comparative education, and research tools.
4. Requirements for the 60 semester hour post-master's degree plan. Students must complete 12 semester hours of electives, at least 9 semester hours of which must be taken outside the department of educational administration.
  5. Research proficiency. The candidate must meet Graduate School research tools requirements (see page 34).
  6. Residency. The doctoral residency requirement is designed to promote meaningful and continuous study in the field of scholarship, to provide for a diversity of experiences supporting intellectual growth, and to promote regular interaction between students and faculty members. Students in educational administration at A&M-Commerce are expected to complete three consecutive semesters of continuous enrollment of at least six semester hours in required doctoral only coursework (including research tools) as part of the residency requirements. This residency will begin with the semester in which the student enters the doctoral program. Students will also develop a personal residency plan which identifies activities to be completed during these three semesters in each of the following five strands: research, professional development, service, cultural activities, and faculty interaction. The student will confer with his/her doctoral advisor in developing this plan.
  7. Doctoral residence seminar. All candidates are required to complete EdAd 699—Resident Doctoral Seminar during their program.
  8. Research tool courses—12 hours
  9. 30 semester hours must be in courses exclusively for doctoral students.
  10. A dissertation of at least 12 semester hours must be completed to the satisfaction of the major department.

### **Professional Certification for Educational Administrators**

Two professional certificates, Principal and the Superintendent, may be obtained through the Department of Educational Administration.

### **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 45 semester hours of graduate work beyond the bachelor's degree. In addition to completing the required coursework, to be eligible to receive the provisional principal certificate, individuals must have passed

the Principa<sup>l</sup> TExES, 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.

#### *Admission to Principal Certification Program*

Students seeking admission to the principal certification program must meet the departmental requirements for admission to the master's degree program. These requirements also apply to students who already hold master's degrees.

#### *Program Scope and Sequence*

The 45-hour program includes the 27 hours required for the master's degree program, including the same requirements for program admission, matriculation, sequence, and progression beyond EdAd 554, EdAd 615, EdAd 595, and EdAd 602 based on the 3.5 grade point average. Further matriculation is conditional on full admission to the program. In addition, students must complete courses in:

- EdAd 574 (Instructional Administration)
- SHEd 513/EIEd 545 (Curriculum)
- EdAd 610 Mid-Management Internship, 6 sh
- Electives, 6 sh

The mid-management internship is a 6 hour block of instruction beginning in the fall semester (EdAd 610) and concluding in the following spring semester (EdAd 614). Students may enroll in EdAd 610 after successful completion of EdAd 554, EdAd 615, EdAd 602, and EdAd 595. For students who desire, three hours of additional elective coursework may be substituted with the advisor's approval for the second three hours of internship (EdAd 614).

The instructional administration, curriculum, and elective courses specified above may be taken in any sequence and prior to full admission to the principal certification program. Grade points earned in these courses again may not be applied to the 3.5 grade point average needed remove probationary status nor to any other grade point requirements required for admission into the program.

Please consult the department for a list of approved electives for the principal certificate.

Students who have an earned master's degree from another institution, or in another major at the time they are admitted to the principal certificate program, may complete a 30 semester hours program from A&M-Commerce to obtain their certificate. All courses must be completed at A&M-Commerce in a satisfactory manner. These include initially: EdAd 615, 554, 602. After these prerequisites are completed, the following courses must be completed: EdAd 508, 623, 626, 656, 607, 574, 610.

#### *Requirements for Approval to take the Principal TExES*

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 successfully completed the department's comprehensive examination for the master's degree and must be enrolled in the final semester of their certification program. Principal-certification only students must have an approved certification plan on file and be enrolled in the final semester of their certification program to receive approval to take the Principal TExES.

#### *Timeline for Completion of Principal Certification*

Students must complete all requirements for the principal (mid-management) certificate during the six years immediately preceding the department's recommendation

for certification. Credit earned over six years prior to recommendation for certification will require written departmental approval in order to be counted toward certification. Students not completing the program in this 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 Certification Program**

Students seeking admission for the superintendent certification program must:

1. Meet the graduate school requirements for admission for master's degree programs;
2. Meet departmental requirements on the verbal and quantitative or analytical portions of the GRE;
3. Hold a standard Principal Certificate;
4. Have successfully completed the program's entry assessment; and
5. Have at least one year of leadership experience or admission to a doctoral program.

The Superintendent Certification requires an additional 18 semester hours of specific graduate work beyond the Mid-Management Certificate. A Superintendent Certificate may be obtained by completing the following requirements:

1. Fifteen semester hours of graduate work in areas of competency such as finance of public education, the superintendency, administration of curriculum and instructional programs, 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.
2. Internship program. Three semester hours (EdAd 611).  
The program is designed for student to progress through in cohort groups and be completed within three 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.
3. 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.

NOTE: Qualified students seeking temporary Principal or Superintendent certification should contact the Department of Educational Administration.

### **Admission to Professional Certification Program**

Application to the Professional Certification Program at Texas A&M University-Commerce should be completed at the same time that the Master's degree plan is prepared. If the Master's degree has been completed, full admission must be attained before the certificate plan is prepared. See page 107 for admission procedures.

**Note:** 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).

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

### Graduate Courses

508. *Administration of Special Programs*. Three semester hours.

The purpose of this course is to prepare students to administer programs for special pupil populations. Emphasis will be given to basic concepts, issues, regulations, problems and procedures in the management of special and compensatory education. Also included will be state and federal legislation and court decisions pertaining to special pupil populations and career and technology education. Prerequisites: EdAd 615, 554, 595, 602.

554. *Principalship*. Three semester hours.

This course is organized primarily for principals or those who aspire to be principals. The materials are so arranged that the student may know the essential duties and practices required of successful principals.

574. *Instructional Administration*. Three semester hours.

A course designed to review and explore the principles of administering instructional programs. Included are principles of Instructional Leadership Development (ILD) required for Texas state certification.

594. *Politics of Education*. Three semester hours. (Same as PSci 594).

This course provides an overview of the politics of education with particular emphasis on the politics of school districts, local school sites, and site-based decision-making. Practical politics, theory, and research methods are included.

595. *Research Literature and Techniques*. Three semester hours.

This course provides a review of significant research studies produced by investigators in the student's major field with emphasis on the investigative and verification techniques employed. The student is required to demonstrate his competence in using systematic research techniques through the investigation and formal reporting of a problem. Prerequisites: EdAd 554, 615.

597. *Special Topics*. One to four semester hours.

Organized class. May be repeated when topics vary.

601. *Foundations of Educational Administration*. Three semester hours.

This course will provide students an opportunity to study the philosophical, psychological and sociological dimensions of educational administration in an historical, as well as, contemporary context. Prerequisites: Doctoral status.

602. *Communication in Leadership*. Three semester hours.

This course is designed to provide students with the opportunity to assess and improve their verbal, written, and oral communication skills. Group dynamics and leadership approaches to conflict management, team building, and crisis management will also be addressed. The content is designed to familiarize students with communication skills necessary for school administration, facilitate their communication skills with others, and acquaint participants with social psychological theory. Prerequisites: EdAd 554, 615.

607. *Evaluation and Data Analysis*. Three semester hours.

This is an introductory course in educational evaluation designed for campus-based administrators. Particular emphasis will be placed on the fundamentals of inferential data analysis with computer applications, which will enhance abilities in the classroom and in administrative responsibilities. This course will provide information, guidance, and

models that will enable professional educators to develop effective evaluation and appraisal systems appropriate to their needs. Interpretation and application of assessment procedures and statistical concepts are emphasized in order for educators to facilitate decision-making and disseminate test results and educational evaluations to the community. Prerequisites: EdAd 615, 554, 595, 602.

610. *Mid-Management Internship in Educational Administration*. Three semester hours.

This course is designed to provide supervised leadership at the building and district-wide level and is a requirement of the Mid-Management Administrator Certificate Program. Experiences will include a demonstration of competencies in the performance of appropriate leadership skills and professional duties. Prerequisites: A master's degree and completion of the professional courses in the Principal certificate program or approval of the department head. Prerequisites: EdAd 615, 554, 595, 602.

611. *Superintendent Internship in Educational Administration*. Three semester hours.

This course is designed to provide supervised professional activities in the area of the public school superintendency. The internship should occur early in the preparation courses sequence for superintendency certification. Experiences will allow exploration of competencies in the performance of professional duties at the superintendent. Prerequisites: Completion of Principal certification. Prerequisite: Admission into the superintendent certification program. Co-requisite: Enrollment in EdAd 628.

612. *Current Problems and Issues in School Administration*. Three semester hours.

The purpose of this course is to provide an opportunity to study a current and identified administrative problem in a specific school district or combination of districts. With departmental approval this course may be repeated when the problems or topics differ.

614. *Extended Principal Internship*. Three semester hours.

The purpose of the principal internship is to bridge the gap between theory and practice and students' academic and experiential learnings. In the internship, students will engage in self-assessment of strengths, weaknesses, areas of particular interest, and will increasingly assume responsibility for their continuing professional development by planning for and completing a program of field-based experiences. Prerequisites: EdAd 554, 595, 602, 615, and 610.

615. *Public School Organization and Administration*. Three semester hours.

The purpose of this course is to provide a comprehensive study of the organization and internal working of the American public school system. Principles of organizational theory and administrative behavior are introduced.

618. *Educational Issues Colloquium*. Three semester hours.

An exploration of educational leadership issues of current importance. Readings required. May be taken more than once.

620. *Human Resource Administration in Education*. Three semester hours.

This course is a study of the principles of planning for human resource management in education including recruitment, selection, evaluation, staff development, promotion and retention. A review of current employment practices, incentive pay systems, salary and fringe benefits and working conditions that offset morale and employment service is included. Prerequisite: Principal certification and admission into the superintendent certification program or doctoral status.

622. *Leading and Managing Change in Organizations*. Three semester hours.

This course examines the processes for successfully initiating and implementing changes in organizations. Issues related to comment, strategy development, dealing with resistance, creating new organizational cultures and evaluating intended results are included. Application of theories and models of change and changing will be studied.

623. *School Business Administration*. Three semester hours.

This course is designed to explore all facets of school business administration.

Attention is given both to concepts underlying the organization and administration of school business affairs and to practical considerations in their implementation. The administrative functions of planning, organizing, staffing, budgeting, and evaluating will be stressed as related to local, state, and federal fiscal requirements. School accountability, accounting and auditing procedures, maintenance and operation of plant, and auxiliary services are covered. Prerequisites: EdAd 554, 595, 602, 615.

626. *Public School Law*. Three semester hours.

The purpose of this course is to examine the legal framework of education in this nation, including the federal constitution, federal laws, state statutes, and landmark court cases that control the operation of schools. Prerequisites: EdAd 554, 595, 602, 615.

627. *Finance of Public Education*. Three semester hours.

This course is a study of the economics of public education as it is related to other governmental services; basic principles and trends in local, state, and federal sources of financial support; and administrative functions in program budgeting, bond issues, personnel management, and other fiscal problems in the business operations of public education, including a consideration of higher education. Prerequisite: Principal certification and admission into the superintendent certification program or doctoral status.

628. *School Superintendency*. Three semester hours.

The purpose of this course is to study the basic functions, duties, responsibilities, and current problems confronting practicing school superintendents. Consideration is also given to administrative theories, organizational behavior, and relations with the school board. Prerequisite: Principal certification and admission into the superintendent certification program. Co-requisite: Enrollment in EdAd 611.

636. *Education Law and Policy*. Three semester hours.

Examination of legal principles and laws affecting the administration and management of educational organizations with emphasis upon system level concerns; analysis of current legal issues; interrelationship between legal and policy-making processes. Prerequisite: Doctoral status.

637. *Advanced Organizational Behavior in Education*. Three semester hours.

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, change, this course is designed to develop diagnostic and problem-solving skills necessary for successful leadership of educational organizations. Prerequisite: Doctoral status.

639. *Educational Program Evaluation for School Leaders*. Three semester hours.

Theory and practice of evaluation including research methods and design strategies to measure program outcomes; skills to evaluate personnel and projects included as components of evaluation models and management of educational evaluation functions; skills in preparing and communicating evaluation findings.

641. *Administration of Curricular and Instructional Programs*. Three semester hours.

This course will focus on the development of learning organization that facilitates continuous improvement in the instructional program by incorporating sound research-based practices related to planning, supervision, curriculum development and delivery, program evaluation, and change management. Prerequisite: Doctoral or superintendent certification status.

647. *Ethics and Philosophy of Educational Administration*. Three semester hours.

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 in problem solving events. Prerequisite: Doctoral status.

651. *Planning and Management of Educational Facilities*. Three semester hours.

The purpose of this course is an in-depth study of educational planning processes including strategic and operational planning for the school district. Specific focus will be given to the planning of educational facilities in view of programmatic needs, building design, maintenance of the school plant and accessing community growth patterns and needs. Prerequisite: Principal certification and admission into the superintendent certification program or doctoral status.

652. *Politics of School-Community Relations*. Three semester hours.

A study of the politics of superintendent-school board relations, the politics of site-based decision-making, and the community politics that influence these relationships. The politics of incumbent defeat, superintendent turnover, and bond and tax roll-back elections are emphasized as are the politically sensitive public relations tools which are necessary to communicate messages to the diverse publics within school districts.

653. *Women in Leadership*. Three semester hours.

Students will explore leadership issues and develop skills as they pertain to women in administration. Focus is on communication, leadership, professional image, health, mentoring and networking.

656. *Site-Based Personnel Management*. Three semester hours.

Focus on campus level personnel management functions including planning, selection, staff development, and evaluation processes utilizing site-based management teams. Both research findings and best practices are included in course objectives. Prerequisites: EdAd 554, 595, 602, 615; or permission of the department head.

662. *The Politics of Urban Education*. Three semester hours.

This course provides the disciplinary basis for understanding the volatile politics of urban education. It explicates the move from partisan elected ward based school boards to nonpartisan, at-large elected elite boards representing the upper-middle and upper socioeconomic classes. It defines the move to civil service-type administrators and educational professionals and the takeover of urban school systems by the "professional machine." Class, race, and ethnic politics are explained as tools of under-represented values of citizens who send their children to the urban schools governed by this socioeconomic elite. Prerequisites: Doctoral status.

671. *Governance of Educational Organizations*. Three semester hours.

This doctoral-student only seminar is designed to provide students with the opportunity to create and/or refine their understanding of educational governance. This understanding will be built as students acquire knowledge and skills from theories, research, and current practices related to governance in education. In addition, the course is structured to provide students with the opportunity to explore and understand current issues in school governance. At the conclusion of the course, students should be able to utilize this understanding of educational governance and its issues in their formal and informal studies in the field of educational administration. Prerequisite: Doctoral status.

689. *Independent Study*. One to four semester hours.

Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisites: Doctoral status.

695. *Research Methodology*. Three semester hours. (Same as Coun/EIEd/HPE/Psy/SHEd 695)

An overview of research methodology including basic concepts employed in quantitative and qualitative research methods. Includes computer applications for research. Meets requirements for a Level I research tool course. Prerequisite: Doctoral status or consent of the instructor.

697. *Special Topics*. One to four semester hours.

Organized class. May be repeated when topics vary. Prerequisite: Doctoral status.

698. *Ethnography in Education Organizations*. Three semester hours.

This is an approved Level IV research tools course. Using the foundation of ethnography 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. Based on problem development, 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.

699. *Resident Doctoral Seminar*. Three semester hours.

Only doctoral students fulfilling their residency requirement may register for this course. Students will be guided and assisted in the development of dissertation proposals, writing dissertation chapters, design, data analysis, preparing articles for publication, proposing of papers for conferences and professional meetings, etc. Emphasis will be placed on the student working with their chairs and committee members in these activities.

718. *Doctoral Dissertation*. Three to 12 semester hours.

A candidate must present a dissertation acceptable to the student's advisory committee and the Dean for Graduate Studies and Research on a problem in the area of specialization. To be acceptable the dissertation must give evidence that the candidate has pursued a program of research, the results of which reveal superior academic competence and a significant contribution to knowledge. Graded on a (S) satisfactory or (U) unsatisfactory basis.

## Elementary Education

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

The Department of Elementary Education holds as its central mission the study of curriculum and its implementation at all levels of education. Further, in order to realize a broad range of curricular aims and goals, the department engages in rigorous study of instruction and supervision to enhance teaching effectiveness by:

1. offering master's and doctoral degree programs and inservice education opportunities and being actively involved in the public school for mutually beneficial purposes; i.e., updating and enhancing skills of the current teaching force while allowing departmental faculty to remain current with public school trends and issues;
2. developing effective teacher educators within doctoral programs through intensive study of learning paradigms, instructional strategies, and research;
3. promoting within faculty and students rigorous scholarship through participating in basic and applied research, educational program development, and implementation and dissemination of knowledge in enlightening and utilitarian ways.

To this end, the department makes available to students at the graduate level the certificates and degree programs listed.



## **Graduate Endorsements, Certificates, and Degrees**

The department offers the endorsements, certificates, and degrees listed below. The student may qualify for a Professional Elementary Certificate, Professional All-Level Reading Certificate, Master Reading Teacher Certificate, Early Childhood Education Endorsement, Bilingual Education Endorsement, English as a Second Language (E.S.L.) Endorsement, or a Supervisor's Certificate, within the normal program for the master's degree, provided the student has the Provisional Elementary Certificate, appropriate teaching experience, receives barcode approval, and successfully completes the appropriate TExES exams.

Students pursuing initial teacher certification while teaching in the elementary schools in Texas may earn part of their initial teacher certification at the graduate level once they have been admitted to the Emergency Permit Teacher Certification Program. However, they must be certified before being admitted to the master's program or taking additional master's coursework.

### **Alternative Certification Program**

For information about this program, please visit the Center for Educator Certification and Academic Services website at: [www.tamu-commerce.edu/teacher](http://www.tamu-commerce.edu/teacher).

### **Alternative Post-Baccalaureate Certification Program**

For information about this program, please visit the Center for Educator Certification and Academic Services website at: [www.tamu-commerce.edu/teacher](http://www.tamu-commerce.edu/teacher).

## **Endorsements**

### ***Early Childhood; Bilingual Education; All-Level English as a Second Language***

For teachers who hold or are qualifying for the Provisional Elementary (Grades 1-8) Teaching Certificate, the Department of Elementary Education offers endorsement programs in Early Childhood, Bilingual Education, and English as a Second Language. Students completing the Early Childhood endorsement program of studies should possess the competencies necessary to teach kindergarten children and to meet the qualifications required by the State of Texas for appointment to such positions.

Students who complete the Bilingual Education program of studies should possess the competencies necessary (1) to teach, both in English and in Spanish, students in grades Pre K-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 program of studies should possess the competencies necessary to teach English to students in PreK-12 settings whose dominant language is other than English and meet the qualifications required by the State of Texas for appointment to such positions.

## **Professional Certificates**

### ***Professional All-Level Reading Certificate; Master Reading Teacher Certificate***

Students who complete the program of studies for the Professional All-Level Reading Certificate should possess the competencies necessary to earn the master's degree, teach reading in PreK-12 talented and gifted, development, remedial or clinical settings, supervise or direct reading programs and qualify for professional positions in the State of Texas for which the Professional All-Level Reading Certificate is required.

Students who complete the program of studies for the Master Reading Teacher Certificate should have: a Texas Provisional Teaching Certificate, at least three years of teaching experience, a recommendation from their employing district, and completed the courses required for certification. Requirements for this certificate may be met as part of the master's degree program of study.

## Master's Degrees

*Early Childhood Education, M.Ed., M.S.; Elementary Education, M.Ed., M.S.; Reading, M.Ed., M.S., M.A.*

The Department of Elementary Education offers master's degree programs with majors in early childhood education, elementary education and reading. The major in early childhood education prepares graduates for careers in both public and private educational settings in which the primary focus is on children between the ages of three and eight. A graduate with a major in early childhood education should possess competencies in the knowledge of physiological and psychological development of children birth to age eight years, curriculum theory and development, effective instructional strategies for young children, and the administration and management of classrooms and facilities for young children.

The major in elementary education, available primarily to experienced classroom teachers, prepares graduates to (1) improve classroom management and teaching effectiveness, and (2) qualify for leadership positions in settings for which the master's degree is required. A graduate with a major in elementary education should possess competencies in the knowledge of the research and literature in elementary education, curriculum theory and development in subjects taught in elementary schools, of effective teaching techniques, and of teaching culturally diverse students in a pluralistic society.

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 the other skills related to literacy.

## Doctoral Degrees

*Supervision, Curriculum and Instruction, Ed.D.*

The Department of Elementary Education offers a doctoral degree in Education with a major in Supervision, Curriculum, and Instruction—Elementary Education (Ed.D. in SCI-Elementary). Within the major, students complete core SCI studies of 27 semester hours and 18 semester hours in reading education. The program prepares graduates for careers in public and private elementary schools, regional educational training facilities, college and university settings, and research and development centers. A graduate with an Ed.D. degree in elementary education should possess competencies in research methods and statistics, curricula and instructional design, research on the learner and learning, instructional strategies, effective teaching research, and literacy education. The competencies are addressed in a variety of preservice and inservice settings.

## Master's Degree Application and Admission Requirements

1. *Application Procedures.* Applications may be picked up in the Graduate School (BA 142) or on the other three campuses—Navarro, Metroplex, or UCD. They can also be accessed on-line at [www.tamu-commerce.edu](http://www.tamu-commerce.edu).
2. *Admission Requirements.*
  - a. Application to the Graduate School.
  - b. Official undergraduate transcript with a 2.75 GPA overall or 3.00 on the last 60 undergraduate hours.
  - c. One of the following: Proof of a current valid teaching certificate; Passing scores on ExCET or TExES, or TeCAT; acceptable GRE score within the last five years; or official transcript of a completed master's degree with at least a 3.00 GPA.

If a student does not meet the above criteria, he/she must provide official bachelor's transcript from a regionally accredited institution and two of the following:

- a. Portfolio
  - b. Two letters of reference
  - c. Official GRE scores
  - d. EXCet score
  - e. Official Master's transcript
3. *Prerequisites.* In addition to those elements listed in the "Policy for Admission to Candidacy," Department of Elementary Education, Texas A&M University-Commerce, the following undergraduate prerequisites for graduate majors and minors are currently in force:
- a. Graduate Majors: Only candidates holding at least a provisional 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.
  - b. Graduate Minors: The head of the Department of Elementary Education 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.
4. *Provisional Certificates.* Although most of the coursework in education required for a provisional certificate to teach in Texas elementary schools must be taken at the undergraduate level, a limited number of required courses may be taken at the graduate level and included in the candidate's master's degree plan. In such a case, the candidate should first seek a deficiency plan for the provisional elementary certificate from the College of Education Certification Office, and then a master's degree plan from an advisor in the department.

## **Master's Degree Requirements**

### **Master of Education Degree in Elementary Education**

The Master's of Education degree (M.Ed.) in Elementary Education is for certified teachers interested in the improvement of classroom teaching through advanced studies in the content and methodology of subjects taught in elementary classrooms. The curriculum involves a minimum of 36 semester hours of study, 18 hours of which must have an EEd prefix. The suggested outline of studies includes:

1. Common Core Requirements (9 sh):
  - EEd 595—Research Literature and Techniques
  - EEd 545—Problems in the Development of the Elementary Curriculum
  - EEd 559—Multicultural Education in Today's School
2. Elementary Methods (Minimum of 9 sh):
  - EEd 524—Language Arts Curriculum for Grades One Through Eight
  - EEd 530—Mathematics Curriculum for Grades One Through Eight
  - EEd 557—Social Studies Curriculum for Grades One Through Eight
  - EEd 558—Science Curriculum for Grades One Through Eight
3. Approved Electives and/or Minor (12-18 sh). 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 Elementary Education (early childhood, elementary education, reading, and bilingual/ESL) 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, physical sciences, English, geography, health, history, mathematics, music, foreign languages, physical education, physical science, reading, speech, or theater arts.

Those interested in meeting the requirements for degree *and* the Professional Elementary Teaching Certificate should consult the section entitled “Endorsements and Professional Certificates.” Candidates for the Master of Science degree in Elementary Education should consult the section entitled “Requirements for a Master of Science Degree.”

### **Master of Education Degree in Early Childhood Education**

The M.Ed. 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 curriculum involves a minimum of 36 semester hours of study, 24 semester hours of which must be in ECE. The suggested outline of studies includes:

1. Common Core Requirements (9 sh):
  - EIEd 595—Research Literature and Techniques
  - ECE 536—Communication Skills: Listening, Speaking, Reading, and Writing
  - EIEd 559—Multicultural Education in Today’s School
2. Early Childhood Methods (15 sh):
  - ECE 534—History, Philosophy, and Contemporary Issues in Early Childhood Education OR ECE 560—Early Childhood Curriculum Design
  - ECE 535—Math, Science and Social Studies Curriculum
  - ECE 537—Creative Expression in the Arts
  - ECE 538—Classroom Management for Teachers
  - ECE 561—Foundations in Early Childhood Education
3. Approved Electives and/or Minor Studies (12 sh). Students complete EIEd 529, Workshop in Elementary Education (in early childhood), and a minimum of 9 sh of course work in approved electives and/or minor studies. Electives may be taken in studies in the Department of Elementary Education (early childhood, elementary education, reading, and bilingual/ESL) 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, bilingual education, biology, earth sciences, elementary education, English, English as a second language (ESL), geography, health, history, mathematics, music, foreign language, physical education, physical science, reading, speech, or theater arts.

### **Master of Science Degree in Early Childhood Education**

Candidates for the Master of Science degree in Early Childhood Education should read the section *Requirements for a Master of Science Degree* in the general section of this catalog and consult with an advisor in Early Childhood Education. The 36-semester-hour suggested curriculum includes: EIEd 595, EIEd 559, ECE 534, 535, 536, 537, 538, 561, plus four approved graduate courses.

**Graduate Early Childhood Endorsement**—Required courses for the graduate level kindergarten endorsement in ECE 534, 535, 536 and 537.

**Written Comprehensive Examination in Early Childhood**—Courses for which students will be responsible on the master’s written comprehensive examination include ECE 534, 535, 536, 537, 538, 561, and EIEd 559.

**Master of Education Degree in Elementary Education with Specialization in Bilingual Education and/or ESL**

1. Required Core Courses (9 sh):
  - EIEd 595—Research Literature and Techniques
  - EIEd 545—Problems in the Development of the Elementary Curriculum
  - EIEd 559—Multicultural Education in Today’s School
2. Select Option A or B below (12 sh):
  - Option A—For Bilingual Endorsement (12 sh):
    - EIEd 501—Language Acquisition and Development in Early Childhood
    - EIEd 502—Foundations in Communication Skills for Bilingual Students: Listening, Speaking, Reading, and Writing.
    - EIEd 503—Foundation Skills for Bilingual Teaching of Mathematics, Science and Social Studies.
    - FLL 511—Teaching a Second Language
  - Option B—For ESL Endorsement (12 sh):
    - Eng 555—General Linguistics
    - Eng 557—Teaching English as a Second Language
    - Eng 558—Sociolinguistics
    - Eng 562—Psycholinguistics or
    - EIEd 501—Language Acquisition and Development in Early Childhood
3. Interdisciplinary Electives (15 sh):
  - Rdg 525, 540, 556, 650
  - ECE 534, 535, 536, 537, 538, 561
  - EIEd 524, 530, 557, 558
  - Spa 505, 514, 516
  - FLL 503, 504, 512

Approved course work in Secondary and Higher Education, Educational Administration, and Special Education may be used to satisfy degree plan requirements.

**Master of Education Degree in Reading**

The M.Ed. 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 PreK-12. The curriculum involves a minimum of 36 semester hours of study which leads to All-Level Reading Certification and Master Reading Teacher Certification. Course requirements for the twelve-course (36 semester hour) program are: Rdg 520, 521, 523, 525, 540, 556, 560, 566; EIEd 595; SHEd 513; Psy 545; EIEd 524.

The Master of Science in Reading is primarily for certified teachers and leads to Master Reading Teacher Certification. Course requirements for the twelve-course (36 semester hour) program are: Rdg 520, 521, 523, 525, 540, 556, 560, 566; EIEd 595; and 3 approved graduate courses outside of Reading.

The Master of Arts in Reading is primarily for certified teachers and leads to Master Reading Teacher Certification. Course requirements for the ten-course (30 semester hour) program are: EIEd 518 (6 sh); Rdg 520, 521, 523, 525, 540, 556; EIEd 524; One from LS 535, Eng 504, 505, 509; additional requirements (see specific requirements for the Master of Arts Degree).

**Endorsements and Professional Certificates****Endorsements in Early Childhood Education, Bilingual Education, and E.S.L.**

Early Childhood Education, Bilingual Education, and English as a Second Language (ESL) endorsements are available to graduate students. Check with department advisor for details.

**Professional Elementary Teaching Certificate**

The Professional Elementary Teaching Certificate program requires the following:

1. Six semester hours from EIED 524, 530, 557, 558;
2. Six semester hours from EIED 535, 545, 595, 655;
3. EIED 559; and
4. Twelve semester hours from a combination of subjects: art, biology, English, geography, government, health, history, life-earth science, mathematics, music, foreign languages, physical education, physical science, reading, speech, and theater arts. In addition, completion of the master's degree, approval in the Teacher Education Program and a minimum of three (3) years of teaching experience in a state accredited elementary school are required for the certificate. Requirements for this certificate may be met as part of the master's degree program of studies or in addition to it. Please consult a departmental advisor for details.

**Professional All-Level Reading Certificate**

This certificate requires the core courses for a master's degree in reading, two professional development courses, two resource area courses (linguistics and multicultural awareness), three years of teaching experience in an accredited school and a passing score on the TExES exam. Students who seek to qualify for this certificate must file a plan of study that meets certification requirements; this plan must be approved by an advisor in reading and should be filed as soon as possible after initiation of the program of study to ensure that the program planned meets the certification requirements. An overall-grade point average of 3.25 in all certificate coursework is required. The requirements for this certificate may be met as part of the master's degree program of studies or in addition to it. Please consult a departmental advisor for details.

**Master Reading Teacher Certificate**

The requirements for this certificate may be met as part of the master's degree. Requirements will be released upon SBEC approval. Please consult a departmental advisor for details.

**Doctor of Education Degree****Major in Supervision, Curriculum, and Instruction—  
Elementary Education****Support Area in Reading Literacy Education**

The Department of Elementary Education is authorized to offer the Doctor of Education degree in Supervision, Curriculum and Instruction—Elementary Education (Ed.D., in SCI-Elementary Education). Within this major, the support area of reading literacy is developed for all students. The program is designed for education practitioners and constitutes a balance of professional courses in supervision, curriculum, instruction, and research.

**Application and Admission Requirements**

Application for doctoral studies in the department is initiated by contacting The Graduate School, Texas A&M University-Commerce, Commerce, Texas 75429 (903-886-5161). Details are in the section "Admission to Graduate School and Admission to Doctoral Degree Programs" in the general section of this catalog. Generally, the applicant must submit an application, official transcripts, official scores on the Graduate Record Examination, and four references. It is important for all candidates seeking admission to doctoral programs to confer with a doctoral advisor within the department prior to initiating the admissions process.

## Doctoral Degree Requirements

Required courses for the Ed.D. in SCI (EIEd) are identified below. All candidates for the degree must complete the Supervision, Curriculum and Instruction Core (30 sh), either the support area in Elementary Education (18 sh) or the support area in Reading Education (18 sh), and the dissertation (12 sh) for a total minimum of 60 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.

The candidate must demonstrate proficiency in the use of research tools to the satisfaction of the major department. (See "Graduate School research tool requirements" previously in this catalog). The candidate must also complete a doctoral residency (see 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 (elementary education or reading education) and, when applicable, in the cognate and elective areas. A dissertation of not less than 12 semester hours is required.

1. University Research Tools (12 sh)
 

Level 1:	3 sh	EIEd 695—Doctoral Research Seminar
Level 2:	3 sh	Psy 612—Psychological and Educational Statistics Kine 617—Statistical Procedures in Health and PE
Level 3:	3 sh	Coun 613—Advanced Statistical Techniques Psy 681—Intermediate Statistics
Level 4:	3 sh	Psy 610 or Psy 670 or SHED 696 or EdAd 698
2. Policy Statement. 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.
3. Supervision, Curriculum and Instruction Courses (30 sh)
 

3 sh	EIEd 642	Research Design and Replication
3 sh	EIEd 651	Curricula and Instructional Design
3 sh	EIEd 652	Research on the Learner
3 sh	EIEd 653	Professional Writing
3 sh	EIEd 655	Evaluation of Learning in the Elementary School
3 sh	EIEd 657	Content Area Literacy
3 sh	EIEd 658	Process Writing in the Elementary School
9 sh	EIEd 690	(Topics will vary)
4. Reading Education Courses (18 sh)
 

3 sh	Rdg 640	Seminar in Reading Research
3 sh	Rdg 650	Creative Reading Experiences for Elementary School
3 sh	Rdg 667	Theories of the Reading Process
9 sh	Rdg 690	(Topics will vary)
5. Cognate and Elective Area (36 sh)  
Masters degree may be approved to satisfy Cognitive and Elective area.
6. Dissertation (12 sh)
 

12 sh	EIEd 718	Doctoral Dissertation
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**Note:** The Department reserves the right to suspend from the program any student, who in the judgment of a duly constituted departmental committee, would not meet the professional expectations of the field.

## 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 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. Residency may be satisfied by one of two options.

### Option 1 (Only with major advisor's approval for students who were accepted into the EEd SCI doctoral program prior to Fall 1999)

Completion of an approved schedule of at least nine graduate hours per semester in one of the following ways:

- a. two consecutive long semesters (taking less than nine hours in the summer does not interrupt the spring-fall residency sequence)
- b. consecutive summer semester (both terms) and fall semester
- c. consecutive spring semester and summer (both terms)
- d. three consecutive summer semesters (both terms).

### Option 2 (Required for all students who were accepted into the EEd SCI doctoral program beginning Fall 1999)

#### A. Specific strategies

The student will initially plan residency activities collaboratively with the doctoral coordinator and later finalize the plan with their major advisor on the doctoral residency form. The residency plan shall include:

1. Opportunities to become involved in events to broaden intellectual growth, for example:
  - Departmental Doctoral Email Network provides information on ongoing opportunities such as: attendance at colloquiums, opportunities for grant writing, opportunities to present at conferences, opportunities to write for professional journals, etc.
  - Doctoral Seminar Assignments provide springboards to activities such as: conducting research writing/submitting manuscripts for publication, proposing
2. Access to a range of academic support resources required for scholarship in that discipline, for example:
  - Specific courses spend time in the library to provide an understanding of how to access various electronic resources, paper resources, 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 which include the development of a mentoring-apprentice relationship and for a faculty evaluation of students, for example:
  - Doctoral Faculty and Student Social Events provide opportunities such as: expressing research/writing interests, explaining current research/writing activities, networking on common research/writing interests.
  - Doctoral Faculty invite students to research, write, edit, and/or teach as assistant, interns, and/or full fledged collaborators.
  - Doctoral Faculty invite students to consult and or present as assistants, interns, and/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/electives within the TAMU System and/or Federation



and connections with research scholars are facilitated by the doctoral coordinator, major advisor, and/or 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/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:
- Doctoral List Serve provides opportunities to receive/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 advisor 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 doctoral coordinator collaboratively with the student. Thereafter, during the first session of each doctoral course/seminar the instructor will distribute residency documentation sheets (see attachment B) 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 advisor has been selected, the major advisor will review the residency plan collaboratively with the student to set specific goals and timelines. Written documentation of two or more 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 advisor and his/her committee prior to taking qualifying and oral exams. The major advisor and committee will be responsible for noting successful completion of the plan on the qualifying exam documentation sheet. Documentation will continue to remain on file in the departmental office for at least five years after the doctoral student has completed the doctoral degree.

## Graduate Courses

### Early Childhood Education (ECE)

529. *Workshop in Early Childhood Education*. Three to six semester hours. (Same as EIEd 529)

Content and credit hours vary. May be graded on a Satisfactory (S) and Unsatisfactory (U) basis.

534. *History, Philosophy, and Contemporary Issues in Early Childhood Education*. Three semester hours.

Study of the history and philosophy of early childhood education and the impact of past and present philosophy, trends, issues, and problems on programs for young children of pre-kindergarten, kindergarten, and grades one through three.

535. *Math Science and Social Studies Curriculum*. Three semester hours.

A study of the content, methods, and theory appropriate for extending learnings in math, science and social studies. Emphasis is placed upon formulating programs which extend and integrate the learning experiences of young children. Pre- Kindergarten, Kindergarten, Grades 1, 2, and 3.

536. *Communication Skills: Listening, Speaking, Reading, and Writing*. Three semester hours.

Study of the acquisition and development of language in the early childhood years with emphasis on the content, methods and theory, appropriate for extending learnings in listening, speaking, reading and writing. Pre-Kindergarten, Kindergarten, Grades 1, 2, and 3.

537. *Creative Expression in the Arts*. Three semester hours.

Study of the theory, content, and practice of integrating the performing arts into the curriculum design and the learning environments. Emphasis is placed on aesthetic development of young children through play, movement, music, visual art and creative dramatics.

538. *Classroom Management for Teachers*. Three semester hours. (Same as EIEd 538)

A study of current theories and practices of classroom management and discipline in early childhood, elementary, and middle school settings.

560. *Early Childhood Curriculum Design*. Three semester hours.

Overview of curriculum development in all subject matter areas in early childhood education—prekindergarten, kindergarten, grades 1, 2, and 3.

561. *Foundations in Early Childhood Education*. Three semester hours.

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—Pre-Kindergarten, Kindergarten, Grades 1, 2, and 3.

563. *Early Childhood Development*. Three semester hours.

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.

566. *Early Childhood Environments*. Three semester hours.

Develops a process of designing appropriate learning environments for young

children. Investigates the relationship between curriculum and design through the exploration of organization, management, procedures, materials and equipment.

589. *Independent Study in Early Childhood Education*. One to four semester hours. (Same as EIEd 589)

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

597. *Special Topic: Early Childhood Education*. One to four semester hours. (Same as EIEd 597)

Organized Class. May be graded on a satisfactory (S) or unsatisfactory (U) basis. May be repeated when the topic varies.

### **Elementary Education (EIEd)**

500. *Issues in Education*. Three semester hours.

This course focuses on major philosophical and ideological beliefs and their impact on the organization and structure of American education. Specific issues included will be the nature of learning, human development, current brain research and multiple intelligences, learning styles, curriculum design and evaluation, teaching strategies and alternative assessments, legal issues, educational technology, and conflict management. Field experiences will be required for post-baccalaureate students not on emergency certification. Prerequisite or co-requisite: Psy 300 or the equivalent unless on emergency certification. Cross-listed with SHEd 500.

501. *Language Acquisition and Development in Early Childhood*. Three semester hours.

A study of the acquisition and development of language in young children with a comprehensive examination of the major areas of language experiences.

502. *Bilingual Acquisitions and Learning of Language: Methods and Materials*. Three semester hours.

Aspects of language acquisition and development in the bilingual child as these affect school readiness. Development of appropriate curricular and strategies for integrative bilingual literacy (listening, speaking, reading, and writing) instruction, including appropriate English as a Second Language strategies and appropriate interdisciplinary emphases. Course instruction will be primarily in Spanish.

503. *Bilingual Instruction in Literacy and Content Areas of Math, Science, and Social Studies*. Three semester hours.

Establishment of a culturally sensitive elementary classroom with instruction provided through Spanish and English in all content areas, with particular attention to math, science, and social studies. Development of curricula and strategies to integrate literacy instruction with content area instruction to achieve desired learning outcomes. Course instruction will be primarily in Spanish.

514. *Management and Curriculum Development for Diverse Learners*. Three semester hours.

This course contains the professional body of knowledge necessary for effective teaching. This course emphasizes methods of organizing and managing a classroom based on an understanding of diverse environments. Teacher skills which have been proven to be effective in supporting diversity in the classroom will be developed. The content of this course will include classroom management strategies, curriculum and lesson planning, teaching models, assessment models, and certification issues. Students will exhibit an understanding of the Texas teacher competencies as outlined on the Pedagogy and Professional Responsibility portion of the TExES test. Enrollment is limited to teachers on an emergency permit. Co-requisite: EIEd 523.

515. *Effective Teaching in a Diverse Environment*. Three semester hours.

This course contains the professional body of knowledge necessary for effective teaching. This course focuses on understanding theories and strategies that address the needs of a diverse population. Included in this course will be diversity issues, refinement of classroom management and planning techniques, teaching strategies, and informal and formal assessment practices. Students will exhibit an understanding of the Texas Teacher competencies as outlined on the Pedagogy and Professional Responsibility portion of the TExES test. Enrollment is limited to teachers on an emergency permit. Co-requisite EIED 523. Prerequisites: EIED 514.

516. *Educational Research for Effective Teaching*. Three semester hours.

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. Enrollment is limited to teachers on emergency certification. Prerequisites: EIED 514, 515, 523.

518. *Thesis*. Six semester hours.

This conference course introduces the candidate for the Master of Arts degree to the theories and techniques of educational research and leads to the completion and acceptance of the thesis.

522. *Induction Year Seminar for Elementary/Middle School Teachers*. Three semester hours.

This course is designed to support the transition of new teachers during their induction year. Students actively work with instructor to develop the content of the course through analysis of needs assessment conducted during first class meeting. Weekly support group discussions enable students to become reflective practitioners while exploration, modeling, and implementation of effective teaching strategies encourages professional growth. Co-requisite EIED 523.

523. *Internship in Elementary/Middle Schools*. Three semester hours.

This course will provide experiences in various environments that will be supervised by mentors and university liaisons. Regular seminar sessions may be held which will focus on concerns related to education and/or the workplace.

524. *Language Arts Curriculum for Grade One Through Eight*. Three semester hours.

A consideration of techniques of teaching the communication skills and the role of linguistics in the language arts program.

529. *Workshop in Elementary Education*. Three to six semester hours.

May be graded on a Satisfactory (S) and Unsatisfactory (U) basis.

530. *Mathematics Curriculum for Grades One Through Eight*. Three semester hours.

This course identifies numerous movements toward a modernization of both content and method and relates these innovations to good teaching practices already in use. It includes the language of sets, number system, means for improving pupil performance in solving problems, and techniques for identifying areas of pupil accomplishment or of pupil difficulty.

535. *Leadership and Supervision in the Elementary School*. Three semester hours.

A study of the meaning and fundamental principles of leadership and supervision. Consideration is given to the development of teacher leaders and to the solution of administrative and pedagogical problems that supervisors and teacher leaders encounter in the elementary school.

538. *Classroom Management for Teachers*. Three semester hours. (Same as ECE 538)

A study of current theories and practices of classroom management and discipline in early childhood, elementary, and middle school settings.

545. *Issues in the Development of the Elementary Curriculum*. Three semester hours.

The purpose of this course is to note how various philosophies have influenced the development of the elementary curriculum in order to meet the changing social and economic trends. Research articles will be studied in order to evaluate selection of procedures and materials. Practical experiences will be provided in the construction of course of study units for the elementary grades.

557. *Social Studies Curriculum for Grades One Through Eight*. Three semester hours.

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.

558. *Science Curriculum for Grades One Through Eight*. Three semester hours.

An examination of current issues and trends in content and pedagogy with an emphasis on inquiry instruction and learning. Development and evaluation of curriculum will ascertain how changing needs in education are being addressed.

559. *Multicultural Education in Today's Schools*. Three semester hours. (Same as SHED 559).

This course will focus on societal factors that influence culture and the decisions educators must make in designing and using curriculum, teaching strategies, and materials needed to enhance the learning environment in schools today.

566. *Field-Based Professional Development Practicum in Elementary Education*. Three semester hours.

Students develop conceptual and professional skills related to their practice in the field. This course is part of the field-based professional development minor. It provides for the continued development and practice of skills learned in field-based staff development sessions. For each semester hour of credit, one hour is spent in lecture/staff development sessions and one hour is spent applying what was learned in a field based setting. May be repeated when topic vary. Graded on a satisfactory (S) or unsatisfactory (U) basis. Prerequisites: Consent of instructor.

589. *Independent Study*. One to four semester hours.

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

595. *Research Literature and Techniques*. Three semester hours.

This course provides a review of significant research studies produced by investigators in the student's major field with emphasis on the investigative and verification techniques employed. The student is required to demonstrate competence in using systematic research techniques through the investigation and formal reporting of a research problem.

597. *Special Topics*. One to four semester hours.

Organized class. May be graded on a satisfactory (S) or unsatisfactory (U) basis. May be repeated when topics vary.

642. *Research: Design and Replication*. Three semester hours.

Examination of design for research in literacy and other areas, including experimental, descriptive, and quasi-experimental approaches. Includes replication of research to provide experience and increased understanding of research. Prerequisite: Doctoral level standing or consent of the instructor.

651. *Curricula and Instructional Design*. Three semester hours.

This course provides an examination of research literature relative to the process of designing, implementing, and evaluating curricula and instructional strategies. Prerequisite: Doctoral level standing or consent of instructor.

652. *Research on the Learner*. Three semester hours.

A study of significant research in the cognitive and metacognitive learning process of young children and implications for instructional strategies. Prerequisite: Doctoral level standing or consent of instructor.

653. *Professional Writing*. Three semester hours.

A focus on issues related to research, publication, and grant writing, especially at a level of higher education. Prerequisite: Doctoral level standing or consent of instructor.

655. *Assessment of Learning and the Learner*. Three semester hours.

A study in evaluating the total elementary school program. Attention is given to available evaluation tools, including measurement devices of all types. Particular attention is given to construction of appropriate classroom tests to insure accountability according to Texas' Essential Knowledge and Skills, and to the development of plans for school improvement.

657. *Content Area Literacy*. Three semester hours.

Examination of research on learning in the content curriculum areas of science, math, social studies and music; emphasis on strategies content area teachers may use to foster content area learning. Prerequisite: Doctoral level standing or consent of the instructor.

658. *Process Writing in the Elementary School*. Three semester hours.

An examination of process writing research, with an emphasis on implementation in public school programs. Prerequisite: Doctoral level standing or consent of the instructor.

689. *Independent Study*. One to four semester hours.

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

690. *Seminar in Elementary Education*. Three semester hours.

Designed for the advanced student in elementary education. In-depth analysis of major topics of critical concern to the profession. Twelve semester hours may be applied toward a doctoral degree when topics vary. Prerequisite: Doctoral level standing or consent of the instructor.

695. *Research Methods*. Three semester hours. (Same as Coun/EdAd/HPE/Psy/SHed 695)

An overview of research methodology including basic concepts employed in quantitative and qualitative research methods. Includes computer applications for research. Meets requirements for a Level I research tool course. Prerequisite: Doctoral level standing or consent of the instructor.

697. *Special Topics*. One to four semester hours. (Same as Rdg 697)

Organized class. May be repeated when topics vary. Prerequisite: Doctoral level standing or consent of the instructor.

718. *Doctoral Dissertation*. One to six semester hours.

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

## **Reading (Rdg)**

515. *Reading and Learning in Content Areas*. Three semester hours.

This course is designed for graduate students in the emergency permit program seeking initial teacher certification. The focus is on reading comprehension, concept development and strategies for interacting with expository materials. The role of the teacher, the text, and the student are examined in the learning process. Text analysis methods, teacher directed strategies, reader-based strategies, and literature are discussed

as appropriate for all elementary and secondary grade levels. Enrollment is limited to teachers on emergency certification.

516. *Foundations of Reading Instruction*. Three semester hours.

This course is designed for graduate students in the emergency permit or alternative certification program seeking initial teacher certification. The focus is on the reading process and the factors that condition its development. The importance of reading in school and in life serves as a background for critical evaluation of the methods and materials of reading instruction. Special consideration is given to the essential components of research-based programs and the features of classrooms that support effective beginning reading instruction.

520. *Literacy and Instruction I*. Three semester hours.

This course focuses on the application of knowledge of the interrelated components of reading across all developmental stages, including oral language, phonological and phonemic awareness, the alphabet principle, word analysis, fluency, comprehension, vocabulary, written language, concepts of print, and expertise in reading instruction at the primary, intermediate/middle, and high school levels. Prerequisite: Admission to the Master Reading Teacher Certification Program.

521. *Literacy and Instruction II*. Three semester hours.

This course explores research proven classroom strategies for student comprehension development and expression through writing, with a focus on the reader, the writer, texts, and the transaction. In addition, this course examines assessment of reading comprehension and writing, with attention on profiling class needs and individual needs and abilities, the selection of appropriate books and materials for grouping, and the teacher as a reading professional. Prerequisite: Admission to the Master Reading Teacher Certification Program; Rdg 520 or Dallas Reading Academy 1 and 2.

523. *Promoting Literacy Through Language Acquisition and Development*. Three semester hours.

Students in this course will gain knowledge and skills in primary and secondary language acquisition, including the relationship of these languages, to facilitate and promote literacy. Other skills include: conducting appropriate reading assessments on an ongoing basis; designing and implementing effective reading instruction that reflects state content and performance standards addressing the needs of all learners; applying knowledge of reading difficulties, dyslexia, and reading disabilities to facilitate and promote literacy; and using research-based reading instruction that is collaborative and consultative with colleagues, mentoring, coaching, and providing professional development when called upon. Prerequisites: Admission to the Master Reading Teacher Certification Program; Rdg 520, 521 or All-Level Texas Reading Certification.

525. *Teaching Reading Comprehension*. Three semester hours.

Factors affecting reading comprehension with emphasis on readers, texts, and instruction. Focus is on cognitive development of readers, affective influences, and reader-text contexts. Instructional strategies discussed are appropriate for all grade levels.

529. *Workshop in Reading*. Three to six semester hours.

May be graded on a satisfactory (S) or unsatisfactory (U) basis.

540. *Prescriptive Reading in Content Area Classroom*. Three semester hours.

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.

550. *Language and Literacy Development*. Three semester hours.

Examination of language and literacy development, with an emphasis on the development of word recognition skills and phonics within the context of language. Prerequisite: Rdg 525.

556. *Developmental Reading*. Three semester hours.

Designed to prepare teachers to direct developmental reading programs or an analysis of the developmental reading needs of all levels of students including methods and materials of instruction. Prerequisite: Rdg 525, 540.

560. *Diagnosis and Treatment of Reading Problems*. Three semester hours.

Designed to refine the diagnostic and remedial skills of the student through the study of clinical instruments, formal and informal measurements, and study of clinical cases. Prerequisite: Rdg 525, 540, 556.

566. *Clinical Practicum in Reading*. Three semester hours.

Clinical experience in developing competency in the diagnosis and correction of reading deficiencies. Prerequisite: Rdg 525, 540, 556.

571. *Reading Recovery I*. Three semester hours.

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 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. Prerequisite: Permission of instructor.

572. *Reading Recovery II*. Three semester hours.

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. All students enrolled in the course will be involved in teaching and observing children through a one-way glass. Prerequisites: Permission of instructor and Rdg 571.

573. *Descubriendo La Lectura® I*. Three semester hours.

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 graphophonic, 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. Prerequisite: Permission of Instructor.

574. *Descubriendo La Lectura® II*. Three semester hours.

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. 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. Prerequisites: Permission of instructor and Rdg 573.

589. *Independent Study*. One to four semester hours.

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



597. *Special Topics*. One to four semester hours.

Organized class. May be graded on a satisfactory (S) or unsatisfactory (U) basis. May be repeated when topics vary.

640. *Seminar in Research*. Three semester hours.

A study of significant research in literacy and related areas. May be repeated once. Prerequisite: Doctoral level standing or consent of the instructor.

650. *Reading Experiences for Elementary Students*. Three semester hours.

Development of methods of using children's literature to develop skills in reading. Prerequisite: Rdg 525 and doctoral level standing or consent of instructor.

667. *The Reading Process: Theories and Implications*. Three semester hours.

An in-depth analysis of varied definitions and theories of reading including examination of implication for reading instruction. Prerequisite: Doctoral level standing or consent of the instructor.

689. *Independent Study in Reading*. One to four semester hours.

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

690. *Seminar in Reading Education*. Three semester hours.

In depth analysis of major topics of critical concern to the profession. Nine semester hours may be applied to a doctoral degree when topics vary. Prerequisite: Doctoral level standing or consent of the instructor.

697. *Special Topics*. Three semester hours. (Same as EEd 697)

Organized class. May be repeated when topics vary. Prerequisite: Doctoral level standing or consent of the instructor.

## **Health, Kinesiology, and Sports Studies**

Fred Blohm, Head

Field House, 903-886-5549

The Department of Health, Kinesiology, and Sports Studies offers a program of graduate studies leading to the Master of Science or the Master of Education degree. These degree programs are planned to provide graduate students with:

1. Knowledge and skills necessary to organize and administer programs of health, kinesiology, and sports;
2. The ability to interpret, analyze, criticize, and produce research within health kinesiology and sports;
3. Knowledge related to the current problems and trends underlying programs of health, kinesiology, and sports;
4. Advanced skills and current knowledge related to health, exercise science, and health and physical education pedagogy.

## **Programs of Graduate Work**

### **Master's Degrees**

Graduate programs offered in health and kinesiology include courses designed to prepare specialized personnel for positions with public and private agencies and master teachers in the area of health, kinesiology, and sports studies at the secondary and college levels.

A student may receive a Master of Science or Master of Education degree. A minimum of eighteen to 24-hours must be completed in the major field.

**Special Departmental Requirements**

All students must complete a departmental advisement guide before attaining twelve semester hours of graduate credit. To complete the advisement guide, the student should consult with the Department's Coordinator of Graduate Studies.

1. Have an undergraduate degree or equivalent in health or kinesiology. Any student not having such a degree must complete a departmental equivalency program of study;
2. Attain a grade point average of 3.00 on graduate courses taken in the Department of Health, Kinesiology, and Sports Studies;
3. Satisfactorily complete one of the options for Master of Science degree or the Master of Education degree as outlined;
4. Satisfactorily complete a comprehensive exam of selected graduate courses. In order to take the comprehensive exam, a departmental advisement guide must be on file and all courses must be completed or be enrolled in final semester of courses;
5. Have GRE scores on file in the Office Graduate Studies and Research.

**Master of Science Degree in  
Health, Kinesiology and Sports Studies, Option I (Thesis)**

Ten-course program to be completed:

HEd/Kine 695

HEd/Kine 516

HEd/Kine 518<sup>6</sup>

Kine 617

HEd/Kine 510 or HEd/Kine 590 or Kine 560 or Kine 536

HEd 512 or HEd 531 or HEd 587 or HEd 660

Kine 520 or Kine 535 or Kine 593 or Kine 664

Plus six semester hours of graduate level electives

**Master of Science Degree in  
Health, Kinesiology and Sports Studies, Option II (Non-Thesis)**

Twelve-course program to be completed:

HEd/Kine 564

HEd/Kine 516

HEd/Kine 595

HEd/Kine 510 or HEd/Kine 590 or Kine 560 or Kine 536

HEd 512 or HEd 531 or HEd 587 or HEd 660

Kine 520 or Kine 535 or Kine 593 or Kine 664

Plus 18 semester hours of graduate level electives

**Master of Science Degree in  
Health, Kinesiology, and Sports Studies, Option II (Non-Thesis)  
Sports Studies Track**

Twelve-course program to be completed:

HEd/Kine 516

HEd/Kine 595

HEd/Kine 564

Three courses from: Kine 530 or Kine 546 or Kine 547 or Kine 664

Two courses from: Kine 520 or Kine 535 or Kine 593 or HEd 531

Four elective graduate courses

**Master of Education Degree in  
Health and Physical Education**

Twelve-course program to be completed:

HEd/Kine 564

HEd/Kine 516

HEd/Kine 595

HEd/Kine 510 or HEd/Kine 590 or Kine 560 or Kine 536

HEd 512 or HEd 531 or HEd 587 or HEd 660

Kine 520 or Kine 535 or Kine 593 or Kine 664

Four graduate courses in Secondary and Higher Education specified for a minor

Two graduate courses in Health, Physical Education or Recreation

**Health and Kinesiology Minor for the Doctoral Degree in Supervision,  
Curriculum and Instruction—Higher Education**

Students seeking a doctoral degree (Ed.D.) in Supervision, Curriculum and Instruction—Higher Education may select a comprehensive minor (39 semester hours) in Health and Kinesiology. Each candidate will complete a minimum of 90 semester hours of graduate work exclusive of the University research tools.

The Health and Physical Education courses focus on developing skills and knowledge related to teaching in the areas of health and physical education in the collegiate setting. For additional information related to the Supervision, Curriculum and Instruction—Higher Education with a minor in Health and Kinesiology contact the Coordinator of Graduate Studies with the Department of Health, Kinesiology, and Sports Studies or Head, Department of Secondary and Higher Education.

**Graduate Courses****Kinesiology (Kine)**

500. *Administration and Supervision of Football and Baseball Coaching*. Three semester hours.

Nine weeks devoted to each sport. Basic fundamentals and strategy explained as well as modern methods of training and scouting. Modern systems of offensive and defensive football thoroughly discussed and the basic fundamentals for each position in baseball studied individually.

501. *Administration and Supervision of Basketball and Track Coaching*. Three semester hours.

Nine weeks devoted to each sport. Basic fundamentals and strategy explained as well as modern methods of training and scouting. Modern systems of offensive and defensive basketball are thoroughly discussed. Actual training procedures for each event in track studied as well as the necessary organization and preparation for conducting track meets and basketball tournaments.

510. *Curriculum Construction in Health and Kinesiology*. Three semester hours (Same as HEd 510).

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.

514. *Organization of the Elementary School Physical Education Program*. Three semester hours.

A study of current trends and developments in activity programs and curriculum for elementary physical education including a study of such programs and curriculum

with emphasis upon grade placement, personnel, facilities, and state and national standards and requirements.

516. *Current Problems and Trends in Health and Kinesiology*. Three semester hours (Same as HED 516).

A study of current problems and trends in health and physical education. Local, regional, state and national issues will be included in this course.

518. *Thesis*. Six semester hours.

519. *Research Methodology in Health and Kinesiology*. Three semester hours (Same as HED 519).

A study of research methods and designs appropriate for proposing, conducting, reading, reporting and critiquing research in health and kinesiology. This course satisfies part of the research requirement for all graduate students.

520. *Psychology of Motor Learning*. Three semester hours.

This course is designed to provide an understanding of psychological principles involved in motor performance. Particular attention will be given to the application of these principles in teaching game and sport skills and in the coaching of athletics.

529. *Workshop*. Three or six semester hours. (Same as HED 529).

Workshops may be held in kinesiology, health education, or recreation.

530. *Sports Conditioning*. Three semester hours.

A study of the scientific basis of conditioning athletes. Focus will be on cardiovascular and resistance conditioning in the off-season, pre-season, and in-season. An introduction and utilization of appropriate equipment for cardiovascular conditioning and resistance training will be examined.

535. *Physiology of Exercise*. Three semester hours.

Application of basic physiological concepts to the programs of kinesiology, emphasis upon the physiological effects and adjustments occurring from participation in physical activity. Major factors in conditioning, fatigue, diet, and physical fitness are considered.

536. *Adapted Kinesiology*. Three semester hours.

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.

539. *Driver Education*. Three semester hours.

A course designed to address the options in the classroom teaching of driver education. Both the half credit, 56-hour program, and the 32-hour non-credit program will be taught.

540. *Supervision in Health and Kinesiology*. Three semester hours. (Same as HED 540).

Philosophy, history, principles, organization, and techniques of supervision and their application to the supervision of health and kinesiology.

542. *Professionalism in Health and Kinesiology*. Three semester hours (Same as HED 542).

A study of avenues for professional involvement, legal and ethical issues, and the associated roles of the health and kinesiology professional. Some degree of professional involvement will be a requirement of this course.

546. *Ethics, Governance, and Legalities in Sports*. Three semester hours.

A study focusing on ethical problems in the contemporary sport industry and the theoretical models available for analyzing these problems. Various governing agencies, primarily the UIL and NCAA, in sport will also be studied emphasizing investigation of the legal ramifications, organizational structure, authority, membership, and influence of these sport governing bodies. Legal aspects of teaching, coaching, and

administering athletic programs in secondary and post-secondary education and community settings will also be included.

547. *Economics, Marketing and Public Relations in Sports*. Three semester hours.

A study of revenue sources available to sport organizations such as tax support, municipal and corporate bonds, ticket sales, concessions, fund raising, sponsorship, licensing and PSL's. Further study will include sport-marketing plans utilizing the concepts of product, price, promotion, sales and advertising. The course will further examine aspects of external and internal communication in sport pertaining to community, customer, employee and media relations.

549. *Advanced Techniques in Driver Education*. Three semester hours.

The laboratory phase of driver education will be addressed. Multi-car range, simulation and behind-the-wheel techniques will be studied in depth.

559. *Driver Education III*. Three semester hours.

A course to address learning styles, student discipline, lesson planning, and administration of the driver education program Curriculum adopted and distributed by the Texas Education Agency will be followed for content and contact hours recommended.

560. *Motor Development Issues*. Three semester hours.

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.

564. *Facilities and Equipment in Kinesiology and Sport*. Three semester hours (Formerly Rec 664).

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.

589. *Independent Study*. One to four semester hours.

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

590. *Health and Kinesiology: Teaching Design, Strategies, and Assessment*. Three semester hours (Same as HEd 590).

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.

593. *Mechanical Analysis of Motor Skills*. Three semester hours.

A study of the basic mechanical principles and physical laws which govern human movement. Intensive study will be devoted to analysis of fundamental motor skills and to the use of these skills in dance and sports activities.

595. *Critiquing and Conducting Research*. Three semester hours.

A study of research methods and designs appropriate for proposing, conducting, reading, reporting and critiquing research in health, kinesiology, and sports studies. A major emphasis will be on conducting meta-analysis of research literature. Each student is required to demonstrate systematic research techniques through the investigation and formal reporting of an independent research project using meta-analysis, descriptive or experimental research design.

617. *Statistical Procedures for Education and Research*. Three semester hours.

An introductory study of statistical methods and their implications for education and research. Populations and samples; organizing, displaying, and summarizing data; probability; normal distribution; tests of significance; correlation and simple regression; Z and T tests;

and the chi square test will be the focus of this course. Appropriate computer applications will be integrated into the course. Meets requirements for a Level II research tool course.

618. *Dissertation Seminar*. Three semester hours. (Same as HEd 618)

Advanced research ideas, developments, and techniques are presented. Students receive individualized instruction on research techniques as needed. A dissertation proposal acceptable to the advisory committee is required for satisfactory completion of this course. Prerequisite: Instructor consent. Graded on a (S) satisfactory or (U) unsatisfactory basis.

664. *Health-Related Fitness Testing and Exercise Prescriptions*. Three semester hours.

A study of field-based fitness testing and exercise prescriptions. The course will focus on the American College of Sports Medicine guidelines for fitness testing and exercise prescriptions. The health-related fitness parameters of cardiorespiratory endurance, joint flexibility, muscular strength, muscular endurance and body fatness will be studied in the course. Students will be given opportunity to participate in both classroom and laboratory experiences related to health-related physical fitness.

675. *Internship and Colloquium*. Three semester hours.

676. *Internship and Colloquium*. Three semester hours.

695. *Research Methodology*. Three semester hours. (Same as Coun 695).

An overview of research methodology including basic concepts employed in quantitative and qualitative research methods. Includes computer applications for research. Meets requirements for a Level I research tool course. Prerequisite: Doctoral status or consent of the instructor.

718. *Doctoral Dissertation*. Nine to 12 semester hours. (Same as HEd 718 and Rec 718).

All candidates must present a dissertation acceptable to the doctoral advisory committee and to the Dean for Graduate Studies and Research. To be acceptable the dissertation must provide doctoral level experience in research and require sophisticated analysis and interpretation of data, be useful to the candidate and/or others in the field, and be worthy of publication. Graded on a (S) satisfactory or (U) unsatisfactory basis.

## **Health Education (HEd)**

510. *Curriculum Construction in Health and Kinesiology*. Three semester hours (Same as Kine 510).

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.

512. *Health Protection*. Three semester hours.

The course focuses on major health topics that deal with environmental safety as well as intentional and unintentional injuries. Emphasis will be placed on acquiring knowledge related to causes and prevention strategies which will allow the consumer to have the greatest protection.

516. *Current Problems and Trends in Health and Kinesiology*. Three semester hours (Same as Kine 516).

A study of current problems and trends in health and physical education. Local, regional, state and national issues will be included in this course.

518. *Thesis*. Six semester hours. (Same as Kine 518).

519. *Research Methodology in Health and Kinesiology*. Three semester hours (Same as Kine 519).

A study of research methods and designs appropriate for proposing, conducting,

reading, reporting and critiquing research in health and kinesiology. This course satisfies part of the research requirement for all graduate students.

529. *Workshop*. Three or six semester hours. (Same as Kine 529 and Rec 529).

Workshops may be held in physical education, health education, recreation or athletics.

531. *Nutrition and Optimal Performance*. Three semester hours.

A study of nutrition as it relates to optimum performance and health. Nutrient need, sources, functions and interactions are reviewed according to the latest scientific findings. Principles of body conditioning are emphasized with attention to diet and lifestyle practices that promote health and decrease risks of nutrition related diseases.

542. *Professionalism in Health and Kinesiology*. Three semester hours (Same as Kine 542).

A study of avenues for professional involvement, legal and ethical issues, and the associated roles of the health and physical education professional. Some degree of professional involvement will be a requirement of this course.

587. *Identification and Utilization of Health Resources*. Three semester hours.

A study of private practitioners, commercial, voluntary, and government agencies at the local, state, and national levels which provide health services. Emphasis placed upon the utilization of these resources in the health instruction and health service programs.

589. *Independent Study*. One to four semester hours.

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

590. *Health and Kinesiology: Teaching Design, Strategies, and Assessment*. Three semester hours (Same as Kine 590).

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.

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

This course provides an opportunity to apply research knowledge and skills. Each student is required to demonstrate competence in using systematic research techniques through the investigation and formal reporting of an independent research project. Prerequisite: HEd/Kine 519 or consent of the instructor.

597. *Special Topics in Health Education*. One to four semester hours. (Same as Kine 597 and Rec 597).

Organized class. May be repeated when topics vary.

618. *Dissertation Seminar*. Three semester hours. (Same as HED 618)

Advanced research ideas, developments, and techniques are presented. Students receive individualized instruction on research techniques as needed. A dissertation proposal acceptable to the advisory committee is required for satisfactory completion of this course. Prerequisite: Instructor consent. Graded on a (S) satisfactory or (U) unsatisfactory basis.

660. *Global Health Issues*. Three semester hours.

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.

695. *Research Methodology*. Three semester hours. (Same as Coun/EdAd/EIEd/Psy/SHEd 695).

An overview of research methodology including basic concepts employed in quantitative and qualitative research methods. Includes computer applications for research. Meets requirements for a Level I research tool course. Prerequisite: Doctoral status or consent of the instructor.

718. *Doctoral Dissertation*. Nine to 12 semester hours. (Same as Kine 718 and Rec 718).

All candidates must present a dissertation acceptable to the doctoral advisory committee and to the Dean for Graduate Studies and Research. To be acceptable the dissertation must provide doctoral level experience in research and require sophisticated analysis and interpretation of data, be useful to the candidate and/or others in the field, and be worthy of publication. Graded on a (S) satisfactory or (U) unsatisfactory basis.

### Recreation (Rec)

541. *Outdoor Education for Teachers in Secondary Schools*. Three semester hours.

Organization for school camping and outdoor education. Topics include water safety, scouting, gunmanship, crafts, campfire activities, and other camp recreational activities.

589. *Independent Study*. One to four semester hours.

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

594. *Recreational Leadership*. Three semester hours.

A study of the recreational programs for youth organizations, institutions, industry, and public agencies.

## Psychology and Special Education

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The Department of Psychology and Special Education offers study in the following areas:

1. Degree programs for majors and minors in Psychology and Special Education at the undergraduate, masters and Ph.D. levels.
2. Courses in Psychology and Special Education are provided for students desiring licensure in school psychology, licensure as a psychological associate, and professional certification as an educational diagnostician. Provisional teaching certifications/endorsements are also offered in the areas of generic special education and emotionally disturbed. Further, support courses are provided for students desiring teacher, counselor, supervisor and administrator certifications. Doctoral Application Packets are reviewed twice a year, in May and December.
3. 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:
  - a. an attitude that respects the worth, uniqueness, and potential for growth and development of all individuals;
  - b. personal stability, ethical behavior, and respect for the confidentiality of privileged information;
  - c. a personal manner in which responsibilities are discharged in a cooperative and conscientious fashion;



- d. productive and cooperative work relationships that display motivation, independence, and adaptability;
  - e. a commitment to continuing personal and professional growth characterized by participation in professional organizations and presentation and production of scholarly papers and publications.
4. 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 the ethical and professional standards of the discipline.

## **Graduate Programs in Psychology**

### **Master's Degree**

The Department of Psychology and Special Education offers the M.S. and M.A. degrees. This program prepares students for careers in (1) mental health settings, (2) school settings, or (3) educational psychology and training in business, government, and education.

1. Undergraduate prerequisites
  - a. A bachelor's degree from an approved institution.
  - b. Applicants must meet the general university requirements for admission to The Graduate School.
  - c. Applicants must have a grade point average of at least "B" (3.00) in the bachelor's degree and/or B+ (3.50) in completed graduate courses.
2. Admission
  - a. Graduate Record Examination. Applicants must submit scores for the quantitative, verbal and analytical/writing sections of the GRE. Seniors who plan to apply for graduate training should arrange to take the GRE during their senior year.
  - b. Applicants must submit three letters of recommendation.
  - c. Applicants must submit a brief essay stating their professional goals.
  - d. Students seeking admission will be required to have approval of the department's Graduate Faculty.

For students pursuing licensure as a psychological associate, modifications to the above requirements include:

The bachelor's degree from an approved institution must be in psychology, or a minimum of 15 hours in psychology including introduction to psychology, introductory statistics, introductory learning theory or development of modern psychology, abnormal psychology and developmental psychology.

### **Licensure as a Psychological Associate**

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 (nine) semester hours of practicum and a total of 54 semester hours of graduate work in the degree program. Contact the applied psychology advisor for further information. The applied master's program is accredited by the Masters in Psychology Accreditation Council (MPAC) formally Interorganizational Board for Accreditation of Master's in Psychology Program (IBAMPP).

### **Credential Program for School Psychologists**

Students may complete coursework as a step to obtain a credential in school psychology. This is structured on a Master's degree 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 (Licensed Specialist in School Psychology). Contact the school psychology advisor for further information.

Students pursuing a license or certificate in School Psychology are required to take a comprehensive exam, which is the school psychologist speciality area offered by NTE programs under PRAXIS, before they can begin internship. A passing score is 620.

### **Educational Psychology**

Students wishing to earn a Master's degree can pursue the 36-hour Master's degree which offers courses in human cognition and learning, instructional design, and measurement and program evaluation. All of the coursework completed (with the exception of Psy 595, 3 sh) is applicable for transfer to the Ph.D. program in Educational Psychology. A thesis option is available, but not required. Transfer credit is available for up to one third of the required coursework. See the course outline below for a listing of required courses (subject to change in the degree program and/or curriculum change).

Psy 509—History and Systems of Psychology

Psy 594—Professional Issues in Psychology

Psy 612—Psychological and Educational Statistics

Psy 572—Measurement and Evaluation

Psy 620—Human Learning and Cognitive Development

Psy 621—Advanced Cognition

Psy 625—Cognition and Instruction I

Psy 626—Cognition and Instruction II

Psy 595—Research Literature and Techniques

Psy 679—Program Evaluation

Electives, 6 sh—Coursework in electronic learning and educational technology related to the application of technology to training and education (selected with advisement).

For application materials and requirements, please contact the Graduate School. For more information and program advisement, contact Dr. Raymond Green (Raymond\_Green@tamuc.edu).

### **Ph.D. Degree Program in Educational Psychology**

Educational Psychology is the branch of psychology that is concerned with the development, evaluation, and application of: a) theories and principles of human learning, teaching, and instruction and, b) theory-derived educational materials, programs, strategies, and techniques that can enhance lifelong educational activities and processes (from the American Psychological Association, Division of Educational Psychology, committee on the Future of Educational Psychology, 1989). Career opportunities for educational 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 educational psychologists are expected in all settings where job training and retraining is required and where technology assisted learning (including distance education) is employed.

The faculty and administration of the Department of Psychology and Special Education are committed to a learning environment that is based upon a well organized, explicitly structured curriculum with high standards. Academic and personal development of students will be supported within an environment that encourages intellectual freedom, critical inquiry, and reasoned debate. In addition, there is a commitment to forming student-mentor relationships that will guide each student's professional development and preparation for a productive career. Faculty-student communication and in-

teraction will be enhanced by use of educational technology. Students from diverse academic, employment, cultural, racial, and geographic backgrounds are encouraged to apply.

The vision of the faculty of the Department of Psychology and Special Education for the Ph.D. program is to provide a high quality educational structure and learning process that is relatively independent of a specific location and time. The mission of the Ph.D. program in Educational Psychology is to prepare students to produce, integrate, and apply knowledge and understanding of human cognition, learning, research methodology, program evaluation, instructional theory and educational applications of technology to create life-long learning environments and processes for individuals and organizations.

The goals of the Ph.D. program in Educational Psychology are to:

1. provide students with an understanding of the past, present, and future development of the science of Psychology and the discipline of Educational Psychology;
2. provide students with the understanding required for ethical decision-making and practices in the roles of researcher, student, and Educational Psychologist;
3. provide students with an understanding of the processes and principles that underlie the science of human perception, cognitive development, learning, and cognition;
4. provide students with the skills and understandings needed to conceptualize, plan, and execute research and program evaluation;
5. provide students with an understanding of pedagogy and with the skills and knowledge needed to evaluate instructional programs and implement educational technology to assist learning, teaching, and training.

The Department of Psychology and Special Education has offered the Ph.D. and Master's degrees for over 30 years and during that time over 80 students have earned their Ph.D. (and many more their Master's degree). For many years these degrees could only be earned by attending classes on campus. Currently, the Department of Psychology and Special Education and the University offer many courses on-line, although A&M-Commerce is not an "on-line" University and the Ph.D. program is not an "on-line" degree program. The Commission on Colleges of the Southern Association of Colleges and Schools has accredited all degree programs at Texas A&M University-Commerce. In addition, the Ph.D. degree program is offered with the approval of the Texas Higher Education Coordinating Board. The American Psychological Association does not review or approve programs in Educational Psychology and this program is not designed or intended to assist persons who wish to become licensed as a psychologist.

Up to one third of the required coursework can be transferred into the doctoral program from prior graduate coursework, with the discretion of the program advisor and the Dean of Graduate Studies and Research. The University does not provide academic credit for "life-experiences" or professional accomplishments.

Many of the current students in the doctoral program are employed full-time and taking courses during the fall and spring semesters. 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 their thesis and dissertation. Some full-time student have completed their degree programs within four years; part-time students will take longer.

If students are eligible for financial aid, it makes no difference if the classes are offered via distance education or on campus. Out-of-state and foreign students pay out-of-state tuition rates unless they have a University scholarship of \$1,000 or more or an appointment as a full GA/TA. Currently there are no additional distance education fees

for out-of-state students, but such fees may be added in the future. Please see the homepage for the Graduate School for current tuition rates. The most common form of financial aid is GA/TA (graduate assistant/teaching assistant) appointment. Also, there are some smaller University scholarships available within the Department and University for students enrolled in the doctoral program.

### **Minimum Requirements for Admission to the Ph.D. Program in Educational Psychology**

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. There is no probationary nor provisional admission status in the Department of Psychology and Special Education.

1. Admission to The Graduate School. Before being admitted to the doctoral program, the prospective student must first meet the general requirements for admission to The Graduate School. These requirements are specified elsewhere in the present catalog.
2. Graduate Record Examination. Applicants must submit scores for the quantitative, verbal and analytical sections of the GRE. Seniors who plan to apply for graduate training should arrange to take the GRE during their senior year.
3. 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 candidacy.
4. Recommendations, references, and requirements. The doctoral applicant is required to submit four satisfactory recommendations on forms provided by The Graduate School, including one from last employer, if it was a professional experience, and one from the last institution attended. In all cases, the Department of Psychology and Special Education maintains the right to make independent inquiry from the applicant's employers and from the faculties of institutions previously attended as well as to deny admission to an applicant who in its judgment, fails to meet personal or academic admission standards.
5. 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.

### **Program Requirements for the Doctor of Philosophy Degree in Educational Psychology**

The Educational Psychology program requires 90 hours for the Ph.D. degree. Completion of the Ph.D. degree includes a thesis and a dissertation. Prior to candidacy for the Ph.D., students must complete the residency requirement. Residency is a long-standing academic requirement associated with all reputable doctoral degree programs. Residency is a process. The completion of this process must be documented with a residency portfolio. In addition, part of the residency process is completion of an on-campus residency requirement. The on-campus residency requirement for Educational Psychology doctoral students requires that students enroll for two classes (6 hours) during the first summer school session of each of two different academic years.

The doctoral program (Ph.D. and Master's coursework) in Educational Psychology is delineated by six major areas of the curriculum. They are:

Foundations, 12 sh

Statistics and Research Methodology, 18 sh

Tests and Measurements/Program Evaluation, 9 sh

Cognition and Instructional Design, 18 sh

Thesis and Dissertation, 18 sh

Supplementary Coursework, selected with advisement, 15 sh

### **Assistantships, Tuition**

For students enrolled full-time on campus, financial assistance is available to a limited number of superior and experienced students through teaching and/or research assistantships. Full assignments carry a waiver of out-of-state fees as well as a stipend. National Educational Act and other loans may be available to eligible students through the Financial Aid Office. Students who can meet the requirements for residency in Texas will pay in-state tuition fees; out-of-state residents will be required to pay out-of-state fees.

### **Graduate Minors**

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

### **Graduate Courses**

#### **Psychology (Psy)**

500. *Cognition, Learning, and Development*. Three semester hours.

A course designed for teacher education students to provide a thorough understanding of the dynamic relationship between cognition, learning, and development for school-aged children and adolescents. Formative and summative assessment and evaluation procedures will also be presented. This course is required as a part of the initial certification program in teacher education.

502. *Theories of Personality*. Three semester hours.

This is a study of the historically influential personality theories as they relate to contemporary psychology. Prerequisite: Psy 317 or equivalent, or consent of instructor.

503. *Abnormal Psychology and Developmental Psychopathology*. Three semester hours.

The course is oriented to the social-biological origins and dynamics of psychopathology in adults and children including developmental disorders.

508. *Theory and Techniques of Applied Psychology*. Three semester hours.

An introduction to theoretical models and their applications which are useful across a range of practical human situations. These include educational contexts, individual and group consultation, and organizations. Both assessment and intervention models will be presented, with an emphasis on their relationship. Active practitioners will discuss and demonstrate selected intervention techniques. Prerequisite: Graduate standing.

509. *History and Systems of Psychology*. Three semester hours.

A comparative and critical study is made of a number of viewpoints in psychology from early experimental psychology to the contemporary field and organismic theories.

515. *Neuromechanisms/Biological Bases of Behavior*. Three semester hours.

Designed for psychology or counseling students, this course is concerned with biological bases of developmental neuropsychology, peripheral nervous systems, psychophysiology, behavioral pharmacology, and their relations to central nervous system arousal, motivational, emotional, and memory structures. Prerequisite: Psy 315 or consent of instructor.

518. *Thesis*. Six semester hours.

This conference course introduces the candidate for the Master of Arts or Master of Science Option I degree to the theories and techniques of educational and psychological research and leads to the completion and acceptance of the thesis. Graded on a (S) satisfactory or (U) unsatisfactory basis.

521. *Research Design*. Three semester hours.

The focus on this course is on the design, analysis, and interpretation of experimental research. Emphasis will be given to designs which can be analyzed by ANOVA or MANOVA. Statistical software will be employed to assist with the analysis of data. Prerequisite: Psy 612 or equivalent or permission of instructor.

527. *Social and Cultural Bases of Behavior*. Three semester hours.

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.

535. *Behavior Modification*. Three semester hours. (Same as SpEd 535)

A study of conditioning and reinforcement principles in education, behavior therapies, and psychotherapies.

545. *Developmental Psychology*. Three semester hours.

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.

572. *Psychological Assessment and Measurement*. Three semester hours. (Same as SpEd 572).

This course is the first required course in the sequence of assessment courses and is planned to provide a framework for the development of assessment practices. Attention will be given to issues of measurement, identifying appropriate sources of diagnostic information, reliability, validity, identifying and selecting test instruments, conducting the assessment process in an ethical and considerate manner, interpreting norm-references and criterion-referenced test scores. Prerequisite: Graduate standing.

573. *Intellectual Assessment I*. Three semester hours. (Same as SpEd 573)

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. 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. Prerequisites: Prior enrollment in Psy/SpEd 572 or consent of instructor.

575. *Personality Assessment II*. Three semester hours.

The course will examine the socio-emotional, behavioral and cultural aspects of personality and informal assessments for children and adults as part of the diagnostic process. Psychometric and ethical considerations with the use of these techniques will be considered. Computerized testing and scoring of personality tests and techniques will also be covered. Prerequisites: Concurrent or prior enrollment in Psy 572 and 503.

589. *Independent Study*. One to three semester hours.

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

592. *Professional School Psychology*. Three semester hours.

This course deals with pertinent issues in school psychology, such as ethics, emergent technologies, history and foundations of school psychology, legal issues, professional issues and standards, alternative models for the delivery of school psychological services, as well as roles and functions of the school psychologist.

594. *Ethical Issues in Organizations*. Three semester hours.

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

597. *Special Topics*. One to four semester hours.

Organized class. May be repeated when topics vary.

601. *Perception*. Three semester hours.

This course is a survey of classical and current theory and research on human perception. It includes the relations of sensation and perception, stimulus and receptor correlates, physiological bases for perception, and the study of the visual, auditory, cutaneous, and chemical senses.

610. *Nonparametric Statistics*. Three semester hours.

This course, a Graduate School approved level IV research tool course, concentrates on the logic and application of distribution-free statistics with emphasis on psychological and educational data and research. Prerequisites: Level I-III research tool courses or equivalent or permission of instructor.

612. *Psychological and Educational Statistics*. Three semester hours.

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.

615. *Psychological Principles of Consultation*. Three semester hours.

This course will examine the psychological principles and knowledge base underlying the major models and theories of individual and organizational consultation. Scientific information derived from the study of learning, cognition, development, and personality theory will be examined in relation to the common consultative practices and models employed in business, government, and education.

618. *Group Dynamics: Understanding and Working in Groups*. Three semester hours.

This course will provide both a theoretical background and practical knowledge for understanding and working in a group environment. Basic principles of group membership, identity, and interaction will be identified. The ultimate goal of the class is to make the student a more productive group member. To achieve this goal, some topics that will be discussed include leadership, communication skills and patterns, conflict styles and resolutions, viewing diversity as a strength, needs for and uses of power, and team development and training. The student will develop these skills through active participation in numerous group activities and environments.

620. *Human Learning and Cognition*. Three semester hours.

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.

621. *Advanced Cognition*. Three semester hours.

This seminar course will examine the disciplines of cognitive science and cognitive psychology, with primary attention to the three predominant metaphors and models of the mind: the mind as a computer, the mind as a neural network, and the mind as a brain. Prerequisite: Psy 620 or comparable course or permission of instructor.

622. *Research and Design*. Three semester hours.

The focus on this course is on the design, analysis, and interpretation of experimental research. Emphasis will be given to designs which can be analyzed by ANOVA

or MANOVA. Statistical software will be employed to assist with the analysis of data. Prerequisite: Psy 612 or equivalent or permission of instructor.

625. *Cognition and Instruction I*. Three semester hours.

This course will examine the psychological principles and scientific knowledge base underlying the major instructional theories. Content will include an evaluation of how current theories and knowledge of human cognition relate to the principles and practices of instructional design and development.

626. *Cognition and Instruction II*. Three semester hours.

This course will require students to apply knowledge and theory derived from cognitive psychology to the design and development of instructional systems and products. Students will be expected to integrate cognitive models and knowledge of human cognition within the process of developing and designing instructional systems and products. Prerequisite: Psy 625 or consent of instructor.

661. *Organizational Change and Improvement*. Three semester hours. (Cross-listed with Mgt 594)

This course will examine the principles of organizational change and the scientific knowledge base underlying the major models and theories of organizational change and improvement. Particular attention will be given to models and practices of continuous organizational improvement and how such models relate to current knowledge and theory.

670. *Multivariate Statistics*. Three semester hours.

This course, a Graduate School approved level IV research tools course, provides a conceptual introduction, as well as computational and computer competence, in modern multivariate procedures. Topics include multiple regression, discriminant function analysis, analysis of covariance, multiple analysis of variance, item analysis, cluster analysis, factor analysis, and canonical correlation. Applications to measurement and test construction are emphasized. Prerequisite: Level I-III research tools courses or equivalent or permission of instructor.

671. *Advanced Tests and Measurements*. Three semester hours.

This course is designed to: (1) introduce students to modern and classical test theories, the concepts and the techniques, including test construct, scaling, modern and classical reliability theories, validity, modern and classical item analysis techniques, equating and test score interpretation; (2) provide students with knowledge about how a psychological or educational test is developed; (3) provide students with knowledge about strengths and limitations of psychological and educational tests; (4) provide students opportunities to discuss technical issues in test development and to practice their knowledge through projects.

675. *Seminar in Advanced Topics in Educational Psychology*. Three semester hours.

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.

679. *Program Evaluation*. Three semester hours.

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.

680. *Apprenticeship*. Three to six semester hours.

This course is intended for students who have completed most of their coursework in the educational psychology doctoral program. Students will be placed in supervised work settings which provide an opportunity for students to apply knowledge and learn new skills. Apprenticeship sites may be on-campus or off-campus, paid or unpaid. Off-campus sites include government agencies, industry, higher education, public education, or other appropriate settings. A written agreement between the student, academic supervisor, on-site su-



pervisor, and the sponsoring agency specifying the requirements for the apprenticeship will be required. Apprenticeship students will be expected to complete at least 150 hours on-site during the semester, although this requirement may be increased, depending upon the site and the student. Prerequisite: Psy 625 and Psy 626 or consent of instructor.

681. *Intermediate Statistics*. Three semester hours.

This course, a Level III research tools course, will emphasize the understanding of intermediate level statistical concepts and their application to the social sciences and education. Content will include one-way, factorial, and repeated measures analysis of variance, simple analysis of covariance, and advanced correlational methods, bivariate regression and an introduction to multiple regression, selected nonparametric methods, and introduction to multivariate analysis of variance. Students will be required to use computational software to assist in the analysis and interruption of data. Prerequisites: Level I and Level II research tools or equivalent or permission of instructor.

689. *Independent Study*. One to three semester hours.

Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisites: Consent of department head.

691. *Clinic Practicum in Psychology*. Three semester hours.

This course consists of supervised experience in psychological settings under the supervision of a licensed psychologist. Graded on a (S) satisfactory or (U) unsatisfactory basis. Prerequisite: Consent of instructor.

695. *Research Methodology*. Three semester hours. (Same as Coun/EdAd/EIEd/HPE/SHEd 695)

An overview of research methodology including basic concepts employed in quantitative and qualitative research methods. Includes computer applications for research. Meets requirements for a Level I research tool course. Prerequisite: Doctoral status or consent of the instructor.

718. *Doctoral Dissertation*. Twelve semester hours.

Doctoral dissertations must be acceptable to the student's advisory committee and the Dean for Graduate Studies and Research on a problem in the area of his specialization. To be acceptable, the dissertation must give evidence that the candidate has pursued a program of research, the results of which reveal superior academic competency and significant contribution to knowledge. Graded on a (S) satisfactory or (U) unsatisfactory basis.

790. *Internship in School Psychology*. Three to six semester hours.

This course consists of supervised experience in psychological settings under the supervision of a licensed or certified school psychologist. Graded on a (S) satisfactory or (U) unsatisfactory basis. Prerequisite: Consent of instructor.

791. *Internship in Psychology*. One to twelve semester hours.

This course consists of supervised experience in psychological settings under the supervision of a licensed psychologist. Graded on a (S) satisfactory or (U) unsatisfactory basis. Prerequisite: Consent of instructor.

## **Graduate Work in Special Education**

### **Master's Degrees**

Majors and minors are offered in special education. Programs of graduate work may be planned according to the interests of the student and to meet the requirements of these degrees: the M.A., M.S., and M.Ed.

1. Admission.

- a. Applicants must meet the general university requirements for admission to The Graduate School.

- b. Applicants must have a grade point average of at least “B” (3.00) in all advanced or graduate special education courses taken.
  - c. Applicants for degrees in special education are required to have a satisfactory background in education, psychology, or related areas.
  - d. All deficiencies must be removed prior to admission to the program.
  - e. Applicants must submit three letters of recommendation.
  - f. Applicants must submit a statement of goals.
  - g. Graduate Record Examination. Applicants must submit scores for the quantitative, verbal and analytical/writing sections of the GRE. Seniors who plan to apply for graduate training should arrange to take the GRE during their senior year.
  - h. Applicants may submit for departmental review, additional materials/portfolio to support their application including: awards, certificates of merit, examples of innovative program/curriculum development, publications, and resume.
  - i. Students seeking admission will be required to have approval of the department’s graduate faculty.
2. Graduation.
    - a. The student is required to satisfactorily complete a comprehensive examination prior to graduation. Application to take the comprehensive examination should be submitted upon completion of 18 hours in Special Education. Comprehensive examinations are scheduled once each fall and spring semester through the special education secretary.
    - b. 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.

The following are typical options available:

1. DEGREE: M.Ed. and M.S. Option II (twelve course program)  
 MAJOR: Special education (with provisional generic certification)  
 Required special education course: SpEd 595  
 Core courses: SpEd 520, 553, 580, and Psy/SpEd 535  
 Methods: SpEd 582 and 584  
 Electives: Two from remaining special education courses.  
 Three electives from outside the major
2. DEGREE: M.Ed. and M.S. Option II (twelve course program)  
 MAJOR: Special education (without certification)  
 Required special education course: SpEd 595  
 Core courses: SpEd 520, 553, 580, and Psy/SpEd 535  
 Three other graduate level special education courses  
 Four electives from outside the major
3. DEGREE: M.Ed. and M.S. Option II (twelve course program)  
 MAJOR: Special education (educational diagnostician professional certification)  
 Required special education courses: SpEd 574 and 595  
 Core courses: SpEd 520, 553, 580 and Psy/SpEd 535  
 One graduate level course from: SpEd 586 or 587  
 Two graduate level special education courses from: SpEd 524 or 526  
 Three courses from outside the major: Psy 691, 572, and 573.
4. DEGREE: M.A. (minimum ten courses)  
 MAJOR: Special education (without certification)  
 Four special education core courses: SpEd 520, 553, and 580 or Psy/SpEd 535  
 Three graduate level electives outside special education  
 Foreign language requirement  
 Six hours of thesis SpEd 518

5. DEGREE: M.S. Option I (minimum ten courses)  
Four special education core courses: SpEd 520, 553, 580, or Psy/SpEd 535  
Four graduate level electives outside special education  
Six hours of thesis SpEd 518

### **Professional Certificate**

1. General Requirements
  - a. Admission to 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, plus two courses from: SpEd 524 or 526
  - c. Knowledge of Psychoeducational and other Diagnostic Procedures  
SpEd/Psy 572  
SpEd/Psy 573  
SpEd/Psy 574  
Psy 575
  - 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 582, 584, 586, or 587
  - f. Practicum Psy 691

### **Standard Certificate**

1. General Requirements
  - a. Admission to Graduate School
  - b. Admission to the Teacher Education Program
2. Preparation requirements in the area of Generic Special Education: SpEd 520, Psy/SpEd 535, SpEd 553, 580, 582 and 584.
3. Preparation requirements in the area of Homebound and Hospitalized: No endorsement is given on this assignment, but evidence of the following must be on file in the Superintendent's Office.
  - a. Valid Texas Teacher Certificate
  - b. SpEd 520 and SpEd 580
4. 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.
5. Preparation requirements as Supervisor of Special Education:
  - a. Hold a regular Professional Certificate
  - b. Hold a minimum of one provisional certificate in special education.
6. Preparation requirements for Standard Special Education Counselor:
  - a. Hold a School Counselor's Certificate
  - b. SpEd 520 and three additional graduate hours in special education.

### **Graduate Minors**

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 stu-

dents majoring in supervision, curriculum and instruction, educational administration, counseling and guidance, psychology, and related areas.

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

## Graduate Courses

### Special Education (SpEd)

518. *Thesis*. Six semester hours.

This conference course introduces the candidate for the Master of Arts or Master of Science (Option I) degree to the theories and techniques of educational and psychological research and leads to the completion and acceptance of the thesis. Graded on a (S) satisfactory or (U) unsatisfactory basis.

520. *Introduction to Exceptional Children*. Three semester hours.

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.

524. *Characteristics of Students with Mild Disabilities*. Three semester hours.

The course examines the characteristics of students identified as having emotional/behavior disorders, learning disabilities, and mild mental retardation.

526. *Characteristics of Students with Moderate Disabilities*. Three semester hours.

The course examines the characteristics of students identified as having autism spectrum, clinical mental retardation, and other disabling conditions.

529. *Workshop*. Three to six semester hours.

This course affords the opportunity to examine basic concepts, issues, problems, and information in psychology and special education. Graded on a (S) satisfactory or (U) unsatisfactory basis.

535. *Behavior Modification*. Three semester hours. (Same as PSY 535).

A study of conditioning and reinforcement principles in education, behavior therapies, and psychotherapies.

553. *Cognition, Learning and Development*. Three semester hours.

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.

563. *Clinical Teaching of Emotionally Disturbed*. Three semester hours.

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.

564. *Psycho-Education Techniques of Managing Behaviors*. Three semester hours.

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.

572. *Psychological Assessment and Measurement*. Three semester hours. (Same as Psy 572)

This course is the first required course in the sequence of assessment courses and is planned to provide a framework for the development of assessment practices. Atten-

tion will be given to issues of measurement, identifying appropriate sources of diagnostic information, reliability, validity, identifying and selecting test instruments, conducting the assessment process in an ethical and considerate manner, interpreting norm-references and criterion-referenced test scores. Prerequisite: Graduate standing.

573. *Assessment I*. Three semester hours. (Same as Psy 573)

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. 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. Prerequisites: Prior enrollment in Psy/SpEd 572 or consent of instructor.

574. *Appraisal of Exceptional Children*. Three semester hours.

Explores a variety of tests designed to assess the learning abilities of students. Tests designed for measuring achievement, language, behavioral/emotional, sociological and vocational functioning will be examined. Prerequisites: SpEd 520, Psy/SpEd 572 and Psy/SpEd 573.

580. *Adaptive Behavior in Exceptional Children*. Three semester hours.

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. Prerequisite: SpEd 520.

582. *Methods of Teaching the Mildly Handicapped: Oral and Written Expression*. Three semester hours.

This course will provide students with methods of assessment and remediation in oral language, handwriting, spelling and conceptual writing. Approaches to remediation will be presented and students will be enabled to provide appropriate strategies to meet a wide range of individual differences at different age levels. Prerequisites: SpEd 520 or one from SpEd 547, 561, or 566.

584. *Methods of Teaching the Mildly Handicapped: Reading and Math*. Three semester hours.

This course will provide students with an understanding of the nature of reading and arithmetic and of the problems faced by children and adolescents with a wide array of disabling conditions. Major approaches to remediation in reading and math will be reviewed enabling students to develop diagnostic-prescriptive programs. Prerequisites: SpEd 520 or one from SpEd 547, 561, or 566.

586. *Inclusion: Strategies and Accommodations*. Three semester hours.

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.

587. *Inclusion at the Secondary Level*. Three semester hours.

Characteristics of students with mild and moderate disabilities are examined. Collaboration models and accommodation strategies are presented for use in content area instruction.

588. *Strategies for Teaching Special Needs Students*. Three semester hours.

Information about general approaches to learning and teaching as encountered in special education instructional settings are presented. Methods and procedures for effective teaching are described. Information regarding classroom management, consultation, and working with parents, professionals, and paraprofessionals are introduced. Introductory information concerning disability categories, the ARD and Assessment Process, LRE, and state/federal rules are presented. Prerequisites: Acceptance into Alternative Certification Program.

595. *Research Literature and Techniques*. Three semester hours.

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.

597. *Special Topics*. One to four semester hours.

Organized class. May be repeated when topics vary.

## Secondary and Higher Education

Dr. William Ogden, Head

Young Education Building, 903-886-5607

The principal focus of the Department of Secondary and Higher Education at the graduate level is to provide advanced programs in supervision, curriculum, and instruction which extend the knowledge and intellectual maturity of the student. The curricula, moreover, offer educational preparation emphasizing specialized skills and creative independence enabling graduates to function at a high level of performance in one or more of the following areas:

1. secondary and middle school teachers, supervisors of instruction, and curriculum specialists;
2. community/junior and senior college faculty and administrators;
3. trainers and managers in business and industry; and
4. media technologists, educational computing specialists, and school librarians.

Courses are designed to provide the graduate student with opportunities to develop greater depth of understanding, a more clearly defined philosophy, and an interest in and knowledge of research in education. To accomplish these goals, departmental faculty are committed to teaching effectiveness, scholarly interaction with students, and on-going curriculum assessment.

## Graduate Programs

Various master's degrees, a doctoral degree, and certificates and endorsements are available through the department. The Master of Arts, Master of Science and Master of Education degrees are offered in secondary education and in learning technology and information systems. In addition, Master of Science degrees are available in higher education and in training and development.

The Master of Science and Master of Education degrees require 12 courses (36 semester hours) including SHEd 595. The Master of Arts degree requires 10 courses (30 semester hours) including 6 semester hours of SHEd 518. Also, students pursuing the Master of Arts degree must fulfill the foreign language requirements described elsewhere in this catalog.

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-hour program includes hours in the major, minor, electives, and research tools. The 60-semester-hour program does not include the minor, but requires a pre-existing Master's Degree.

## Application and Admission

Information relative to the master's degree may be obtained from the department head (903-886-5607) or from the Graduate School (903-886-5163). The requirements for admission to any of the master's degree programs are the same as those required by The Graduate School. They are described elsewhere in this catalog. Additionally, all students pursuing master's degrees must have a degree plan on file in the departmental office either at or before the completion of 12 semester hours.

Applications for the doctoral degree may be obtained from the Graduate School (903-886-5161). Individuals interested in pursuing the doctoral degree must first gain admission to the Graduate School (see procedures outlined earlier in this catalog). After admission, applications are forwarded to the Departmental Committee on Admissions.

### **Master's Degree**

Several master's degree plan options are presented. In certain cases courses may be substituted for those listed but only with the permission of the major advisor.

A field-based Master's Degree in Secondary Education is available to cohort groups in school districts and a master's degree is available to students on emergency certification.

### **Emergency Permit Teacher Certification**

Students pursuing secondary or all-level teacher certification while teaching in the secondary schools in Texas may earn initial teacher certification at the graduate level once they have been admitted to the Emergency Permit Teacher certification Program. Contact the Center for Educator Certification and Academic Services for admission requirements. Some of the graduate-level courses may be counted on a master's degree.

### **ExCET Bar Code Policy**

To receive a bar code for the ExCET Secondary Professional Development Test, a student must first receive departmental clearance, which includes a score of 80% on a departmental ExCET practice test and a score of 250 on the TASP Reading. An ExCET review and practice course is available each semester for students who have not received a bar code.

### **SHEd 514 (Must be employed in a school district)**

1. All students are required participate in comprehensive ExCET review sessions and engage in activities to enhance critical thinking skills.
2. All students must complete the mid-term exam (ExCET format test). Students with less than 75% on the mid-term exam are identified as **at-risk**.
3. Instructors will provide intervention for **at-risk** students through instructor review, peer teaching, and conferencing with individual students.
4. Students must complete SHEd 514 with a *minimum grade* of 75% to enroll in SHEd 515.
5. To receive departmental clearance for an early ExCET test, students must have completed Psy 300, ETec 557, Rdg 515, possess a minimum TASP Reading score of 270, and have a score of 80% on the SHEd 514 final exam.

### **SHEd 515 (Prerequisite: SHEd 514)**

1. All students must complete the mid-term exam (ExCET format test). Students with less than 80% on the mid-term exam are identified as **at-risk**.
2. Instructors will provide intervention for **at-risk** students through instructor review, peer teaching, and conferencing with individual students.
3. Students must score 80% on the mid-term or final exam to receive a "C" or better in 515 and request a departmental clearance for the ExCET bar code.

### **Professional Course Requirements for Secondary and All-Level Certification**

SHEd 514—Management and Curriculum Development for Diverse Learners

SHEd 515—Effective Teaching in a Diverse Environment

SHEd 523—Internship (6 sh)

Additional course requirements:

Psy 300—Learning Processes and Development

Rdg 515—Teaching Reading in the Content Area

ETec 557—Integrating Technology in the Content Fields

And any teaching field requirements

### **Courses for Experience and/or Professional Training**

Any individual admitted or in the process of being admitted to an educator preparation program may make application to substitute experience and/or professional training directly related to the certification being sought for part of the preparation requirements. Application should be made in the department in which credit is sought. Applications for field experience credit in classroom teaching internship will be to the Director of Educator Field Experience and Certification.

### **Master of Education or Master of Science Degree in Secondary Education**

SHed 513—The Secondary School Curriculum

\*SHed 521—Models of Teaching in the Secondary School

\*\*SHed 528—The Philosophy of Education

\*\*SHed 595—Research Methodologies

Plus two to four graduate-level SHed courses

Plus four to six graduate-level electives outside SHED

\*May be substituted with department head approval

\*\*Core Courses

### **Master of Science Degree in Higher Education Emphasis in Higher Education Administration**

\*SHed 528—The Philosophy of Education

\*SHed 595—Research Methodologies

SHed 540—The American Community College

SHed 651—Curriculum Development in Higher Education OR

SHed 541—Community College Curriculum

SHed 657—Finance and Governance in Higher Education

SHed 658—Administration in Higher Education OR

SHed 653—Fundamental Theories in Community College Instructional Leadership

SHed 656—Higher Education and the Law

SHed 622—Internship

Plus four acceptable graduate-level courses in related areas, such as educational administration, management, or counseling.

\*Core Courses

### **Master of Science Degree in Higher Education Emphasis in College Teaching**

\*SHed 528—The Philosophy of Education

\*SHed 595—Research Methodologies

SHed 651—Curriculum Development in Higher Education OR

SHed 541—Community College Curriculum

SHed 542—Analysis of Teaching in Higher Education

SHed 621—Effective Teaching/Learning in Higher Education

SHed 656—Higher Education and the Law

Plus six acceptable graduate-level courses in a teaching field(s)

\*Core Courses



**Master of Science or Master of Education Degree in Learning Technology and Information Systems**

**Emphasis in Media and Technology**

- ETec 524—Theories and Strategies of Computer Utilization
- ETec 561—Learning and Technology
- ETec 562—Introduction to Instructional Media
- ETec 578—Instructional Design and Development
- ETec 579—Administration of Educational Technology Programs
- ETec 581—Digital Video and Audio Production and Applications for Instructional Settings
- SHEd 595—Research Methodologies
- Plus 5 acceptable graduate-level electives

**Master of Science or Master of Education Degree in Learning Technology and Information Systems**

**Emphasis in Library and Information Science**

- 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
- ETec 524—Theories and Strategies of Microcomputer Utilization
- ETec 561—Learning and Technology
- ETec 562—Introduction to Instructional Media
- ETec 579—Administration of Educational Technology Programs
- SHEd 513—The Secondary School Curriculum
- SHEd 559—Cultural Diversity in Today's Society
- SHEd 595—Research Methodologies

**Master of Science or Master of Education Degree in Learning Technology and Information Systems**

**Emphasis in Educational Computing**

- ETec 524—Theories and Strategies of Computer Utilization
- ETec 561—Learning and Technology
- ETec 578—Instructional Design and Development
- ETec 579—Administration of Educational Technology Programs
- SHEd 595—Research Methodologies
- ETec 544—Computer Operating Systems for Educators
- ETec 525—Computer Research Applications
- ETec 526—Computers in the Schools
- ETec 527—Technologies for Instructional Delivery
- ETec 557—Integrating Technology and Computer Applications into Content Area
- Plus two acceptable graduate-level electives

**Master of Science Degree in Training and Development**

- SHEd 510—Utilizing Effective Instructional Techniques
- SHEd 511—Managing the Instructional Environment
- SHEd 525—Human Relations for Career and Technology Teachers and Business/Industrial Trainers
- SHEd 527—Developing Instructional Resources
- SHEd 548—Designing and Evaluating Curriculum

SHed 559—Cultural Diversity in Today’s Society\*

SHed 595—Research Methodologies

Plus five acceptable graduate-level electives.

\*Core courses

## The Doctoral Degree

The Doctor of Education degree in supervision, curriculum, and instruction—higher education is available through the Department of Secondary and Higher Education. The student may select one of two options for this degree: A 90-semester-hour program or a 60-semester-hour program without the minor.

The 90-semester-hour program requires a major field of 51 semester hours, including the dissertation, 12 semester hours of research tools, and two core courses: SHed 528—The Philosophy of Education and SHed 627—History of Education in the United States. Also required is a minor of 30 semester hours. A comprehensive minor requires that all coursework be completed in one field. A committee member will be assigned from the academic areas, will determine the remaining courses to be completed, and will be involved in evaluating the written and oral qualifying examinations, the dissertation proposal, and the final dissertation.

A split minor requires at least four courses completed in two academic areas (6-4 or 5-5 format). Committee members will be assigned from both academic areas, will determine the remaining courses to be completed, and will be involved in evaluating the written and oral qualifying examinations, the dissertation proposal and the final dissertation.

The 60-semester-hour program (above and beyond a master’s degree) requires the 51 semester-hour major and 12 semester hours of research tools. There is no minor for this option, but an additional committee member must be selected outside the department.

The research tools for both options are proficiency in educational statistics and in quantitative and qualitative research methodologies. Students must also be proficient in the use of technology as some courses throughout the doctoral program are delivered on the Internet.

## Residency

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

## Certification and Endorsement Programs

A variety of certificates and endorsements can be completed in the department. Many of the courses required for these programs may be applied toward a master’s and/or doctoral degree. Students may pursue endorsements/certificates in the following areas:

Secondary Teaching	Office Education
Talented and Gifted	Occupational Orientation
Trades and Industry	Reading
Technology Applications	School Librarian

## Secondary Teaching

Please refer to the *Undergraduate Catalog* for information on this area.

### **Talented and Gifted Endorsement**

The following courses are required for the Talented and Gifted Endorsement: SHED 506, SHED 507, SHED 508, SHED 509, and SHED 650. If the individual pursuing the endorsement has taught talented and gifted students for a minimum of two years, then SHED 650 may be omitted.

### **Trades and Industrial Certificate Pre-Employment Lab**

SHed 510, 511, 525, 527, 548, 579.

### **Trade and Industrial Certificate Cooperative**

SHed 510, 525, 527, 548, 560, 579.

### **Office Education Certificate**

SHed 530, 532, 579, and one approved elective.

### **Occupational Orientation Certificate**

SHed 510, 511, 579, 531; Coun 512.

### **Reading Certification**

The all-level certificate in reading is available to students in the Department of Secondary and Higher Education. Complete descriptions of programs and requirements are found in the Department of Elementary Education section of this catalog.

### **School Librarian Certificate**

LIS 512, 515, 524, 527, 550; ETec 561, 579; a passing score on the ExCET exam, a Master's degree, and two years of classroom teaching experience. Consult advisor to determine order or courses, as well as prerequisites.

### **Technology Applications Certificate**

ETec 525, 534, 557, 567, 581; prerequisites are ETec 524, 561, 562. Consult advisor at beginning of program to begin work on required program portfolio.

### **Graduate Courses**

#### **Secondary and Higher Education (SHEd)**

500. *Issues in Education*. Three semester hours.

Focuses on major philosophical and ideological beliefs and their impact on the organization and structure of American education. Specific issues may involve classroom management and discipline, parent involvement, the nature of learning, human development, current brain research, multiple intelligences, learning styles, curriculum design and evaluation, teaching strategies, alternative assessment, legal issues, educational technology, crisis management and conflict management.

501. *Induction year Seminar for Secondary School Teachers*. Three semester hours.

This course is designed to support the transition of new teachers during their induction year. Students actively work with the instructor to develop the content of the course through analysis of needs assessment and current research conducted during first class meeting. Support group discussions enable students to become reflective practitioners while exploration, modeling, and implementation of effective teaching strategies encourage professional growth. Co-requisite: SHEd 523.

502. *Strategies for Teaching the At-Risk Student*. Three semester hours.

Designed to provide specific strategies for enhancing learning for the at-risk student, to develop an increased awareness of students who may be potentially at risk, and to enable teachers to design workable plans for addressing the needs of this student.

504. *Curriculum Development in the Middle School*. Three semester hours.

Focuses on current trends and issues relating to the middle school and includes a discussion of those factors which affect the development of the middle school curriculum. Special emphasis will highlight methods of addressing problems facing middle school teachers and students.

506. *The Nature and Needs of Gifted Students*. Three semester hours.

A survey of the major facets of gifted education with particular emphasis placed on the nature and needs of gifted students. The historical development of gifted education, characteristics of the gifted students, identification of gifted students, the sociol-emotional needs of gifted students and curricular and instructional strategies appropriate for the gifted are examined.

507. *Teaching Strategies and the Gifted/Talented*. Three semester hours. (Same as EIED 507)

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.

508. *Curriculum Development for the Gifted Student*. Three semester hours. (Same as EIED 508)

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.

509. *Seminar: Trends and Issues in Gifted Education*. Three semester hours. (Same as EIED 509)

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.

510. *Utilizing Effective Instructional Techniques*. Three semester hours. (Previously VoEd 510)

Provides career and technology teachers and business/industrial trainers with knowledge and skills for selecting, applying, and evaluating basic instructional techniques and learning principles. Students will demonstrate competencies in presentations utilizing various instructional technologies and techniques. Students will be required to complete specialized research projects.

511. *Managing the Instructional Environment*. Three semester hours. (Previously VoEd 511)

Provides career and technology teachers and business/industrial trainers with knowledge and skills for implementing classroom management strategies. Students will conduct learner assessments to develop program performance standards which will be documented through career portfolios. Budgeting procedures, safety practices, legal issues, and instructor liability will be discussed. Students will be required to complete specialized research projects.

513. *The Secondary School Curriculum*. Three semester hours.

Focuses on descriptions and analyses of models of curriculum theory and curriculum development. Specific emphasis will be placed on philosophical and social forces which affect the design, implementation, and assessment of the curriculum. Particular attention will be given to practical applications of curriculum design and evaluation and leadership efforts necessary for overcoming individual and organizational resistance to change.

514. *Management and Curriculum Development for Diverse Learners*. Three semester hours. (Same as EIEd 514)

Contains the professional body of knowledge necessary for effective teaching. This course emphasizes methods of organizing and managing a classroom based on an understanding of diverse environments. Teacher skills which have been proven to be effective in supporting diversity in the classroom will be developed. The content of this course will include classroom management strategies, curriculum and lesson planning, teaching models, assessment models, and certification issues. Students will exhibit an understanding of the Texas teacher competencies as outlined on the Professional Development portion of the ExCET test Enrollment is limited to teachers on an emergency permit. Co-requisite: SHEd 422

515. *Effective Teaching in a Diverse Environment*. Three semester hours. (Same as EIEd 515)

Contains the professional body of knowledge necessary for effective teaching. This course focuses on understanding theories and strategies that address the needs of a diverse population. Included in this course will be diversity issues, refinement of classroom management and planning techniques, teaching strategies, and informal and formal assessment practices. Students will exhibit an understanding of the Texas Teacher competencies as outlined on the professional Development portion of the ExCET test. Enrollment is limited to teachers on an emergency permit. Co-requisite SHEd 422. Prerequisites: EIEd 514, 533.

518. *Thesis*. Six semester hours. (Same as ACED and ETec 518).

Introduces the candidate for the Master of Arts or Master of Science (Option I) degree to the theories and techniques of educational research and leads on to the completion and acceptance of the thesis. Graded on a (S) satisfactory or (U) unsatisfactory basis.

521. *Models of Teaching in the Secondary School*. Three semester hours.

Includes a study of the research, philosophy, and learning theory underlying current models of instruction. Practical alternative teaching strategies effective in accommodating students with diverse learning styles will be discussed as well as classroom management and the implications of whole-brain research and multiple intelligences for secondary/middle school teaching. Particular attention will be given to the teacher as an agent and manager of change.

522. *Career Technology*. Three semester hours.

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.

523. *Internship*. Three semester hours.

Provides experiences in various environments which will be supervised by mentors and university liaisons. Regular seminar sessions may be held which will focus on concerns related to education and/or the workplace.

525. *Human Relations for Career and Technology Teachers and Business/Industrial Trainers*. Three semester hours.

Provides career and technology teachers and business/industrial trainers with knowledge and concepts for developing effective working relationships within the school, community, and workplace. This course includes the development of skills related to problem solving, group dynamics, motivation, communication, and change theory. Students will be required to complete specialized research projects.

527. *Developing Instructional Resources*. Three semester hours. (Previously VoEd 527)

Furnishes career and technology teachers and business/industrial trainers with

knowledge and skills for developing and using effective instructional resources. Students will be required to complete specialized research projects.

528. *Philosophy of Education*. Three semester hours.

Includes a study of systematic philosophies of education and their views of the learner, learning process, curriculum, instruction, and leadership. Particular attention will be given to the use of philosophical techniques and concepts for solving problems.

529. *Workshop*. Three semester hours.

Topics will be selected with reference to the needs of learners. Graded as A-F or (S) Satisfactory or (U) Unsatisfactory.

530. *Methods and Media in Vocational Office Education*. Three semester hours. (Previously VoEd 530)

Provides a study of the instructional strategies, materials, and media for teaching vocational office education. The use of newer technologies in the classroom will be stressed.

531. *Career Investigation*. Three semester hours.

Students will analyze the career investigation instructional materials to develop daily lesson plans for a semester course; develop a classroom management plan; develop a community guest speaker and study tour file; and will acquire the competencies necessary to assist eighth-grade students in preparing individualized career/education plan.

532. *Program Organization in Business Education*. Three semester hours. (Previously VoEd 532)

Addresses the techniques for evaluating the effectiveness of business education programs. The procedures for modifying existing programs or developing new programs will be examined.

540. *The American Community College*. Three semester hours.

Provides an overview of the community college with particular emphasis on the history, philosophy, and uniqueness of the institution. State and local governance and finance are also examined.

541. *The Community College Curriculum*. Three semester hours.

Furnishes an examination of trends and issues in the community college, and an evaluation of major community college curriculum areas. Changes in the community college curriculum will be analyzed to suggest future planning strategies.

542. *Analysis of Teaching in Higher Education*. Three semester hours.

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.

548. *Designing and Evaluating Curriculum*. Three semester hours. (Previously VoEd 548)

Provides career and technology teachers and business/industrial trainers with the knowledge and skills needed for designing, developing, and evaluating curricula. Emphasis will be placed on formulating course goals and objectives and on developing a variety of measurement instruments. Students will be required to complete specialized research projects.

559. *Cultural Diversity in Today's Society*. Three semester hours.

Focuses on sociocultural issues which influence learning and work environments. The cultural dynamics of racism, ethnicity, ageism, sexism, elitism, bilingualism, disabilities, and other cultural diversities are emphasized.

560. *Organizing and Implementing Work-Based Learning*. Three semester hours. (Previously VoEd 512)

Provides career and technology teachers with knowledge and skills for identifying, evaluating, selecting work-based training stations. Emphasis will be placed on training opportunities, training agreements, legal issues, and criteria for work-based learning.

562. *Developing Leadership in the School and Workplace*. Three semester hours.

Provides career and technology teachers and business/industrial trainers with theories and strategies for developing effective leaders. Areas of emphasis will include leadership styles, organizational structures, community service, personal and professional ethics, and other career-enhancing techniques.

574. *Instructional Leadership*. Three semester hours.

This course, a component of the Professional Development Appraisal System in Texas, provides the student with knowledge and skills related to learners and learning, knowledge and skills related to teaching, and knowledge and skills related to managing and supervising teaching and learning.

579. *History and Principles of Career and Technology Education*. Three semester hours.

Traces the history and principles of career and technology education. In addition, emphasis will be placed on the administration of career and technology education as it relates to public education. Students will be required to complete specialized research projects.

589. *Independent Study*. One to four semester hours.

Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisites: Consent of department head.

595. *Research Methodologies*. Three semester hours.

Provides a study of research methodologies with appropriate practical application in relevant problem solving. Specific research types, including action research, will be emphasized. The student is required to demonstrate his or her competence in the investigation and formal reporting of a problem.

597. *Special Topics*. One to four semester hours.

Organized class. May be repeated when topics vary.

614. *Supervision in Education*. Three semester hours.

Provides a study of leadership skills and trends in instructional supervision. The course is designed for general and special supervision, deans, department heads, division chairs, superintendents, principals, and classroom teachers.

621. *Effective Teaching and Learning in Higher Education*. Three semester hours.

Consists of a study of diverse teaching strategies and the learning paradigms on which they are based. Also included will be an analysis of special problems encountered by the professoriate.

622. *Internship*. Three semester hours.

Provides supervised experiences in a setting appropriate to the student's projected career aspirations and areas of specialization. Prerequisite: Consent of instructor.

627. *History of Education in the United States*. Three semester hours.

A comprehensive survey of the development of American education and problems in American education with emphasis upon the relationships among schools, intellectual movements, and social institutions.

632. *Secondary Curriculum Problems and Trends*. Three semester hours.

Includes a study of the problems facing the nations schools and efforts made to resolve them. Programs and curricula necessary for preparing students to function optimally in the 21st century will be discussed.

637. *Institutional Effectiveness and Outcomes Assessment*. Three semester hours.

Examines the application of a variety of institutional assessment processes to the development, or improvement, of the organization and to the measurement of accountability. Special attention will be devoted to strategic planning as a necessary foundation for both assessment and development.

639. *Seminar in the Supervision of Instruction*. Three semester hours.

Provides a study of various supervisory models utilized in the improvement of instruction. particular attention will be devoted to classroom visit and observational strategies with emphasis on strengthening teacher performance.

650. *Advanced Practicum in Supervision and Curriculum*. Three semester hours.

Includes supervised practical experiences in supervision and curriculum in a wide variety of environments. Prerequisite: Consent of instructor.

651. *Curriculum Development in Higher Education*. Three semester hours.

Provides a study of the factors and influences which have affected the development of the curriculum in higher education. Procedures for designing, implementing, and evaluating curricula at the senior college level will be examined. In addition, trends, issues, problems, and variations in general education programs in colleges and universities are studied. The objectives of general education in all post-high school curricula are emphasized.

653. *Fundamental Theories in Community College Instructional Leadership*. Three semester hours.

Introduces prominent theories of administrative thought, including the theories of change, communication, role, and evaluation of personnel. Practical applications of these theories will be studied; and leadership strategies for the dean, division chair, and department chair will be emphasized.

654. *Seminar in Instructional Leadership*. Three semester hours.

Curriculum development, organizing for instruction, evaluation, and other community college leadership skills will be emphasized, particularly as they apply to strategies for faculty development to enhance teaching and learning.

655. *Issues in Higher Education*. Three semester hours.

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.

656. *Higher Education and the Law*. Three semester hours.

Organic structure of the law, how to use legal resources, and significant issues and trends, past present, and future, in higher education law.

657. *Finance and Governance in Higher Education*. Three semester hours.

Includes a study of higher education finance at both the community college and university level with emphasis on FTEs, contact hours, and credit hours. Consideration also will be given to governance structure in higher education at the community college and university level.

658. *Administration in Higher Education*. Three semester hours.

Provides study of the critical roles and responsibilities of the president, vice presidents, deans, department heads, and other general administrators in higher education institutions. Also included will be a discussion of different administrative organizations and practices within colleges and departments.

689. *Independent Study*. One to four semester hours.

Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisites: Consent of department head.

695. *Research Methods*. Three semester hours.

An overview of research methodology including basic concepts employed in quantitative and qualitative research methods. Includes computer applications for research. Meets requirements for a Level I research tool course. Prerequisite: Doctoral status or consent of the instructor.



696. *Advanced Research Methodology: Interpretive Inquiry*. Three semester hours.

This is a Level IV doctoral research tool course that provides a background and analysis of the interpretive act in all educational research. Designed to provide an in-depth study of the process of conducting research in the naturalistic paradigm, the course focuses on an examination of the major methodological traditions of this approach. Also included is terminology and consideration of the distinctions between the naturalistic and rationalistic, or quantitative methods of inquiry. Prerequisites: Completion of Level I, II, and III research tool courses.

710. *Research Colloquium*. One to three semester hours.

This course is a forum for the search of knowledge and understanding of contemporary and historical issues concerning education. The student will demonstrate his/her competence in using systematic research procedures through preparation of a doctoral proposal. Prerequisites: SHed 595 and 695.

718. *Doctoral Dissertation*. Twelve semester hours.

A candidate must present a dissertation acceptable to the student's advisory committee and the Dean for Graduate Studies and Research on a problem in the area of his specialization. To be acceptable the dissertation must give evidence that the candidate has pursued a program of research, the results of which reveal superior academic competence and a significant contribution to knowledge. Graded on a (S) satisfactory or (U) unsatisfactory basis.

### **Educational Technology (ETec)**

522. *Internship/Practicum*. Three semester hours.

Varied on-the-job experiences, on or off campus, applicable to student's professional preparation and goals are provided. Supervision by a member of the Graduate Faculty is required. Prerequisite: Permission of the instructor.

524. *Theories and Strategies of Computer Utilization*. Three semester hours.

Involves the theories and strategies in the application of computers in a variety of environments. Topics include theoretical foundations; an introduction to word processing; databases, spreadsheets, and telecommunications; principles of computer based instruction; selection and evaluation procedures; effective strategies for software utilization; and the review of pertinent research. Prerequisite: None.

525. *Online Research Applications*. Three semester hours.

Includes a study of Internet applications for teaching training, with an emphasis on online research activities and the development of effective computer-mediated-communication methods to facilitate online learning communities. Methods of accessing, obtaining, managing and utilizing information from a variety of sources will be explored, as will the evaluation of online materials. Prerequisite: One graduate ETec course, or permission of the instructor.

526. *Computers in the Schools*. Three semester hours.

Provides students with an opportunity to conduct in-depth explorations of how computers are 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 preservice and inservice). Prerequisite: One graduate ETec course or permission of the instructor.

527. *Technologies for Instructional Delivery*. Three semester hours.

Investigates the current and emerging technologies available for instructional delivery. Included are components of courses (e.g. 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. Prerequisite: One graduate ETec course or permission of the instructor.

534. *Desktop Publishing for Educators and Trainers*. Three semester hours.

Includes an overview of desktop publishing and includes history, techniques, design, and implementation. Comparisons are made between desktop publishing and other methods of presentation and/or publications. Prerequisite: One graduate ETec course or permission of the instructor.

544. *Computer Operating Systems for Educators*. Three semester hours.

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. Prerequisites: One graduate ETec course or permission of the instructor.

557. *Integrating Technology and Computer Applications into Content Areas*. Three semester hours.

Includes an in-depth study of methods for integrating the emerging technologies into specific content areas. Research, as well as current and future implementation issues, will be investigated, and a program for action will be developed. Prerequisite: One graduate ETec course, or a teacher deficiency plan and one ETec or CSci course, or permission of the instructor.

561. *Learning and Technology*. Three semester hours.

Focuses on the theory and principles underlying the uses of technology in the learning process. Included will be the utilization of communication technologies applicable to teaching and learning. The student will develop competencies for selecting and evaluating media, equipment, and processes which support learning.

562. *Introduction to Instructional Media*. Three semester hours.

Introduces students to the selection and use of computer-based media, multimedia, and conventional media, in the preparation of materials for instructional purposes. Special attention is given to computer hardware and software involved in computer-based media production, digital formatting technology, and multimedia processes. Prerequisite: Permission of the instructor.

567. *Multi-Media Production*. Three semester hours.

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. Students will plan and produce multimedia presentations. Prerequisite: ETec 562; recommended ETec 578.

578. *Instructional Design and Development*. Three semester hours.

Utilizes a systems approach to design and develop instruction. The three phases of instructional design, analysis, design and development, and evaluation, are examined in order to produce a plan to facilitate learner performance. Prerequisite: ETec 561.

579. *Administration of Media Technology Programs*. Three semester hours.

An examination of the theories, practices and competencies required for effective administration of educational technology programs. Examines (supervision of organizational) media and equipment holdings. Covers management techniques as they apply to learning resources in educational, business, and industrial settings. Prerequisite: One graduate ETec course or permission of the instructor.

581. *Digital Video and Audio Production and Applications for Instructional Settings*. Three semester hours.

Concerned with digitizing video and audio for use in multimedia and web applications. Emphasis is on knowledge and skills for digital video/audio production, compression, and digitizing from traditional media. Prerequisite: ETec 562.

587. *Advanced Production of Instructional Materials*. Three semester hours.

Students will develop and produce web-based instructional materials that include

the integration of text, graphics, animation, sound and video into a web-based format. The course will address interactivity, ethical, and security issues, among others. Prerequisite: ETEc 525 or permission of the instructor.

588. *Interactive Instructional Systems*. Three semester hours.

A study and application of strategies for designing interactive instructional environments. Emphasis is given to the use of authoring packages to combine media elements with appropriate user interface components. Interactive systems as utilized in education, training and business and industry are discussed. Prerequisites: ETEc 567 and 578.

589. *Independent Study*. One to four semester hours.

Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisites: Consent of department head.

591. *Distance Education Design and Implementation*. Three semester hours.

Examines theories and practice of distance education. Emphasis is on the design and implementation of effective instructional strategies and delivery in distance learning environments. Related hardware and software issues are also addressed. Prerequisites: One graduate ETEc or permission of the instructor.

597. *Special Topics*. One to four semester hours.

Organized class. May be repeated when topics vary.

## **Library and Information Science**

The library and information science program is designed primarily to prepare students for professional learning resources positions in public and private elementary and secondary schools and in junior/community colleges. Emphasis is upon the basics of educational librarianship and the special preparations needed to meet requirements for certification as a learning resources specialist.

### **Graduate Courses**

#### **Library and Information Science (LIS)**

512. *Information, Reference, and Mediographic Services*. Three semester hours.

Includes a detailed study of the basic and most useful reference sources with strong emphasis on new computer technologies applicable to the school library situation.

515. *Cataloging and Classification*. Three semester hours.

Descriptive cataloging of print and non-print materials for the learning resources center. Emphasizes Anglo-America Cataloging Rules, Dewey Decimal Classification, and Sears Subject Heading.

524. *Developing General and Specialized Collections*. Three semester hours.

Examines principles and practices in selecting print and non-print media for learning resources programs. Evaluates media for children and young adults.

527. *Books and Related Materials for Children and Young Adults*. Three semester hours.

In-depth study of leading examples of media as they relate to the curriculum.

550. *Practicum in a Library Media Center*. Three semester hours.

Open only to graduate students applying for certification, this course is designed to give the student laboratory experiences in organization, administration, selection, classification, cataloging, and reference work in the elementary and secondary school under the direct supervision of a certified librarian or learning resources specialist. Graded on a (S) satisfactory or (U) unsatisfactory basis. Prerequisite: LIS 512, 515, 524, and 528 and permission of the instructor. Students should contact instructor the semester before enrollment.

## Social Work

Edward Skarnulis, Head  
Henderson Hall, 903-468-8100

The Master of Social Work program at Texas A&M-Commerce is designed to meet the educational needs for social workers in the northeast region of Texas. The program is in candidacy with the Council on Social Work Education (CSWE). All MSW graduates are eligible to sit for LMSW licensure testing. The program follows an advanced generalist practice model with an emphasis on rural communities. The MSW program is taught evenings and weekends to accommodate working students.

### Program Admission Options

The Graduate School admissions policies are described elsewhere in this catalog. Students applying for admission to the MSW program have two departmental options available: (1) Regular Admission; (2) Advanced Standing Admission. Students applying for either Regular Admission or Advanced Standing Admission may elect to attend either full-time or part-time.

### Additional Admission Requirements

A successful applicant must show evidence of the capacity to complete graduate-level work as demonstrated by past academic performance. The MSW program will admit students who show the greatest capacity to complete graduate-level work and become effective social work practitioners. Students will not be discriminated against based upon any of the following: race, creed, national origin, age, disability status, sexual orientation or gender. The program is committed to recruiting applicants who represent a diverse population.

The minimum requirements for the MSW program are as follows:

1. Completed application form to the Graduate School.
2. A four-year bachelor's degree from a regionally accredited college/university.
3. A liberal arts background in an undergraduate program.
4. A 3.0 GPA. However, applicants with a 2.75 GPA and a 3.0 (on a 4.0 scale) in the last sixty hours of the bachelor's degree will be considered if space is available.
5. An acceptable score on the Graduate Record Examination (GRE).
6. Transcripts from the undergraduate school and previously attended colleges/universities
7. An autobiographical statement.
8. Resume.
9. Three references, one of which must be from an undergraduate professor or supervisor of a paid or unpaid social services agency.
10. To apply for Advanced Standing, the applicant must be out of their University's undergraduate BSW program no more than seven (7) years.

Applications are due April 1 for the following academic year which begins in the Summer for Advanced Standing students and in the Fall for the two-year program.

### Graduation Requirements

1. A 3.0 graduate GPA.
2. An acceptable 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

*35-64 Hour Format.* Thirty-five hours are required for students who completed a BSW degree within the past seven years. The following eight foundation courses plus 4 hours of field practicum and one elective are required for students who lack the Bachelor of Social Work degree. The program director will waive the courses for which prior proficiency can be demonstrated.

- SWk 501—Generalist Practice with Individuals, Families, and Small Groups
- SWk 503—Generalist Practice with Organizations and Communities
- SWk 511—Human Behavior in the Social Environment I
- SWk 513—Human Behavior in the Social Environment II
- SWk 515—Social Work Values and Ethics
- SWk 521—Foundations of Social Welfare Policy
- SWk 531—Research for Practice
- SWk 551—Social Work Skills

*All students will be required to complete the following thirty-five hour curriculum.*

- SWk 505—AGP with Individuals and Families
- SWk 507—AGP with Organizations and Communities
- SWk 509—AGP with Small Groups
- SWk 535—Advanced Research Methods
- SWk 541—Social Justice for Oppressed Populations
- SWk 555—AGP Field Practicum I
- SWk 557—AGP Field Practicum II
- SWk 595—Literature Review and Techniques
- Two electives of choice

## Graduate Courses

### Social Work (SWk)

501. *Generalist Practice with Individuals, Families, and Small Groups.* Three semester hours.

This practice theory course extends the knowledge and skills learned in the Social Work Skills and Practice course and the Social Work Values and Ethics course. It provides students with an understanding of and experience with social work practice 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, but particularly regarding individuals, families, and small groups. Content on diversity and working with populations at risk will be presented throughout the course. Role play, video tapes, and written assignments will be utilized. Prerequisites: Admission to the MSW program. Co-requisites: Social Work Skills and Practice and Social Work Values and Ethics.

503. *Generalist Practice with Organizations and Communities.* Three semester hours.

This practice theory course builds on the Generalist Practice with individuals, families, and small groups course extending the concepts of empowerment based practice and the strengths perspective to client systems such as organizations and communities. Practice skills will be obtained through written assignments, role plays, and video tapes. The relationships between communities and organizations and at risk populations are infused throughout the course. Prerequisites: Social Work Practice with Individuals, Families, and Small Groups; Social Work Skills and Practice; Social Work Values and Ethics.

505. *Advanced Generalist Practice with Individuals and Families.* Three semester hours.

This direct practice theory course provides students with advanced theories and models in working with individuals and families with special emphasis on rural issues of these population groups.

507. *Advanced Generalist Practice with Organizations and Communities*. Three semester hours.

This direct practice theory course provides students with those advanced theory and practice skills necessary for independent practice and intervention with organizations and communities.

509. *Advanced Generalist Practice with Small Groups*. Three semester hours.

This direct practice theory course provides students with advanced group work theory and skills necessary to carry out social work interventions with small groups. The focus is on social group work with rural populations.

511. *Human Behavior in the Social Environment I*. Three semester hours.

This course is designed to provide first semester foundation students with an understanding of the biophysical, psychological, and behavior aspects of human development. Content in this first course in human behavior covers interactions between individuals and their environments and between families and their environments throughout the life cycle. Systems theory is the underlying context used to underpin all other major theories of individual and family development. Prerequisites: Introduction to Psychology and Introduction to Sociology.

513. *Human Behavior in the Social Environment II*. Three semester hours.

This course builds on the theory and knowledge attained in HBSE I and presents those theories specific to small groups, organizations and communities. Content in this second course in human behavior focuses on small groups, organizations and communities and their relationships to the environment. Models and theories of clients systems behavior are presented within the content of the larger systems theory. Prerequisite: Human Behavior in the Social Environment.

515. *Social Work Values and Ethics*. Two semester hours.

Content in this course will explore the social work profession's value base, Code of Ethics, and ethical issues and dilemmas often faced by social work practitioners. The intent of this course is to provide those students without a social work background, a beginning understanding of those historical, social and political factors that inform the profession of social work. No prerequisites.

521. *Foundation of Social Welfare Policy*. Three semester hours.

This foundation course in social welfare policy introduces students to social policy development, social welfare institutions, and the historical and existing policies underpinning the development of social policy. Course content is designed to emphasize the effect of social policies on client systems at the micro, mezzo, and macro levels. Specific attention will be given to the interaction between social welfare policies and at risk populations. Prerequisites: Political Science, History and Economics.

531. *Research for Practice*. Three semester hours.

This course provides students with the theory, knowledge, and skills for research in evaluating the effect of practice techniques in relation to individuals, families (or households), small groups, organizations, and communities. Students are taught basic descriptive statistics such as univariate and bivariate analysis as well as basic inferential statistics such as Chi Square, and t-tests as well as the use of SPSS statistical package. Additionally students are taught single system designs and multiple base line designs both of which may be used to critically evaluate the outcome of individual practice techniques and program effectiveness. Prerequisites: Students are required to have knowledge and skills in the use of computers to complete data analysis and college level algebra competency.

535. *Advanced Research Methods*. Three semester hours.

This course is designed to provide students with the knowledge and theory required to complete observation based research including the knowledge and skills needed to

analyze and interpret statistics for both qualitative and quantitative research. An emphasis is placed on conducting such research in rural areas. Some additional knowledge and skills taught include the construction of measurement instruments, sampling frameworks, causal inference and group designs, ethnography and grounded theory, regression analysis, ANOVA, path analysis and historical and comparative analysis. Prerequisite: SWk 531 or admission to the Advanced Standing program or a basic research course.

541. *Social Justice for Oppressed Populations*. Three semester hours.

This course provides students with knowledge about social work with diverse populations, mechanisms of social oppression, and social work's efforts to bring about social and economic justice. No prerequisites.

543. *Rural Social Work with the Elderly*. Three semester hours.

This provides students the opportunity to understand and develop those theoretical underpinnings of work with the aged population and exposes them to the skills and knowledge required for working with the elderly in rural areas. The focus is on rural issues.

551. *Social Work Skills and Practice*. Two semester hours.

This is the beginning level course in the development of social work skills. It is designed to provide students without an undergraduate degree in social work, an understanding of and practice in basic social work skills. The first half of the course will be devoted to introductory didactic information about social welfare agencies, beginning interviewing and assessment skills. The second half of the course will provide students the opportunity to practice the various assessments and interviewing skills in classroom and agency settings. No prerequisites.

553. *Field Foundations Practicum*. Four semester hours.

This course provides students with the opportunity to apply the theories, knowledge, and skills learned in class with individuals, families (or households), small groups, organizations and communities while in an agency setting. Students are placed in field agencies under the supervision of a field instructor. Prerequisites: SWk 501, 511, 521, 551, 515.

555. *Advanced Generalist Practice Field Practicum with Individuals and Families*. Five semester hours.

This concurrent field practicum provides students with experiential opportunities designed to integrate theory and advanced generalist practice with individuals and families. A total of 360 clock hours is required.

557. *Advanced Generalist Practice Field Practicum with Small Groups, Organizations, and Communities*. Five semester hours.

This concurrent field practicum provides students with experiential opportunities designed to integrate theory and advanced generalist practice with organizations, communities and small groups.

595. *Research Literature and Techniques*. Four semester hours.

This focused research course provides students the opportunity of developing an individual research project. An oral defense of the project is required within the social work department. The focus of the project is on rural issues.

# Officers and Faculty

## Board of Regents

### Officers

Hon. Erle Nye .....	Chair
Hon. Dionel E. Avilés .....	Vice Chair

Members	Residence	Term Expires
Hon. Phil Adams	Bryan	2007
Hon. Anne L. Armstrong	Armstrong	2003
Hon. Dionel E. Avilés	Houston	2003
Hon. Wendy Gramm	Helotes	2007
Hon. L. Lowry Mays	San Antonio	2007
Hon. Erle Allen Nye	Dallas	2003
Hon. Lionel Sosa	Floresville	2005
Hon. R. H. (Steve) Stevens, Jr.	Houston	2005
Hon. Susan Rudd Wynn	Ft. Worth	2005

## Presidents of Texas A&M University-Commerce

William L. Mayo .....	1889-1917
Randold 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-

## Officers of the Administration

Keith D. McFarland, Ph.D. ...	President of the University and Chief Executive Officer
Joyce A. Scott, Ph.D. ....	Provost and Vice President for Academic and Student Affairs
John E. Harper, Sr., Ed.D. ....	Vice President for Business and Administration
Mary Hendrix, M.Ed. ....	Interim Associate Vice President for Academic Affairs
Ken D. Woodall, B.S. ....	Associate Vice President for Facilities Management
Sylvia Kelley, M.A. ....	Executive Director of Advancement
Jack Gray, M.S. ....	Executive Director of Marketing and External Communications
Mathew Kanjirathinkal, Ph.D. ....	Dean of Graduate Studies and Research
Ed Seifert, Ph.D. ....	Interim Dean of the College of Education and Human Services
Finnie Murray, Ph.D. ....	Dean of the College of Arts and Sciences
Harold Langford, Ph.D. ....	Dean of the College of Business and Technology
W. Joseph Webber, Ed.D. ....	Dean of Students
Thad Anglin, Ed.D. ....	Dean of Enrollment Management
Alicia Currin, B.B.A. ....	Director of Budgets and Reporting
Rex Giddens, M.B.A. ....	Comptroller and Director of Financial Services
Paul Peak, M.S. ....	Director of Athletics



# Graduate Council

The Graduate Council consists of four elected members from each of the three colleges: Arts and Sciences, Business and Technology and Education and Human Services. In addition, one faculty member from each college is appointed by the Dean of Graduate Studies and Research in consultation with the dean of the respective college and two graduate students are elected by the graduate student body.

The Dean of Graduate Studies and Research is a member and serves as chairman of the Graduate Council.

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</i>	<i>Term Expires</i>
<i>College of Arts and Sciences</i>	
Elected	
Dr. Judy Ford	2004
Dr. Richard Fulkerson	2006
Dr. Michael Miller	2005
Dr. R. N. Singh	2005
Appointed	
Dr. Ted Hansen	2004
<i>College of Business and Technology</i>	
Elected	
Dr. Shawn Carraher	2005
Dr. Wendell Edwards	2006
Dr. Janet Walker	2005
Dr. Dayle Yeager	2006
Appointed	
Dr. Dale Funderburk	2005
<i>College of Education and Human Services</i>	
Elected	
Dr. Wayne Linek	2004
Dr. Jon Travis	2004
Dr. Phyllis Erdman	2006
Dr. Gordon Gates	2006
Appointed	
Dr. Raymond Green	2006
<i>Graduate School</i>	
Dr. Mathew Kanjirathinkal, Dean of Graduate Studies and Research	
Doctoral Student Representative	
Master's Student Representative	

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## College of Arts and Sciences

### Graduate Faculty

#### Agricultural Sciences

**C. Pat Bagley, Ph.D.**

Professor and Head of Agricultural Sciences

B.S., M.S., Louisiana State University; Ph.D., Virginia Tech University. Senior Member.

**David Crenshaw, Ph.D.**

Professor of Agricultural Sciences (AnS)

B.S., M.S., Ph.D., University of Missouri. Associate Member.

**Gerald Evers, Ph.D.**

Texas A&M University Agricultural Research and Extension Center

B.S., M.S., Ph.D., Texas A&M University. Visiting Associate Scholar.

**James J. Heitholt, Ph.D.**

Texas A&M University Agricultural Research and Extension Center

B.S., Western Illinois University; M.S., University of Missouri; Ph.D., University of Kentucky. Visiting Associate Scholar.

**Bryon Clark Housewright, Ph.D.**

Assistant Professor of Agricultural Sciences

B.S., Texas Tech University; M.S., Ph.D., University of Tennessee. Associate Member.

**Lloyd Nelson, Ph.D.**

Texas A&M University Research and Extension Center

B.S., Wisconsin State University at River Falls; M.S., North Dakota State University; Ph.D., Mississippi State University. Visiting Associate Scholar.

**James C. Read, Ph.D.**

Texas A&M University Research and Extension Center

B.S., M.S., Ph.D., Texas A&M University. Visiting Associate Scholar.

**Donald J. Reid, Ph.D.**

Professor of Agricultural Sciences (PLS)

B.S., California State Polytechnic College; M.S., Ph.D., Cornell University. Associate Member.

**James A. Reinert, Ph.D.**

Texas A&M University Research and Extension Center

B.S., Oklahoma State University; M.S., Ph.D. Clemson University. Visiting Associate Scholar.

**Ashley Renck, Ph.D.**

Assistant Professor of Agricultural Economics

B.S., M.S., Arkansas State University; Ph.D., Mississippi State University. Associate Member.

**John J. Sloan, Ph.D.**

Texas A&M University Research and Extension Center

B.S., University of Illinois; M.S., Texas A&M University; Ph.D., Oklahoma State University. Visiting Associate Scholar.

**Robert Williams, Ph.D.**

Assistant Professor of Agricultural Sciences

B.S., M.S., Texas A&M University-Commerce; Ph.D., Texas Tech University. Associate Member.

## **Art**

**Lee Baxter Davis, M.F.A.**

Professor of Art

B.S., Sam Houston State University; M.F.A., Cranbrook Academy of Art. Associate Member.

**Jerry Lee Dodd, M.F.A.**

Professor of Art

B.S., Central Michigan University; M.F.A., University of Oregon. Senior Member.

**Barbara Frey, M.F.A.**

Professor of Art

B.F.A., Indiana University; M.F.A., Syracuse University. Associate Member.

**Gerard D. Huber, M.F.A.**

Professor of Art

B.A., University of Northern Iowa; M.F.A., Cranbrook Academy of Art. Associate Member.

**Michael Miller, M.F.A.**

Associate Professor of Art

B.F.A., Southwest Texas State University; M.F.A., University of California. Associate Member.

**Ivana Spalatin, Ph.D.**

Professor of Art

B.A., University of Wisconsin; M.A., Wayne State University; Ph.D. Case Western Reserve University. Associate Member.

**William B. Wadley, Ph.D.**

Professor of Art

A.B., University of California at Berkeley; M.A., Columbia University; Ph.D., University of Texas. Associate Member.

## **Biological and Earth Sciences**

**Hayden Fox, Ph.D.**

Assistant Professor of Earth Sciences

B.A., Ambassador College; B.S., M.S., Southeast Missouri State University; Ph.D., University of South Carolina. Associate Member.

**Jeffrey Kopachena, Ph.D.**

Assistant Professor of Biological Sciences

B.S., M.S., University of Manitoba; Ph.D., University of Toronto. Associate Member.

**Don Royce Lee, Ph.D.**

Professor and Head of Biological, Earth and Environmental Sciences and Chemistry

B.S., Lamar University; M.S., East Texas State University; Ph.D., Oregon State University. Associate Member.

**Chemistry****Kenneth R. Ashley, Ph.D.**

Professor of Chemistry

B.S., Southern Illinois University; Ph.D., Washington State University. Senior Member.

**Don Royce Lee, Ph.D.**

Professor and Head of Biological, Earth and Environmental Sciences and Head of Chemistry

B.S., Lamar University; M.S., East Texas State University; Ph.D., Oregon State University. Associate Member.

**William Lance Whaley, Ph.D.**

Assistant Professor of Chemistry.

B.S., Tarleton State University; Ph.D., University of Arkansas. Associate Member.

**Computer Science and Information Systems****R. Daniel Creider, Ph.D.**

Associate Professor of Computer Science and Information Systems

B.A., Central Bible College; B.S., Southwest Missouri State University; M.S., Auburn University; Ph.D., Baylor University. Associate Member.

**Sam Saffer, Ph.D.**

Professor and Head of Computer Science and Information Systems

B.A., University of Texas-Austin; M.A.S., Ph.D., Southern Methodist University. Associate Member.

**Sang C. Suh, Ph.D.**

Assistant Professor of Computer Science and Information Systems

B.A., Pusan National University; M.S., University of Hawaii; Ph.D., Southern Methodist University. Associate Member.

## History

**Polly E. Detels, Ph.D.**

Associate Professor of History

B.A., Carlton College; M.M., University of Washington; Ph.D., University of North Texas. Associate Member.

**Judy Ford, Ph.D.**

Associate Professor and Head of History

B.A., St. John's University; M.A., Ph.D., Fordham University. Associate Member.

**Keith McFarland, Ph.D.**

Professor of History and President of the University

B.S., Kent State University; M.A., Ph.D., The Ohio State University. Senior Member.

**Nick Sarantakes, Ph.D.**

Associate Professor of History

B.A., University of Texas; M.A., University of Kentucky; Ph.D., University of Southern California. Associate Member.

## Literature and Languages

**Robert Baumgardner, Ph.D.**

Associate Professor of English

B.A., University of Texas-Arlington; M.A., Ph.D., University of Southern California. Senior Member.

**William Bolin, Ph.D.**

Assistant Professor of English

B.A., Southwest Texas State University; M.A., Texas A&M-Kingsville; Ph.D., Texas Christian University. Associate Member.

**Maria dos Santos, Ph.D.**

Professor of Spanish

B.A., M.A., Ph.D., Louisiana State University. Associate Member.

**Gerald Duchovnay, Ph.D.**

Professor of English and Head of Literature and Languages

B.A., University of Pennsylvania; M.A., Ph.D., Indiana University. Senior Member.

**Donna Dunbar-Odom, Ph.D.**

Associate Professor of English

B.G.S., M.A., University of Nebraska; Ph.D., University of Pittsburgh. Senior Member.

**Richard Fulkerson, Ph.D.**

Professor of English

B.S., Southern Illinois University; Ph.D., Ohio State University. Senior Member.

**James A. Grimshaw, Jr., Ph.D.**

Regents Professor and Professor of English

B.A., M.A., Texas Tech University; Ph.D., Louisiana State University. Senior Member.

**Kathryn Jacobs, Ph.D.**

Professor of English

B.A., M.A., University of Michigan; M.A., Ph.D., Harvard University. Associate Member.

**Jon Jonz, Ph.D.**

Professor of English

B.A., University of New Mexico; M.A., University of Arizona; Ph.D., University of New Mexico. Senior Member.

**William E. McCarron, Ph.D.**

Professor of English

B.A., College of Holy Cross; M.A., Boston College; Ph.D., University of New Mexico. Senior Member.

**Ann K. Moseley, Ph.D.**

Mayo Professor and Professor of English

B.A., M.A., East Texas State University; Ph.D., University of Oklahoma. Senior Member.

**Robin Anne Reid, Ph.D.**

Associate Professor of English

B.A., M.A., Western Washington University; M.A., Middlebury College; Ph.D., University of Washington. Senior Member.

**James M. Reynolds, Ph.D.**

Professor of English

B.A., University of Alabama; M.A., Ph.D., Vanderbilt University. Associate Member.

**Richard C. Tuerk, Ph.D.**

Professor of English

A.B., Columbia College; M.A., Ph.D., Johns Hopkins University. Senior Member.

**Mass Media, Communication and Theatre****Georgia Bomar, M.F.A.**

Associate Professor of Communication and Theatre

B.A., M.A., Memphis State University; M.F.A., University of Iowa. Associate Member.

**Lamar W. Bridges, Ph.D.**

Professor of Journalism

B.S., Memphis State University; M.S., University of Wisconsin at Madison; Ph.D., Southern Illinois University. Associate Member.

**Kay L. Coughenour, Ph.D.**

Professor of Communication & Theatre

B.S., M.A., Ph.D., Kent State University. Associate Member.

**John Hanners, Ph.D.**

Professor and Head of Communication and Theatre

B.S., Eastern Illinois University; M.A., Indiana State University; Ph.D., Michigan State University. Senior Member.

**Gerald Haskins, Ph.D.**

Associate Professor of Communication and Theatre

B.A., M.S., Indiana State University; Ph.D., Florida State University. Associate Member.

**James Lile, Jr., Ph.D.**

Associate Professor of Communication and Theatre

B.A., M.A., Texas A&M University-Commerce; Ph.D., Kent State Associate Member

**Robert Buell Sanders, Ph.D.**

Professor of Communication and Theatre

B.S., M.A., West Texas State University; Ph.D., University of Colorado. Associate Member.

## **Mathematics**

**Stuart Anderson, Ph.D.**

Professor and Head of Mathematics

B.A., M.S., University of North Texas; Ph.D., University of Oklahoma. Associate Member.

**Farhad T. Aslan, Ph.D.**

Professor of Mathematics

B.S., Midwestern University; M.S., University of North Texas; Ph.D., Texas Christian University. Senior Member.

**Eric Aurand, Ph.D.**

Assistant Professor of Mathematics

B.A., University of Arizona; M.S., Texas A&M University-Commerce; Ph.D. University of North Texas. Associate Member

**Ronald W. Huffstutler, Ph.D.**

Professor of Mathematics, Executive Assistant to the President and Dean of Institutional Effectiveness and Institutional Research

B.S., West Texas State University; M.S., Ph.D., Colorado State University. Associate Member.

**Richard Kreminski, Ph.D.**

Associate Professor of Mathematics, Assistant Dean of the College of Arts and Sciences, and Acting Head of Chemistry

S.B., Massachusetts Institute of Technology; M.A., Ph.D., University of Maryland. Associate Member.

**Italo Simonelli, Ph.D.**

Assistant Professor of Mathematics

B.A., M.A., Ph.D., Temple University. Associate Member.

**Vance Underhill, Ph.D.**

Professor of Mathematics

B.A., Rice University; M.A., Ph.D., University of Texas at Austin. Associate Member.

**Music****John Burkett, D.M.A.**

Associate Professor of Music

B.A., Florida State University; M.M., University of Michigan; D.M.A., University of Illinois. Associate Member.

**Jeffrey Gershman, D.M.A.**

Assistant Professor of Music

B.M.E., M.M., Indiana University; D.M.A., University of Texas. Associate Member

**Theodore C. Hansen, D.M.A.**

Professor of Music

B.M., University of Colorado; M.M., Arizona State University; D.M.A., University of Arizona. Senior Member.

**John Harris, D.M.A.**

Professor of Music

B.A., San Jose State University; B.S., M.S., Juilliard School of Music; D.M.A., University of Texas at Austin. Associate Member.

**Christopher White, Ph.D.**

Associate Professor of Music

B.A., M.M., University of Northern Colorado; Ph.D., University of Colorado. Associate Member.

**Physics****Anil Chourasia, Ph.D.**

Assistant Professor of Physics

B.S., M.S., Ph.D., Nagpur University, India. Associate Member.

**Ben M. Doughty, Ph.D.**

Professor and Head of Physics

B.A., Emporia Kansas State College; M.S., Ph.D., University of Arkansas. Associate Member.

**Howard Richards, Ph.D.**

Assistant Professor of Physics

B.S., University of Alabama; M.S., Ph.D., Florida State University. Associate Member.



**Charles Rogers, Ph.D.**

Professor of Physics

B.S., M.S., Ph.D., University of Arkansas. Associate Member.

**Keith West, Ph.D.**

Assistant Professor

B.S., Angelo State University; M.S., University of North Texas; Ph.D., University of Texas at Dallas. Associate Member.

**Political Science**

**C.R. Embry, Ph.D.**

Professor of Political Science

B.A., Louisiana Tech University; M.A., Louisiana State University; Ph.D., Duke University. Associate Member.

**Paul Lenchner, Ph.D.**

Professor and Head of Political Science

A.B., Franklin and Marshall College; M.A., Ph.D., Cornell University. Associate Member.

**Sociology and Criminal Justice**

**K. Lawrence Clinton, Ph.D.**

Professor of Sociology and Criminal Justice

B.S., M.S., East Texas State University; Ph.D., Washington State University. Associate Member.

**Willie J. Edwards, Ph.D.**

Associate Professor Sociology and Criminal Justice

B.A., M.A., East Texas State University; Ph.D., University of Minnesota. Senior Member.

**Mathew Kanjirathinkal, Ph.D.**

Professor of Sociology and Criminal Justice and Dean of Graduate Studies and Research

B.A., Pontifical Athenaeum (India); M.S., Western Michigan University; Ph.D., University of Notre Dame. Senior Member.

**Leonardo Ledezma, Ph.D.**

Assistant Professor of Sociology and Criminal Justice.

B.A., Andres Bello Catholic University; M.A., Ph.D., University of Delaware. Associate Member.

**Linda Matthei, Ph.D.**

Assistant Professor of Sociology

B.A., M.A., Ph.D., University of California. Associate Member.

**James R. McBroom, Ph.D.**

Associate Professor of Sociology

B.S., M.S., East Texas State University; Ph.D., University of North Texas.  
Associate Member.**R. N. Singh, Ph.D.**

Professor of Sociology

B.A., Hindu College (India); M.A., Punjab University (India); Ph.D., Mississippi State University. Senior Member.

**William E. Thompson, Ph.D.**

Professor of Sociology and Criminal Justice

B.A.Ed., Northeastern State University; M.S.Ed., Southwest Missouri State University; Ph.D., Oklahoma State University. Senior Member.

## College of Business and Technology

### Graduate Faculty

#### Accounting

**Bobby J. Carmichael, Ed.D., C.P.A.**

Professor of Accounting

B.B.A., Eastern New Mexico University; B.B.A., M.Ed., University of Northern Florida; M.B.A., University of Arkansas; Ed.D., University of Florida; C.P.A., Florida and Texas. Senior Member.

**Wendell Edwards, Ph.D., C.P.A.**

Professor and Head of Accounting

B.B.A., M.B.A., Texas A&amp;M University; Ph.D., University of North Texas; C.P.A., Texas. Associate Member.

#### Business Administration and Management Information Systems

**Augustine C. Arize, Ph.D.**

Regents Professor and Professor of Business Administration and Management Information Systems

B.S., University of Arkansas; M.B.A., University of Central Arkansas; Ph.D., University of North Texas. Associate Member.

**Kenneth Bandy, Ph.D.**

Assistant Professor of Business Administration and Management Information Systems.

B.A., Cedarville University; M.S., University of Denver; M.A., Dallas Theological Seminary; Ph.D., University of North Texas. Associate Member

**Donald E. English, Ph.D.**

Professor and Head of Business Administration and Management Information Systems

B.S., M.S., Illinois State University; Ph.D., University of North Dakota. Senior Member.

**Edgar Manton, D.B.A.**

Professor of Business Administration and Management Information Systems  
B.S., U.S. Naval Academy; M.S., D.B.A., Florida State University. Senior Member.

**Jan M. Walker, Ed.D.**

Professor of Business Administration and Management Information Systems  
B.S., M.Ed., East Texas State University; Ed.D., University of Oklahoma. Associate Member.

## **Economics-Finance**

**Stephen Avard, Ph.D.**

Associate Professor and Head of Economics-Finance  
B.A., Northwestern University; M.B.A., East Texas State University; Ph.D., University of North Texas. Associate Member.

**Raymond J. Ballard, Ph.D.**

Professor of Economics-Finance  
B.A., California State University; M.A., University of Southern California; Ph.D., Texas A&M University. Associate Member.

**Dale Funderburk, Ph.D.**

Professor of Economics-Finance  
B.A., East Texas State University; M.S., Ph.D., Oklahoma State University. Associate Member.

**Steven S. Shwiff, Ph.D.**

Professor of Economics-Finance  
B.A., University of Texas; M.A., St. Mary's University; Ph.D., Texas A&M University. Associate Member.

**Kenneth Washer, D.B.A.**

Assistant Professor of Economics and Finance.  
B.B.A., Southern Arkansas University; M.B.A., D.B.A., Louisiana Tech University. Associate Member.

## **Industrial and Engineering Technology**

**Jerry D. Parish, Ed.D.**

Professor, Industrial and Engineering Technology and Interim Assistant Dean for the College of Business and Technology  
B.S., M.Ed., Ed.D., East Texas State University. Associate Member.

**Jack Roberts, Ph.D.**

Professor of Industrial and Engineering Technology  
B.S., M.Ed., Ph.D., University of North Texas. Associate Member.

**L. Dayle Yeager, Ed.D.**

Professor of Industrial and Engineering Technology

B.S., M.Ed., East Texas State University; Ed.D., Texas A&M University.  
Associate Member.**Marketing and Management****Shawn Carraher, Ph.D.**

Professor of Marketing and Management

B.B.A. Florida Atlantic University; M.B.A., University of Cincinnati; Ph.D.,  
University of Oklahoma. Senior Member.**Alma T. Mintu-Wimsatt, Ph.D.**

Professor of Marketing and Management

B.S., University of the Philippines; M.B.A., Ph.D., University of Kentucky.  
Associate Member.**Chris Myers, Ph. D.**

Assistant Professor of Marketing and Management

B.S., United States Air Force Academy; M.S., Ph.D., University of Texas at  
Dallas. Associate Member**Randall Odom, Ph.D.**

Associate Professor and Interim Head of Marketing and Management

B.B.A. University of North Texas; M.B.A., East Texas State University; Ph.D.,  
University of Mississippi. Associate Member.**College of Education and Human Services****Graduate Faculty****Counseling****Linda Ball, Ed.D.**

Assistant Professor of Counseling

B.S., M.S., Ed.D., Texas A&amp;M University-Commerce. Associate Member.

**Phyllis Erdman, Ph.D.**

Professor and Head of Counseling

B.A., M.Ed., University of Houston; Ph.D., St. Mary's University. Senior  
Member.**Perry Francis, Ed.D.**

Assistant Professor of Counseling

B.A., University of Arizona; M.Div., Pacific Lutheran Theological Seminary;  
Ed.D., University of Northern Colorado. Associate Member.**Richard Lampe, Ed.D.**

Professor of Counseling

B.S., M.S., Ed.D., Oklahoma State University; Senior Member.

**George Leddick, Ph.D.**

Associate Professor of Counseling

B.A., DePauw University; M.A., Fisk University; Ph.D., Purdue University.  
Senior Member.

**Chester Robinson, Ph.D.**

Associate Professor of Counseling

B.A., Bluefield College; M.S., Radford University; M.A., Appalachian State University; Ph.D., University of North Carolina at Greensboro. Associate Member.

**Carmen Salazar, Ph.D.**

Assistant Professor of Counseling

B.A., College of Santa Fe; M.A., Ph.D., University of New Mexico. Associate Member.

**Ruth Ann White, Ph.D.**

Professor of Counseling

B.S., M.Ed., Ph.D., East Texas State University. Senior Member.

## **Educational Administration**

**Don M. Beach, Ph.D.**

Professor of Educational Administration (Tarleton State University)

B.S.Ed., M.Ed., Texas Tech University; Ph.D., Vanderbilt University. Senior Member.

**Gwyn A. Boyter, Ph.D.**

Assistant Professor of Educational Administration

B.S., M.Ed., Ph.D., The University of Texas at Austin. Associate Member.

**Koy M. Floyd, Ph.D.**

Professor of Educational Administration (Tarleton State University)

B.A., M.T., East Central University; Ph.D., University of New Mexico. Senior Member

**Mary Ann Gaines, Ed.D.**

Associate Professor of Educational Administration

B.S.E., M.Ed., University of North Texas; Ed.D., Texas A&M University-Commerce. Associate Member.

**Gordon Gates, Ph.D.**

Associate Professor of Educational Administration

B.A., University of Calgary; M.A., Ph.D., Washington State University. Senior Member.

**Brenda Kallio, Ed.D.**

Assistant Professor of Educational Administration.

B.A., Adrian College; M.Ed., Ed.D., Bowling Green State University. Associate Member.

**Carolyn Kneese, Ed.D.**

Assistant Professor of Educational Administration

B.A., University of Texas; M.A., Houston Baptist University; Ed.D., University of Houston-University Park. Associate Member.

**Mark Littleton, Ed.D.**

Professor of Educational Administration (Tarleton State University)

B.S., Texas A&amp;M University-Kingsville; M.A., University of Texas at San Antonio; Ed.D., Texas A&amp;M University-Commerce. Visiting Senior Scholar.

**Jane MacDonald, Ph.D.**

Assistant Professor of Educational Administration

B.S., University of Houston; M.Ed., Ph.D., A&amp;M University. Associate Member.

**Robert Newby, Ph.D.**

Professor of Educational Administration (Tarleton State University)

B.A., M.A., Ph.D., University Texas at Austin. Associate Member.

**Anita M. Pankake, Ed.D.**

Professor of Educational Administration

B.A., M.S., Indiana State University; Ed.D., Loyola University of Chicago. Senior Member.

**Edward Seifert, Ed.D.**

Professor of Educational Administration and Assistant Dean of College of Education &amp; Human Services

B.S., Central Missouri State University; M.S., Northwest Missouri State University; Ed.D., Oklahoma State University. Senior Member.

**James A. Vornberg, Ph.D.**

Professor and Head of Educational Administration

B.S., Southeast Missouri State University; M.Ed., Ph.D., University of Arizona. Senior Member.

**Elementary Education****Glenda Bell, Ph.D.**

Assistant Professor of Elementary Education

B.S., M.Ed., Ph.D., University of Texas. Associate Member.

**David L. Brown, Ph.D.**

Professor of Elementary Education

B.S., M.Ed., Ph.D., East Texas State University. Senior Member .

**Martha Foote, Ed.D.**

Associate Professor and Head of Elementary Education

B.S., M.Ed., East Texas State University; Ed.D., University of North Texas. Senior Member.

**Barbara Hammack, Ph.D.**

Associate Professor of Elementary Education

B.A., M.A.T., Oklahoma City University; Ph.D., Texas Woman's University.  
Associate Member.

**Patricia Linder, Ph.D.**

Associate Professor of Elementary Education

B.A., Mary Manse College; M.A., Ph.D., University of Akron. Senior Member.

**Wayne M. Linek, Ph.D.**

Professor of Elementary Education

B.S., M.Ed., Cleveland State University; Ph.D., Kent State University. Senior Member.

**Leann Moore, Ph.D.**

Assistant Professor of Elementary Education.

B.S., Texas Tech University; M.Ed., University of Utah; Ph.D., Gonzaga University. Associate Member.

**Gilbert Naizer, Ph.D.**

Associate Professor of Elementary Education

B.S., M.Ed., Ph.D., Texas A&M University at College Station. Associate Member.

**Iva LaVerne Raine, Ph.D.**

Associate Professor of Elementary Education

B.A., University of Arkansas at Little Rock; M.S.Ed., University of Central Arkansas at Conway; Ph.D., University of Missouri-Columbia. Associate Member.

**Mary Beth Sampson, Ed.D.**

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B.S., M.Ed., Ed.D., East Texas State University. Senior Member.

**Michael Sampson, Ph.D.**

Professor of Elementary Education

B.S., M.Ed., East Texas State University; Ph.D., University of Arizona. Senior Member.

**Brenda Smith, Ed.D.**

Assistant Professor of Elementary Education

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**Alonzo H. Sosa, Ed.D.**

Associate Professor of Elementary Education

B.S., M.Ed., Ed.D., East Texas State University. Associate Member.

**Elton Stetson, Ed.D.**

Professor of Elementary Education

B.S., Southern Nazarene University; M.Ed., Framington State College; Ed.D., University of Oklahoma. Senior Member.

**Joseph L. Vaughan, Jr., Ed.D.**

Professor of Elementary Education

B.S., M.Ed., Ed.D., University of Virginia. Senior Member.

**Carole Walker, Ed.D.**

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**Health, Kinesiology and Sports Studies****Fred Blohm, Ed.D.**

Professor and Head of Health, Kinesiology and Sports Studies

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**Psychology and Special Education****Steven E. Ball, Ph.D.**

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Professor of Special Education and Coordinator of Special Education Programs

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**Bernadette M. Gadzella, Ph.D.**

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**Dean W. Ginther, Ph.D.**

Professor of Psychology

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**Raymond Green, Ph.D.**

Assistant Professor of Psychology and Coordinator of Doctoral Programs in Education Psychology.

B.A., Drew University; M.S., Ph.D., Rutgers University. Associate Member.

**Joseph R. Helton, Ed.D.**

Associate Professor of Psychology and Coordinator of Applied Master's Programs in Psychology

B.S., M.S., East Texas State University; Ed.D., Oklahoma State University. Associate Member.

**William G. Masten, Ph.D.**

Associate Professor of Psychology and Special Education

B.S., M.A., Michigan State University; M.S., Emporia State University; Ph.D., Mississippi State University. Senior Member.

**Timothy Roberts, Ed.D.**

Associate Professor of Special Education

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**Harvetta Robertson, Ph.D.**

Assistant Professor of Special Education

B.S., M.Ed., Ph.D., University of Texas at Austin. Associate Member.

**Paul F. Zelhart, Ph.D.**

Professor of Psychology

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## **Secondary and Higher Education**

**Sharon Chambers, Ph.D.**

Associate Professor of Secondary and Higher Education

B.S., Texas A&M University-Commerce; M.Ed., Colorado State University; Ph.D., University of Colorado. Associate Member.

**Sue Espinoza, Ed.D.**

Associate Professor of Secondary and Higher Education

B.A., M.S.L.S., Case Western Reserve University; Ed.D., Texas Tech University. Associate Member.

**James Hardy, Ph.D.**

Assistant Professor of Secondary and Higher Education

B.A., M.Ed., Stephen F. Austin University; Ph.D., University of North Texas. Associate Member.

**John Harper, Ed.D.**

Professor of Secondary and Higher Education and Vice President for Business and Administration.

B.S., University of Omaha; M.A., University of Alabama; Ed.D., Harvard University. Associate Member

**Madeline Justice Ed.D.**

Associate Professor of Secondary and Higher Education

B.A., M.A., Texas Woman's University; Ed.D., East Texas State University.  
Associate Member.**Joyce E. Kyle Miller, Ph.D.**

Associate Professor of Secondary and Higher Education

B.A., M.Ed., Ph.D., University of North Texas. Senior Member.

**William Ogden, Ph.D.**

Professor and Acting Head of Secondary and Higher Education

B.S., M.S., State University of New York at Buffalo; M.S., Syracuse University; Ph.D., University of Wisconsin. Senior Member.

**Sarah Sienty, Ph.D.**

Assistant Professor of Secondary and Higher Education

B.S., M.S., Florida State University; Ph.D., Texas Woman's University. Associate Member.

**Jon Travis, Ed.D.**

Associate Professor of Secondary and Higher Education

B.A., University of Iowa; M.A., West Virginia University; Ed.D., Arizona State University. Senior Member.

**Engui Yao, Ph.D.**

Assistant Professor of Secondary and Higher Education

B.A., Shenyang Teachers College; M.A., California University of Pennsylvania; Ph.D., Mississippi State University. Associate Member.

**Social Work****Wanda Ara Lewellen, Ph.D.**

Associate Professor of Social Work.

B.A., University of Missouri, M.S.S.W., Ph.D., University of Texas at Arlington. Associate Member.

**Linda Openshaw, Ph.D.**

Assistant Professor of Social Work

B.A., M.S.W., Ph.D., University of Utah. Associate Member.

**Edward Skarnulis, Ph.D.**

Professor of Social Work

B.A., Omaha University; M.S.W., Ph.D., University of Nebraska. Associate Member.

**Mayo Professors**

2000 Dr. Ann K. Moseley, Professor, Literature and Languages

**Regents Professors**

1995 Dr. Dev R. Chopra, Professor, Physics  
1995 & 1997 Dr. James A. Grimshaw, Professor, Literature and Languages  
2000 Dr. Augustine Arize, Professor, Business Administration and Management Information Systems

**Professors Emeriti**

1978 Dr. Otha Spencer, Professor, Journalism and Graphic Arts  
1979 Dr. Beatrice Murphy, Professor, Educational Media and Technology  
1983 Dr. Arthur M. Pullen, Professor, Biology  
1984 Dr. Bradley Stuart Chilton, Professor, Educational Administration  
1984 Dr. Paul H. Roosevelt, Professor, Speech and Hearing  
1987 Dr. William L. Dorries, Professor, Economics  
1989 Dr. Jesse J. Hawthorne, Professor, Health and Physical Education  
1991 Dr. Charles E. Linck, Professor, Literature and Languages  
1991 Dr. John P. McQuary, Professor, Counseling and Guidance  
1992 Dr. Harold D. Murphy, Professor, Counseling and Guidance  
1994 Dr. Dorys Grover, Professor, Literature and Languages  
1994 Dr. Johnye C. Sturcken, Professor, Literature and Languages  
1995 Dr. Roger Arnold, Professor, Agricultural Sciences  
1995 Dr. R. Paul Johnson, Professor, Counseling and Guidance  
1995 Dr. Kenneth R. McCord, Professor, Accounting  
1995 Dr. Kenton E. Ross, Professor, Accounting  
1996 Dr. Loren E. Betz, Professor, Educational Administration  
1996 Dr. Mamie Hafner, Professor, Literature and Languages  
1996 Dr. Miroslav Hanak, Professor, Literature and Languages  
1997 Dr. Dorothy Ingram, Professor, Health and Physical Education  
1998 Dr. William C. Adams, Professor, Economics-Finance  
1998 Dr. Robert M. Noe, Professor, Marketing and Management  
1998 Mr. Jack Ingram, Professor, General Business  
1998 Dr. Jo Anne Bishop-Lewis, Professor, Literature and Languages  
1998 Dr. Dale Bedgood, Professor, Mathematics  
1998 Dr. Ralph Goodwin, Professor, History  
1998 Dr. Frank Lutz, Professor, Educational Administration  
1999 Dr. Suzanne McCall, Professor, Marketing and Management  
1999 Dr. Donald Reynolds, Professor, History  
1999 Dr. Donald Hakala, Professor, Economics and Finance  
1999 Dr. John Lamb, Jr., Professor, Mathematics  
2000 Dr. Glenn Fournet, Professor, Psychology  
2000 Dr. A. Lynn Turner, Professor, Educational Administration  
2000 Dr. Max E. Jobe, Professor, Educational Administration  
2000 Dr. Harry E. Wade, Professor, History  
2000 Mr. Joe Fred Cox, Assistant Professor, History  
2001 Dr. Maximino Plata, Professor, Psychology and Special Education  
2001 Dr. Shirley Achor, Associate Professor, Anthropology  
2001 Dr. Billy R. Webb, Professor, Sociology  
2002 Mr. James R. Young, Professor, Business Administration and MIS

**Other Emeriti**

- 1982 Mr. F. H. McDowell, President Emeritus  
1995 Dr. Trezzie A. Pressley, Dean Emeritus, College of Business and Technology  
1997 Dr. Jerry D. Morris, President Emeritus  
2003 Dr. Stephen Razniak, Dean Emeritus