Graduate 2024-2025

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

An Equal Opportunity University

It is the policy of Texas A&M University-Commerce to recruit, hire, and promote for all university academic and non-academic staff without regard to race, color, sex, national origin, gender identity, disability, age, genetic information, veteran status, sexual orientation, religion or any other classification.

Admission to A&M-Commerce is based upon stated academic requirements regardless of race, color, sex, national origin, gender identity, disability, age, genetic information, veteran status, sexual orientation, religion or any other classification.

Directory Information and Its Release

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

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

University Statement of Policies

The policies, procedures, and regulations governing the conduct of students at A&M Commerce are outlined in the *Student Code of Conduct*. The *Code of Conduct* is available online at https://www.tamuc.edu/student-code-of-conduct/. It is the responsibility of the student to make himself/herself aware of all policies. Disciplinary matters are handled by the Office of Student Rights and Responsibilities and the Dean of Students Office. University policies and procedures are subject to change without prior notice.

Texas A&M University-Commerce reserves the right to change regulations, rules, procedures, and fees in this catalog at any time during the period this publication is in effect. Effective date of this Graduate Catalog is fall 2024. Graduate students are expected to be familiar with all University policies, regulations, rules, and procedures that affect admission, retention, and graduation. Official rules and procedures are maintained and updated on the University website at http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/default.aspx. (http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/default.aspx)

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University Accreditation

Texas A&M University-Commerce is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master's, and doctoral degrees. Texas A&M University-Commerce also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Texas A&M-Commerce may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website .

To inquire about A&M-Commerce's accreditation status, please contact Dr. **Ricky Dobbs** or 903.468.8707.

Program Accreditations

- The American Bar Association (ABA) approves the Bachelor of Arts or Bachelor of Science in Paralegal Studies program at A&M Commerce as meeting the ABA guidelines.

- The American Chemical Society (ACS) approves the Chemistry program at A&M-Commerce as meeting the ACS guidelines. ACS authorizes the chair for the ACS-approved program to certify graduating students who complete a Bachelor of Science in Chemistry as meeting the ACS guidelines.
- The Texas A&M University-Commerce Bachelor of Science in Veterinary Biomedical Technology program is accredited by the American Veterinary Medical Association Committee on Veterinary Technician Education and Activities (AMVA CVTEA) as a program for educating technicians. Initial accreditation was awarded in 2023.
- The College of Business at Texas A&M University-Commerce is an accredited member of the (AACSB) International-Association to Advance Collegiate Schools of Business.
- The baccalaureate and master's degree in Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE), http://www.aacn.nche.edu/ccne-accreditation (https://www.aacnnursing.org/ccne-accreditation/).
- The Bachelor of Science in Computer Science is accredited by: The Computing Accreditation Commission (CAC) of ABET, http//www.abet.org (http://www.abet.org/)
- The Master of Science in Counseling: (the Clinical Mental Health Counseling and School Counseling emphasis, and the School Counseling Emphisis with LPC), and the Doctor of Philosophy in Counselor Education and Supervision are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).
- The Bachelors and Masters Programs in Social Work at Texas A&M University-Commerce are accredited by the Council on Social Work Education (CSWE).
- The Bachelor of Science in Construction Engineering is accredited by the Engineering Accreditation Commission of ABET. The Bachelor of Science in Industrial Engineering is accredited by the Engineering Accreditation Commission of ABET. The Bachelor of Science in Electrical Engineering is accredited by the Engineering Accreditation Commission of ABET, http//www.abet.org (http://www.abet.org/).
- Texas A&M University-Commerce is an accredited associate institutional member of the National Association of Schools of Art and Design (NASAD).
- Texas A&M University-Commerce is accredited by the National Association of Schools of Music (NASM).
- The Specialist in School Psychology is National Association of School Psychologists (NASP) approved program.
- The State Board of Educator Certification (SBEC) accredits all programs leading to educator certification in the College of Education and Human Services.

Professional Affiliations, Memberships, and Licensing Agencies

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

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

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

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

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Introduction to the University

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University Purpose

Our History

Texas A&M University-Commerce began as East Texas Normal College in 1889 when founder William Leonidas Mayo opened the doors to a one-building campus in Cooper. After the original campus was destroyed by fire in 1894, Mayo moved the college 16 miles to Commerce, Texas to take advantage of westward railroad lines to Dallas and other parts of the state. His creed, which continues today, was “ceaseless industry, fearless investigation, unfettered thought and unselfish service to others." The State of Texas took over the campus in 1917 and the name was changed to East Texas State Normal College. In 1923, the school was renamed East Texas State Teachers College. The graduate program was added in 1935, and in 1957 the Legislature, recognizing that the purpose of the institution had broadened from teacher education, changed the name to East Texas State College. Following the inauguration of the first doctoral program in 1962, the name was changed once more to East Texas State University in 1965. The name changed to Texas A&M University-Commerce in 1996, when the university joined the Texas A&M system. Today, the University meets the undergraduate, graduate, and professional needs of the citizens of Northeast Texas and beyond through its main campus in Commerce, various off-campus instructional sites, and state-of-the-art distance learning. Its mission is achieved through teaching, scholarship and service activities on its campuses, and in the community and region.

For the past 20 years the University has grown both in stature and student population, expanding its foundations to include agriculture, engineering, music, nursing, and competency based education programs.

Texas Higher Education Coordinating Board

The Texas Higher Education Coordinating Board is a partner, resource, and advocate to higher education institutions across the state.

Texas students and families have access to the tools needed to choose a postsecondary pathway to financial resources and transition from high school, to universities of higher learning, and on to the workforce.

Agency Mission

The mission of the Texas Higher Education Coordinating Board is to build a Talent Strong Texas, acting in partnership with Texas institutions of higher education to equitably support Texans graduating with postsecondary credentials of value and fostering the skills necessary to spur the innovation vital to the Texas economy.

Our Vision

Texas A&M University-Commerce strives to:

TRANSFORM LIVES

by providing an excellent, relevant and personalized education to diverse learners

ADVANCE KNOWLEDGE

and pursue impactful research

SERVE AN INCLUSIVE COMMUNITY

where all are valued

FOSTER COLLABORATION

to solve contemporary problems

Our Mission

Educate. Discover. Achieve.

Our Programs

Texas A&M University-Commerce offers graduate programs in 24 academic departments with more than 40 major areas of study. Six departments offer six doctoral degrees.

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

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

The Graduate School is a component of the Academic Affairs division of the University. The other components are the College of Science and Engineering, the College of Agricultural Sciences and Natural Resources, the College of Humanities, Social Sciences and Arts, the College of Business, the College of Education and Human Services, and the College of Innovation and Design.

The College of Agricultural Sciences and Natural Resources includes the department of Agricultural Sciences.

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

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

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

The College of Education and Human Services includes the departments of Counseling, Curriculum and Instruction, Educational Leadership, Higher Education and Learning Technologies, Psychology and Special Education, School of Nursing and Health Sciences, and the School of Social Work.

The College of Innovation and Design includes the department of Innovation and Design.

Cooperative Alliance - Among Universities

Academic Common Market

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

Federation of North Texas Area Universities

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

joint educational opportunities to their students in numerous program areas with some universities authorized to grant degrees and others authorized to provide support services for the degree programs. The following degrees are awarded through the Federation of North Texas Area Universities:

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

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

The Texas A&M University System and The University of Texas System

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

Study Abroad Program

Studying abroad opens doors to personal growth and discovery. When you study abroad, you will become an informed global citizen and gain skills that you can apply to your professional and personal life. As you learn to say “hello” or “thank you” in a foreign language, you will build friendships. As you visit different cultures, you will experience sensational food. Studying abroad will boost your self-confidence and draw you out of your comfort zone. In other words, it’s a life-changing experience. Texas A&M University-Commerce promotes several studies abroad programs as part of its globalization strategy. Students can participate in Faculty-led and or independent study abroad programs in diverse countries such as Spain, Italy, South Korean, Mexico, England, Ireland, Poland, Costa Rica and others. If you have any inquiries, please email Office of International Programs at 903-886-5097 or email us at studyabroad@tamuc.edu.

Campus Facilities

Texas A&M University-Commerce Libraries

Velma K. Waters Library

Velma K. Waters Library’s mission is to provide an accessible and collaborative environment for research, learning, and innovation. The library provides learning resources, services, and collections to all students, faculty and staff regardless of location.

The library website (https://www.tamuc.edu/library/) serves as the access point for all of the library’s electronic resources. Students gain access to library resources on the first class day and access will continue between semesters if they are enrolled for the next semester. To access to the electronic resources when off-campus students will be asked to enter their MyLeo (CWID and password) information.

Velma K. Waters Library on the Commerce campus provides access to print materials, a computer lab, study rooms, and multi-media (cameras, camcorders, projectors etc.) equipment. There are two Knowledge Imaging Centers (KIC) scanners with the ability to email documents or save to a USB drive and two multi-function printers. Printing is available wirelessly through an email to print program. There are laptop kiosks located on A&M-Commerce main campus in Velma K. Waters Library, The Rayburn Student Center, Phase 2 and Phase 3 Student Housing.

Off-campus students have access to all of the library electronic resources and can request print materials from the Commerce location. All students have access to interlibrary loan which will borrow items that Velma K. Waters does not have access to from another library. Off-campus students can have print materials and interlibrary loan items shipped to their homes with return postage included. All students can apply for a TexShare card which allows students to access print collection at public and academic libraries in Texas, as supplementary resources to the Library collection.

Research assistance is provided to all students via email, chat, text, and in-person. Students can utilize the ASK-A-Librarian feature to email or text a librarian. Students can also schedule virtual or in-person research appointments with a librarian. Additional research services include: Research Guides, which are collections of materials and information curated by a librarian that provide assistance on a topic or library resource, video tutorials and in-person and virtual workshops.

Additional information is available at the department's website: www.tamuc.edu/library/ (http://www.tamuc.edu/library/) or by calling 903-886-5718.

A&M-Commerce IT - Support Services

The A&M-Commerce IT (TAMUC-IT) Support Center is located in the Business Administration Building in room number 156. TAMUC-IT Support Center provides end-user support for hardware and software issues for computers, Macs, network printer setups, telecommunications; ethernet, on-campus wireless access, myLeo portal, LEOmail, and access account management. TAMUC-IT also provides software information/opportunities for personal devices (limited).

The mission of TAMUC-IT Support Services is to become a value-centric organization that provides the highest level of service while focusing on continuous process improvement and knowledge transfer. TAMUC-IT seeks to establish trust with customers through professionalism, high

quality customer service and a commitment to partnership and collaboration. The TAMUC-IT Support Center may be reached via email at helpdesk@tamuc.edu and by calling the 24/7 helpdesk at 903-468-6000. The helpdesk observes University holidays.

The Office of Alumni Engagement

Alumni Engagement provides administrative support for the Texas A&M University-Commerce Alumni Association, as well as special services to alumni and student groups. The Alumni Center serves as the focal point of alumni activities on campus. The brick garden located at the Alumni Center provides alumni and friends with an opportunity to leave a visual lasting legacy for themselves and loved ones.

Alumni Engagement plans and executes a variety of alumni events such as tailgating, alumni awards and recognition, alumni-funded scholarships, social and networking and other programs partnered with campus organizations. Additionally, the department works to keep alumni informed with the latest university updates via social media and monthly e-newsletters. For membership information, to update your personal information, or further assistance please call Alumni Engagement at 903-886-5765.

The Campus: Administration Building

The Offices of the President, Provost & Vice President for Academic Affairs, Vice President for Finance & Administration, Vice President for Philanthropy and Engagement, Vice President for Student Affairs and Dean of Students, and Chief Ethics and Compliance Officer, are housed on the second floor of the McDowell Administration Building. The Offices of the Graduate School, Center for IT Excellence, Chief Information Officer, Procurement Services, Contract Administration, Bursar, and Financial Services are located on the ground floor. The Office of Philanthropy Operations is on the third floor. The College of Business is located in the eastern portion of the building.

The Campus: Student Services Building

Built in 1970, the three-story D. Whitney Halladay Student Services Building houses the Auxiliary Services and Mane Card Office, the Offices of Student Rights and Responsibilities, Counseling Center, Residential Living & Learning, and TRIO Programs.

Recreational and Cultural Facilities

Morris Recreation Center (MRC)

All students who have paid the Recreation Center fee in their tuition have access to the Morris Recreation Center (MRC) by showing their ID card at the front desk. The MRC includes two multi-purpose basketball courts, a 45-foot climbing and bouldering wall, three lane jogging track, four multi-purpose racquetball courts, a three-tiered space dedicated to cardiovascular & weight equipment and functional training, fitness activity room, classroom, lounge, and men's and women's locker rooms. Also located at the MRC is an outdoor heated leisure pool, two-tier spa, two outdoor basketball courts, covered pavilion, and a sunbathing area. There is also an artificial turf field located at the MRC. The MRC provides full services including equipment checkout, lockers, workout towels, and even hammocks to use at the outdoor hammock grove. The MRC is managed by Campus Recreation, and hours can be found online: Campus Rec (https://www.tamuc.edu/campusrec/) or by calling 903-468-3181.

Cain Sports Complex

Located west of Highway 11, off of Hubbell Drive, the Cain Sports Complex features two lighted multi-purpose softball fields, three multipurpose Intramural/Club Sports fields, multipurpose green space, four tennis courts, and four lighted sand volleyball courts. During open hours, staff are available to check out equipment. The Cain Sports Complex is managed by Campus Recreation, and hours can be found online: Campus Rec (https://www.tamuc.edu/campusrec/).

Outdoor Adventure Center

Located west of Highway 11, off of Culver Street, the Outdoor Adventure Center offers bike rentals, a bike repair shop, disc golf course, and outdoor gear rental. The Outdoor Adventure center also features a challenge course which offers adventure-based learning opportunities to enhance leadership, decision-making and communication skills through an interactive process for groups to develop as a team. The course offers 13 low challenge course elements and 18 high element challenges. Across the street from the OA Center, there is a 5 mile biking and hiking trail comprised of four different loops. The Outdoor Adventure Center is managed by Campus Recreation, and hours can be found online: Campus Rec (https://www.tamuc.edu/campusrec/).

Other Recreational Facilities

A&M-Commerce’s Memorial Stadium, which seats nearly 10,000, is used for football, track and field and other special events. The Field House, which seats approximately 2,500, is used for athletic and other special events, including concerts and various commencement exercises for the University and local high schools. In intercollegiate athletics, the A&M-Commerce Lions competes in football, basketball, track and field, cross country, golf, soccer, and volleyball. Texas A&M University-Commerce is a member of the Southland Conference of Texas and the National Collegiate Athletic Association (NCAA) Division I.

Imagine learning in the state-of-the-art Keith D. McFarland Science Building, with one of the most technologically sophisticated planetariums in the southwest or playing in the $29 million Music Building, completed in the fall of 2010. The Music Building includes the Jack and Lou Finney Concert Hall, recital hall, four rehearsal halls, classrooms, piano and electronic music labs, studios and practice rooms. The Department of Music sponsors 21 musical groups, including the award-winning A&M-Commerce "Pride" Marching Band, Wind Ensemble, and Concert Chorale.

The Performing Arts Center has two modern theaters, a 300 seat Mainstage Theater, a variable capacity Studio Theater, a computerized lighting system, scene shop, dressing rooms, makeup rooms, and studios for KKOM radio station and ManeMedia Television cable Channel 3. The University Playhouse produces several plays during the school year.

The University's 100,000 watt public radio station, 88.9 KETR, is an NPR member station providing locally and nationally-produced programming. KETR-FM, heard within 75 miles of Commerce and online at www.ketr.org, is the radio home for A&M-Commerce Lions football and basketball broadcasts each fall and spring. The mission of the station, which operates from historic Binnion Hall, is to provide Northeast Texas citizens and the A&M-Commerce community with entertaining, educational, and informative programming, and to serve as a learning environment for students to pursue excellence in broadcasting and journalism. The station is supported by listener contributions, corporate sponsorships, foundation gifts, and the Corporation for Public Broadcasting.

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

More than 140 social, departmental, special interest, and religious organizations offer many opportunities for students to participate in campus life.

University Police Department

Emergency: 911 (cell phone) or x5111 (on campus telephone); Non-Emergency: (903) 886-5868

UPD provides police services and all security functions for the university and its faculty, staff, students, and visitors. The department is responsible for the enforcement of Texas criminal and motor vehicle law, the investigation of criminal activity, crime prevention programs, safety awareness, public service assistance for motorists, event security, and parking enforcement. All motor vehicles parking on the A&M Commerce campus must be registered at the cashier and the parking permit must be properly displayed.

Officers of the department are certified by the State of Texas as commissioned Peace Officers and have full law enforcement authority.

The University Police Department is open 24 hours a day for assistance. The office is located on the first floor of Henderson Hall at 1901 Monroe Street. For emergencies using a university telephone, dial x5111; persons calling from a cell phone should dial (903) 886-5111 or 911. For all other inquiries, please dial (903) 886-5868.

The A&M-Commerce Annual Security Report can be obtained, in person, from the University Police Department, or you may visit us online at www.tamuc.edu/crimestats (http://www.tamuc.edu/crimestats/).

Emergency alerts are automatically sent to all A&M-Commerce email addresses. Those students, faculty, and staff who have an A&M-Commerce Single Sign-On (SSO) and password can register to receive text message alerts. The system also pushes the emergency notification message to LionSafe, Twitter, and RSS. To register, visit: "MyLeo", select "Apps", and select "Alert System Settings".

Campus Concealed Carry

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in A&M-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 43.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) and/or consult your event organizer. Pursuant to PC 43.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violation to the University Police Department at 903-886-5868 or 911/x5111.

Special Services and Opportunities

Click on any of the following links for information:

- **Vice President for Student Affairs and Dean of Students**
- **Campus Recreation**
- **Counseling Center**
- **Intercultural Engagement & Leadership**
- **The Office of International Programs**
- **Rayburn Student Center**
- **Residential Living and Learning**
- **Student Advocacy and Support**
- **Student Disability Services**
- **Student Engagement**
- **Fraternity and Sorority Life**
- **Homecoming**
- **Lion Camp**
- **Lion's Roar Weeks of Welcome**
- **Student Government Association** (p. 17)
- **Student Organizations**
- **Student Health Services**
- **Student Legal Services**
- **Student Rights & Responsibilities**
- **Student Career Preparedness**
- **Veterans and Military Services**
- **Financial Aid & Scholarship Office**

Vice President for Student Affairs and Dean of Students

Located on the second floor of the McDowell Administration building (BA 296), the Vice President for Student Affairs and Dean of Students is responsible for supporting the goals of the University as the senior student affairs officer by providing vision, leadership and supervision for personnel, facilities, programs, and other resources to ensure an atmosphere conducive to the holistic development of students.

Concern and Incident Reporting Forms

The Dean of Students office is available to help with a number of student-related issues and address student behavior. To find the appropriate forms, please visit our website: https://www.tamuc.edu/office-of-student-rights-and-responsibilities/concerns-incident-reporting/. Once the report has been filed, it will be directed to the appropriate department for follow-up.

If this is an emergency, please contact our University Police Department at 911 or 903-886-5111, then complete the report.

Campus Recreation

Campus Recreation educates, connects, and inspires people for lifelong activity and well-being. They offer a variety of ways to be physically active and improve your well-being. Most students pay a Recreation Center fee in their tuition that covers the costs of these opportunities. Over a dozen intramural sports are offered every semester, ranging from basketball, flag football, and volleyball to tennis, cricket, pickleball, and table tennis. Club sports are organized by students who practice and compete against other universities on regional and national levels. With over 20 different group fitness sessions offered weekly, you can find ways to stay active with Zumba, yoga, cycling, strength training, and more. Outdoor adventure opportunities are also offered, such as trips around the region to hike, bike, kayak, rock climb, and much more. In addition to these programs, students can come to the Morris Recreation Center (MRC) to play basketball, volleyball, racquetball, and other sports. The MRC also includes weight and cardio rooms, an activity room, an outdoor leisure pool, and an indoor rock wall. Check out all these options and more on the Campus Recreation website: **https://tamuc.edu/CampusRec** or by calling 903-468-3181.

Counseling Center

The Counseling Center provides free mental health and well-being services to currently enrolled University students. Counseling is available face-to-face or by teletherapy, and individual, couples, and group counseling is provided. The Counseling Center offers a warm and welcoming environment with programs and services to help maximize students' potential for academic and personal success. Confidentiality is respected, and counseling records are not included in a student's academic record. They also provide consultations and referral services for students, faculty, and staff; educational outreach and prevention services; and crisis intervention services 24/7. Psychiatric evaluation and medication management are available for students utilizing

counseling services. We encourage all students to take advantage of the services the Counseling Center has to offer. For more information visit our website at **https://www.tamuc.edu/counseling-center/**. To schedule an appointment, come by the Counseling Center in the Halladay Student Services Building, Room 203, or call 903-886-5145.

Intercultural Engagement & Leadership

Through the Office of Intercultural Engagement & Leadership, you will learn how to drive positive change in your community on a global scale. As the world becomes increasingly interconnected, intercultural leadership fosters the ability to inspire and guide you toward shared objectives. They want to help you find your passion and create sustainable change in our complex world. Become a changemaker by working with the Office and learning to create a better world. Programs will immerse you in experiential learning and develop your leadership and cultural competency through co-curricular experience.

The Office also provides a space that students can call "home," equipped with a relaxation lounge, study space, conference room, and staff that are great resources for on and off-campus information.

Meet us on the 2nd floor of the Rayburn Student Center to learn more about cultural awareness, leadership, social justice, and community engagement. Visit our website: **http://www.tamuc.edu/IEL** , or call 903-468-3046 for more information about your Intercultural Engagement and Leadership options.

The Office of International Programs

The Office of International Programs assists international students and exchange visitors regarding academic, personal, and immigration-related concerns. Services include issuing I-20's/DS-2019 documents, new international student orientation, and coordination of global activities for the university community. Other services include communication with the Department of Homeland Security (DHS) regarding nonimmigrant 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 Ferguson Building, 2nd floor, Rooms 220 & 221. Visit our website at https://www.tamuc.edu/office-of-international-programs/

Rayburn Student Center

The Rayburn Student Center (RSC), the heart of campus, provides programs, activities, and facilities for the campus community to gather, connect, and engage. The Rayburn Student Center features 120,000 square feet of modern meeting rooms, a food court, Chick-Fil-A, a Mane Cafe, a University Bookstore, a Student Club, graphic design and campus marketing services, informal lounges, patios, and ATM. The RSC is located on the corner of Neal and Stonewall Streets right across from the McFarland Science Center. For more information, please visit our website: **http://tamuc.edu/RSC** or by calling 903-886-5400.

Residential Living and Learning

Residential Living and Learning (RLL), located in the Halladay Student Services building, is committed to the educational philosophy of A&M-Commerce and promotes each resident's unique personal development by providing them with a safe, secure, and reasonably priced living/learning environment. Each residence hall offers activities and events that engage the student in their living communities as well as the University community. For more information, please visit our website: **https://www.tamuc.edu/residential-living-learning/** or call 903-886-5797.

Student Advocacy and Support

Student Advocacy and Support

Student Advocacy & Support provides holistic services to aid, educate, and advocate for students when encountering life's challenges. The department consists of Case Management, Victim Support Services, The Lion Food Pantry, The Lion Wardrobe, and Foster Care Liaison Services.

- **Case Management** assists with challenges that may include homelessness, family crises, food insecurity, or any number of other issues. If you are experiencing an issue that is not listed, please reach out to us at **CARE@tamuc.edu** so that we can assist you or connect you to the correct resource.
- **The Lion Food Pantry** is a direct response to the hunger gap found in many communities. The pantry helps students access tangible resources, such as food and toiletry items, to ensure student wellness so that they can focus on their academics. **LionPantry@tamuc.edu**.
- **Victim Support Advocates** provide support, resource information, and advocacy services to survivors of crime to assist in the journey after trauma. Our advocates provide information about rights, legal processes, and options available to the individual, as well as accompaniment to any legal or Title IX interviews. Victim Advocates are a confidential reporting option.
- **Foster Care Liason Services** work to identify and assist students who have been impacted or involved with the foster care system or were adopted to ensure they are supported and have access to the resources and benefits they qualify for.
- **The Lion Wardrobe** is a student-run professional clothing shop maintained by the Office of Student Advocacy & Support.

For more information, please visit our website: **https://www.tamuc.edu/student-advocacy-support/** or call 903-886-5736.

Student Disability Services

Student Disability Services (SDS), located in Velma K. Waters Library, room 162, is committed to promoting an academic, recreational, and social experience for students with disabilities that is fully inclusive and accessible. Students with disabilities at A&M-Commerce are encouraged to participate

in all aspects of campus life. SDS offers accommodations counseling, disability-related resources, access to adaptive technology, assistive equipment, and academic/non-academic accommodations.

All students with disabilities who need accommodations must file an application for eligibility, as well as provide current documentation of disability. Applications can be completed in the SDS office or online at **https://www.tamuc.edu/student-disability-services/**. For more information, contact 903-886-5150 or email **studentdisabilityservices@tamuc.edu**.

Student Engagement

Student Engagement is the center of your college experience. We can help you make the most of your A&M University-Commerce experience through student organizations, campus activities, fraternity and sorority life, special events, and programs such as Lion's Roar Weeks of Welcome and Homecoming. For more information, visit our website: **https://www.tamuc.edu/office-of-student-affairs/student-engagement/** or by calling 903-468-5818.

Fraternity and Sorority Life

The purpose of Fraternity & Sorority Life at A&M-Commerce is to stimulate the intellectual and personal growth of each of its members, to challenge its members to be the best versions of themselves and live purposeful, fulfilling lives, to give back to the community through education, service & philanthropy and to enrich the overall college experience. With nearly 400 members at 21 chapters, Fraternity & Sorority life makes up about 7% of the student population at A&M-Commerce. While each chapter is unique in its own way, we, as a community, strive to uphold our pillars: scholarship, leadership, service & philanthropy, and brotherhood/sisterhood. For more information about visit our website: **https://www.tamuc.edu/fraternity-sorority-life/**

Homecoming

Homecoming is a time when current students, faculty, staff, and alumni come together to celebrate the life-long community that comes with being a Lion. A&M-Commerce has stood proudly since 1889, leaving its legacy in Texas over the past 100+ years. Join us for some of our most beloved homecoming traditions, such as the Hot Dog Spirit Rally, bonfire, and the homecoming football game. For more information, visit our website: **https://www.tamuc.edu/student-engagement/homecoming/**

Lion Camp

Lion Camp is an opportunity for our newest members of the Lion Family to become immersed in our Lion Culture. Lion Camp is an off-campus transition camp designed to help our newest students meet new friends, learn about A&M-Commerce spirit and traditions, and make connections with student leaders. For more information, visit our website: **https://www.tamuc.edu/lion-camp/**

Lion's Roar Weeks of Welcome

One of our oldest traditions on campus, Lions Roar, is our fall/spring welcome week. You are invited to events throughout the day that encourage you to meet other students, discover campus organizations, and make important connections. You'll have opportunities to connect with peers, departments, and the Commerce community during the first week of school. Kick-off this exciting chapter in your life as a member of your Lion Pride with lots of free food, fun, and giveaways!

Student Government Association

The Student Government Association (SGA) serves and represents the student body through outreach, engagement programs, and meetings with students. Stop by the Office on the second floor of the Rayburn Student Center to meet with the Executive Officers or Senators. Join SGA for meetings on Wednesdays at 6 p.m. in the Rayburn Student Center Legacy A&B. There are many committees that work to enhance the collegiate experience. SGA also has leadership positions available if you are interested in serving as a Senator or Officer; applications are available on the SGA website **www.tamuc.edu/sga**.

Student Organizations

We offer over 100 student organizations that provide developmental opportunities to connect and engage with other student leaders. Our student organizations offer students programmatic experiences and make the campus vibrant. If you are interested in starting or joining a student organization, visit the Office of Student Engagement on the 2nd floor of the Rayburn Student Center or visit their website: **https://www.tamuc.edu/student-organizations/**.

Student Health Services

Student Health Services, located in Henderson Hall, offers students affordable medical care to undergraduate and graduate students of A&M-Commerce. Some of the primary health care services include acute care, minor injuries, allergy injections, birth control, EKG's, immunizations, flu shots, TB testing, lab testing, minor surgical procedure, physical exams, splints, STI testing & treatment, stitches, women's health, wound care, asthma management, X-Rays, and telemedicine. For more information, visit our website: **https://www.tamuc.edu/student-health-services/** or by calling 903-886-5853.

Student Legal Services

At A&M-Commerce, we are dedicated to improving the lives of those around us. Student Legal Services offers a wide variety of legal guidance. Our attorney provides consultation, advice, and outreach to A&M-Commerce students. Student Legal Services may write letters, draft legal documents, or attempt to resolve legal problems. While general advice may be available, Student Legal Services does not represent students in criminal matters (including traffic tickets). Student Legal Services is available for in-person and virtual appointments. For more information or to schedule an appointment, contact **StudentLegal@tamuc.edu**.

Student Rights & Responsibilities

Located in the Halladay Student Services building, Suite 201, Student Rights & Responsibilities fosters learning and personal accountability by educating the University community on behaviors that promote civility and ethical standards. The office addresses behavioral misconduct, provides a resource for students concerning their rights and responsibilities and provides assistance to faculty, staff and students regarding student conduct matters. The office addresses issues of both undergraduate and graduate student populations.

Students are informed about their student rights and responsibilities primarily through the Student Code of Conduct which is produced by the Office of Student Rights & Responsibilities annually. The Code of Student Conduct is applicable to every student enrolled at the University, whether the student is in residence, participating in study abroad, or completing coursework at an off-site location or online. Each student is expected to be fully acquainted with and held responsible for compliance with all published University policies. The student code of conduct is available online http://www.tamuc.edu/student_guidebook/Student_Guidebook.pdf (https://issuu.com/docs/25e55b4d3078ed6ae51aa88b86c13cf9/) to all students, faculty and staff. Limited hard copies of the student code of conduct are available in the office of Student Right & Responsibilities.

For more information please visit our website: https://www.tamuc.edu/office-of-student-rights-and-responsibilities/ or call 903-886-5195.

Behavioral Intervention Team

The Behavioral Intervention Team (BIT) is an advisory group to the Dean of Students focused on students of concern and those in crisis. BIT focuses on prevention and timely intervention before a crisis arises. BIT addresses issues of both undergraduate and graduate student populations. For more information about the BIT, visit: **https://www.tamuc.edu/office-of-student-rights-and-responsibilities/behavior-intervention-team/**

Student Career Preparedness

Student Career Preparedness is located on the second floor of the Library, Suite 225. Career Preparedness develops relationships with employers resulting in career opportunities for students/alumni, while providing quality career preparation tools to develop the essential skills needed to compete in the job market. The office provides a number of programs and services throughout the year for students as they prepare for a successful transition into their careers.

Programming throughout the year includes:

- Workshops, and in-depth career exploration events.
- Career and Internship fairs, industry panels, and networking events.
- Job search workshops focused on professional development, marketable skills, and career readiness.
- One-on-one industry specific Career Coaching in person or VIRTUAL.

Services available to all students include:

- Résumé and cover letter consultation.
- Career assessment and coaching using a robust tool called Focus 2.
- Job search resources including mock interviews (Big Interview), LinkedIn consultations, and applications and letters for professional schools or employment.

All students and alumni have access to the job and internship database, HireaLion, powered by Handshake. Contact Student Career Preparedness at 903-468-3223 or visit the website at **www.hirealion.com**.

Veterans and Military Services

Located in the Welcome Center at 2200 Campbell Street, the Veterans and Military Services Office administers Veteran's Administration educational benefit programs for veterans and their dependents that may be eligible to receive benefits under any one of several programs. Applications and further information are available in the Veterans and Military Services Office or by calling 903-886-5123 or visiting our website at: https://www.tamuc.edu/Veterans-and-Military-Services/.

Financial Aid & Scholarship Office

(903) 886-5096

Graduate students who have full or conditional admission to a graduate degree program or a teacher certification program may be eligible for several forms of financial aid. These programs include the Texas Public Education Grant, Graduate Tuition Set_Aside, College Work-Study, the TEACH GRANT

federal direct student loan programs, and private education. Departmental scholarships are available for admitted graduate students with a high GPA. Admitted students can apply for donor funded scholarships through their myLEO (https://leo.tamuc.edu/) portal. Graduate Teaching and Research Assistantship appointments are done by the individual departments and approved through the Provost Office. Graduate students should contact the department directly for Graduate Teaching and Research Assistant appointments. The Office of Financial Aid & Scholarships is located in the Welcome Center, with financial aid advisors located within each of the colleges.

ENROLLMENT REQUIREMENT FOR FINANCIAL AID ELIGIBILITY

Financial aid recipients must be enrolled in no less than 6 credit hours for most financial aid programs to pay out. There are two exceptions to this requirement. Students who are eligible for TEACH GRANT can receive this grant for less than 6 credit hours. The amount will be prorated before the money is released to the Office of Student Accounts. Students registered in 3 credit hour dissertation 718 course or 518 course can receive financial aid at the same level as if enrolled in 6 credit hours.

ACADEMIC AND COMPLETION REQUIREMENTS FOR FINANCIAL AID ELIGIBILITY

Students must maintain good academic standing according to Graduate School policy regarding GPA. Students must complete 67% of the attempted hours for the semester and cumulatively. Master's level students have six (6) years from start of the program to complete. Doctoral level students have ten (10) years from start of the program to complete. After these time limitations, a graduate student will be on financial aid suspension for future semesters. For specific information please visit our web site; Financial Aid Standard of Progress (https://www.tamuc.edu/admissions/cost-and-aid/financial-aid/).

Withdrawal Consequences for Financial Aid

When a student who is receiving Federal Financial Aid withdraws from a semester, the Financial Aid Office is required by the Department of Education to perform a Return to Title IV calculation. This Return to Title IV calculation is used to determine how much Federal Financial Aid the student had earned prior to the withdrawal using the student's last day of academic engagement. If the calculation determines that the student has participated in over 60% of the semester, the student has earned all of their Federal Financial Aid for the semester.

If the calculation determines that the student has not participated in over 60% of the semester, then the Financial Aid Office is required to return any unearned Federal Financial Aid to the Department of Education. This return of Federal funding may result in a balance due to the university and the student would be required to pay this amount to the university.

Withdrawing from the semester may either place students on a Financial Aid Warning or a Financial Aid Suspension, depending on their current Satisfactory Academic Progress status. A student who is considering withdrawing is encouraged to contact the Office of Financial Aid and Scholarships for additional information.

Students may visit the Office of Financial Aid & Scholarships website (https://www.tamuc.edu/admissions/cost-and-aid/financial-aid/) for the most up-to-date information on financial aid and scholarships.

Satisfactory Academic Progress Policy

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

For additional information visit the Office of Financial Aid website at Financial Aid (https://www.tamuc.edu/admissions/cost-and-aid/financial-aid/).

University Organization

University Organizational Chart (https://inside.tamuc.edu/aboutus/administrativeOffices/organizationalCharts/university.pdf)

Provost & Vice President for Academic Affairs (https://inside.tamuc.edu/aboutus/administrativeOffices/organizationalCharts/VPAAorgchart_updated.pdf)

Vice President for Finance & Administration (https://inside.tamuc.edu/aboutus/administrativeOffices/organizationalCharts/financeAdministration.pdf)

Office of Philanthropy and Engagement (https://inside.tamuc.edu/aboutus/administrativeOffices/organizationalCharts/PhilanthropyEngagement.pdf)

Vice President for Enrollment Management

Vice President for Student Affairs/Dean of Students

Vice President for Research and Economic Development (https://inside.tamuc.edu/aboutus/administrativeOffices/organizationalCharts/ResearchAndEconomicDevelopment.pdf)

Graduate School

Click on any of the following links for information:

- Mission (p. 21)
- Purpose and Nature of Graduate School (p. 21)
- Graduate Faculty (p. 24)
- Administrative Procedures (p. 25)
- Class Attendance Rule (p. 25)
- Email for University Communication (p. 26)
- Registration (p. 27)
- Grading System (p. 29)
- Graduate Assistantships (p. 31)
- Tuition and Fees for the 2024-2025 Academic Year (p. 33)
- Admission to Graduate School (p. 34)
- Master's or Specialist Degree Program Status (p. 38)
- Academic Probation and Suspension from Master's or Specialist Degree Programs (p. 38)
- Requirements for the Master's or Specialist Degree (p. 39)
- Earning Graduate Credit (p. 41)
- Second Master's Degree (p. 42)
- Thesis and Dissertation Process (p. 43)
- Doctoral Degree Programs (p. 45)
- Admission to Doctoral Degree Programs (p. 46)
- Requirements for the Doctoral Degree (p. 46)

Jennifer L. Schroeder, Dean of the Graduate School
Business Administration Building
Internet: http://www.tamuc.edu/gradschool (https://www.tamuc.edu/graduate-school/#tamuc-section-186944)
E-Mail: graduate.school@tamuc.edu (graduate_school@tamuc.edu)
Phone: 903-886-5163

Jennifer Dyer, Associate Dean of the Graduate School
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Phone: 903-886-5163

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

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

Mission

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

Purpose and Nature of *Graduate School*

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, analyze them, and make reasonable generalizations and sound conclusions through independent research.

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

The doctoral programs are distinct in purpose and selective in admitting candidates. The purpose of the doctoral program is to produce graduates who have developed breadth of vision, a capacity for interpretation, and the ability to carry out critical investigation.

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

Major Areas of Study

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

- Accounting
- Agricultural Leadership, Education, and Communications
- Agricultural Sciences
- Applied Criminology
- Applied Linguistics
- Art
- Artificial Intelligence
- Biological Sciences
- Business Administration
- Business Analytics
- Chemistry
- Clinical Psychology
- Computer Science
- Counseling
- Curriculum & Instruction
- Early Childhood Education
- Educational Administration
- Educational Technology
- Educational Technology Library Science
- English
- Family Nurse Practitioner
- Finance
- Forensic Auditing Analytics
- Health, Kinesiology, and Sports Studies
- Healthcare Leadership
- Higher Education
- History
- Management
- Marketing and Marketing Analytics
- Mathematics
- Music
- Organization, Learning & Technology
- Physics
- Psychology
- Public Health
- Reading
- Secondary Education
- Social Work

- Sociology
- Spanish Language Teaching
- Special Education
- Supply Chain Management
- Technology Management
- The Art of Teaching
- Theatre

We offer a specialist degree with the following major:

- School Psychology

We offer doctoral degrees with the following majors:

- Counselor Education and Supervision (PhD)
- Educational Administration (EdD)
- Experimental Psychology (PhD)
- English (PhD)
- Higher Education (EdD)
- Supervision, Curriculum and Instruction (EdD)

We offer Educator Teacher Certification

We offer graduate certificates in the following areas:

- Agribusiness
- Applied Behavior Analysis
- Athletic Administration
- Auditing & Forensic Accounting
- Business Analytics
- Chemical Dependency Counseling
- Criminal Justice Management
- Criminal Justice Studies
- Economics of U.S. Healthcare
- Exercise Science
- Higher Education Student Affairs
- Higher Education Teaching
- Homeland Security
- Instructional Coach
- Instructional Design
- Intercollegiate Sport Administration
- Operational Excellence
- Organization Development
- Organizational Planning
- Plant & Soil Science
- Professional Advancement in English Studies
- Psychology of Gerontology and Positive Aging
- Public History
- Sports Coaching
- STEM Education
- Studies in Children's and Adolescent Literature and Culture
- Sustainable Food Systems
- Talent Development
- Tax Accounting
- Teaching English to Speakers of Other Languages (TESOL)
- Teaching History

- Teaching of Psychology
- Technology Leadership
- The Business of Social Work
- Urban School Leadership
- UX Design
- Women's & Gender Studies

We offer a Post Graduate Certificate in the following area:

- Family Nurse Practitioner

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 Membership. The selection of Graduate Faculty rests with the Graduate Council.

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

Qualifications for Graduate Faculty Membership are (a) holds academic rank of assistant professor or above, or rank of assistant professional track faculty or above; (b) holds the highest earned terminal degree in the teaching discipline; (c) competence as a scholar, including research capabilities and/or creative activities as evidenced by publications and creative endeavors.

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

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

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

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

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

Graduate Faculty Membership may be terminated at any time if the faculty member has been negligent and/or ineffective in the performance of his or her responsibilities (without warranting dismissal for Good Cause as set forth in the University Procedure 12.99.99.R0.12 Graduate Faculty Membership (http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/12faculty/general/12.99.99.R0.12GraduateFacultyMembership.pdf)). In such cases termination of Graduate Faculty Membership will be initiated by the Dean of the Graduate School either independently, or upon recommendation of the faculty member's Department Head or Academic Dean.

Academic Honesty of Faculty and Professional Staff

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

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

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

Administrative Procedures

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

Class Attendance Rule

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

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

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

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

Appeals can be made through normal administrative channels.

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

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

It is the prerogative of the faculty to drop students from courses in which they have accrued excessive absences as defined in the course syllabus. In such cases, faculty 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 a final course grade is unfairly impacted by attendance requirements, an appeal can be made. This appeal process is explained in University Procedure 13.99.99.R0.05 Student Appeal of Instructor Evaluation (http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.05.pdf).

Good Academic Standing

Good Standing is defined as follows for graduate students enrolled at Texas A&M University-Commerce. Entering students who have been fully admitted (without any type of conditional admission, provisional status, or other restriction) will be considered in good standing. A student will remain in good standing if, and only if, he or she has a cumulative graduate grade point average of at least 3.00 and is free of the following holds: holds indicating delinquent financial indebtedness, academic suspension, academic probation, provisional status, and disciplinary suspension. A graduate student must be in compliance with ethical and professional standards as determined by the student's academic department and university rules and procedures, University Procedure 13.99.99.R0.13 Good Academic Standing (http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.13.pdf).

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

Academic Honesty of Students

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

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

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

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

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

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

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

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

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

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

UNIVERSITY RULES ON RESEARCH: Students involved in conducting research and/or scholarly activities at Texas A&M University-Commerce must also adhere to standards set forth in University Procedure 15.99.03.R1 Ethics in Research, Scholarship, and Creative Work (http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/15ResearchPrograms/15.99.03.R1.pdf).

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

If a graduate student is accused of academic dishonesty, the University Procedure 13.99.99.R0.10 Graduate Student Academic Dishonesty (http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf) will be followed.

Responsible Conduct in Research and Scholarship Training

To ensure integrity and compliance in research, all students, faculty, and staff involved in research activities must successfully complete training in ***Responsible Conduct in Research and Scholarship***.

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

Student Conduct (Hazing)

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

Email for University Communication

1. Electronic mail or email is considered an official means of communication at Texas A&M University-Commerce.
2. Each student will be assigned a university email address when his or her application for admission to the university is processed. This email address will remain active throughout the student’s academic career. Email accounts will expire after one long semester in which the student is no longer enrolled at Texas A&M University- Commerce.
3. Students are expected to monitor their official Texas A&M-Commerce email accounts regularly. The university recommends checking emails at least once per day. Student should report any problems with e-mail accounts or access to email to the Texas A&M-Commerce Technology Services Help Desk at 903-468-6000.
4. Requests to substitute non-university email addresses for purposes of official communication will not be honored.
5. Electronic mail is subject to the same policies regarding information disclosure as other methods of communication. The privacy of personally identifiable information must be protected under the Family Rights and Privacy Act of 1974 (FERPA). The confidentiality of email cannot be assured and any confidentiality may be compromised by access consistent with applicable law or policy, including this Policy, by unintended redistribution or due to current technologies inadequate to protect against unauthorized access. Students, therefore, should exercise extreme caution in using email to communicate confidential or sensitive matters and should not assume that their email is private or confidential. Examples of confidential or sensitive information include, but are not limited to: drivers' license numbers, credit card numbers, social security number, grades, current or past

academic history, medical information and medical history, criminal history, personal bank account numbers and payroll information other than gross pay.

Registration

Registration dates, times, and instructions are available on the Registrar's website (https://www.tamuc.edu/registrar/?source=universalmenu). MyLeo (A&M-Commerce WEB application for Students) allows eligible students to register through the Internet. Students can access MyLeo through http://leo.tamuc.edu (https://leoportal.tamuc.edu/uPortal/f/welcome/normal/render.uP?loc=topMenu&_ga=2.232448599.956726288.1595767638-1884203480.1581606362).

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

Courses: Definition, Value and Number

A Course: A course is one subject carrying three or four graduate semester credit hours of credit. One and two semester hour subjects may, in certain cases, be converted to course equivalents by adding the semester hours and dividing by three. Subjects carrying six semester hours of 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, 700, 5000, and 6000 levels.

Graduate Student Course Load

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

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

A graduate student holding a full-time graduate assistantship enrolled in 6 graduate semester credit hours is considered a full-time student. Graduate students must be enrolled in 9 graduate hours to be considered full-time for ***financial aid***. See the section "Graduate Assistantships" for information about course loads for graduate assistants.

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

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

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

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

Student Class Schedule Adjustments

Students are expected to make all necessary adjustments in their class schedules by the 4th class day of a regular semester and the 2nd class day of a summer semester. Eligible students may use MyLeo (https://leoportal.tamuc.edu/uPortal/f/welcome/normal/render.uP?loc=topMenu&_ga=2.232448599.956726288.1595767638-1884203480.1581606362) (Texas A&M University-Commerce Web Applications for Students) to process drops/adds. Students not eligible to use MyLeo (https://leoportal.tamuc.edu/uPortal/f/welcome/normal/render.uP?loc=topMenu&_ga=2.232448599.956726288.1595767638-1884203480.1581606362) may submit an online drop/add sheet to the Registrar's Office (https://www.tamuc.edu/registrar/#tamuc-section-215669). The student must obtain approval to add and drop courses from the department/instructor and submit the drop/add sheet to the Registrar's Office. Students may add classes until 4th class day during the fall and spring semesters and 2nd class day during the summer terms. Students may drop a class with a full refund (if remaining enrolled) until the 12th class day during the fall and spring semesters and 4th class day during the summer terms.

The student desiring to add a course(s) after the 4th class day of a regular semester or 2nd class day of a summer semester should submit an online drop/add sheet to the Registrar's Office (https://www.tamuc.edu/registrar/#tamuc-section-215669). The student should obtain department/instructor

approval and then dean approval. The drop/add sheet is then routed to the Registrar's Office. Students will not be allowed to add classes after the 12th class day during fall/spring or the 4th class day during a summer semester.

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

Auditing Courses

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

Withdrawal from the University

A student wishing to withdraw from all courses **before the end** of a semester or summer term for which he/she is registered must clear his record by filing an application for voluntary withdrawal on a form which can be secured online at the following link: https://dms.tamuc.edu/Forms/withdrawalform (https://dms.tamuc.edu/Forms/withdrawalform/). This is a withdrawal from the semester, not the university.

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

Refund of Fees

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

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

Sixteen-Week Fall/Spring Semester:

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

Thirteen-Week Semester:

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

Twelve-Week Semester:

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

Ten-Week Semester:

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

Five, Six, Seven & Eight-Week Semester:

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

Four-Week Semester:

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

Three-Week Mini Semester:

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

Thirty Two-Week Semester:

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

Refund Information:

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

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

A student leaving the University before the end of a semester or summer term for which he/she is registered must clear his/her record by filing an application for voluntary withdrawal on a form available at the following link: https://dms.tamuc.edu/Forms/withdrawalform (https://dms.tamuc.edu/Forms/withdrawalform/). This action must be taken by the date stated in the University Academic Calendar as the last day to drop a class or withdraw.

Additional information and the withdrawal form are also available on the Registrar's website (https://www.tamuc.edu/registrar/?source=universalmenu).

Grading System

Grades—Their Meaning and Value

Grade Marks	Grade Meaning	Grade points Per Semester Hour
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
W	Withdrew	0
S	Satisfactory	0
U*	Unsatisfactory	0

NG	No Grade Assigned	0
Q	Course Drop	0

*

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

*

No more than 3 graduate courses with a grade of C can be used toward a Master's or Specialist degree.

*

No grades of C or below (including a grade of U) can be used towards a doctoral degree.

*

Grades of U will count toward the total number of grades below B for a doctoral degree.

Satisfactory-Unsatisfactory (S-U) Grading

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

Dropped Courses

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

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

Note: Three-Peat Rule applies to Undergraduate courses.

Additional information and the withdrawal form are also available on the Registrar's website (https://www.tamuc.edu/registrar/?source=universalmenu).

Incomplete Courses

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

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

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

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

A grade of “I” will only be given for the courses in thesis and dissertation (518 and 718) at the end of the terms/semesters in which the student has been accurately recorded to have completed **more than 60%** of the term/semester. A Grade of “I” will be given for terms/semesters prior to the terms/semester in which the final document is completed. The time limit imposed on the grade of “X” (one year) does not apply for these courses.

Computation of Grade Point Averages

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

Repeating a Course

When a course is repeated, only the last enrollment for the course will be used in computing the grade point average. Any student who enrolls in the same course a second time must notify the Registrar’s Office during the semester in which the course is being repeated. When the semester is completed, the Registrar’s Office will then update the grade point average to reflect the duplication of the course. After a degree is awarded, courses

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

Semester Grade Reports

The Registrar's Office is the custodian of the students' permanent academic records.

At the end of each semester of the regular session and the end of the summer session, grades will be updated to the student information system. Students may check the status of their grades by accessing MyLeo at https://leo.tamuc.edu/login.aspx (https://leoportal.tamuc.edu/uPortal/f/welcome/normal/render.uP?loc=topMenu&_ga=2.232448599.956726288.1595767638-1884203480.1581606362). (https://leo.tamuc.edu/login.aspx)

Student Appeal of Instructor Evaluation

The final grades awarded by instructors are their expert judgment concerning student performance. Students challenging a final grade must show that the instructor's judgment was unfair based on:

- some basis other than performance; or
- standards different from those applied to other students in the same course section; or
- substantial, unreasonable, and/or unannounced departure from previously articulated standards or the syllabus. Students may not use this process to appeal grades for individual assignments.

See University Procedure 13.99.99.R0.05 Student Appeal of Instructor Evaluation (http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.05.pdf):

- Students who believe their grade to be unfair must first discuss the matter with the instructor. The student must contact the instructor within 10 business days following the beginning of the next regular semester, following the semester in which the disputed grade was earned. If the next semester is a summer term and the instructor is not available, the student may wait and contact the instructor within 10 business days following the beginning of the Fall semester.
- If the student is not satisfied with the outcome of this meeting, the student shall file a written appeal to the Department Head/Associate Director within 10 business days following the meeting with the instructor. The appeal must state the basis for the appeal based on the definition of unfair academic evaluation. The student must demonstrate through documentation (e.g. course syllabus, graded homework) that the instructor:
    1. Assessed on basis other than performance; or
    2. Used standards different from those applied to other students in the same course section; or
    3. Made a substantial, unreasonable, and/or unannounced departure from previously articulated standards or the syllabus.
- The instructor or the student may appeal the Department Head's decision (with respect to the findings and remedies) to the Dean of the College in which the course is offered within 10 days of the date on which the Department Head offered his or her judgment.
- Upon receipt of a written appeal, the Dean will appoint a three-person advisory committee of faculty to hear the case. The chair of the committee will be from a department other than the one offering the course. 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.
- The Dean of the College is the final authority on issues of fairness in course evaluation. He or she will consider the recommendations of the committee but has wide latitude in resolving the matter.

Graduate Assistantships

Graduate assistant teaching (GAT), graduate assistant research (GAR), and graduate assistant non-teaching (GANT) assistantships at Texas A&M University-Commerce offer financial support for graduate education. Assistantships may be awarded to qualified graduate students who have full or conditional admission to a master's or specialist program or full admission to a doctoral program. Assistantships are available in academic and non-academic departments. In addition to funding graduate education, assistantships provide students opportunities for professional growth.

Assistantships that require teaching, laboratory instruction, and/or research (GAT, GAR, GANT) are available to masters, specialist, and doctoral students in most departments. The awarding of assistantships is a staffing function of the department making the appointment. Inquiries about applications should be addressed to the head of the department in which the applicant wishes to undertake graduate study. Applicants for such positions must satisfy requirements of both the Graduate School and the department. Additional information available on line at: https://www.tamuc.edu/graduate-school/#tamuc-section-186947.

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

Minimum requirements for holding assistantships are:

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

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

Tuition Remission

Full-time Graduate Assistant Teaching (GAT) and Graduate Assistant Research (GAR) students are eligible to receive tuition remission for a maximum of six graduate hours per term. GAT's and GAR's must be on payroll by the 12th class day of the Fall/Spring semester and 4th class day of the Summer semester to be eligible to receive tuition remission. Tuition Remission does not include out-of-state tuition, student fees, or other fees.

A student who resigns his/her graduate assistantship or whose graduate assistantship is terminated before at least three-fourths of the academic term/semester is completed loses a portion of the tuition remission and is responsible for the tuition payment.

Waiver for Out-of-State Tuition

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

Work Load

Graduate Assistants begin work on the first class day and end work on the last class day of each semester/term.

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

Course Load for Graduate Assistants

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

Teaching Appointments

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

Time Limitations

Master's/specialist assistantships may be held six semesters (exclusive of summer sessions) for students in a degree program consisting of less than 60 semester hours. Appointments may be extended for up to two semesters with the approval of the Dean of the Graduate School.

Master's/specialist assistantships may be held for a maximum of eight semesters (exclusive of summer sessions) for students in a degree program consisting of 60 semester hour or more. Appointments may be extended for up to two semesters with the approval of the Dean of the Graduate School.

Doctoral assistatnships may be held for 10 semesters (exclusive of summer semesters) for students in a doctoral degree program. Appointments may be extended for up to two semesters with the approval of the Dean of Graduate School.

All appointments are subject to satisfactory performance of assigned duties and progress toward the degree.

Performance and Evaluation

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

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

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

Termination

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

1. A student does not abide by the appointment conditions.
2. A student fails to perform tasks as assigned.
3. A student does not make adequate degree progress.
4. A student is placed on Academic Probation.
5. A student does not make satisfactory research progress.
6. A student fails to maintain minimum registration.
7. A student persistently refuses to follow reasonable advice and counsel of faculty in carrying out assistantship obligations.
8. A student fails to comply with responsibilities as an employee set forth in university procedures, department rules governing assistantships, or the terms of sponsored research agreements that fund the assistantship.
9. A student violates the standards of student conduct in accordance with University Procedure 33.99.08.R0.03 Graduate Assistantships (http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/33EmploymentStandardsOfConduct/33.99.08.R0.03.pdf).

Tuition and Fees for the 2024-2025 Academic Year

Tuition rates (including guaranteed tuition) are subject to change by the Legislature. Current rates are available on the University webpage. https://www.tamuc.edu/grad/cost/

State Residency

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

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

It is the student's responsibility to ensure that the application for admission is properly completed for tuition purposes. Any change in residency status must be reported to the Graduate School office.

Non-resident students who reside in states bordering the State of Texas may be eligible for assessment of non-resident tuition and student fees at the Texas resident rate.

Doctoral students who have accumulated over 99 doctoral hours will be charged nonresident tuition and fees.

Third Party Exam Proctoring, Fees

Courses may require the use of exam-proctoring involving third-party vendors, which may incur additional charges payable at the time the service is scheduled or provided. Students may be required to schedule exams at least one week in advance or incur late scheduling charges. All costs for exams are the responsibility of the student. Students may also be responsible for providing webcams to be used in test proctoring.

Texas A&M University-Commerce enforces Academic Integrity expectations. Violation of the academic dishonesty procedures could result in forfeiture of the test, and the course instructor will be notified of the incident.

Estimated Special Fees

Graduate Fees

Description	Fee
Domestic Application Fee:	$50
International Application Fee:	$75
Master Thesis Fees:	$63
Doctoral Dissertation Fees	$73

Additional Fees

Description	Fee
Diploma fee (payable when applying for degree)	$40
Educator Certification	Fee based on type of certification earned
Late registration fee	$100
Processing fee for installment payment plan and tuition loans	$35
Late enrollment fee for tuition loans or installment plan	$25
Late installment payment plan fee	$25
Returned check fee	$30
Lab fees	$5 to $45
Graduate Business Course Program Fees	$25 per hour for graduate level business courses
Reinstatement Fees	$200
Testing Center Fees	Fee based on test type

Motor vehicle operation and parking permits are issued for the academic year. They are $80 if purchased in the fall, $64 in the spring, and $48 in the summer. Residents of Prairie Crossing are charged $120 for Fall, $96 in spring, and $72 for summer. All permits expire August 31 of each academic year.

Note: All fees are subject to change.

Room and Board

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

Overdue Financial Obligations

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

Admission to Graduate School

Admission to Graduate School permits the student to enroll in graduate courses, but does not guarantee admission to a program leading to a masters or specialist or doctoral degree. Departments have the right, and many exercise that right, to have program admission requirements that are higher than those set by the Graduate School. In no case, however, can a department set criteria lower than the Graduate School minimum. Additional information regarding admission can be found online at https://www.tamuc.edu/graduate-school/#tamuc-section-286413.

General Requirements for Admission to the Graduate School for Domestic Students

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

1. An application for admission to the Graduate School, available online: ApplyTexas (https://goapplytexas.org/)
2. A $50.00 non-refundable application fee.
3. An official bachelor's degree transcript from a regionally accredited institution and a transcript from any school at which the student has completed graduate courses (these transcripts should be sent directly to the Graduate School by the issuing institutions).

To view specific departmental requirements go to: Graduate Programs (https://www.tamuc.edu/graduate-school/#tamuc-section-286413)

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

Students desiring admission to the Graduate School at Texas A&M University-Commerce who have received their bachelor's degree from an institution not recognized and accredited by one of the regional accrediting agencies must be approved for admission by the Dean of Graduate School. Materials

must be submitted to the Graduate School 30 days in advance of initial enrollment. In addition to the General Requirements for Admission (covered in the previous section), students may be required to submit additional supportive documentation. Factors considered by the Dean in making the determination include, but are not limited to, undergraduate grade point average, nature of undergraduate program, and educational qualifications of the undergraduate institution's faculty.

Suspension from other Universities

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

Conduct Requirements for Admission

Each applicant will disclose:

Criminal conviction histories (excluding juvenile adjudications) involving acts of violence or sexual misconduct; past substantiated or pending conduct charges involving acts of violence or sexual misconduct at a postsecondary institutions; expulsions or suspensions from postsecondary institutions for acts of violence or sexual misconduct.

If the applicant reports one or more convictions or past substantiated or pending conduct charges the Graduate School will forward the application to the Graduate Criminal Background Review Team for further evaluation and assessment. The team must carefully evaluate and assess the relevance of an individual's previous criminal convictions/past substantiated or pending conduct charges regarding the applicant's admissions and enrollment at the University and their engagement/participation in university activities/services. Admissions will request the following:

- The specifics of all prior criminal convictions and dates of occurrence;
- For applicant in parole or probation status, references must be provided from the Texas Department of Criminal Justice Parole Division, including the name and addresses of parole or probation officers. Parole and probation officials should be questioned as to whether the individual's admission as a student or participation in the activities/services requested are consistent with the student's parole or probation conditions or would pose a threat to the safety of the campus community;
- Documentation of past substantiated or pending conduct charges from postsecondary institutions;
- A personal interview to either clarify or verify information if desired by the team

After reviewing all available information, the team must recommend whether to grant or deny the individual's admission or participation in the activities/services requested or to grant such admission/participation subject to articulated conditions to the Vice President for Enrollment Management. Admission and/or participation in requested activities/services may only be denied if such admission/participation would pose an unreasonable risk to property or the safety or welfare of specific individuals or the general public. The Vice President for Enrollment Management will make the final decision to grant or deny the individual's admission or participation in the activities/services requested.

Online Courses and Degrees

At A&M-Commerce, your success is our business. That includes making higher-education opportunities available to those who, because of work and/or family obligations, find it difficult to access courses that are offered on scheduled days and times.

Learn more about our degree programs offered, how to enroll, and course listings, at the Graduate School website (https://www.tamuc.edu/graduate-school/?search_text=&filters=degree_level-masters-specialist).

Out-of-State Students

A&M-Commerce is authorized to offer online degree programs and courses in designated states.

As a participant in the National Council for State Authorization Reciprocity Agreements (NC-SARA), A&M-Commerce may admit out-of-state students who live in states that are members of NC-SARA. NC-SARA member states and participating institutions are listed on the NC-SARA website (http://nc-sara.org/).

Depending on the status of your state of residence with regard to NC-SARA, A&M-Commerce may notify you that you are not eligible to register for a Texas A&M University-Commerce distance learning degree program or course.

Professional Licensure Disclosure

Prospective and current students interested in courses, programs, certificates, or degrees that lead to professional licensure must understand their state licensing board's requirements prior to enrolling.

Incorrect Information, or Omission of Facts

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

Students who submit false information and/or fraudulent documents are subject to withdrawal of any offer of acceptance and withdrawal from all enrollment (completed and incomplete). Students who are withdrawn as a result of the submission of false information and/or fraudulent documents are not eligible for any refund of tuition and fees.

International Students

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

1. An application for admission to the Graduate School, available online: at ApplyTexas (https://goapplytexas.org/)
2. A $75.00 USD non-refundable application fee.
3. Official transcripts and official copies of diplomas, translated into English, from each college or university attended. The bachelor's degree earned at a foreign institution must be equivalent to an accredited U.S. institution's 4 year degree or selected 3 year bachelor's degrees using the guidelines established by World Education Services. Approval requires university accreditation with an A, A+, or A++ rating from National Assessment and Accreditation Council (NAAC), and student standing of *first class or first division.*
4. Applicants whose native language is not English are required to submit proof of English proficiency, which is satisfied by one of the following:
   a. A minimum TOEFL score of 79 for internet-based testing (IBT), or score of 550 for paper-based testing (PBT), or 213 on computer-based testing (CBT) scores must be less than 2 years old,
   b. A minimum IELTS score of 6.0 overall band, scores must be less than 2 years old, or
   c. A minimum PTE score of 53 overall band, scores must be less than two years old; or
   d. Completing all years of a Bachelor's degree or higher degree at a U.S. regionally accredited university.
   e. A minimum Duolingo English Test score of 105 or higher less than two years old.

To view specific departmental requirements go to: http://www.tamuc.edu/academics/graduateSchool/programs/default.aspx (https://www.tamuc.edu/graduate-school/#tamuc-section-286413)

For new student information contact Maria Hernandez (Maria.hernandez@tamuc.edu) (International new student Coordinator).

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

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

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

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

Submitting an Application (Domestic/International)

Texas A&M University-Commerce Graduate School practices open application submission. Most programs do not require a submission deadline. For programs that do require a submission deadline, the dates are listed on the specific program area webpages (https://www.tamuc.edu/programs/?search_text=&filters=degree_level-masters-specialist). **Below are the general application deadlines for international applicants:**

- To be considered for spring, the deadline is October 15th
- To be considered for summer, the deadline is March 15th
- To be considered for fall, the deadline is June 1st

Applications can be submitted online at ApplyTexas (https://goapplytexas.org/). All admission documents need to be mailed to:

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

Physical Address
Texas A&M University-Commerce
Graduate School
2600 S. Neal St.

Commerce, TX 75428

Non-degree Student Status

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

Applicants for non-degree status must submit the following:

1. An application for admission to non-degree status ApplyTexas (https://goapplytexas.org/).
2. A $50.00 nonrefundable application fee.
3. An official bachelor's transcript from a regionally accredited institution.

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

Certification Status

Students holding a bachelor's and master'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.

Applicants must submit the following:

1. An application for admission to Graduate School for certification ApplyTexas (https://goapplytexas.org/)
2. A $50.00 non-refundable application fee.
3. An official bachelor's transcript from a regionally accredited institution.
4. An official master's transcript from a regionally accredited institution.

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

Graduate Certificates

Graduate Certificates are a planned course of study designed to meet the academic and career needs of graduate students and employed professionals in a wide variety of disciplines. Students holding a bachelor's degree from a regionally accredited institution and who are not seeking a degree may enroll in graduate Certificate programs. Graduate Certificate programs must follow a planned course of study with a minimum of twelve graduate semester hours and no more than twenty-four graduate semester hours. Course substitutions are not allowed and all courses required in a certificate program must be earned from Texas A&M University-Commerce. Graduate School requires students to have a 3.0 GPA on all courses used for the certificate; however, departments may establish more rigorous GPA requirements. Credit earned over six years prior to earning a graduate certificate will require specific written departmental justification and approval of the Dean of Graduate School in order to be counted toward a graduate certificate. The discipline in which the course(s) was taken shall be involved in the validation of an out-of-date course. In no case may courses more than ten years old be accepted toward a graduate certificate. Additional information regarding Graduate Certificates can be found online (https://www.tamuc.edu/graduate-school/#tamuc-section-286413).

Applicants must submit the following:

1. An application for admission to non-degree status A (http://www.tamuc.edu/academics/graduateSchool/applyOnline.aspx)pplyTexas (https://goapplytexas.org/).
2. A $50.00 non-refundable application fee.
3. An official bachelor's transcript from a regionally accredited institution.

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

Change of Major

You may request to change your current graduate program by completing and submitting this form. You have the option to change your degree, your major, your degree and major, or to nondegree or teacher certification.

Please be aware of the following requirements before you request to change your major:

- A change of major request may be submitted at any time but if you wish to start the next semester in your new major, your request must be submitted to the Graduate School no later than 30 days prior to first class day along with all required admission documents for the new major. All change of majors received after the 30th deadline will be processed for the next available semester for that program.
- You must be in academic good standing and have a graduate GPA of 3.00 or higher to be eligible to change your major.
- A change of major request does not guarantee admission into the new major. You must meet all the admission requirements for the new major, be considered for admission by that department and gain admission before you start courses from that program.
- You must submit all documents required for admission consideration to the new major before you will be considered for admission.

- Certain master's degrees that have certifications as part of the program or professional certifications on their own, such as teacher/educator certification, school librarian certification, diagnostician, and principal or superintendent certification, etc., have minimum bachelor's overall GPA requirements for admission consideration. To be eligible for these programs, you must have one of the following: a bachelor's degree overall GPA of 2.75 or higher, last 60 hours of the bachelor's GPA of 3.0 or higher, an awarded master's degree with an overall 3.0 GPA or higher. Failure to meet the GPA requirement will result in denial to the new program. The Educator Certification Office may have requirements above and beyond those listed above.

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

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

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

DegreeWorks

DegreeWorks (digital degree plan) is a web-based planning tool to help students and advisors monitor student's progress toward degree completion. DegreeWorks is not a substitution for consultation with an academic advisor. DegreeWorks shows the student in an easy to read format, the courses and program requirements that must be completed to achieve their chosen degree. All currently enrolled graduate students who attend Texas A&M University-Commerce should use DegreeWorks.

Master's or Specialist Degree Program Status

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

Full Admission Status

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

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

Conditional Admission Status

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

A student with conditional admission will have his/her academic standing updated to full admission or good standing once the student has completed 12 graduate semester credit hours from Texas A&M University-Commerce with a graduate GPA of at least 3.0.

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

Provisional Status

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

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

Academic Probation and Suspension from Master's or Specialist Degree Programs

- Students with **full admission status** who fail to achieve and maintain an overall graduate GPA of 3.00 after the completion of twelve graduate 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 are one semester).
- Students with **conditional admission status** who fail to achieve a 3.00 graduate GPA after the completion of twelve graduate semester hours will be suspended and will not be allowed to pursue further graduate study in a degree program for one year.

- Students with **provisional admission status** who fail to achieve a 3.00 graduate GPA after the completion of twelve graduate semester hours will be suspended and will not be allowed to pursue further graduate study in a degree program for one year.
- All courses completed while the student is on probation, a one-time approval to enroll during suspension, or reinstatement must be appropriate to the degree sought.
- 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 probation or suspension are not eligible to change their degree or major.
- Individual departments may reserve the right to dismiss from their programs students who, in their judgement, would not meet the professional expectations of the field for which they are training.
- A graduate student seeking admission or readmission who has not been enrolled for a period of at least six cumulative years with an overall graduate GPA of less than 3.0 may petition the Dean of the Graduate School to have previous graduate grades eliminated from the calculation of the official grade point average. No courses eliminated from such calculation could be used toward a graduate degree.

Requirements for the Master's or Specialist Degree

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

- **Prerequisite Coursework.** Admission to Graduate School does not imply that the applicant has the necessary background to earn a degree in a specific department. To major or minor in a specific discipline, the candidate must have or must obtain adequate preparation to assure successful graduate work. Background leveling courses cannot be applied toward the graduate major.
- **Course Requirements.** All master's degrees require completion of at least 30 graduate hours. Specialist degrees require completion of at least 66 graduate hours.
  - **Major.** A minimum of 18 graduate hours is necessary to complete a major. The student should check their degree plan in DegreeWorks through MyLeo (https://leoportal.tamuc.edu/uPortal/f/welcome/normal/render.uP?loc=topMenu&_ga=2.232448599.956726288.1595767638-1884203480.1581606362) for specific course requirements. A student desiring to change majors, must be in academic good standing with the Graduate School, and must complete a Change of Major/Degree form (https://dms.tamuc.edu/Forms/Change-Major-Request-form/?_ga=2.70481616.1397271804.1652110626-1603610197.1624985010).
  - **Minor.** Twelve semester hours in a second subject area (designated by the course prefix) constitute a minor. Completion of a minor is not a mandatory requirement. Students receiving a minor may be required to satisfy candidacy and are required to meet the comprehensive examination requirements of the minor department.
  - **Foreign Language Requirement**. Most Master of Art degree programs include the general language requirements listed below. Please view the program areas in this catalog for specific language requirements.
    General foreign language requirements can be met with one of the following options:
    i. Successful completion of at least 12 semester hours (college/university level) in one foreign language.
    ii. Successful completion of 6 semester hours (college/university level) and 2 years of high school credit in one foreign language.
    iii. Successful completion of 3 semester hours (college/university level) and 3 years of high school credit in one foreign language.
    iv. Successful completion of 12 semester hours of American Sign Language (ASL).
    v. Completion of a Bachelor of Arts degree from A&M-Commerce
    vi. Successful completion of the American Council on Teaching of Foreign Languages examination with a minimum score/rating of intermediate proficiency in one of the following areas:
      - Oral Proficiency Interview (OPI) or
      - Oral Proficiency Interview - Computer (OPIc) or
      - Written Proficiency Test (WPT)
- **Grade Point Average**. An overall grade point average of 3.00 or better on all graduate work completed at Texas A&M University-Commerce and an overall GPA of 3.00 or better on all graduate work taken toward the graduate degree program is required for graduation. If a course is retaken, the last grade will be counted in the computation of the overall GPA. A course in which an "F" is received is considered a course completed. Only grades earned at Texas A&M University-Commerce are calculated into the student's GPA.
  - No grade of "D" or below will count toward a master's or specialist degree.
  - No more than three grades of "C" will be used toward a master's or specialist degree.
- **Master's or Specialist Degree Residency**. A minimum of two-thirds of the course work applied to a master's or specialist degree must be taken from Texas A&M University-Commerce. Students should check with the department for any departmental residency requirements.
- **Time Limitation**. All work for the master's or specialist degree must be completed during the 6 years immediately preceding the date on which the degree is to be awarded. Credit earned over 6 years prior to graduation requires specific written departmental justification and approval by the Dean of the Graduate School to be counted toward a master's or specialist degree. The discipline in which the course(s) was taken shall be involved in the validation of an old course. In no case may courses more than 10 years old be applied toward the master's or specialist degree. These same limitations apply to all transfer courses. A master's or specialist student who has not been enrolled for 1 calendar year must apply for readmission under current admission & program standards for master's or specialist programs.

- **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 or specialist degree program and the semester the student's degree is conferred, provided the catalog used is not more than 6 years old at the time the degree is conferred.
- **Admission to Candidacy for Master's or Specialist Degree**. In those programs requiring candidacy, the student must apply and be admitted to candidacy at least one semester prior to graduation. Not all programs require candidacy. Students should check their DegreeWorks degree plan to determine candidacy is required for their program. Minimum candidacy requirements are:
  - Full admission into the master's or specialist program and satisfactory completion of all background courses and other departmental requirements.
  - Completion of at least four and not more than six Texas A&M University-Commerce graduate courses. Three of the courses must be in the major field.
  - An overall grade point average (GPA) of 3.00 or better on all graduate work completed at Texas A&M University-Commerce and an overall GPA of 3.00 or better on all graduate work taken toward the graduate degree program.

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

- **Thesis (518) and Research Literature and Techniques (595) Credit.** All degree programs require the satisfactory completion of either the thesis (518) or the research literature and techniques (595) course at Texas A&M University-Commerce. These courses cannot be transferred from another institution. Only 6 graduate hours of credit for 518 or 3 graduate hours of credit for 595 per degree will be given upon satisfactory completion of the requirement. Unless approved by the department and the Dean of the Graduate School, 518 or 595 must be taken in the student's major department. A reduced fee for 518 may be approved after all other course work for the degree is completed. Thesis students must have completed 6 hours of 518 before graduation. A student's completion of the 595 course must result in a product available for reference in the department for a minimum of 3 years. If a thesis student does not show to their advisor successful proposal/thesis progress in a semester of 518 or if a student does not show to complete more than 60% of the term/semester, they will be assigned a grade of U.
- **Final Comprehensive Examinations.** The candidate must pass a comprehensive examination administered by the advisory committee or major department and covering all the work within the master's or specialist degree program, including an acceptable defense of the thesis, if applicable. The student must be fully admitted to a master's or specialist degree program and be in good academic standing with the Graduate School to be eligible to take the comprehensive examination. The Final Comprehensive Examination Report form must be submitted to the Graduate School prior to graduation according to the https://calendar.tamuc.edu/.

  A candidate who fails the comprehensive examination may be required by the advisory committee or the major department to complete further courses or additional study to correct the weaknesses or deficiencies revealed by the examination. The candidate who fails the comprehensive examination on the first attempt may retake the comprehensive examination when the department head or equivalent deems it appropriate. Should the candidate fail the comprehensive examination upon the second attempt, a third and final attempt may be taken only with the recommendation of the major department head or equivalent and approval of the Dean of the Graduate School in accordance with University Procedure 11.99.99.R0.13 Examinations for Graduate Degrees (http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/11centersDegreesPrograms/graduate/11.99.99.R0.13.pdf). Successful completion of the Comprehensive Exam is required of all students to receive a master's or specialist degree. A student who attempts the comprehensive examinations for a third and final time and is unsuccessful is not eligible to receive his/her master's or specialist degree.

- **Graduation and Commencement.** Commencement exercises are held three times each academic year in May, August, and December. Students must file for graduation online through MyLeo (https://leoportal.tamuc.edu/uPortal/f/welcome/normal/render.uP?loc=topMenu&_ga=2.232448599.956726288.1595767638-1884203480.1581606362) during the semester they plan to graduate. Students will be approved for graduation and the degree after they have satisfactorily completed all degree requirements and been approved by the academic department and the Graduate School. Please check the University Academic Calendar (https://calendar.tamuc.edu/) for deadline dates for filing. Graduation information is available online at Registrar's website (https://www.tamuc.edu/registrar/?source=universalmenu) Students must apply for graduation online through MyLeo (https://leoportal.tamuc.edu/uPortal/f/welcome/normal/render.uP?loc=topMenu&_ga=2.232448599.956726288.1595767638-1884203480.1581606362). A student must be in good academic standing in order to complete graduation requirements. Participation in the commencement ceremony does not guarantee conferring of any degree. Texas A&M University-Commerce has the right to rescind any conferred degree if the University becomes aware that the student did not meet all degree requirements including :
  - Good Academic Standing
  - No more than 3 Grades of "C" in the degree program
  - Overall graduate GPA of 3.00 or better
  - Overall graduate GPA of 3.00 or better on all graduate work taken toward the graduate degree program
  - Departmental Course Requirements are met
  - Successful Completion of Comprehensive Examination
  - Successful Completion of a thesis (if applicable to the program)

Students that have applied for graduation and are concurrently enrolled at another institution during the final semester in a program will be required to submit an official transcript before final clearance can be completed and degree can be awarded. In addition, all courses from A&M-Commerce with a grade of X or IP must be completed before a degree can be awarded, even if the courses are not used in the program.

Submitting an Application for Graduation

The graduation application is available online through your myLeo (https://leoportal.tamuc.edu/uPortal/f/welcome/normal/render.uP?loc=topMenu&_ga=2.232448599.956726288.1595767638-1884203480.1581606362) account during the following time periods: Spring/fall first three weeks of the semester; summer, first two weeks of semester. Once the application period has ended, the Graduate School will begin reviewing your application.

A $40.00 application fee is required from the student upon submission of the graduation application **each** time an application is filed. Should a student have to reapply the next semester, a $40 reapplication fee will be required.

The Graduate School will notify the student of their official graduation status. If the student does not fulfill the degree requirements, he or she will be removed from the graduation list and will need to reapply for another term.

Earning Graduate Credit

Graduate Courses

Graduate courses that are applied toward a masters or specialist degree are numbered 500, 600, 700, 5000, and 6000. Course requirements for specific degree programs can be found in the academic department section of this catalog.

Undergraduate Courses Taken for Graduate Credit

Under some circumstances a student may take a 300 or 400 level course for graduate credit. In such cases a student will be expected to complete additional work beyond the normal course requirements at a level commensurate with graduate instruction. In order to obtain graduate credit for a 300 or 400 level course, the student must, prior to enrollment, submit a Graduate Credit for a 300 or 400 Level Course form with a copy of the course syllabus detailing the additional requirements for graduate credit to the Graduate School for final approval by the Dean of the Graduate School. In addition, the syllabus must include enhanced learning outcomes for the graduate student. Up to two such courses may be applied toward a master's or specialist degree, and courses are not applicable to a doctoral degree. The course must be taught by a Graduate Faculty member.

Graduate Credit for a 300 or 400 Level Course form: http://www.tamuc.edu/academics/graduateSchool/graduateForms.aspx (https://dms.tamuc.edu/Forms/Request-To-Enroll-In-A-300-Or-400-Level-Course-For-Graduate-Credit/)

Transfer of Credit and Experiential Credit

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

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

Students desiring to use transfer courses toward their degree requirements must have full or conditional admission to a degree program. A transfer request must be submitted and approved by the student's Academic Advisor via the Transfer Course Request (http://www.tamuc.edu/academics/graduateSchool/documents/transfersubstitution.pdf) form. An official transcript must be sent directly from the institution to the Graduate School. These courses will be evaluated and, if approved, posted to the Texas A&M University-Commerce transcript. Approval from both the major department and the Dean of the Graduate School is required before these courses can be applied toward a master's or specialist degree.

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

Experiential credit is limited to one-third of the hours required for an A&M-Commerce master's or specialist program. The remainder of the graduate program must consist of coursework completed at A&M-Commerce. Awarding of this credit will be based solely on experiential learning that is part of an official agreement between the University and another national, state, or regionally accredited institution or certifying agency.

The combination of experiential credit, transfer credit, or credit from a previous A&M-Commerce graduate degree is limited to one-third of the hours required for an A&M-Commerce master's or specialist program.

Correspondence Courses

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

Undergraduate Seniors Taking Graduate Courses for Credit

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

1. Graduate courses cannot apply toward an undergraduate degree.
2. The maximum load for seniors who register for graduate and undergraduate credit is 15 credit hours per semester or 6 hours per summer term including credit for graduate courses.

Independent Studies Courses

The maximum number of individually arranged (589 and 689) hours permissible toward a master's or specialist degree program is 25% of the required coursework. Doctoral degree programs (excluding master's credit) - twelve. Exceptions must be initiated in writing by the department head and approved by the appropriate academic dean and the Dean of the Graduate School.

Enrollment Limitation or Administrative Withdrawal

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

Second Master's Degree

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

The number of courses permitted will be as follows:

- For 30-semester-hour programs, no more than 9 approved hours.
- For 36-semester-hour programs, no more than 12 approved hours.
- For 60, 61 & 62-semester-hour programs, no more than 20 approved hours.
- For the 63 & 64-semester-hour programs, no more than 21 approved hours.
- For the 66-semester-hour program, no more than 22 approved hours.
- All remaining courses applied to satisfy the requirements for the second master's degree must be Texas A&M University-Commerce courses.
    - A thesis completed for a previous degree cannot be used for a second master's degree.
    - A 595 Research Literature and Techniques course can only be used for a second master's with departmental and Graduate School approval. A 595 Research Literature and Techniques course cannot be transferred in from another institution.

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

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

If a course is repeated after a master's/specialist degree is conferred, both courses are included in the graduate GPA calculation.

If a course is repeated after a master's/specialist degree is conferred and the repeated course is included in the second degree, the repeated course is considered a shared course and is included in the one-third of credit hours used from a previous degree.

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

Thesis and Dissertation Process

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

DegreeWorks (digital degree plan) is a web-based planning tool to help students and advisors monitor student's progress toward degree completion. DegreeWorks is not a substitution for consultation with an academic advisor. DegreeWorks shows the student in an easy-to-read format the courses and program requirements that must be completed to achieve their chosen degree. All currently enrolled students who attend Texas A&M University-Commerce should use DegreeWorks.

The Graduate School is responsible for reviewing the formatting of all theses and dissertations and for the development of supportive services for graduate students as they move through the thesis or dissertation process. Services provided by the Graduate School include training and support to faculty, students, and staff, including materials and approaches to fit each unique discipline. The Graduate School is located on the first floor of the McDowell Business Administration Building in room 140A.

Thesis Process

Thesis Advisory Committee

Before work on the thesis can begin, students must work with their department to select a thesis advisory committee, then complete and submit the digital form, **Thesis Committee Selection Form**, which is then approved by all committee members, the department head, and the Graduate School.

Research Compliance

To ensure integrity and compliance in research, before collecting any data, all students involved in research activities must successfully complete training in ***Responsible Conduct in Research and Scholarship*** (https://inside.tamuc.edu/research/compliance/training/ResponsibleConductInstructions.aspx/). This training is required of all students and is good for three (3) years. Students conducting studies that do not require IRB, IACUC, or IBC committee approval may begin data collection after receiving approval from their advisor to do so and after completing the Responsible Conduct in Research training. Data collection prior to completion of the required training is an ethical violation and the use of those data will be disallowed. Proof of completion of training is required when submitting the thesis proposal for Graduate School/TDS review and approval.

Research Compliance Committee Approval.

Graduate students whose research involves human subjects, animals, infectious biohazards, and recombinant DNA must adhere to the University research compliance procedures and complete additional training. Students conducting studies using human participants, animal subjects, or biological agents must work with his or her advisor to seek approval from the IRB, IACUC, or IBC research committee, as applicable. Data collection may begin only after the student's advisor receives approval from the appropriate reviewing body. The letter of approval is required when submitting the thesis proposal for Graduate School/TDS review and approval. Data collection prior to completion of the required trainings and receipt of the required approvals is an ethical violation and the use of those data will be disallowed. For questions or clarification about the student's responsibilities regarding research compliance, please contact the Office of Sponsored Programs at ResearchCompliance@tamuc.edu. Additional information is located online at Office of Sponsored Programs (https://www.tamuc.edu/office-of-sponsored-programs/?source=universalmenu).

A student must work with his or her advisor to complete the appropriate application providing the following information as the proposed research/study requires:

1. **Human Subjects:** Human Subjects research is defined as a systematic investigation designed to develop or contribute to generalized knowledge, which involves the collection of data from or about living human beings. In addition, all student research involving human subjects outside the classroom is considered to be in this category see: http://www.tamuc.edu/research/compliance/training/protection-human-subjects-training.aspx.
   a. Students must complete the Human Subjects online training **and** gain approval for the inclusion of human subjects in their research /study from the Institutional Review Board (IRB) for the Protection of Human Subjects. The online training can be accessed at the following website: http://www.tamuc.edu/research/compliance/training/protection-human-subjects-training.aspx
   b. A student's advisor must gain IRB approval on behalf of their student for that student's study. The process to gain approval from the IRB requires that the student's advisor complete the protocol application forms and submit the application forms to Research Compliance (ResearchCompliance@tamuc.edu) for review and approval by the IRB committee. The Departmental IRB Representative and/or IRB committee may require revisions. The IRB approval letter must be included with a student's thesis proposal submission. The IRB approval letter is not the same as Graduate School/TDS approval.
2. **Animal Subjects**: Animal subjects are defined as any live, vertebrate animal (see: http://www.tamuc.edu/research/compliance/training/AnimalCareInstructions.aspx)
   a. Students must complete the Animal Subjects online training **and** gain approval for the inclusion of animal subjects in their research/study from the Institutional Animal Care and Use Committee (IACUC). The online training can be accessed at the following website: http://www.tamuc.edu/research/compliance/training/AnimalCareInstructions.aspx.
   b. A student's advisor must gain IACUC approval on behalf of their student for that student's study. The process to gain approval from IACUC requires that the student's advisor complete the protocol application forms and submit the application to IACUC (ResearchCompliance@tamuc.edu (%20ResearchCompliance@tamuc.edu)) for review and approval. The Departmental IACUC

Representative and/or IACUC may require revisions. The IACUC approval letter must be included in with a student's thesis proposal submissions. The IACUC approval letter is not the same as Graduate School/TDS approval.

3. **Biological Agents**: If a student conducts research involving any of the agents/materials listed below, the student must have approval from the Institutional Biosafety Committee (IBC) prior to initiation of the research (see http://www.tamuc.edu/research/compliance/training/biosafetybiosecurity.aspx.)
   a. Agents that require approval are the following:
      - Pathogens and potential pathogens of humans, animals, or plants;
      - Materials potentially containing human pathogens (including human and non-human primate blood, tissue, and cell lines);
      - Recombinant DNA and RNA, including creation or use of transgenic plants and animals;
      - Select agents and toxins listed by CDC; and
      - Any material requiring a CDC license to import or a USDA permit.
   b. Students must complete Biosafety training online and gain approval from IBC before commencing any work. Training includes self-assessments, safety concerns, required biosafety levels, risk, analysis, and emergency procedures. Detailed information regarding the training can be found under Office of Sponsored Programs website. Online training can be accessed at the following website: http://www.tamuc.edu/research/compliance/training/biosafetybiosecurity.aspx
   c. A student's advisor must gain IBC approval on a behalf of their student for that student's study. The process to gain approval from IBC requires that the student's advisor complete the protocol application forms and submit application to IBC (ResearchCompliance@tamuc.edu (%20ResearchCompliance@tamuc.edu)) for review and approval. The Departmental IBC Representative and/or IBC may require revisions. Final approval rests with IBC. The IBC approval letter must be included in with a student's thesis proposal submission. The IBC approval letter is not the same as Graduate School/TDS approval.

Submission of Thesis Proposal

Students must gain proposal approval from the Graduate School/TDS at least one semester prior to the semester they submit their final thesis for approval. To gain proposal approval for a semester, submission of the thesis proposal and related documents must be received by the Graduate School/TDS by the deadline for that semester. The Graduate School recommends beginning the submission process no less than 3-5 business days prior to the applicable deadline.

Deadlines can be found on the Deadlines for Thesis and Dissertation Submissions webpage. If students or faculty have questions regarding the submission process, they should review the Thesis and Dissertation Submission Guide, found under the TDS/Resources for Writing webpage, under Graduate School's Templates and Guides, or contact TDS at TDS@tamuc.edu (TDS@tamu.edu).

Proposal Submission.

To submit a thesis proposal packet, a student must complete the digital form, **Thesis Proposal Submission Form**, and upload all required documents. The proposal submission form can be found on the TDS/Thesis webpage (www.tamuc.edu/Thesis (https://inside.tamuc.edu/academics/graduateSchool/Thesis%20and%20Dissertation%20Services/theses.aspx?origin=shorturl-thesis)). Select item 3 and read through the text. The link for the form can be found below this informational text. Click on hyperlinked form, **Thesis Proposal Submission Form**, complete the form, and upload to the form the required documents listed below. For more information about the submission process, see the Thesis and Dissertation Submission Guide, found under the TDS/Resources for Writing webpage, under Graduate School's Templates and Guides, or you may contact TDS@tamuc.edu.

- Thesis proposal document (Word format, or PDF if using LaTex),
- A copy of completed CITI (http://www.tamuc.edu/research/compliance/training/ResponsibleConductInstructions.aspx) training certificates,
- IRB, IACUC, or IBC approval letter (if applicable; see https://inside.tamuc.edu/research/compliance/default.aspx), and
- A current iThenticate similarity report (if the similarity score is above 12%, please have your advisor provide a written justification for the high score).

Access to iThenticate requires a license, so students are not permitted to run an iThenticate report for themselves. The thesis advisor or another member of the student's advisory committee must run and interpret the report for the student. Faculty who need to obtain a license to access the site or who are experiencing difficulty accessing their iThenticate account should contact Tina Freeman (Tina.Freeman@tamuc.edu) in the Office of Academic Technology. Contact the Graduate School at TDS@tamuc.edu with questions regarding how to print, interpret, or share the report with the Graduate School/TDS.

Proposal Approval.

TDS will conduct a format-only review based on the Graduate School/TDS thesis/dissertation template, or other applicable Graduate School approved template, and the Graduate School's Thesis and Dissertation Formatting Guide. When the review is completed, the student will receive an email from TDS to the student's LeoMail email with a Reviewer's Checklist and a copy of the Thesis Proposal Approval Form. Revisions noted in the Reviewer's Checklist should be incorporated into the final document. Students can contact TDS at TDS@tamuc.edu for questions regarding the Reviewer's Checklist.

It is the student's responsibility to submit the thesis proposal and all required documents to the Graduate School/TDS by the deadline.

Submission of Final Thesis

Students must have proposal approval from the Graduate School/TDS at least one semester prior to the semester they submit their final thesis for approval. To gain final thesis approval, submission of the final thesis must be received by the Graduate School/TDS by the deadline for that semester. The Graduate School recommends beginning the submission process no less than 3-5 business days prior to the applicable deadline.

The following are the required steps to follow in order to receive final thesis approval from the Graduate School. If students or faculty have questions regarding the submission process, more information about the submission process can be found in the Thesis and Dissertation Submission Guide, found under the TDS/Resources for Writing webpage, under Graduate School's Templates and Guides, or contact TDS@tamuc.edu.

Final Thesis Defense. When a student and their committee have set a date for the final thesis defense, the student must complete and submit the digital form, **Notification of the Final Thesis Defense.** This form must be received by TDS no less than 7 days prior to the date the defense. Students must be in good academic standing with the Graduate School and have a proposal approved by the Graduate School to be eligible to defend. Failure to complete this step may result in the final thesis submission form not working properly.

Submission of Final Thesis:

Following a successful defense and acceptance by the advisory committee, the student will complete all requested revisions. Initial submission of a final thesis packet must be made by the deadline for the semester the student wishes to graduate. The Graduate School recommends beginning the submission process no less than 3-5 business days prior to the applicable deadline. Deadlines can be found on the Deadlines for Thesis and Dissertation Submissions webpage.

To submit the final documents, go to the TDS/Thesis webpage (www.tamuc.edu/Thesis (https://inside.tamuc.edu/academics/graduateSchool/Thesis%20and%20Dissertation%20Services/theses.aspx?origin=shorturl-thesis)), select item 5, and read through the text; the link can be found below this informational text. Click on the hyperlinked form, **Final Thesis Submission Form**, complete the digital form, and upload the required documents listed below.

- Final thesis in Word format (or PDF if using LaTex).
- iThenticate similarity report (if the similarity score is above 12%, please have your advisor provide a written justification for the high score).

Access to iThenticate requires a license, so students are not permitted to run an iThenticate report for themselves. The thesis advisor or another member of the student's advisory committee must run and interpret the report for the student. Faculty who need to obtain a license to access the site or who are experiencing difficulty accessing their iThenticate account should contact Tina Freeman (Tina.Freeman@tamuc.edu) in the Office of Academic Technology. Contact the Graduate School at TDS@tamuc.edu with questions regarding how to print, interpret, or share the report or how to share the report with the Graduate School/TDS.

It is the student's responsibility to submit the final thesis and all required documents to the Graduate School/TDS by the deadline.

Final Approval. TDS will conduct a format-only review based on the Graduate School's thesis/dissertation template, or other applicable Graduate School approved template, and the Thesis and Dissertation Formatting Guide. The final thesis will be reviewed as many times as necessary until the document conforms to the Graduate School's formatting requirements and is approved by the Graduate School. After each review, TDS will communicate with students via their LeoMail email to provide them with a Reviewer's Checklist with revisions to make to their document. After each round of revisions, the student will resubmit via email to TDS (TDS@tamuc.edu), with their advisor approval, their corrected thesis for review and eventual approval. Once the Graduate School has given final approval of the thesis, the student will upload an approved PDF of the final thesis to ProQuest, pay for copyrighting (if applicable), and pay for the university copy of the bound thesis (for the advisor). Students are responsible for payment of any personal copies ordered.

Filing for Graduation. Commencement exercises are held three times each academic year, in May, August, and December. Students must file for graduation online through MyLeo during the semester they plan to graduate. Students will be approved for graduation and their degree conferred after they have satisfactorily completed all degree requirements, paid all Graduate School fees, and been approved by the Graduate Committee of the department and the Graduate School. Please check the University Academic Calendar (https://calendar.tamuc.edu/) for deadline dates for filing for graduation. Graduation information and a graduation application are available online at the Registrar's website (https://www.tamuc.edu/registrar/?source=universalmenu). A student must be in good academic standing in order to complete graduation requirements. Participation in the commencement ceremony does not guarantee conferring of any degree. Texas A&M University-Commerce has the right to rescind any conferred degree if the University becomes aware that the student did not meet degree requirements.

Doctoral Degree Programs

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

1. EdD in Educational Administration,
2. EdD in Higher Education,
3. EdD in Supervision, Curriculum, and Instruction,
4. PhD in Counselor Education and Supervision,

5. PhD in Experimental Psychology, and
6. PhD in English.

Admission to Doctoral Degree Programs

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

Students must also meet all departmental requirements, such as GRE, letter of recommendation, interviews, etc. Individual departments may establish additional requirements for admission to a specific degree program. Applicants will be required to fulfill any additional requirements established by the major department.

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

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

A doctoral student who has not enrolled for one calendar year must gain readmission before further registration. After more than 1 year, a student must apply for readmission under the current admission and program standards for doctoral programs.

Some departments have specific dates for the departmental review of applications. Application submission deadlines are available online at https://www.tamuc.edu/admissions/.

Requirements for the Doctoral Degree

Doctoral Yearly Review

Each year, doctoral departments hold a review of all their active doctoral students' academic program progress. Notification is sent to each student concerning their progress in the program, addressing any issues or concerns. Students should contact their advisor if they have questions.

Doctoral 7-year Review and Doctoral Completion Plan

Once a doctoral student reaches 7 years in their program, they will be required to complete a Doctoral Completion Plan. The student works with his/her advisor to create the plan and the plan is submitted to the Graduate School for final approval. The Doctoral Completion Plan details the specific steps, actions, and deadlines the student must complete to graduate by the 10-year deadline. Failure by the student to follow the Completion Plan and meet all the deadlines may result in the student's dismissal from the doctoral program.

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 (not including 718 hours).
- Master's level 595 research courses cannot be used toward a doctoral program.
- All courses applied toward a doctoral degree must be 500-level or higher.
- Undergraduate courses taken for graduate credit are not applicable to a doctoral degree.
- No more than 12 graduate semester credit hours (including hours completed in non-degree status) beyond the master's degree taken prior to admission to a doctoral program can be applied toward a doctoral degree.

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

Other Requirements:

Credit for no fewer than 9 semester hours and not more than 12 semester hours of dissertation (718) will be given.

Completion of electives and other course requirements as indicated under each departmental section of this catalog.

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

Grade Point Average.

- A grade point average of 3.00 or better on all graduate work completed at Texas A&M University-Commerce and 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" (including a grade of "U") or below will count toward a doctoral degree.
- A course in which an "F" is received is considered a course completed.
- Only grades earned at Texas A&M University-Commerce will be calculated into student's grade point average.

Academic Probation and Suspension from Doctoral Degree Programs.

- A student who fails to achieve and maintain an overall 3.00 graduate grade point average during any semester of enrollment will be placed on academic probation. A student who fails to achieve a 3.00 overall graduate grade point average by the end of the following semester of enrollment will be placed on academic suspension for a minimum of two semesters (two summer terms count as one semester).
- A student placed on academic suspension for two semesters may appeal for reinstatement at the end of the two-semester suspension period.
- A second suspension of a student will result in dismissal from the program, and the student will not be allowed to pursue further study toward a doctoral degree at A&M Commerce.
- All courses completed while the student is on probation and those completed upon enrollment following suspension must be appropriate to the degree sought.
- No course with a grade of "C" or lower (including a grade of "U") will count toward a doctoral degree.
- A student receiving a grade of "C" or lower (including a grade of "U") in a third graduate course result in dismissal from the program, and the student will not be allowed to pursue a further doctoral degree at A&M-Commerce. This provision applies to all courses taken, including duplicated courses.
- Courses taken from other institutions will not be transferable if taken during a period of suspension from Texas A&M University-Commerce.
- Students on academic probation or suspension are not eligible to change their degree or major.
- Individual departments may reserve the right to dismiss from their programs students who, in their judgment, would not meet the professional expectations of the field for which they are training.

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

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

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

Time Limitation. Course work taken beyond the master's degree that is over 10 years old at the time the doctoral degree is to be conferred cannot be used toward the doctoral degree. A doctoral student who has not enrolled for more than 1 calendar year must apply for readmission under current admission and program standards for doctoral programs.

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

Research Tools. All research tools courses must be taken at Texas A&M University-Commerce. Candidates for the doctoral degree must possess proficiency in the use of the research skills necessary to successfully complete the doctoral dissertation. Research tools courses must include bibliographic research skills, so that the candidates are able to find, evaluate, use, and communicate information in all its various formats. It is desirable

for students to demonstrate these proficiencies early in their program; however, if that is not possible, students should demonstrate such proficiency prior to taking the qualifying comprehensive examinations.

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

- The Doctor of Education (Ed.D.) requires 12 hours of prescribed coursework.
- The Doctor of Philosophy (Ph.D.) requires 15 hours of prescribed coursework.
- Courses must be completed with a grade of B or better.
- Only doctoral research tools courses approved in advance of their offering, by the Graduate Council, can be used to satisfy these requirements.
- These course requirements cannot be met through individual studies courses (689 or 589).

The research tools requirement for the Doctor of Philosophy (Ph.D.) in English can be met with any of the following options:

Option 1 - 12 semester hours of undergraduate-level courses in one foreign language

Option 2 - 6 semester hours of graduate-level courses in one foreign language

Option 3 - Successful completion of a foreign language proficiency exam

Option 4 - Verified native or near-native competence in a second language (existing fluency in a second language

Option 5 - Completion of any four of the following courses: ENG 501, ENG 520, ENG 599, ENG 615, ENG 675, ENG 680, ENG 681, ENG 686, ENG 775, ENG 776

These courses will count toward the total required hours for the degree.

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

These requirements are to be viewed as minimal requirements. Consequently, a department may either 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.

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

Comprehensive Examinations. Upon the completion of approximately two (2) full years of study, doctoral students take written and oral comprehensive examinations. The comprehensive 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. Students must contact their major department for information regarding the comprehensive examinations. A doctoral student who does not pass the comprehensive examinations may be suspended from the doctoral program; however, upon the recommendation of the advisory committee and with the approval of the Dean of the Graduate School, the student may be permitted to repeat the examinations. A doctoral student who does not pass the comprehensive examinations on the second and final attempt will not be allowed to pursue further study at the doctoral level. This procedure also applies to the final oral examination and dissertation defense. **It is the student's responsibility to submit all documents to the Graduate School.**

Admission to Candidacy for Doctoral Degree. After the qualifying comprehensive examinations and all research tools have been satisfactorily completed and all requirements have been verified by the Graduate School, the student will be admitted to candidacy. Notification of admission to candidacy will be made by the Dean of the Graduate School. After a student has been admitted to candidacy and all course work (except 718 Dissertation) has been completed, the student may qualify for reduced tuition for a 718. The degree can be conferred no sooner than 8 months after admission to candidacy. Students must have successfully passed all qualifying comprehensive exams and been granted doctoral candidacy by the Graduate School before they can schedule their proposal defense.

Dissertation Credit. A dissertation course (718) is required for all doctoral programs, and credit will be given for no less than nine (9) semester hours and no more than twelve (12) semester hours of dissertation. After doctoral candidates are admitted to candidacy, they will be required to enroll in at least three hours of Dissertation 718 each fall and spring semester until the dissertation is completed and approved by the advisory committee and the Dean of the Graduate School. Doctoral candidates will not be required to enroll during the summer term, unless the student is using the counsel and advice of the major advisor and/or university facilities, such as the library. 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 collected for those semesters. Individual departments may impose additional course requirements beyond those required by the Graduate School. If a student does not show to their advisor successful proposal/ dissertation progress in a semester of 718 or if a student does not show to complete **more than 60%** of the term/semester, they will be assigned a grade of U. A grade of U is equal to a grade below a B and will count towards academic action.

Dissertation Process

Dissertation Committee. A doctoral advisory committee will be appointed for each doctoral student to oversee the dissertation process from initial proposal to completion of the final dissertation. After consulting with the student and the faculty member in question, the head of the major department

will appoint one faculty member from the major field as the dissertation advisor. After consultation with the advisor and the student, the department head will approve at least one other department member to serve on the committee, and an out of department member. The committee will consist of a minimum of three faculty members with at least two members from the student's major and minor areas of study and with one committee member from outside the student's major department (see University Procedure 11.99.99.R0.19 Doctoral Advisory Committees and Dissertations (https://inside.tamuc.edu/aboutus/policiesproceduresstandardsstatements/rulesProcedures/11centersDegreesPrograms/graduate/11.99.99.R0.19.pdf)).

Dissertation committees must be approved by the Graduate School. Once the committee has been determined, students will complete the digital form, Dissertation Committee Selection Form, and submit it for approval by the committee members, the department head, and the Graduate School. Once approved, the student will receive an email with a copy of the approved committee form.

Dissertation Proposal Defense

Process to Schedule Dissertation Proposal Defense. Scheduling of the dissertation proposal defense is a major step in the academic advancement of a doctoral student at Texas A&M University-Commerce. The student will work with the members of the advisory committee in developing the dissertation proposal. The proposal will be presented to the advisory committee in a session that will be open to all Graduate Faculty Members. Students must complete and submit the digital form, Schedule Form for the Proposal Defense **(**http://www.tamuc.edu/academics/graduateSchool/documents/thesis--dissertation-services/Schedule%20Form%20for%20Dissertation%20Proposal%20Defense1.pdf**)**, with a copy of the proposal document uploaded to the form. The schedule form must be received by the Graduate School by the 20th of the month preceding the month in which the presentation of the proposal defense is to be held. Should the 20th fall on Saturday or Sunday, the form must be received on the Friday prior to the 20th. It is the responsibility of the student to submit the schedule form with enough time to allow for the digital form move through the approval process (3-5 business days).

Research Compliance

To ensure integrity and compliance in research, all doctoral students must successfully complete training in ***Responsible Conduct in Research and Scholarship***, which is good for three (3) years (http://www.tamuc.edu/research/compliance/training/Responsible-Conduct-in-Research.aspx (https://inside.tamuc.edu/research/OSP/ResearchSymposium/tamuc-annual-research-symposium/responsible-conduct-in-research.aspx)). Students conducting studies that do not require research committee (i.e., IRB) approval may begin data collection after receiving approval from their advisor and completing the online training for Responsible Conduct in Research and Scholarship. Proof of completion of training must be included with the proposal submission. Data collection prior to completion of the required training is an ethical violation and the use of those data will be disallowed. Proof of completion of training is required when submitting the dissertation proposal for Graduate School/TDS review and approval.

Research Compliance Committee Approval. Graduate students whose research involves human subjects, animals, infectious biohazards, and recombinant DNA must adhere to the University research compliance procedures and complete additional training. Students conducting studies using human participants, animal subjects, or biological agents must work with his or her advisor to seek approval from the IRB, IACUC, or IBC research committee, as applicable. Data collection may begin only after the student's advisor receives approval from the appropriate reviewing body. The letter of approval is required when submitting the dissertation proposal for Graduate School/TDS review and approval. Data collection prior to completion of the required trainings and receipt of the required approvals is an ethical violation and the use of those data will be disallowed. For questions or clarification about the student's responsibilities regarding research compliance, please contact the Office of Sponsored Programs at ResearchCompliance@tamuc.edu. Additional information is located online at Office of Sponsored Programs (https://www.tamuc.edu/office-of-sponsored-programs/?source=universalmenu).

A student and his or her advisor must complete the following if their proposed research/study involves human subjects.

Human Subjects: research is defined as a systematic investigation designed to develop or contribute to generalize knowledge, which involves the collection of data from or about living human beings. In addition, all student research involving human subjects outside the classroom is considered to be in this category (see http://www.tamuc.edu/research/compliance/humanSubjectsIRB.aspx (http://www.tamuc.edu/research/compliance/training/protection-human-subjects-training.aspx))

1. Student must complete the Human Subjects online training **and** gain approval for the inclusion of human subjects in their research/study from the Institutional Review Board (IRB) for the Protection of Human Subjects. The online training can be accessed at the following website: http://www.tamuc.edu/research/compliance/humanSubjectsIRB.aspx (http://www.tamuc.edu/research/compliance/training/protection-human-subjects-training.aspx)
2. Students, with the help of their advisor, must complete the protocol application forms. A student's advisor submits the protocol application forms to IRB (ResearchCompliance@tamuc.edu (%20ResearchCompliance@tamuc.edu)). The Departmental IRB Representative and/or IRB committee may require revisions. The IRB approval letter must be included in students' dissertation proposal submissions. The IRB approval letter is not the same as Graduate School/TDS approval.

1. **Animal Subjects**: Animal subjects are defined as any live, vertebrate animal (see: http://www.tamuc.edu/research/compliance/training/AnimalCareInstructions.aspx)
   a. Students must complete the Animal Subjects online training **and** gain approval for the inclusion of animal subjects in their research/study from the Institutional Animal Care and Use Committee (IACUC). The online training can be accessed at the following website: http://www.tamuc.edu/research/compliance/training/AnimalCareInstructions.aspx

b. A student's advisor must gain IACUC approval on behalf of their student for that student's study. The process to gain approval from IACUC requires that the student's advisor complete the protocol application forms and submit the application to IACUC (ResearchCompliance@tamuc.edu (%20ResearchCompliance@tamuc.edu)) for review and approval. The Departmental IACUC Representative and/or IACUC may require revisions. The IACUC approval letter must be included in with a student's dissertation proposal submissions. The IACUC approval letter is not the same as Graduate School/TDS approval.

2. **Biological Agents**: If a student conducts research involving any of the agents/materials listed below, the student must have approval from the Institutional Biosafety Committee (IBC) prior to initiation of the research (see http://www.tamuc.edu/research/compliance/training/biosafetybiosecurity.aspx)
   a. Agents that require approval are the following:
      - Pathogens and potential pathogens of humans, animals, or plants;
      - Materials potentially containing human pathogens (including human and non-human primate blood, tissue, and cell lines);
      - Recombinant DNA and RNA, including creation or use of transgenic plants and animals;
      - Select agents and toxins listed by CDC; and
      - Any material requiring a CDC license to import or a USDA permit.
   b. Students must complete Biosafety training online and gain approval from IBC before commencing any work. Training includes self-assessments, safety concerns, required biosafety levels, risk, analysis, and emergency procedures. Detailed information regarding the training can be found under Office of Sponsored Programs website. Online training can be accessed at the following website: http://www.tamuc.edu/research/compliance/training/biosafetybiosecurity.aspx
   c. A student's advisor must gain IBC approval on a behalf of their student for that student's study. The process to gain approval from IBC requires that the student's advisor complete the protocol application forms and submit application to IBC (ResearchCompliance@tamuc.edu (%20ResearchCompliance@tamuc.edu)) for review and approval. The Departmental IBC Representative and/or IBC may require revisions. Final approval rests with IBC. The IBC approval letter must be included in with a student's dissertation proposal submission. The IBC approval letter is not the same as Graduate School/TDS approval.

Submission of Dissertation Proposal

Students must gain proposal approval at least one semester prior to the semester they submit their final dissertation for approval and subsequent graduation. To gain approval for a semester, submission of the dissertation proposal and related documents must be received by the deadline for that semester. It is the responsibility of the student to submit his or her proposal packet by the applicable deadline. The Graduate School recommends beginning the submission process no less than 3-5 business days before the applicable deadline.

Submission deadlines can be found on the Deadlines for Thesis and Dissertation Submissions webpage. If students or faculty have questions regarding the submission process, they should review the Thesis and Dissertation Submission Guide, found under the TDS/Resources for Writing webpage, under Graduate School's Templates and Guides, or contact TDS at TDS@tamuc.edu.

Proof of research compliance must be included with the proposal submission to the Graduate School/TDS. Students may not begin collecting data for their study until they have received advisory committee approval, completed all required ethics training, and gained University IRB approval, if applicable. Please note, IRB approval is not the sames as Graduate School Approval.

Proposal Submission. Students must gain proposal approval at least one semester prior to graduation. To gain approval for a semester, submission of the dissertation proposal and related documents must be received by the deadline for that semester. It is the responsibility of the student to submit his or her proposal packet by the applicable deadline. The Graduate School recommends beginning the submission process no less than 3-5 business days before the applicable deadline. Submission deadlines can be found on the Deadlines for Thesis and Dissertation Submissions webpage. If students or faculty have questions regarding the submission process, they should review the Thesis and Dissertation Submission Guide or contact TDS at TDS@tamuc.edu.

To submit proposal documents, go to the TDS/Dissertation webpage (www.tamuc.edu/Dissertation (https://inside.tamuc.edu/academics/graduateSchool/Thesis%20and%20Dissertation%20Services/dissertations.aspx?origin=shorturl-dissertation)), select item 3, and scroll to the links below the text. Select the hyperlinked form, Dissertation Proposal Submission Form, complete the form, and upload the required documents. For more information about the submission process, see the Thesis and Dissertation Submission Guide. The following is a list of documents to be uploaded with the digital form:

- Dissertation proposal document (Word document),
- A copy of all required training certificates (CITI training reports),
- IRB approval letter (if applicable), and
- iThenticate similarity report (and score justification provided by the advisor if the score is above 12%).

Access to iThenticate requires a license, so students are not permitted to run an iThenticate report for themselves. The doctoral advisor or another member of the student's advisory committee must run and interpret the report for the student. Faculty who need to obtain a license to access the site or who are experiencing difficulty accessing their iThenticate account should contact Tina Freeman (Tina (Anne.Phifer@tamuc.edu).Freeman@tamuc.edu (Tina.Freeman@tamuc.edu)) in the Office of Academic Technology. Contact the Graduate School at TDS@tamuc.edu with questions regarding how to print, interpret, or share the report with the Graduate School/TDS.

Proposal Approval. TDS will conduct a format-only review based on the Graduate School's thesis/dissertation template and the Thesis and Dissertation Formatting Guide. When the review is completed, the student will receive an email from TDS to the student's LeoMail email with a Reviewer's Checklist and a copy of the Proposal Approval Form. Revisions noted in the Reviewer's Checklist should be incorporated in to the final document. Students can contact TDS at TDS@tamuc.edu for questions regarding the Reviewer's Checklist.

Final Dissertation Defense

A student should review his or her DegreeWorks degree plan (or contact the Graduate School) prior to filling out and submitting the final defense schedule form to ensure they have Graduate School proposal approval. Students must have Graduate School proposal approval a minimum of one semester prior to defending their final dissertation. A completed **Schedule Form for Final Dissertation** must be received by in the Graduate School on or before the 20th day of the month prior to the month the defense is to be held. Refer to the University Academic Calendar (https://calendar.tamuc.edu/) for the dissertation defense deadline for the semester you intend to graduate. It is the responsibility of the student to submit the schedule form with enough time for the form to move through the approval process (at least 3-5 business days) and received by the Graduate School. 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.

Submission of Final Dissertation

Following a successful defense and acceptance by the advisory committee, the student will complete all requested revisions. Note that students must be registered in a dissertation course (718) the final dissertation is submitted. The Graduate School recommends beginning the submission process no less than 3-5 business days before the applicable deadline. Deadlines can be found on the Deadlines for Thesis and Dissertation Submissions webpage. It is the responsibility of the student to submit his or her final dissertation documents early enough to be received by TDS by the applicable deadline.

To submit the final dissertation documents, go to the TDS/Dissertation webpage (www.tamuc@edu/Dissertation (https://inside.tamuc.edu/academics/graduateSchool/Thesis%20and%20Dissertation%20Services/dissertations.aspx?origin=shorturl-dissertation)), select item 5, and read through the text; the link to the form can be found below this informational text. Click on the hyperlinked form, **Final Dissertation Submission Form**, complete the digital form, and upload the required documents listed below.

- Final dissertation document (as a Word document),
- Dissertation Information Sheet with title page included (this can be found in an informational email sent to you from the Graduate School after you schedule your final defense),
- iThenticate similarity report (and score justification provided by advisor if the score is above 12%), and
- Survey of Earned Doctorates (required for PhD students only, not EdD students; this can be found in an informational email sent to you from the Graduate School after you schedule your final defense).

If students or faculty have questions regarding the submission process, they should review the Thesis and Dissertation Submission Guide, found under the TDS/Resources for Writing webpage, under Graduate School's Templates and Guides, or contact TDS@tamuc.edu.

Access to iThenticate requires a license, so students are not permitted to run iThenticate report for themselves. The doctoral advisor or another member of the student's advisory committee must run and interpret the report for the student. Faculty who need to obtain a license to access the site or who are experiencing difficulty accessing their iThenticate account should contact Tina Freeman (Tina.Freeman@tamuc.edu) in the Office of Academic Technology. Contact the Graduate School at TDS@tamuc.edu with questions regarding how to print, interpret, or share the report with the Graduate School/TDS.

It is the student's responsibility to submit the final dissertation and all required documents to the Graduate School/TDS by the deadline.

Final Approval

TDS will conduct a format-only review based on the Graduate School's thesis/dissertation template and the Thesis and Dissertation Formatting Guide. The final dissertation will be reviewed as many times as necessary until the document forms to the Graduate School's formatting requirements. TDS will communicate with students via their LeoMail email to provide them with a Reviewer's Checklist with revisions to make to their document. After each round of revisions, the student will resubmit via email to TDS (TDS@tamuc.edu), with their advisor's approval, their corrected dissertation for review and eventual approval. Once the Graduate School/TDS has given final approval of the dissertation the student will upload an approved PDF of the final dissertation to ProQuest, pay for copyrighting (if applicable), and pay for one university copy of the bound thesis (for the advisor). Students re responsible for payment of any personal copies ordered.

Filing for Graduation. Commencement exercises are held three times each academic year in May, August, and December. Students must file for graduation online through MyLeo during the semester they plan to graduate. Students will be approved for graduation and the degree conferred after they have satisfactorily completed all degree requirements, paid all Graduate School fees, and been approved by the Graduate Committee of the department, and the Graduate School. Please check the University Academic Calendar (https://calendar.tamuc.edu/) for deadline dates for filing for graduation. Graduation information and a graduation application are available online at https://www.tamuc.edu/registrar/?source=universalmenu. Students may apply for graduation through MyLeo (https://leoportal.tamuc.edu/uPortal/f/welcome/normal/render.uP?loc=topMenu&_ga=2.232448599.956726288.1595767638-1884203480.1581606362). A student must be in good academic standing in order to

complete graduation requirements. Participation in the commencement ceremony does not guarantee conferring of any degree. Texas A&M University-Commerce has the right to rescind any conferred degree if the University becomes aware that the student did not meet degree requirements.

Earning Graduate Credit

Transfer of Credit and Experiential Credit

Credit for work taken in other graduate schools is granted in accordance with an evaluation by the Graduate School and upon approval by the student's advisory committee and the Dean of Graduate School; however, under no circumstances will a course with a grade lower than "B" be transferred. Transfer course content must be in academic areas taught by A&M-Commerce. While there are no limitations on the number of hours that can be transferred, a minimum of forty-five hours of graduate credit must be earned from A&M-Commerce.

Awarding of experiential credit will be based solely on experiential learning that is part of an official agreement between the University and another national, state, or regionally accredited institution or certifying agency.

Correspondence Courses

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

Independent Studies

Registration in an individual studies (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. The maximum number of individually arranged (689), hours permissible toward a doctoral degree program will be as follows: Doctoral degree programs (excluding master's credit) - twelve. Exceptions must be initiated in writing by the department head and approved by the appropriate academic dean and the Dean of the Graduate School.

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

Current Calendar*

To access the University Calendar, please click on the link below.

https://calendar.tamuc.edu/

The Academic Year at Texas A&M University – Commerce is defined as beginning with the Fall semester (16 weeks), and running through the Spring (17 weeks) and Summer semesters (8 weeks) starting at the end of August and ending after Summer Commencement (usually mid August).

Colleges and Departments

College of Agricultural Sciences and Natural Resources

Go to information for this department. (p. 55)

Agricultural Sciences

Go to information for this department. (p. 56)

College of Science and Engineering

Go to information for this school/college. (p. 62)

Biological and Environmental Sciences

Go to information for this department. (p. 63)

Chemistry

Go to information for this department. (p. 69)

Computer Science and Information Systems

Go to information for this department. (p. 73)

Engineering & Technology

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Mathematics

Go to information for this department. (p. 82)

Physics and Astronomy

Go to information for this department. (p. 86)

College of Humanities, Social Sciences and Arts

Go to information for this school/college. (p. 90)

Art

Go to information for this department. (p. 91)

History

Go to information for this department. (p. 95)

Literature and Languages

Go to information for this department. (p. 102)

School of Music

Go to information for this department. (p. 118)

Sociology and Criminal Justice

Go to information for this department. (p. 120)

Theatre

Go to information for this department. (p. 126)

College of Business

Go to information for this school/college. (p. 129)

Accounting and Finance

Go to information for this department. (p. 130)

Management and Economics

Go to information for this department. (p. 137)

Marketing and Business Analytics

Go to information for this department. (p. 147)

College of Education and Human Services

Go to information for this school/college. (p. 152)

Counseling

Go to information for this department. (p. 156)

Curriculum and Instruction

Go to information for this department. (p. 164)

Educational Leadership

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Higher Education and Learning Technologies

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Psychology and Special Education

Go to information for this department. (p. 202)

School of Social Work

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School of Nursing and Health Sciences

Nursing

Go to information for this department. (p. 220)

Health and Human Performance

Go to information for this department. (p. 221)

College of Innovation and Design

Go to information for this department. (p. 238)

UX Design Graduate Certificate (p. 240)

College of Agricultural Sciences and Natural Resources

Location: Location: Ag/ET, Room 135, 903.886.5358

Dr. Brent Donham, Acting Dean
Dr. Byron Housewright, Interim Associate Dean

The College of Agricultural Sciences and Natural Resources offers a thesis and non-thesis option for the Master of Science in Agricultural Sciences and a Master of Science in Agricultural Leadership, Education, and Communications..

Each graduate degree program in Agricultural Sciences is uniquely tailored to meet individual student interests, with research opportunities in Agribusiness, Agricultural and Family Education, Animal Science, Plant and Soil Science, Horticulture, Sustainable Food Systems, and Wildlife. The College of Agricultural Sciences and Natural Resources includes state of the art laboratories and robust facilities appropriate for a wide range of experimental activities.

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

Agricultural Sciences

Byron Housewright (Interim Associate Dean & Interim Department Head)
Location: 903-886-5358
Agricultural Sciences Web Site (https://new.tamuc.edu/agriculture/)

Program of Graduate Work

Master of Science in Agricultural Sciences

The College of Agricultural Sciences and Natural Resources offers a Master of Science degree program in which students may choose to emphasize course work in Agribusiness, Agricultural and Family Education, Animal Science, Plant and Soil Science, Natural Resource Management, Wildlife, Equine Science, and Horticulture. Graduate-level research is encouraged through the use of on campus laboratories and facilities, the University Instructional and Research Farm, and the Plant Science Research Farm.

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

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

Admission

Admission to a graduate program is granted by the Dean of the Graduate School upon the recommendation of the department. Applicants must meet the following requirements for admission in addition to meeting the general university requirements in Agricultural Science.

- Admission Requirements (https://www.tamuc.edu/programs/agricultural-sciences-ms/#admission)

Degree Requirements

Students may choose either the Option I (thesis) or Option II (non-thesis) program. Though not guaranteed assistantships are awarded preferentially to students who are conducting thesis.

Successful completion of the Comprehensive Exam is required of all students.

Note: Individual departments may reserve the right to dismiss from their programs students who, in their judgment, would not meet the professional expectations of the field for which they are training.

Agricultural Sciences (p. 58)

Agricultural Leadership, Education, and Communications (p. 57)

Agribusiness Graduate Certificate (p. 60)
Plant and Soil Science Graduate Certificate (p. 60)
Sustainable Food Systems Graduate Certificate (p. 60)

Agricultural Leadership, Education, and Communications MS

Master of Science in Agricultural Leadership, Education, and Communication - Option I Thesis

Thesis (9 semester hours required)		
AG 518	Thesis	3-6
AG 504	Qualitative Research	3
or AG 505	Statistical Methods in Agriculture	
Core (12 semester hours)		
ALEC 531	Experiential Learning Theory and Application in Agricultural Career and Family Education	3
ALEC 535	Leading and Communicating Contemporary Issues in Agriculture	3
ALEC 570	Instructional Management	3
ALEC 574	Assessment & Evaluation	3
Electives (9 semester hours)		
ALEC 530	History and Philosophy of Agricultural and Career Education	3
ALEC 560	Laboratory Management in Agricultural, Family, and Career Technical Education	3
ALEC 571	Program Development	3
ALEC 573	Practicum in Teaching	3
ALEC 579	Field Experience in Teaching	3
Students may choose electives from the following Graduate courses: AEC, AFE, AG, ANS, AMC, FDSC, PLS or any ALEC courses not previously used from above Core courses except any 518 or 595.		
Total Hours		**30**

Master of Science in Agricultural Leadership, Education, Communication - Option II Non-Thesis

Research (6 semester hours)		
AG 595	Research Lit Techniques	3
AG 504	Qualitative Research	3
or AG 505	Statistical Methods in Agriculture	
Core (12 semester hours)		
ALEC 531	Experiential Learning Theory and Application in Agricultural Career and Family Education	3
ALEC 535	Leading and Communicating Contemporary Issues in Agriculture	3
ALEC 570	Instructional Management	3
ALEC 574	Assessment & Evaluation	3
Electives (12 semester hours)		
ALEC 530	History and Philosophy of Agricultural and Career Education	3
ALEC 560	Laboratory Management in Agricultural, Family, and Career Technical Education	3
ALEC 571	Program Development	3
ALEC 573	Practicum in Teaching	3
ALEC 579	Field Experience in Teaching	3
Students may choose electives from the following Graduate courses: AEC, AFE, AG, ANS, AMC, FDSC, PLS or any ALEC courses not previously used from above Core courses except any 518 or 595.		
Total Hours		**30**

Master of Science in Agricultural Leadership, Education, and Communication - Option II Non-Thesis w/School Leadership Emphasis

Research (6 semester hours)		
AFE 595	Research Literature and Techniques	3
AG 504	Qualitative Research	3
or AG 505	Statistical Methods in Agriculture	
Core (12 semester hours)		

ALEC 531	Experiential Learning Theory and Application in Agricultural Career and Family Education	3
ALEC 535	Leading and Communicating Contemporary Issues in Agriculture	3
ALEC 570	Instructional Management	3
ALEC 574	Assessment & Evaluation	3
School Leadership Emphasis		
Required School Leadership Electives (21 semester hours includes courses for Principal Certification)		
EDAD 507	Using Evaluation and Data to Improve Learning	3
EDAD 510	Leading Learning Communities Reflective Practicum	3
EDAD 515	Leading Effective Schools	3
EDAD 519	Designing Curriculum	3
EDAD 526	Using Law in Educational Practice	3
EDAD 554	GLB/Leading the Learning Community	3
EDAD 569	Instructional Leadership	3
Total Hours		**39**

Note: Successful completion of the Comprehensive Exam is required of all students.

Agricultural Sciences MS

To pursue a Master of Science degree, the student must be accepted by a member of the Graduate Faculty from the College of Agricultural Sciences and Natural Resources. Acceptance will be based on admission to the Graduate School, undergraduate grade point average, and availability of qualified advisors in the desired area. Students may choose either the Option I (thesis) or Option II (non-thesis) program.

Master of Science in Agricultural Sciences - Option I Thesis

(30 semester hours minimum)

Thesis (6 semester hours)		
AG 518	Thesis (6 semester hours required)	3-6
Only 6 semester hours of credit for 518 per degree will be given upon satisfactory completion of the requirement		
Required Data Analysis Courses (6 semester hours from)		
AG 505	Statistical Methods in Agriculture	3
AG 504	Qualitative Research	3
AG 506	Advanced Statistical Methods in Agriculture	3
Proposal Writing (3 semester hours)		
AG 532	Sci Meth Ag Research	3
Prescribed Elective (3 semester hours in consultation with an advisor approval)		
AG 501	Instrumentation for Agricultural Sciences	3
AG 503	Adult Education	3
AG 507	Water Issues and Ethics	3
AG 509	Contemporary Issues in Sustainable Agriculture	3
Electives or area of emphasis (12 semester hours)		
12 semester hours of graduate level courses from the College of Agricultural Sciences and Natural Resources, or 12 semester hours selected in consultation with an advisor.		12
Total Hours		**30**

Master of Science in Agricultural Sciences - Option II Non-Thesis

(30 semester hours minimum)

Required Research Courses (3 semester hours)		
AG 595	Research Lit Techniques (3 semester hours required)	3
Required Data Analysis Courses (6 hours from the following)		
AG 504	Qualitative Research	3
AG 505	Statistical Methods in Agriculture	3
AG 506	Advanced Statistical Methods in Agriculture	3

Proposal Writing (3 semester hours)		
AG 533	Grant Writing	3
Prescribed Electives (6 hours from the following)		
AG 501	Instrumentation for Agricultural Sciences	3
AG 503	Adult Education	3
AG 507	Water Issues and Ethics	3
AG 509	Contemporary Issues in Sustainable Agriculture	3
Electives or area of emphasis (12 semester hours)		
12 semester hours of graduate level courses from the College of Agricultural Sciences and Natural Resources, or 12 semester hours selected in consultation with an advisor.		12
Total Hours		**30**

Note: Successful completion of the Comprehensive Exam is required of all students.

Agribusiness Graduate Certificate

Agribusiness Graduate Certificate Web Site (https://www.tamuc.edu/programs/agribusiness-graduate-certificate/)

The 12 semester hours Agribusiness graduate certificate gives students an opportunity to pursue advanced studies in agricultural business, including Agribusiness Analysis and Forecasting, International Agricultural Trade, Agricultural Production Economics, and Advanced Theory of Demand and Price Analysis, to expand and enhance the student's expertise in the field. Contact Dr. Jose Lopez at 903-886-5623 or email Jose.Lopez@tamuc.edu for more information.

The graduate certificate may be completed as part of the MS in Agricultural Sciences or separately on its own.

Choose 4 courses (12 semester hours) from the following AEC courses		
AEC 500	Food Industry Trends and Issues	3
AEC 520	AgriBusiness Analysis and Forecasting	3
AEC 530	Agricultural Production Economics	3
AEC 540	Advanced Theory of Demand and Price Analysis	3
AEC 550	Market Analysis and Structure	3
AEC 560	International Agricultural Trade	3
AEC 589	Independent Study	1-4
AEC 597	Special Topics	1-4
Total Hours		**12**

Note: Students must have admission to the Graduate School. Coursework must be completed at Texas A&M University-Commerce with a 3.0 GPA in all courses used for this graduate certificate. ***(No Substitutions)***

Plant and Soil Science Graduate Certificate

The 12 semester hour graduate certificate in Plant and Soil Science provides the student a unique opportunity to explore advanced topics in Plant and Soil Science, such as Plant Research Instrumentation, Plant Nutrition, Plant Physiology, and Advanced Plant Production methods, to expand and enhance the student's expertise in the field. Email Derald Harp, Ph.D. at Derald.Harp@tamuc.edu for more information.

The graduate certificate may be completed as part of the MS in Agricultural Sciences or separately on its own.

Required courses (6 semester hours)		
PLS 502	Ecological Plant Physiology	3
PLS 503	Plant Nutrition	3
Choose 2 courses (6 semester hours) from the following PLS courses:		
PLS 501	Plant Science Instrumentation	3
PLS 515	Pasture Management	3
PLS 521	Microclimates in Agriculture	3
PLS 589	Independent Study	1-4
PLS 597	Special Topics	0-4
Total Hours		**12**

Note: Students must have admission to the Graduate School. Coursework must be completed at Texas A&M University-Commerce with a 3.0 GPA in all courses used for this graduate certificate. ***(No Substitutions)***

Sustainable Food Systems Graduate Certificate

The 12 semester hour Sustainable Food Systems Graduate Certificate is an interdisciplinary certificate program emphasizing theories, resources, and strategies relevant to establishing and maintaining sustainable food systems. Contact Dr. Bob Williams at 903-886-5350 or email Bob.Williams@tamuc.edu for more information. The program consists of the following courses:

Required courses		
AG 507	Water Issues and Ethics	3
AG 508	Gardening Across the Curriculum	3
FDSC 511	Food in Social Context	3

FDSC 521	Community Food Systems	3
Total Hours		**12**

Note: Students must have admission to the Graduate School. Coursework must be completed at Texas A&M University-Commerce with a 3.0 GPA in all courses used for this graduate certificate. ***(No Substitutions)***

College of Science & Engineering

Location: AG/ET Building, Room 116, 903-886-5321

Dr. Andrea Graham, Dean
Kent Montgomery, Associate Dean

The College of Science & Engineering offers graduate degree programs in: *Biological Sciences, Chemistry, Computer Science, Mathematics, Physics, and Technology Management.*

Government and private studies project occupations requiring a Science, Technology, Engineering, and Mathematics (STEM) degree, or related skills, to continue to be in high demand and will make up a significant portion of the U.S. and global economy. The College of Science & Engineering boasts recognized and award winning faculty and state-of-the-art research facilities/equipment. As a graduate student, there are unique opportunities to work with faculty in fields such as biomedical, image processing and recognition, data mining, alternative energy, catalyst development, high performance computing, cybersecurity, skin lesion algorithms, differential geometry spatial algorithms, nuclear astrophysics, surface physics, observational astronomy, STEM education, or other STEM research fields. We are strongly committed to professional development, STEM teacher preparation, and preparing individuals to succeed in terminal degree programs.

Biological and Environmental Sciences

Venugopalan Cheriyath (Department Head)
Location: Science Building, room 260, 903-886-5378
Biological and Environmental Sciences Web Site (https://new.tamuc.edu/department-of-biological-and-environmental-science/)

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

Programs of Graduate Work

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

Admission

Admission to a graduate program is granted by the Dean of the Graduate School upon the recommendation of the department. Applicants must meet the following requirements for admission in addition to meeting the general university requirements in Biological Science.

- Admission Requirements (https://www.tamuc.edu/programs/biological-science-ms/#Admission)

Departmental Requirements

Students accepted in the graduate programs of the Department of Biological and Environmental Sciences are expected to follow all of the rules and procedures established by the Department. Students in all programs must pass a final comprehensive examination. The comprehensive exam for the MS Biology program consist of a written examination of basic concepts covering five chosen topic areas. Comprehensive exams are proctored by faculty advisors for thesis option students, and are available in the BSC 595 course shell for non-thesis/online students.

Successful completion of the Comprehensive Exam is required of all students.

Note: Individual departments may reserve the right to dismiss from their programs students who, in their judgment, would not meet the professional expectations of the field for which they are training.

Biological Sciences MS (p. 64)

Biological Sciences MS

Biological Sciences MS Web Site (https://www.tamuc.edu/programs/biological-science-ms/)

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

The Biological Sciences MS degree thesis option is available only on-campus, while the non-thesis program is available on campus or fully on-line.

Master of Science in Biological Sciences - Option I Thesis

The student will complete a minimum of 30 sh. The program includes: BSC 518 Thesis and other 15 sh of core courses;9 sh of electives selected and approved by the student's advisory committee. The Master of Science degree in Biological Sciences with thesis option is available only on campus.

Thesis (6 semester hours required)		
BSC 518	Thesis (6 semester hours required)	3-6
Required Course (6 semester hours)		
BSC 504	Advanced Biostatistics	3
BSC 515	Advanced Cell Biology	3
Core courses (9 semester hours)		
To satisfy core requirements choose one course (3 semester hours) from each topic, the second course taken from a topic will be counted towards the general electives:		
Topic 1. Genetics		
BSC 512	Advanced Ecological Genetics	3
BSC 513	Molecular Genetics	3
Topic 2. Ecology		
BSC 510	Community Ecology	3
BSC 560	Advanced Landscape Ecology	3
Topic 3. Physiology		
BSC 552	Comparative Animal Physiology	3
BSC 550	Microbial Physiology	3
Electives (9 semester hours)		
Select a total of 9 semester hours from following courses:		
BSC 509	Microbial Ecology	3
BSC 510	Community Ecology	3
BSC 511	Avian Biology	3
BSC 512	Advanced Ecological Genetics	3
BSC 513	Molecular Genetics	3
BSC 514	Advanced Pharmacology - Principles and Practice	3
BSC 516	Medical Microbiology	3
BSC 517	Stem Cell Biology	3
BSC 519	Advanced Gene Regulation	3
BSC 520	Advanced Immunology	3
BSC 521	Epigenetics	3
BSC 522	Reproductive Physiology	3
BSC 523	The Plant Microbiome	3
BSC 524	Advanced Soil and Biogeochemistry	3
BSC 525	Advanced Neuroscience	3
BSC 526	Advanced Developmental Biology	3
BSC 527	Advanced Human Physiology	3

BSC 530	Advanced Virology	3
BSC 531	Biogeography	3
BSC 532	Behavioral Ecology	3
BSC 533	Invertebrate Zoology	3
BSC 534	Vertebrate Zoology	3
BSC 535	Evolution	3
BSC 537	Behavior and Conservation	3
BSC 539	Herpetology	3
BSC 540	Animal Behavior	3
BSC 541	Genetic Engineering	3
BSC 550	Microbial Physiology	3
BSC 552	Comparative Animal Physiology	3
BSC 560	Advanced Landscape Ecology	3
BSC 561	Bioremediation	3
BSC 562	Ecotoxicology	3
Total Hours		**30**

Master of Science in Biological Sciences (Accelerated BS/MS) Option I Thesis

The BS-MS accelerated degree program allows undergraduate students in the Biological Sciences program to begin coursework towards the thesis option of the Master of Science in Biological Sciences program during their senior year at Texas A&M University-Commerce. Students can earn a B.S. and M.S. degree in five years upon completion of degree requirements for both degrees. For this accelerated program, 12 credits of graduate coursework may be taken as an undergraduate student (graduate courses cannot be applied to the undergraduate degree). Once admitted, the BS/MS candidate must maintain a 3.25 Undergraduate GPA. In the final semester of the student's undergraduate program, a new online Apply Texas Application for the master's Accelerated program must be submitted to gain admission and continue taking classes to complete the master's program. The Master of Science degree in Biological Sciences with thesis option is available only on campus.

Thesis (6 semester hours required)		
BSC 518	Thesis	3-6
Required Course (6 semester hours)		
BSC 504	Advanced Biostatistics	3
BSC 515	Advanced Cell Biology	3
Core courses (9 semester hours)		
To satisfy core requirements choose one course (3 semester hours) from each topic, the second course taken from a topic will be counted towards the general electives:		
Topic 1. Genetics		
BSC 512	Advanced Ecological Genetics	3
BSC 513	Molecular Genetics	3
Topic 2. Ecology		
BSC 510	Community Ecology	3
BSC 560	Advanced Landscape Ecology	3
Topic 3. Physiology		
BSC 552	Comparative Animal Physiology	3
BSC 550	Microbial Physiology	3
Electives (9 semester hours)		
Select a total of 9 semester hours from following courses:		
BSC 509	Microbial Ecology	3
BSC 510	Community Ecology	3
BSC 511	Avian Biology	3
BSC 512	Advanced Ecological Genetics	3
BSC 513	Molecular Genetics	3
BSC 514	Advanced Pharmacology - Principles and Practice	3
BSC 516	Medical Microbiology	3
BSC 517	Stem Cell Biology	3

BSC 519	Advanced Gene Regulation	3
BSC 520	Advanced Immunology	3
BSC 521	Epigenetics	3
BSC 522	Reproductive Physiology	3
BSC 523	The Plant Microbiome	3
BSC 524	Advanced Soil and Biogeochemistry	3
BSC 525	Advanced Neuroscience	3
BSC 526	Advanced Developmental Biology	3
BSC 527	Advanced Human Physiology	3
BSC 530	Advanced Virology	3
BSC 531	Biogeography	3
BSC 532	Behavioral Ecology	3
BSC 533	Invertebrate Zoology	3
BSC 534	Vertebrate Zoology	3
BSC 535	Evolution	3
BSC 537	Behavior and Conservation	3
BSC 539	Herpetology	3
BSC 540	Animal Behavior	3
BSC 541	Genetic Engineering	3
BSC 550	Microbial Physiology	3
BSC 552	Comparative Animal Physiology	3
BSC 560	Advanced Landscape Ecology	3
BSC 561	Bioremediation	3
BSC 562	Ecotoxicology	3
Total Hours		**30**

Master of Science in Biological Sciences - Option II Non-Thesis

The student will complete a minimum of 36 semester hours. The program includes BSC 595 Research Literature and Techniques, (3 semester hours) and 15 semester hours of core courses, plus 18 semester hours of electives selected and approved by the students advisory committee. The Master of Science degree in Biological Sciences with non-thesis option is offered on-campus or fully online.

Research (3 semester hours required)		
BSC 595	Research Literature and Techniques (3 semester hours required)	3
15 semester hours of required core courses plus one elective course must be successfully completed before approval to register for BSC 595 can be given (18 hrs total)		
Required Courses (6 credits)		
BSC 504	Advanced Biostatistics	3
BSC 515	Advanced Cell Biology	3
Required Core Course (9 semester hours)		
To satisfy core requirements choose one course (3 semester hours) from each topic, the second course taken from a topic will be counted towards the general electives:		
Topic 1. Genetics		
BSC 512	Advanced Ecological Genetics	3
BSC 513	Molecular Genetics	3
Topic 2. Ecology		
BSC 510	Community Ecology	3
BSC 560	Advanced Landscape Ecology	3
Topic 3. Physiology		
BSC 552	Comparative Animal Physiology	3
BSC 550	Microbial Physiology	3
Electives (18 semester hours)		
Select a total of 18 semester hours from:		
BSC 509	Microbial Ecology	3

BSC 510	Community Ecology	3
BSC 511	Avian Biology	3
BSC 512	Advanced Ecological Genetics	3
BSC 513	Molecular Genetics	3
BSC 514	Advanced Pharmacology - Principles and Practice	3
BSC 516	Medical Microbiology	3
BSC 517	Stem Cell Biology	3
BSC 519	Advanced Gene Regulation	3
BSC 520	Advanced Immunology	3
BSC 521	Epigenetics	3
BSC 522	Reproductive Physiology	3
BSC 523	The Plant Microbiome	3
BSC 524	Advanced Soil and Biogeochemistry	3
BSC 525	Advanced Neuroscience	3
BSC 526	Advanced Developmental Biology	3
BSC 527	Advanced Human Physiology	3
BSC 530	Advanced Virology	3
BSC 531	Biogeography	3
BSC 532	Behavioral Ecology	3
BSC 533	Invertebrate Zoology	3
BSC 534	Vertebrate Zoology	3
BSC 535	Evolution	3
BSC 537	Behavior and Conservation	3
BSC 539	Herpetology	3
BSC 540	Animal Behavior	3
BSC 541	Genetic Engineering	3
BSC 550	Microbial Physiology	3
BSC 552	Comparative Animal Physiology	3
BSC 560	Advanced Landscape Ecology	3
BSC 561	Bioremediation	3
BSC 562	Ecotoxicology	3
Total Hours		**36**

Master of Science in Biological Sciences (Accelerated BS/MS) Option II Non-Thesis

The BS-MS accelerated degree program allows undergraduate students in the Biological Science program to begin coursework towards the non-thesis option of the Master of Science in Biological Sciences program during their senior year at Texas A&M University-Commerce. Students can earn a B.S. and M.S. degree in five years upon completion of degree requirements for both degrees. For this accelerated program, 6 credits of graduate coursework can be applied to both the BS and MS degrees. Once admitted, the BS/MS candidate must maintain a 3.25 Undergraduate GPA. In the final semester of the student's undergraduate program, a new online Apply Texas Application for the master's Accelerated program must be submitted to gain admission and continue taking classes to complete the master's program. The Master of Science degree in Biological Sciences with non-thesis option is offered on-campus or fully online.

Research (3 semester hours)		
BSC 595	Research Literature and Techniques (3 semester hours required)	3
15 semester hours of required core courses plus one elective course must be successfully completed before approval to register for BSC 595 can be given (18 hrs total)		
Required Courses (6 credits)		
BSC 504A	Advanced Biostatistics *	3
BSC 515A	Advanced Cell Biology *	3
Required Core Courses (9 semester hours)		
To satisfy core requirements choose one course (3 semester hours) from each topic, the second course taken from a topic will be counted towards the general electives:		
Topic 1. Genetics		
BSC 512	Advanced Ecological Genetics	3

BSC 513	Molecular Genetics	3
Topic 2. Ecology		
BSC 510	Community Ecology	3
BSC 560	Advanced Landscape Ecology	3
Topic 3. Physiology		
BSC 552	Comparative Animal Physiology	3
BSC 550	Microbial Physiology	3
Electives (18 semester hours)		
Select a total of 18 semester hours from:		
BSC 509	Microbial Ecology	3
BSC 510	Community Ecology	3
BSC 511	Avian Biology	3
BSC 512	Advanced Ecological Genetics	3
BSC 513	Molecular Genetics	3
BSC 514	Advanced Pharmacology - Principles and Practice	3
BSC 516	Medical Microbiology	3
BSC 517	Stem Cell Biology	3
BSC 519	Advanced Gene Regulation	3
BSC 520	Advanced Immunology	3
BSC 521	Epigenetics	3
BSC 522	Reproductive Physiology	3
BSC 523	The Plant Microbiome	3
BSC 525	Advanced Neuroscience	3
BSC 526	Advanced Developmental Biology	3
BSC 527	Advanced Human Physiology	3
BSC 530	Advanced Virology	3
BSC 531	Biogeography	3
BSC 532	Behavioral Ecology	3
BSC 533	Invertebrate Zoology	3
BSC 534	Vertebrate Zoology	3
BSC 535	Evolution	3
BSC 537	Behavior and Conservation	3
BSC 539	Herpetology	3
BSC 540	Animal Behavior	3
BSC 541	Genetic Engineering	3
BSC 550	Microbial Physiology	3
BSC 552	Comparative Animal Physiology	3
BSC 560	Advanced Landscape Ecology	3
BSC 561	Bioremediation	3
Total Hours		**36**

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Courses shared with BS

Note: Successful completion of the Comprehensive Exam is required of all students.

Chemistry

Thomas P. West (Department Head)
Location: Science Building, 903-886-5392
Chemistry Web Site (http://www.tamuc.edu/academics/colleges/scienceEngineeringAgriculture/departments/chemistry/default.aspx)

The Department of Chemistry (http://www.tamuc.edu/academics/colleges/scienceEngineeringAgriculture/departments/chemistry/default.aspx) provides a broad range of subjects, courses and opportunity for independent research at the master's level. Programs are designed to provide suitable preparation for PhD programs, community college & public school teaching, governmental and industrial employment, and for research.

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

Program of Graduate Work

Master of Science in Chemistry

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

Admission

Admission to a graduate program is granted by the Dean of the Graduate School upon the recommendation of the department. Applicants must meet the following requirements for admission in addition to meeting the general university requirements in Chemistry.

- Admission Requirements (https://www.tamuc.edu/programs/chemistry-ms/#Admission)

Successful completion of the Comprehensive Exam is required of all students.

Note: Individual departments may reserve the right to dismiss from their programs students who, in their judgment, would not meet the professional expectations of the field for which they are training.

Chemistry MS (p. 70)

Chemistry MS

Master of Science in Chemistry - Option I Thesis

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

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

Required Courses (6 semester hours)		
CHEM 518	Thesis (6 semester hours required)	6
Only 6 semester hours of credit for 518 per degree will be given upon satisfactory completion of the requirement.		
Seminar course (4 semester hours)		
CHEM 501	Graduate Seminar	1
Enrollment required for four semesters in residence completing degree requirements.		
Core Courses (15 semester hours)		
CHEM 513	Organic Mechanisms & Structure	3
CHEM 514	Biochemistry	3
CHEM 521	Chemical Thermodynamics	3
CHEM 531	Advanced Inorganic Chem	3
CHEM 541	Adv Analytical Chemistry	3
Prescribed Chemistry Elective Courses (9 semester hours)		
Three graduate-level courses in chemistry.		9
Appropriate substitutions require departmental approval prior to registration.		
Total Hours		**34**

Master of Science in Chemistry - Option II Non-Thesis

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

Track I: Professional Chemistry Track

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

Required Courses (3 semester hours)		
CHEM 595	Research Lit & Techniques (3 semester hours required)	3
Core Courses (15 semester hours)		
CHEM 513	Organic Mechanisms & Structure	3
CHEM 514	Biochemistry	3
CHEM 521	Chemical Thermodynamics	3
CHEM 531	Advanced Inorganic Chem	3
CHEM 541	Adv Analytical Chemistry	3
Prescribed Chemistry Elective Courses (18 semester hours)		
Select 18 semester hours (6 courses) from the following:		
CHEM 502	Safety in the Chemical Laboratory	3
CHEM 515	Synthetic Organic Transformations	3
CHEM 517	Applied Biochemistry & Biotechnology	3
CHEM 522	Quantum Chemistry	3
CHEM 527	Chemical and Biochemical Characterization Methods I	3
CHEM 528	Chem Biochem Charact II	3
CHEM 529	Workshop in Chemistry	3-6
CHEM 533	Kinetics and Mechanism	3
CHEM 536	Organometallic Chemistry	3
CHEM 547	Advanced Instrumental Analysis I	3
CHEM 548	Advanced Instrumental Analysis II	3

CHEM 589	Independent Studies	1-4
CHEM 597	Special Topics	1-4
Total Hours		**36**

Track II: Professional Chemical Business Track

The curriculum of the Professional Chemical Business track is similar to the curriculum of the Professional Chemistry track. However, two courses (6 sh) from the College of Business will be used to replace two core courses listed in the core curriculum of the Professional Chemistry track and two (6 sh) more replacing electives. The courses need to be approved by the Department Head before they are taken.

Track III: Professional Chemical Education Track

The curriculum of the Professional Chemical Education track is similar to the curriculum of the Professional Chemistry track. Two courses (6 sh) from the College of Education can be used to replace two core courses listed in the core curriculum of the Professional Chemistry track and two (6 sh) more replacing electives. The courses need to be approved by the Department Head before they are taken.

Master of Science in Chemistry Accelerated (BS-MS) Option II Non-Thesis

The BS-MS accelerated degree program allows undergraduate students in the Chemistry program to begin coursework towards the non-thesis option of the Master of Science in Chemistry program during their senior year at Texas A&M University-Commerce. Students can earn a B.S. and M.S. degree in five years upon completion of degree requirements for both degrees. For this accelerated program, 6 credits of graduate coursework can be applied to both the BS and MS degrees. Once admitted, the BS/MS candidate must maintain a 3.25 Undergraduate GPA. In the final semester of the student's undergraduate program, a new online Apply Texas Application for the master's Accelerated program must be submitted to gain admission and continue taking classes to complete the master's program.

Required course (3 semester hours required)		
CHEM 595	Research Lit & Techniques	3
Core courses completed as part of undergraduate Chemistry BS degree plan (6 semester hours)		
CHEM 521A	Chemical Thermodynamics *	3
CHEM 531A	Advanced Inorganic Chem *	3
Remaining core courses (9 semester hours)		
CHEM 513	Organic Mechanisms & Structure	3
CHEM 514	Biochemistry	3
CHEM 541	Adv Analytical Chemistry	3
Prescribed Chemistry Elective Courses (18 credit hours)		
Select 18 semester hours (6 courses) from the following:		
CHEM 502	Safety in the Chemical Laboratory	1-3
CHEM 515	Synthetic Organic Transformations	3
CHEM 517	Applied Biochemistry & Biotechnology	3
CHEM 522	Quantum Chemistry	3
CHEM 527	Chemical and Biochemical Characterization Methods I	3
CHEM 528	Chem Biochem Charact II	3
CHEM 529	Workshop in Chemistry	3-6
CHEM 533	Kinetics and Mechanism	3
CHEM 536	Organometallic Chemistry	3
CHEM 547	Advanced Instrumental Analysis I	3
CHEM 548	Advanced Instrumental Analysis II	3
CHEM 589	Independent Studies	1-4
CHEM 597	Special Topics	1-4
Total Hours		**36**

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Courses shared with BS

Track III: Professional Chemical Education Track

The curriculum of the Professional Chemical Education track is similar to the curriculum of the Professional Chemistry track. Two courses (6 sh) from the College of Education can be used to replace two core courses listed in the core curriculum of the Professional Chemistry track and two (6 sh) more replacing electives. The courses need to be approved by the Department Head before they are taken.

Note: Successful completion of the Comprehensive Exam is required of all students.

Computer Science and Information Systems

Abdullah Arslan (Department Head)
Location: AG/ET Building, Room 111, 903-886-5442
Computer Science and Information Systems Web Site (http://www.tamuc.edu/academics/colleges/scienceEngineeringAgriculture/departments/computerScienceInformationSystems/default.aspx)

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

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

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

Programs of Graduate Work

Master of Science in Computer Science

The MS in Computer Science program consists of core courses, which are required of all students, course electives, and specialized courses within one of three tracks: Software Engineering and Big Data, Computer Networks & Cyber Security, and Artificial Intelligence. Electives and track areas of study are chosen by the student. The core courses, specialized track courses, and electives enable students to devise a degree plan that meets their individual professional interests as well as the needs of industry. In addition, each student may choose a thesis or a non-thesis option. Upon approval of the departmental graduate advisor and the Graduate School, the department will allow the transfer of up to 6 graduate hours in Computer Science.

Admission

Admission Inquiries: csdept@tamuc.edu

Admission to a graduate program is granted by the Dean of the Graduate School upon the recommendation of the department. Applicants must meet the following requirements for admission in addition to meeting the general university requirements in Computer Science.

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.

- Admission Requirements (https://www.tamuc.edu/programs/computer-science-ms/#Admission)

Successful completion of the Comprehensive Exam is required of all students.

Note: Individual departments may reserve the right to dismiss from their programs students who, in their judgment, would not meet the professional expectations of the field for which they are training.

Computer Science MS (p. 74)

Computer Science MS

Department Requirements

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

Deficiency Requirements: CSCI 515, CSCI 516. Students must have a 'B' or better in these deficiency courses to continue in the Master's program. Undergraduate courses may be substituted with departmental approval. Students with deficiencies in mathematics will be required to complete one or more of the following: MATH 2413, MATH 2414 Calculus II, MATH 401, and MATH 2320 Differential Equations or MATH 2318 Linear Algebra. In addition, ENG 341 Professional Writing (Technical Writing) is strongly recommended for all international students.

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

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

Master of Science in Computer Science - Option I Thesis

Thesis (6 semester hours)		
CSCI 518	Thesis (6 semester hours required)	6
Only 6 semester hours of credit for 518 per degree will be given upon satisfactory completion of the requirement.		
Required Core Courses (16 semester hours)		
CSCI 520	Data Structures and Algorithm Analysis	4
CSCI 530	Operating Systems	3
CSCI 532	Algorithm Design	3
CSCI 549	Automata Theory	3
Choose one of the following: (3 semester hours)		
CSCI 525	Networking I	3
CSCI 526	Database Systems	3
CSCI 556	Data Analysis & Visualization	3
Students must complete one of the following tracks: (6 semester hours)		
Unused track courses may be taken as electives.		
Software Engineering and Big Data Track (Choose two - 6 semester hours)		
CSCI 524	Analysis & Design Softwr Sys	3
CSCI 548	Software Testing	3
CSCI 573	Big Data Computing and Analytics	3
Computer Networks & Cyber Security Track (Choose two - 6 semester hours)		
CSCI 534	Networking II - Routers and Switches	3
CSCI 563	Information Security	3
CSCI 554	Digital Forensics	3
Artificial Intelligence Track (Choose two - 6 semester hours)		
CSCI 538	Artificial Intelligence Using Python	3
CSCI 574	Machine Learning	3
CSCI 560	Neural Networks and Deep Learning	3
Electives (3 semester hours)		
Any graduate level CSCI courses (except the pre-requisite courses CSCI 515 & CSCI 516) or an appropriate supporting field with approval of the graduate advisor. Requirements for a minor will be determined by evaluating a student's background in computer science.		3
Total Hours		**31**

Master of Science in Computer Science - Option II Non-Thesis

Research (3 semester hours)		
CSCI 595	Research Literature and Techniques (3 semester hours required)	3
Required Core Courses (16 semester hours)		
CSCI 520	Data Structures and Algorithm Analysis	4
CSCI 530	Operating Systems	3

CSCI 532	Algorithm Design	3
CSCI 549	Automata Theory	3
Choose one of the following: (3 semester hours)		
CSCI 525	Networking I	3
CSCI 526	Database Systems	3
CSCI 556	Data Analysis & Visualization	3
Students must complete one of the following tracks: (6 semester hours)		
Unused track courses may be taken as electives.		
Software Engineering and Big Data Track (Choose two - 6 semester hours)		
CSCI 524	Analysis & Design Softwr Sys	3
CSCI 548	Software Testing	3
CSCI 573	Big Data Computing and Analytics	3
Computer Networks & Cyber Security Track(Choose two - 6 semester hours)		
CSCI 534	Networking II - Routers and Switches	3
CSCI 563	Information Security	3
CSCI 554	Digital Forensics	3
Artificial Intelligence Track (Choose two - 6 semester hours)		
CSCI 538	Artificial Intelligence Using Python	3
CSCI 574	Machine Learning	3
CSCI 560	Neural Networks and Deep Learning	3
Electives (12 semester hours)		
Any graduate level CSCI courses except the pre-requisite courses (CSCI 515 & CSCI 516) or an appropriate supporting field with approval of the graduate advisor. Requirements for a minor will be determined by evaluating a student's background in computer science.		12
Total Hours		**37**

Master of Science in Computer Science - (Accelerated BS/MS) Option II Non-Thesis

The BS-MS accelerated degree program allows undergraduate students in the Computer Science program to begin coursework towards the non-thesis option of the Master of Science in Computer Science program during their senior year at Texas A&M University-Commerce. Students can earn a B.S. and M.S. degree in five years upon completion of degree requirements for both degrees. For this accelerated program, 6 credits of graduate coursework can be applied to both the BS and MS degrees. Once admitted, the BS/MS candidate must maintain a 3.25 Undergraduate GPA. In the final semester of the student's undergraduate program, a new online Apply Texas Application for the master's Accelerated program must be submitted to gain admission and continue taking classes to complete the master's program.

Research (3 semester hours)		
CSCI 595	Research Literature and Techniques	3
Required Core Courses (16 semester hours)		
CSCI 520A	Data Structures and Algorithm Analysis *	4
CSCI 530	Operating Systems	3
CSCI 532A	Algorithm Design *	3
CSCI 549	Automata Theory	3
Choose one of the following: (3 semester hours)		
AI 500	Foundations of Artificial Intelligence	4
AI 510	Seminar in Artificial Intelligence Ethics	3
CSCI 556	Data Analysis & Visualization	3
Students must complete one of the following tracks: (6 semester hours)		
Unused track courses may be taken as electives.		
Software Engineering and Big Data Track (Choose two - 6 semester hours)		
CSCI 524	Analysis & Design Softwr Sys	3
CSCI 548	Software Testing	3
CSCI 573	Big Data Computing and Analytics	3
Computer Networks & Cyber Security Track (Choose two - 6 semester hours)		
CSCI 534	Networking II - Routers and Switches	3
CSCI 563	Information Security	3

CSCI 554	Digital Forensics	3
Artificial Intelligence Track (Choose two - 6 semester hours)		
CSCI 538	Artificial Intelligence Using Python	3
CSCI 574	Machine Learning	3
CSCI 560	Neural Networks and Deep Learning	3
Electives (12 semester hours)		
Any graduate level CSCI courses except the pre-requisite courses (CSCI 515 & CSCI 516) or an appropriate supporting field with approval of the graduate advisor. Requirements for a minor will be determined by evaluating a student's background in computer science.		12
Total Hours		**37**

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Courses shared with BS

Note: Successful completion of the Comprehensive Exam is required of all students.

Engineering & Technology

Burchan Aydin (Department Head)
Location: AG/ET Building, Room 213-D, 903-886-5474
Engineering & Technology Web Site (http://www.tamuc.edu/IET/)

Program of Graduate Work

Master of Science in Technology Management

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

Graduates of the Master of Science in the Technology Management program at Texas A&M University will:

1. evaluate and defend leadership and organizational strategies associated with technology-intensive enterprises,
2. summarize and explain organizational development and strategies common to technology-intensive enterprises,
3. formulate and assemble component ideas in order to successfully execute a project plan, and
4. analyze information in order to formulate effective solutions.

Admission

Admission to a graduate program is granted by the Dean of the Graduate School upon the recommendation of the department. Applicants must meet the following program requirements for admission in addition to meeting the general university requirements.

- Admission Requirements (https://www.tamuc.edu/programs/technology-management-ms/#tamuc-section-46042)

Successful completion of the Comprehensive Exam is required of all students.

Note: Individual departments may reserve the right to dismiss from their programs students who, in their judgment, would not meet the professional expectations of the field for which they are training.

Technology Management MS (p. 78)

Technology Management Minor (p. 80)

Organizational Planning Graduate Certificate (p. 80)

Technology Leadership Graduate Certificate (p. 80)

Technology Management MS

The Master of Science in Technology Management is a 36 hour (12 Course) non-thesis graduate program. The program can be completed fully on-line. Core courses are offered in an eight-week format.

Master of Science in Technology Management - Non-Thesis

Research (3 semester hours)		
TMGT 595	Applied Research in Engineering & Technology (3 semester hours required)	3
Must be taken in the first semester of the program		
Required Core Courses (18 semester hours)		
TMGT 510	Strategic & Financial Planning in Technology Organizations	3
TMGT 511	Emerging Technologies	3
TMGT 512	Leadership in Engineering and Technology	3
TMGT 514	Engineering and Technology Project Management	3
TMGT 515	Project Management Tools & Techniques	3
TMGT 516	Staff Development in Technology Organizations	3
Practicum (3 semester hours)		
TMGT 599	Technology Management Practicum	3
Must be taken after completion of major core or may be taken concurrently with no more than one remaining core course.		
Elective Courses (12 semester hours)		
12 semester hours from the following approved elective courses or specified options:		
ACCT 501	Accounting for Managers	3
BUSA 501	Intro to Business Analytics	3
BUSA 542	Applied Decision Modeling	3
ECO 501	Economics for Decision Makers	3
ECO 502	Quantitative Analysis for Managers	3
FIN 501	Finance for Decision Makers	3
FIN 504	Financial Management	3
MGT 501	Foundations of Management	3
MGT 581	Entrepreneurship	3
MKT 501	Marketing Environment	3
PSY 594	Ethical Issues in Organization	3
TMGT 513, TMGT 517, TMGT 590, TMGT 597, or other Master's-level non-core TMGT courses.		
Any Master’s-level CSCI courses, excluding 505, 518, 589, & 595		
Or select from: Operational Excellence Graduate Certificate; approved Minor selected from: Educational Technology, Finance, Financial Planning, Real Estate, Corporate Management, Economics, Economics of US Healthcare, Business Analytics, Cyber Security, Digital Marketing, Marketing Decision Analytics, Applied Mathematics, or Physics; or other relevant curriculum block as approved by the MS-TMGT Program Advisory Committee. Declaration of a Certificate or Minor option must also be approved by the offering department.		
Total Hours		**36**

Master of Science in Technology Management (Accelerated BS - MS) - Non-Thesis

The BS-MS accelerated degree program allows undergraduate students in the Technology Management program to begin coursework towards the non-thesis option of the Master of Science in Technology Management program during their senior year at Texas A&M University-Commerce. Students can earn a B.S. and M.S. degree in five years upon completion of degree requirements for both degrees. For this accelerated program, 6 credits of graduate coursework can be applied to both the BS and MS degrees. Once admitted, the BS/MS candidate must maintain a 3.25 Undergraduate GPA. In the final semester of the student’s undergraduate program, a new online Apply Texas Application for the master’s Accelerated program must be submitted to gain admission and continue taking classes to complete the master’s program.

Research (3 semester hours)		
TMGT 595A	Applied Research in Engineering & Technology *	3
Must be taken in the first semester of the program.		
Required Core Courses (18 semester hours)		
TMGT 510	Strategic & Financial Planning in Technology Organizations	3
TMGT 511	Emerging Technologies	3

TMGT 512A	Leadership in Engineering and Technology *	3
TMGT 514	Engineering and Technology Project Management	3
TMGT 515	Project Management Tools & Techniques	3
TMGT 516	Staff Development in Technology Organizations	3
Practicum (3 semester hours)		
TMGT 599	Technology Management Practicum	3
Must be taken after completion of major core or may be taken concurrently with no more than one remaining core corurse.		
Elective Courses (12 semester hours)		
12 semester hours from the following approved elective courses or specified options:		
ACCT 501	Accounting for Managers	3
BUSA 501	Intro to Business Analytics	3
BUSA 542	Applied Decision Modeling	3
ECO 501	Economics for Decision Makers	3
ECO 502	Quantitative Analysis for Managers	3
FIN 501	Finance for Decision Makers	3
FIN 504	Financial Management	3
MGT 501	Foundations of Management	3
MGT 581	Entrepreneurship	3
MKT 501	Marketing Environment	3
PSY 594	Ethical Issues in Organization	3
TMGT 513, TMGT 517, TMGT 590, TMGT 597, or other Master's level none-core TMGT courses.		
Any Master's level CSCI courses, excluding 505, 518, 589, & 595		
Or select from: Operational Excellence Graduate Certificate; approved Minor selected from: Educational Technology, Finance, Financial Planning, Real Estate, Corporate Management, Economics, Economics of US Healthcare, Business Analytics, Cyber Security, Digital Marketing, Marketing Decision Analytics, Applied Mathematics, or Physics; or other relevant curriculum block as approved by the MS-TMGT Program Advisory Committee. Declaration of a Certificate or Minor option must also be approved by the offering department.		
Total Hours		**36**

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Course shared with BS

Note: Successful completion of the Comprehensive Exam is required of all students.

Technology Management Minor

Required Courses (12 semester hours)	
Three graduate level courses from the Technology Management Core	9
Any additional course from the Technology Management program (excluding 595 & 599)	3
Total Hours	**12**

Organizational Planning Graduate Certificate

Graduate Certificate in Organizational Planning

The Graduate Certificate in Organizational Planning is offered by the Technology Management Program (https://tamuc.edu/MSTechMgmt/) in the Department of Engineering & Technology (http://www.tamuc.edu/ET/). It is an academic certificate (rather than a certification or professional certificate) that affirms completion of a 12 semester-credit-hour (SCH) program of graduate-level courses at Texas A&M University-Commerce focusing on the concentrated area of strategic planning in organizations within the broader field of Technology Management. The graduate certificate program is a means by which a professional in the field can highlight academic preparation undertaken in this particular focus area.

This Certificate is open to graduate students in any major or exclusive of a major declaration. Technology Management (TMGT) Majors are encouraged to pursue this certificate in conjunction with their M.S. degree. Students with undeclared majors seeking this certificate who complete the application process for the MS TMGT Degree and are accepted may apply TMGT 510 and TMGT 516 to their major core requirements and the other two courses to their elective requirements. These courses are offered as part of the master's program's course rotation. All required courses are fully on-line.

Application for this graduate certificate program must be made through https://goApplyTexas.org (https://www.applytexas.org/). Please contact Dr. Jason Lee Davis, Jason.Davis@tamuc.edu, for more information.

Requirements to complete the Organizational Planning Certificate (12 semester hours)		
TMGT 510	Strategic & Financial Planning in Technology Organizations	3
TMGT 516	Staff Development in Technology Organizations	3
TMGT 517	Vendor & Value Chain Management	3
TMGT 597	Special Topics in Engineering & Technology	0-3
Total Hours		**12**

Note: Students must have admission to the Graduate School. Coursework must be completed at Texas A&M University-Commerce with a 3.0 GPA in all courses used for this graduate certificate. ***(No Substitutions)***

Technology Leadership Graduate Certificate

Graduate Certificate in Technology Leadership

The Graduate Certificate in Technology Leadership is offered by the Technology Management Program (https://tamuc.edu/MSTechMgmt/) in the Department of Engineering & Technology (http://www.tamuc.edu/ET/). It is an academic certificate (rather than a certification or professional certificate) that affirms completion of a 12 semester-credit-hour (SCH) program of graduate-level courses at Texas A&M University-Commerce focusing on the concentrated area of Leadership within the broader field of Technology Management. The graduate certificate program is a means by which a professional in the field can highlight academic preparation undertaken in this particular focus area.

This Certificate is open to graduate students in any major or exclusive of a major declaration. Technology Management (TMGT) Majors are encouraged to pursue this certificate in conjunction with their M.S. degree. Students with undeclared majors seeking this certificate who complete the application process for the MS TMGT Degree and are accepted may apply all four courses to their major core requirements. These courses are offered as part of the master's program's course rotation and may be completed in as few as two semesters. Because these course requirements are embedded in the major core, program majors are eligible to pursue an additional approved certificate, minor, or elective set to satisfy the 12 semester-credit-hour elective requirement of the MS degree. All four courses are offered fully on-line.

Application for this graduate certificate program must be made through https://goApplyTexas.org (https://www.applytexas.org/). Please contact Dr. Jason Lee Davis, Jason.Davis@tamuc.edu, for more information.

Requirements to complete the Technology Leadership Certificate (12 semester hours):		
TMGT 511	Emerging Technologies	3
TMGT 512	Leadership in Engineering and Technology	3
TMGT 514	Engineering and Technology Project Management	3

TMGT 515	Project Management Tools & Techniques	3
Total Hours		**12**

Note: Students must have admission to the Graduate School. Coursework must be completed at Texas A&M University-Commerce with a 3.0 GPA in all courses used for this graduate certificate. ***(No Substitutions)***

Mathematics

Tingxiu Wang (Department Head)
Location: Binnion Hall, 903-886-5157
Mathematics Web Site (http://www.tamuc.edu/academics/colleges/scienceEngineeringAgriculture/departments/mathematics/default.aspx)

The graduate program in mathematics provides thorough training to the student in one or more areas of mathematics to stimulate independent thinking, and to provide an apprenticeship for the development of creative research. The program prepares the student for employment in a high school, junior college, or four-year college, for continued study of mathematics at the doctoral level, or in one of the many nonacademic areas in which mathematicians work. For example, our graduates are employed as actuaries, software engineers, college faculty members, school administrators, and by companies such as L3, Texas Instruments, and General Dynamics.

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

Programs of Graduate Work

Master of Science in Mathematics

Graduate work leading to a Master of Science degree is offered in pure and applied mathematics including analysis, biological mathematics, coding theory, combinatorics, complex analysis, differential equations, differential geometry, image analysis, and processing with learning, mathematics history and statistics (actuarial science). Students can choose a Thesis Option of 30 hours or a Non-Thesis Option of 36 hours. A Master of Science degree with a mathematics education (p. 83) concentration with 36 hours is offered. Emphases for secondary and middle school teachers are specially planned to meet their individual and particular objectives. The department also offers the MS degree in Mathematics with Emphasis in Data Science that prepares students to work as a data scientist. For current undergraduate students, they can join the accelerated BS/MS program by taking graduate courses in their senior year.

Students may also select courses leading to a minor (p. 85) in applied mathematics.

Admission

Admission to a graduate program is granted by the Dean of the Graduate School upon the recommendation of the department. Applicants must meet the following requirements for admission in addition to meeting the general university requirements in Mathematics.

Students entering the MS program for a career in higher education, professional work, or further advanced study in mathematics must meet the background requirements which include the calculus sequence, discrete mathematics, and at least two upper-level undergraduate mathematics courses from the areas of algebra, analysis, topology, statistics, and probability.

Secondary mathematics teachers and other students entering the master's degree program with goals other than work as a professional mathematician or advanced study in mathematics should have Calculus I, II, and at least two upper-level undergraduate mathematics courses from the areas of algebra, analysis, topology, statistics, and probability.

- Admission Requirements (https://www.tamuc.edu/programs/mathematics-ms/#Admission)

Successful completion of the Comprehensive Exam is required of all students.

Note: Individual departments may reserve the right to dismiss from their programs students who, in their judgment, would not meet the professional expectations of the field for which they are training.

Mathematics MS (p. 83)

Applied Mathematics Minor (p. 85)

Mathematics MS

Master of Science in Mathematics - Option I Thesis

The MS in Mathematics requires 8 courses and a thesis (6 credit hours), a total of 30 credit hours, as follows:

Thesis (6 semester hours)		
MATH 518	Thesis	6
Only 6 semester hours of credit for 518 per degree will be given upon satisfactory completion of the requirement.		
Required Courses (15 semester hours):		
MATH 501	Mathematical Statistics I	3
MATH 502	Mathematical Statistics II	3
MATH 511	Real Analysis I	3
MATH 531	Theory of Matrices	3
MATH 537	Theory of Numbers	3
Required Electives (9 semester hours)		
Any MATH courses except MATH 500, MATH 550, MATH 560, MATH 572, and MATH 580		9
Total Hours		**30**

Master of Science in Mathematics Option II Non-Thesis

The MS in Mathematics requires 11 courses and a project (Math 595, 3 credit hours), a total of 36 credit hours, as follows:

Research Project (3 semester hours)		
MATH 595	Research Literature & Techniques (3 semester hours required)	3
Required Courses: (15 semester hours)		
MATH 501	Mathematical Statistics I	3
MATH 502	Mathematical Statistics II	3
MATH 511	Real Analysis I	3
MATH 531	Theory of Matrices	3
MATH 537	Theory of Numbers	3
Required Concentration Courses (6 semester hours)		
MATH 538	Functions of Complex Variables I	3
MATH 543	Abstract Algebra I	3
Electives (12 semester hours)		
Any MATH or MTE courses, or courses approved by the Math Department		12
Total Hours		**36**

Master of Science in Mathematics Accelerated (BS - MS) Option II Non-Thesis

The BS-MS accelerated degree program allows undergraduate students in the Mathematics program to begin coursework towards the non-thesis option of the Master of Science in Mathematics program during their senior year at Texas A&M University-Commerce. Students can earn a B.S. and M.S. degree in five years upon completion of degree requirements for both degrees. For this accelerated program, 6 credits of graduate coursework can be applied to both the BS and MS degrees. Once admitted, the BS/MS candidate must maintain a 3.25 Undergraduate GPA. In the final semester of the student's undergraduate program, a new online Apply Texas Application for the master's Accelerated program must be submitted to gain admission and continue taking classes to complete the master's program.

Research (3 semester hours required)		
MATH 595	Research Literature & Techniques (3 semester hours required)	3
Required Courses (15 semester hours)		
MATH 501	Mathematical Statistics I	3
MATH 502	Mathematical Statistics II	3
MATH 511A	Real Analysis I *	3
MATH 531	Theory of Matrices	3
MATH 537	Theory of Numbers	3
Required Concentration Courses (6 semester hours)		

MATH 538A	Functions of Complex Variables I *	3
MATH 543	Abstract Algebra I	3
Electives (12 semester hours)		
Any MATH or MTE courses, or courses approved by the Math Department		12
Total Hours		**36**

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Courses shared with the BS program.

Master of Science in Mathematics w/Concentration in Data Science Non-Thesis

Research Project (3 semester hours)		
MATH 595	Research Literature & Techniques	3
Required Courses (15 hours)		
MATH 501	Mathematical Statistics I	3
MATH 502	Mathematical Statistics II	3
MATH 511	Real Analysis I	3
MATH 531	Theory of Matrices	3
MATH 537	Theory of Numbers (MATH 537 can be replaced with MATH 563 for Data Science)	3
Required Concentration Courses (12 hours)		
CSCI 556	Data Analysis & Visualization	3
CSCI 560	Neural Networks and Deep Learning	3
CSCI 573	Big Data Computing and Analytics	3
CSCI 574	Machine Learning	3
Electives (6 semester hours) from:		
MATH 561	Regression Analysis	3
MATH 563	Image Processing with Elements of Learning (MATH 563 can replace MATH 537 for the Data Science emphasis)	3
MATH 569 Image Analysis is recommended		
Total Hours		**36**

Master of Science in Mathematics w/Concentration in Mathematics Education Option II Non-Thesis

The MS degree in Mathematics with a concentration in mathematics education is to prepare students to teach math courses at middle/high schools and institutions of higher education at the undergraduate level. Students will take 9-15 graduate hours in Math Teacher Education (MTE) in order to learn and understand the Principles and Standards of the National Council of Teachers of Mathematics (NCTM) and high impact teaching practices.

http://catalog.tamuc.edu/grad/colleges-and-departments/science-engineering/mathematics/#programstext

Research Project (3 hours)		
MATH 595	Research Literature & Techniques (3 semester hours required)	3
Required Courses (15 semester hours)		
MATH 501	Mathematical Statistics I	3
MATH 502	Mathematical Statistics II	3
MATH 511	Real Analysis I	3
MATH 531	Theory of Matrices	3
MATH 537	Theory of Numbers	3
Math Education Concentration (12 semester hours) from:		
MTE 555	Research Techniques for STEM and Education (Required)	3
Choose two (6 semester hours) from: MTE 551, MTE 552, MTE 553, MTE 554, MTE 556, or MTE 557		6
Choose one (3 semester hours) from: MATH 512, MATH 522, MATH 538, MATH 543, MATH 546, MATH 560, MATH 561, or MATH 580		3
Electives (6 semester hours)		
Six hours of any MATH or MTE courses, or courses approved by the Math Department.		6
Total Hours		**36**

Note: Successful completion of the Comprehensive Exam is required of all students.

Applied Mathematics Minor

Satisfactory completion of at least (12 semester hours) of the following courses will meet the requirements for a minor in mathematics.

MATH 501	Mathematical Statistics I	3
MATH 502	Mathematical Statistics II	3
MATH 511	Real Analysis I	3
MATH 512	Real Analysis II	3
MATH 515	Dynamical Systems	3
MATH 517	Calculus of Finite Differences	3
MATH 522	General Topology I	3
MATH 523	General Topology II	3
MATH 532	Fourier Analysis and Wavelets	3
MATH 533	Linear and Nonlinear Optimization	3
MATH 531	Theory of Matrices	3
MATH 536	Cryptography	3
MATH 537	Theory of Numbers	3
MATH 538	Functions of Complex Variables I	3
MATH 539	Functions of Complex Variables II	3
MATH 543	Abstract Algebra I	3
MATH 544	Abstract Algebra II	3
MATH 546	Numerical Analysis and Elements of Machine Learning	3
MATH 561	Regression Analysis	3
PHYS 517	Mathematical Methods in Physics	3
Total Hours		**12**

Physics and Astronomy

Kurtis Williams (Department Head)
Location: Science Building, 903-886-5488
Physics and Astronomy Web Site (http://www.tamuc.edu/physics/)

The Department of Physics and Astronomy provides coursework, training, and research experience to students who wish to further their education beyond the bachelor's level to achieve a greater degree of competence and recognition in their profession. The department offers an MS in Physics, with thesis and non-thesis options and a MA in Physics with an Emphasis in Physics Teaching.. The thesis option is taken by traditional MS students who may be interested in going on to a Ph.D program. The non-thesis option includes an Applied Physics emphasis for those planning on working in industry, while the MA with an Emphasis in Physics Teaching is offered completely online. The Physics Teaching Emphasis is designed to support high school physics teachers by reinforcing physics content knowledge introducing modern topics in physics and astronomy and providing inspiration for transferring modern topics into the high school classroom.

The Physics and Astronomy Department provides well-equipped instructional and research laboratories. Sophisticated equipment and faculty direction are available for experimental research in organic semiconductor physics, solid state physics, X-ray spectroscopy, and surface physics.

Faculty also conduct research in theoretical nuclear physics, nuclear astrophysics, observational and computational stellar astrophysics, computational physics and physics education research. In addition, the department has an active astronomy and planetary science research program in collaboration with staff members of the planetarium. The department is a member of the Southeastern Association for Research in Astronomy (SARA), which provides remote access for students and faculty to three 1-m class telescopes at these premiere observing sites, Kitt Peak National Observatory (KPNO) in Arizona, USA, Cerro Tololo International Observatory (CTIO) in Chile, and Roque de los Muchachos Observatory (ORM) in the Canary Islands. The department also operates an observatory located 5 miles south of campus that provides hands-on and remote access to a 0.7-m telescope - the largest in northeast Texas.

Programs of Graduate Work

Master of Science in Physics - Thesis

The Master of Science in Physics with research thesis is ordinarily chosen by those students preparing for further graduate study leading to the PhD degree, industrial employment, or for college teaching. The Physics MS - Thesis degree program requires the completion of a research thesis and 30 semester hours, including 2 courses (6 semester hours) allotted to the thesis.

Master of Science in Physics - Non-Thesis w/Applied Physics Emphasis

The applied physics emphasis is designed for students who plan to have a career in a technical industry with a scientific, engineering or programming emphasis. The coursework in this emphasis beyond the required core courses focuses on the practical hands-on aspects of physics. Applied physics differs from engineering in that the applied physicist might not be designing a specific item, but might instead be using physics to help develop new technologies or to assist in solving an engineering problem. An applied physicist is a *generalist* who can be called upon to contribute in several different arenas in a technology company. The Physics MS - Non Thesis degree program requires 36 semesters hours of courses.

Master of Arts in Physics - Non-Thesis w/Teaching Emphasis

This fully online emphasis is designed for high-school physics teachers who may not necessarily have a degree in physics or for those that may have been working in the industry but have decided to try teaching as a profession. It is based around 6 courses which introduce students to advanced physics content such as quantum physics and astrophysics. As well as the physics itself, students will examine the historical context of the subjects, and their pedagogy with an aim to introducing modern physics content into the high school classroom. This Master's program will reinforce teacher's physics content knowledge and allow teachers to instruct dual enrollment courses and at the community college level.

The suggested minimum undergraduate courses include a year of calculus-based physics, modern physics, and mathematics up through differential equations; those students who do not have this minimum will be expected to take the "Mathematical Methods for Educators" course during their first semester. The Physics MA - Option II Non Thesis degree program requires 36 semester hours.

Admission

Admission to a graduate program is granted by the Dean of the Graduate School upon the recommendation of the department. Applicants must meet the following requirements for admission in addition to meeting the general university requirements in Physics.

- Admission Requirements (https://www.tamuc.edu/programs/physics-ms/#Admission)

Departmental Requirements

Physics graduate students in the Thesis program and the Non Thesis Applied Physics Emphasis must register for PHYS 501 Graduate Seminar each semester in residence. A comprehensive examination is required of all students majoring in physics.

Successful completion of the Comprehensive Exam is required of all students.

Note: Individual departments may reserve the right to dismiss from their programs students who, in their judgment, would not meet the professional expectations of the field for which they are training.

Physics MA (p. 88)

Physics MS (p. 88)

Physics Minor (p. 89)

Physics with Emphasis in Physics Teaching MA

This emphasis is designed for physics educators who may not have an undergraduate degree in physics but that wish to earn an MA degree in physics. This degree program is usually chosen by those students preparing to teach physics at the community college level, including dual credit courses. The suggested minimum undergraduate courses include a year of calculus-based physics, modern physics, and mathematics through differential equations.

Research (3 semester hours)		
PHYS 595	Research Literature and Techniques	3
Required Courses (21 Semester Hours)		
PHYS 526	Quantum Mechanics: Analysis and Applications	3
PHYS 530	Mathematical Methods: Analysis and Applications	3
PHYS 531	Classical Mechanics: Analysis and Applications	3
PHYS 532	Electromagnetism: Analysis and Applications	3
PHYS 535	Thermodynamics: Analysis and Applications	3
PHYS 536	Computational Physics: Analysis and Applications	3
PHYS 561	Astronomy & Astrophysics: Analysis and Applications	3
Teaching Field courses (12 semester hours)		
Plus (12 semester hours) that support the major teaching field, on approval of the graduate advisor.		12
Total Hours		**36**

Master of Arts in Physics with Emphasis in Physics Teaching (Accelerated BS/MA) Option II Non-Thesis

The BS-MA accelerated degree program allows undergraduate students in the Physics program to begin coursework towards the non-thesis option of the Master of Arts in Physics w/emphasis in Physics Teaching program during their senior year at Texas A&M University-Commerce. Students can earn a BS and MA degree in five years upon completion of degree requirements for both degrees. For this accelerated program, 6 credits of graduate coursework can be applied to both the BS and MA degrees. Once admitted, the BS/MA candidate must maintain a 3.25 Undergraduate GPA. In the final semester of the student's undergraduate program, a new online Apply Texas Application for the master's Accelerated program must be submitted to gain admission and continue taking classes to complete the master's program.

Research (3 semester hours)		
PHYS 595	Research Literature and Techniques	3
Required Courses (21 Semester Hours)		
PHYS 526	Quantum Mechanics: Analysis and Applications	3
PHYS 530	Mathematical Methods: Analysis and Applications	3
PHYS 531A	Classical Mechanics: Analysis and Applications *	3
PHYS 532A	Electromagnetism: Analysis and Applications *	3
PHYS 535	Thermodynamics: Analysis and Applications	3
PHYS 536	Computational Physics: Analysis and Applications	3
PHYS 561	Astronomy & Astrophysics: Analysis and Applications	3
Teaching Field courses (12 semester hours)		
Plus (12 semester hours) that support the major teaching field, on approval of the graduate advisor.		12
Total Hours		**36**

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Courses shared with BS

Note: Successful completion of the Comprehensive Exam is required of all students.

Physics MS

Master of Science in Physics - Option I Thesis

The Master of Science in Physics with a research thesis is ordinarily chosen by those students preparing for industrial employment, college teaching, or for further graduate study leading to the PhD degree. The degree program requires a minimum of 30 semester hours, including 2 courses allotted to the thesis.

Thesis (6 semester hours)		
PHYS 518	Thesis (6 semester hours required)	3-6
Only 6 semester hours of credit for 518 per degree will be given upon satisfactory completion of the requirement		
Required Core Courses (12 semester hours)		
PHYS 511	Advanced Classical Mechanics	3
PHYS 512	Classical Electromagnetic Theory	3
PHYS 517	Mathematical Methods in Physics	3
PHYS 520	Quantum Mechanics	3
Approved Courses (9 semester hours)		
9 semester hours (3 courses) on approval of graduate advisor		9
Graduate Seminar (1-3 semester hours)		
PHYS 501	Graduate Seminar (1 semester hour, for a total of 3 semester hours.)	1
All physics graduate students must register for 501 each semester in residence		
Total Hours		**30**

Master of Science in Physics - Option II Non-Thesis

Applied Physics Emphasis

Research (3 semester hours)		
PHYS 595	Research Literature and Techniques (3 semester hours required)	3
Required Courses (9 semester hours)		
PHYS 511	Advanced Classical Mechanics	3
PHYS 512	Classical Electromagnetic Theory	3
PHYS 517	Mathematical Methods in Physics	3
Physics Component (12 semester hours)		
Students must complete four of the following courses:		
PHYS 520	Quantum Mechanics	3
PHYS 521	Solid State Physics	3
PHYS 523	Advanced Atomic, Molecular, and Materials Physics	3
PHYS 524	Surface Physics	3
PHYS 514	Statistical Physics	3
PHYS 542	Advanced Instrumentation and Control	3
PHYS 552	Advanced Micro-Controller Electronics	3
3 semester hours (1 course) taken in consultation with advisor.		3
Electives (9 semester hours)		
(9 semester hours) selected in consultation with the advisor.		9
Graduate Seminar (1-3 semester hours)		
PHYS 501	Graduate Seminar (1 semester hour, for a total of 3 semester hours)	1
All physics graduate students must register for 501 each semester in residence		
Total Hours		**36**

Note: Successful completion of the Comprehensive Exam is required of all students.

Physics Minor

A physics minor (12 semester hours) is appropriate for several majors, including mathematics, chemistry, computer science, and technology. The digital electronics, signal processing, and microprocessor hardware courses are relevant particularly for computer science and telecommunications students.

College of Humanities, Social Sciences and Arts

Joseph M. Romero (Dean)
Location: AG/ET Suite 222, 903-886-5175
College of Humanities, Social Sciences and Arts Web Site (https://www.tamuc.edu/dept-of-gender-studies/)

Dr. Hunter Hayes, Interim Assistant Dean

The College of Humanities, Social Sciences, and Arts comprises the departments of: *Art, History, Liberal Studies, Literature and Languages, Music, Political Science, Sociology and Criminal Justice, and Theatre.* The college also houses the Paralegal Studies program as well as popular minors in African American Studies, Gender Studies, Latin American and US Latino Studies and Legal Studies.

The programs in these departments provide a well-rounded education in the liberal arts traditions, in the disciplines of humanities, social sciences and creative arts. We provide a strong emphasis on discipline-based scholarship, plus challenging opportunities for professional and personal development. Our programs provide over 300 concerts, theatrical productions, gallery exhibitions, and lectures annually.

Advanced degrees at the master's level are offered in each of the departments with a Ph.D. in English through the Department of Literature and Languages and a MFA through the Department of Art. In addition, certificate programs are available.

The College houses creative and liberal arts education at A&M-Commerce. It fosters excellence and it promotes a global vision in its endeavors. The College also serves all of its students, faculty, staff, alumni and the community at large - regionally, nationally, and internationally.

The College's Foundational Principles are to:

- Deliver transformative, experiential and relevant programs
- Foster engaging learning environments
- Prepare students for career success
- Promote world-class scholarship and creative endeavors
- Encourage diversity in all its activities

Women's & Gender Studies Graduate Certificate (p. 91)

Gender Studies Minor - Graduate (https://coursecatalog.tamuc.edu/grad/colleges-and-departments/humanities-social-sciences-arts/gender-studies-minor-graduate/)

Women's & Gender Studies Graduate Certificate

Women's & Gender Studies Graduate Certificate Web Site (https://www.tamuc.edu/dept-of-gender-studies/)

The Women's and Gender Studies Graduate Certificate is a 12 SCH interdisciplinary program that enhances a student's existing degree or can be completed by non-degree students. Satisfactory completion of the one required course and at least 3 of the following courses will meet the requirements of the Women's and Gender Studies Graduate Certificate. *Note: Degree-seeking students who complete the requirements of the Graduate Certificate in Women's and Gender Studies also complete the requirements for the Graduate Minor in Gender Studies. For more information please contact Dr. Sharon Kowalsky at Sharon.Kowalsky@tamuc.edu or call 903-886-5928.

Required 3 SCH of Gender Theory		
GDRS 500	Gender Theory	3
Choose 9 SCH from the following:		
ARTS 532	Gender, Art, and Popular Culture	3
CJ 533	Gender and Crime	3
EDCI 559	Diversity & Equity in Edu	3
ENG 780	Text and Genders	3
GDRS 597	Special Topics	3
HIST 572	Themes in Gender and Sexuality History	3
SOC 512	Soc Perspcts Marr/Family	3
SOC 514	Family Violence	3
or CJ 514	Family Violence	
THE 513	Survey of Marginalized Theatre	3
Total Hours		**12**

Note: Students must have admission to the Graduate School. Coursework must be completed at Texas A&M University-Commerce with a 3.0 GPA in all courses used for this graduate certificate. ***(No Substitutions)***

Art

Laurel Jay Carpenter (Department Head)
Location: Art Building, Room 104, 903-886-5208
Art Web Site (https://www.tamuc.edu/dept-of-art/)

Laurel Jay Carpenter, PhD, Graduate Coordinator for Studio Art 903-886-5208 (Laureljay.Carpenter@tamuc.edu)
Veronica Vaughan, Graduate Coordinator for Visual Communication 214-954-3636 (Veronica.Vaughan@tamuc.edu)

The Department of Art inspires and prepares students to excel in the art profession, including the fine and applied arts, art history, and art teaching fields, and also expands the educational experiences of non-majors.

The general objectives of graduate study in art include:

1. the refinement of technical skills in chosen studio areas;
2. the development of a critical understanding of one’s own art in its historical, theoretical, and conceptual context; and
3. the mastery of communication skills both in practice and in teaching.

These objectives are achieved through a close working relationship among students and faculty, wherein a student may pursue a course of study designed for his or her particular educational goals.

Programs of Graduate Work

Master of Arts in Art w/emphasis in Studio Art

The Master of Arts in Art with an emphasis in Studio Art Option II Non-Thesis is a 30-semester hour program offered on the Commerce campus. Students may pursue the following areas: painting, sculpture, photography, drawing, ceramics, and mixed and multi-media art. Applicants for the degree should already possess the technical skills to work in one or more of these areas, as the graduate program concentrates on conceptual innovation in one’s work rather than technical instruction. The MA degree is suitable for students seeking to improve their portfolio, gain educational credentials, or to place themselves in a more competitive position to apply to the MFA program in art. There is no thesis or foreign language requirement for this degree.

Master of Fine Arts in Art w/emphasis in Visual Communication

The Master of Fine Arts degree with an emphasis in Visual Communication serves the practicing professional in this growing field who aspires to greater proficiency in industry-related innovation and problem-solving, business strategies, ideation and marketing, or a career in design education. The MFA is regarded as the terminal degree in the field of Visual Communication. The capstone of the degree is a design-centric research project (ARTS 545-Exhibition Topics and ARTS 548-Exhibition Development) and accompanying exhibition (ARTS 552-MFA Exhibition in Visual Communication) on a topic incorporating business practices, design education and social responsibility. During these final courses within the degree, MFA-VisCom candidates are expected to advance a premise that significantly expands the current boundaries of knowledge and to defend it through a convincing campaign or body of art works. Students who fail to meet the expectations of the program can be suspended from the MFA track. In such cases, it may be possible for the student to complete a Master of Arts with an emphasis in Visual Communication.

Master of Fine Arts in Art w/emphasis in Studio Art

The MFA program is intended for graduate students both committed to and capable of intensive, advanced study culminating in an individual and self-generated language of expression. It is a rigorous course of study as it leads to the terminal degree in the fine arts. MFA students are initially encouraged to explore a broad range of issues meaningful to their work, while simultaneously refining their technical skills. Their explorations may touch upon individual modes of expression, formal elements, experimentation with media and methods, themes and symbols, and relationships among the visual arts and other disciplines. Subsequent courses direct the student toward more mature and self-critical art, leading ultimately to a sustained and cohesive body of work that forms the Master of Fine Art Exhibition (ARTS 515).

MFA students in the Studio Art emphasis will participate in mid-term and end-of-term critiques. These critiques, together with the periodic evaluations of the student's supervisory committee, determine whether or not the student meets the expectations of the program. Students who fail to pass a critique or fail in other ways to meet the expectations of the program can be suspended from the MFA track. Students must pass a critique for candidacy after their second semester or in the semester of their 30th hour (whichever comes first). The critique for MFA candidacy will include an exhibit supported by a written statement. Students who fail their candidacy may still pursue the Master of Arts in Art with an emphasis in Studio Art.

Admission

Admission to a graduate program is granted by the Dean of the Graduate School upon the recommendation of the department. Applicants must meet the following requirements for admission in addition to meeting the general university requirements in Art.

Contact the departmental Graduate Coordinator for these requirements. The graduate degrees in art are individually designed to meet the unique educational, personal and professional needs of the student.

- Admission Requirements (https://www.tamuc.edu/programs/studio-art-ma/#Admission)

Degree Requirements

Applicants must have a bachelor's degree with an art major or comparable experience, nine semester hours of art history and a minimum grade point average of 'B' in all undergraduate studio art courses.

In addition to the requirements of the Graduate School, applicants for the MFA degree will submit an application to the Department of Art that includes a portfolio, a statement of intent, transcripts of all previous college-level work, and one letter of recommendation. Copies of transcripts are acceptable if the originals are on file at the Graduate School. All of these materials are important in considering an applicant's suitability for graduate study, but the portfolio is of paramount importance because it represents the extent of a student's education in art. Care should be taken in the selection and photographing of works for the portfolio (CD portfolio is acceptable). It is the Department's preference that the portfolio be posted online and that the link to the portfolio be provided to the appropriate graduate coordinator.

Successful completion of the Comprehensive Exam is required of all students.

Note: Individual departments may reserve the right to dismiss from their programs students who, in their judgment, would not meet the professional expectations of the field for which they are training.

Art MA with an emphasis in Studio Art (p. 93)

Art MFA with an emphasis in Visual Communication (p. 93)

Art MFA with an emphasis in Studio Art (p. 94)

Art MA

Master of Arts in Art with an Emphasis in Studio Art Option II Non-Thesis

Research (3 semester hours)		
ARTS 595	Research Literature & Techniques (3 semester hours required)	3
Studio Courses (9 semester hours required)		
ARTS 525	Studio Hours I	3
ARTS 526	Studio Hours II	3
ARTS 528	Studio Project	3
Graduate Seminar (repeat course 3 times for 9 semester hours required)		
ARTS 503	Graduate Seminar	3
Art History (6 semester hours)		
ARTS 531	History of Photography	3
ARTS 532	Gender, Art, and Popular Culture	3
ARTS 533	Public Art	3
ARTS 539	History of Contemporary Art	3
ARTS 597	Special Topics	1-4
Elective Hours (3 semester hours)		
Elective: choose from Arts only courses.		3
Total Hours		**30**

Note: Successful completion of the Comprehensive Exam is required of all students.

Art MFA

Veronica Vaughan, Graduate Coordinator for Visual Communication 214-954-3636; Veronica.Vaughan@tamuc.edu (Veronica.Vaughan@taamuc.edu)

Requires at least 60 semester hours.

Master of Fine Arts in Art with an emphasis in Visual Communication

Research capstone (6 semester hours required)		
ARTS 595	Research Literature & Techniques	3
ARTS 552	Master of Fine Arts Exhibition in Visual Communication	3
Required Courses (39 semester hours)		
ARTS 540	Studio 1 Creative Method	3
ARTS 541	Studio 2 Design Education, Theory & Practice	3
ARTS 542	Studio 3 Design Writing	3
ARTS 543	Studio 4 Cross-Cultural	3
ARTS 545	Studio 6 Thesis Topic	3
ARTS 585	Research Methods & Procedures	3
ARTS 546	Studio 7 Design Studio Processes	3
ARTS 547	Studio 8 Design Teaching Mentorship	1-3
ARTS 548	Project Design & Implementation	6
ARTS 549	Studio 9. User-centered Design Experience	3
ARTS 550	Studio 10. Ideation, Process and Product	3
ARTS 551	Studio 11.Creative Promotion and Innovation 1	3
Required Support Courses (15 semester hours)		
ARTS 507	History of Graphic Design	3
ARTS 511	The History of American Typography	3
ARTS 502	Design Teaching Methods	3
ARTS 506	Design Teaching Environment	3

ARTS 553	Pedagogy Research	3
Total Hours		**60**

Note: Successful completion of the Comprehensive Exam is required of all students.

Art MFA

Art MFA Web Site (https://www.tamuc.edu/programs/art-mfa-studio-art/)

Laurel Jay Carpenter, PhD, Graduate Coordinator for Studio Art 903-886-5208 (Laureljay.Carpenter@tamuc.edu)

Students entering the MFA program will select a committee of three members of the graduate art faculty, one of whom (usually the chair) will represent the student's primary area of concentration within the studio arts. In consultation with the committee, the department head and the graduate coordinator, the student will devise a degree plan based on the primary area of emphasis. The student's studio research area is complemented by required courses in art history, as well as seminars and courses in theory and multimedia. It is expected that the student will gain from this study a sound conceptual and historical understanding of the visual arts, as well as the ability to communicate this understanding in writing and speech. To successfully complete this course of study, it is essential that students acquire the ability to clearly articulate visual concepts and place their own research in a historical context.

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

Master of Fine Arts in Art with an emphasis in Studio Art - Option II Non-Thesis

Required Core Courses (3 semester hours)		
ARTS 595	Research Literature & Techniques (3 semester hours required)	3
Art History (6 semester hours)		
ARTS 531	History of Photography	3
ARTS 532	Gender, Art, and Popular Culture	3
ARTS 533	Public Art	3
ARTS 539	History of Contemporary Art	3
ARTS 597	Special Topics	3
Studio Courses (21 semester hours) 8 of these semester hours can be ARTS 528: Studio Project		
ARTS 525	Studio Hours I (9-12 semester hours required)	3-12
ARTS 526	Studio Hours II (9-12 semester hours required)	3-12
Graduate Seminar (course should be repeated 4 times for 12 semester hours)		
ARTS 503	Graduate Seminar	3
MFA Exhibition (6 semester hours)		
ARTS 515	Master of Fine Art Exhibition in Studio Art	3-6
Art Electives (12 semester hours)		
Art Electives		12
Total Hours		**60**

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.

Successful completion of the Comprehensive Exam is required of all students.

History

Sharon A. Kowalsky (Department Head)
Location: Ferguson Social Sciences Building 111, 903-886-5226
History Web Site (https://www.tamuc.edu/dept-of-history/)

Graduate Studies Advisor: Mylynka Cardona, 903-468-3030, Mylynka.Cardona (mylynka.cardona@tamuc.edu)@tamuc.edu (Andrew.Baker@tamuc.edu)

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

Programs of Graduate Work

Master of Arts/Master of Science in History

The Department of History offers students the choice of a Master of Arts or Master of Science degree. The MA has a foreign language requirement while the MS does not. For both the MA and the MS, students may choose a thesis or non-thesis option.

The candidate for the Master of Arts degree must meet the language requirement for the Bachelor of Arts degree at this institution.
That requirement can be met with one of the following:

1. Completion of at least 12 semester hours (four courses) in one foreign language.
2. Completion of 6 semester hours (above elementary courses) if 2 years of high school credit in the language have been submitted as part of the regular university admission requirements.
3. Completion of 3 semester hours if the student presents 3 or 4 years of high school credit.
4. American Sign Language (ASL) is considered an acceptable foreign language. Students should consult with departmental Director of Graduate Studies regarding this requirement.

Admission

Admission to a graduate program is granted by the Dean of the Graduate School upon the recommendation of the department. Applicants must meet the following requirements for admission in addition to meeting the general university requirements in History.

- Admission Requirements (https://www.tamuc.edu/programs/history-ma-ms/#Admission)

Successful completion of the History Department's Qualifying Exam and the Comprehensive Exam is required of all students.

Note: Individual departments may reserve the right to dismiss from their programs students who, in their judgment, would not meet the professional expectations of the field for which they are training.

History MA/MS (p. 96)

History Minor (p. 100)

Public History Minor (p. 100)

World History Minor (p. 100)

Public History Graduate Certificate (p. 101)

Teaching History Graduate Certificate (p. 102)

History MA/MS

The purpose of the master's degree for students is to acquire advanced training in the discipline of history. This program will introduce students to the ways professional historians research and communicate the results of their research. At the completion of this program, students should be able to explain concepts in historiography and historical theory. They also should understand how to conduct historical research and present their findings sufficiently well to be able to make contributions in the field in professional, academic venues.

Master of Arts/Master of Science in History - Option I Thesis

The student completing either a Master of Arts or a Master of Science Thesis program takes 36 semester hours and must take at least 11 of the 12 required courses in the Department of History. These 11 courses include 6 hours of thesis.

* Note: Students must have completed both HIST 590 and HIST 591, or completed one and be enrolled in the other, before attempting the Qualifying Exam.

* Note: HIST 518 is a Pre/Co-Requisite for HIST 592.

Twelve-course program to be completed:

Thesis (6 semester hours)		
HIST 518	Thesis (6 semester hours required)	6
Only 6 semester hours of credit for 518 per degree will be given upon satisfactory completion of the requirement		
Graduate History Practicum (3-6 semester hours)		
HIST 592	Graduate History Practicum (Minimum 3 hours required, up to 6 allowed for credit)	3
Only 6 semester hours of credit for 592 per degree will be given upon satisfactory completion of the requirement		
Required Courses (6 semester hours)		
HIST 590	Historiography and Historical Theory	3
HIST 591	Historical Research and Writing Methods	3
Graduate History Readings courses (6 semester hours)		
Choose (6 semester hours) from graduate History courses designated as Readings courses:		
HIST 521	Readings in Latin American History	3
HIST 524	Readings in World History	3
HIST 526	Readings in Transatlantic History	3
HIST 537	Readings in Islamic World History	3
HIST 541	Readings in Mediterranean World History	3
HIST 542	Readings in Medieval European History	3
HIST 543	Readings in Early Modern European History	3
HIST 544	Readings in Modern European History	3
HIST 551	Readings in Colonial North American History	3
HIST 552	Readings in Revolutionary American History	3
HIST 553	Readings in Modern United States History, 1850-1920	3
HIST 554	Readings in U. S. Post 1920	3
HIST 556	Readings in the Early National United States, 1789-1850	3
Graduate History Seminar Course (3 semester hours)		
Choose (3 semester hours) from Graduate History hours designated as seminar courses:		
HIST 520	Seminar in World/Comparative History	3
HIST 540	Seminar in European History	3
HIST 550	Seminar in American History	3
HIST 568	Seminar in History Education	3
Choose from the following: General History Emphasis or Public History Minor or World History Minor		
General History Emphasis electives (12 semester hours) from:		
HIST 520	Seminar in World/Comparative History	3
HIST 521	Readings in Latin American History	3
HIST 522	World History Theory and Methods	3
HIST 524	Readings in World History	3
HIST 526	Readings in Transatlantic History	3

HIST 535	Introduction to the History of Religion	3
HIST 537	Readings in Islamic World History	3
HIST 540	Seminar in European History	3
HIST 541	Readings in Mediterranean World History	3
HIST 542	Readings in Medieval European History	3
HIST 543	Readings in Early Modern European History	3
HIST 544	Readings in Modern European History	3
HIST 550	Seminar in American History	3
HIST 551	Readings in Colonial North American History	3
HIST 552	Readings in Revolutionary American History	3
HIST 553	Readings in Modern United States History, 1850-1920	3
HIST 554	Readings in U. S. Post 1920	3
HIST 556	Readings in the Early National United States, 1789-1850	3
HIST 564	Introduction to Public History	3
HIST 561	Material Culture Analysis for Historians	3
HIST 566	Oral History Theory and Methods	3
HIST 568	Seminar in History Education	3
HIST 569	Introduction to Digital History	3
HIST 572	Themes in Gender and Sexuality History	3
HIST 573	Themes in Revolution History	3
HIST 574	Themes in Race and Ethnicity History	3
HIST 597	Special Topic	3
Electives may also include a 3 semester hour graduate level course outside of History or a second semester of HIST 592.		
OR		
Public History Minor (12 semester hours)		
Required 2 courses (6 semester hours)		
HIST 567	Internship in Public History	3
HIST 564	Introduction to Public History	3
Choose 2 courses (6 semester hours) from the following:		
ALIB 564	Introduction to Archives	3
HIST 561	Material Culture Analysis for Historians	3
HIST 566	Oral History Theory and Methods	3
HIST 569	Introduction to Digital History	3
OR		
World History Minor (12 semester hours)		
Required course (3 semester hours)		
HIST 522	World History Theory and Methods	3
Choose one (3 semester hours)		
HIST 520	Seminar in World/Comparative History	3
HIST 524	Readings in World History	3
Choose two (6 semester hours)		
HIST 520	Seminar in World/Comparative History	3
HIST 521	Readings in Latin American History	3
HIST 524	Readings in World History	3
HIST 526	Readings in Transatlantic History	3
HIST 537	Readings in Islamic World History	3
HIST 540	Seminar in European History	3
HIST 541	Readings in Mediterranean World History	3
HIST 572	Themes in Gender and Sexuality History	3
HIST 573	Themes in Revolution History	3
HIST 574	Themes in Race and Ethnicity History	3
HIST 597	Special Topic	3

*HIST 597 must be approved by the program coordinator and depends on current topic		
PSCI 503	Proseminar in Comp Pol	3
PSCI 504	Sem in Area Studies	3
PSCI 505	Topics Comp Pol	3
PSCI 507	Selected Topics in IR	3
PSCI 508	Seminar in Foreign Policy	3
PSCI 522	Holocaust and Genocide	3
SPA 550	Literature and Culture in the Classroom	3
SPA 560	Colonization and Independence in Latin American Literature and Film	3
*Note: The degree requirement that only one course can be outside HIST still applies to students completing the World History Minor.		
Total Hours		**39**

Master of Arts/Master of Science in History - Option II Non-Thesis

A student completing a Master of Arts or Master of Science Non-Thesis program is required to complete 36 semester hours and to take at least 10 of the 12 required courses in the Department of History.

* Note: Students must have completed both HIST 590 and HIST 591, or completed one and be enrolled in the other, before attempting the Qualifying Exam.

Twelve-course program to be completed:

Research (3 semester hours required)		
HIST 595	Research Literature and Techniques (3 semester hours required)	3
Required courses (6 semester hours)		
HIST 590	Historiography and Historical Theory	3
HIST 591	Historical Research and Writing Methods	3
Graduate History Readings courses (6 semester hours)		
Choose (6 semester hours) from graduate courses in History designated as Readings:		
HIST 521	Readings in Latin American History	3
HIST 524	Readings in World History	3
HIST 526	Readings in Transatlantic History	3
HIST 537	Readings in Islamic World History	3
HIST 541	Readings in Mediterranean World History	3
HIST 542	Readings in Medieval European History	3
HIST 543	Readings in Early Modern European History	3
HIST 544	Readings in Modern European History	3
HIST 551	Readings in Colonial North American History	3
HIST 552	Readings in Revolutionary American History	3
HIST 553	Readings in Modern United States History, 1850-1920	3
HIST 554	Readings in U. S. Post 1920	3
HIST 556	Readings in the Early National United States, 1789-1850	3
Graduate History Seminar course (3 semester hours)		
Choose (3 semester hours) from graduate courses in History designated as Seminars:		
HIST 520	Seminar in World/Comparative History	3
HIST 540	Seminar in European History	3
HIST 550	Seminar in American History	3
HIST 568	Seminar in History Education	3
Electives (6 semester hours)		
Choose 6 semester hours graduate level courses		6
Choose from the following: General History Emphasis or Public History Minor or World History Minor		
General History Emphasis choose (12 semester hours) from:		
HIST 520	Seminar in World/Comparative History	3
HIST 521	Readings in Latin American History	3
HIST 522	World History Theory and Methods	3

HIST 524	Readings in World History	3
HIST 526	Readings in Transatlantic History	3
HIST 535	Introduction to the History of Religion	3
HIST 537	Readings in Islamic World History	3
HIST 540	Seminar in European History	3
HIST 541	Readings in Mediterranean World History	3
HIST 542	Readings in Medieval European History	3
HIST 543	Readings in Early Modern European History	3
HIST 544	Readings in Modern European History	3
HIST 550	Seminar in American History	3
HIST 551	Readings in Colonial North American History	3
HIST 552	Readings in Revolutionary American History	3
HIST 553	Readings in Modern United States History, 1850-1920	3
HIST 554	Readings in U. S. Post 1920	3
HIST 556	Readings in the Early National United States, 1789-1850	3
HIST 561	Material Culture Analysis for Historians	3
HIST 564	Introduction to Public History	3
HIST 566	Oral History Theory and Methods	3
HIST 568	Seminar in History Education	3
HIST 569	Introduction to Digital History	3
HIST 572	Themes in Gender and Sexuality History	3
HIST 573	Themes in Revolution History	3
HIST 574	Themes in Race and Ethnicity History	3
HIST 597	Special Topic	3
OR		
Public History Minor (12 semester hours)		
Required 2 courses (6 semester hours)		
HIST 564	Introduction to Public History	3
HIST 567	Internship in Public History	3
Choose 2 courses (6 semester hours) from the following:		
ALIB 564	Introduction to Archives	3
HIST 561	Material Culture Analysis for Historians	3
HIST 566	Oral History Theory and Methods	3
HIST 569	Introduction to Digital History	3
OR		
World History Minor (12 semester hours)		
Required course (3 semester hours)		
HIST 522	World History Theory and Methods	3
Choose 1 course (3 semester hours)		
HIST 520	Seminar in World/Comparative History	3
HIST 524	Readings in World History	3
Choose 2 courses (6 semester hours)		
HIST 520	Seminar in World/Comparative History	3
HIST 521	Readings in Latin American History	3
HIST 524	Readings in World History	3
HIST 526	Readings in Transatlantic History	3
HIST 537	Readings in Islamic World History	3
HIST 540	Seminar in European History	3
HIST 541	Readings in Mediterranean World History	3
HIST 572	Themes in Gender and Sexuality History	3
HIST 573	Themes in Revolution History	3
HIST 574	Themes in Race and Ethnicity History	3

HIST 597	Special Topic	3
*HIST 597 must be approved by the program coordinator and depends on current topic		
PSCI 503	Proseminar in Comp Pol	3
PSCI 504	Sem in Area Studies	3
PSCI 505	Topics Comp Pol	3
PSCI 507	Selected Topics in IR	3
PSCI 508	Seminar in Foreign Policy	3
PSCI 522	Holocaust and Genocide	3
SPA 550	Literature and Culture in the Classroom	3
SPA 560	Colonization and Independence in Latin American Literature and Film	3
*Note that the degree requirement that no more than two courses be from outside HIST still applies to students completing the World History Minor.		
Total Hours		**42**

Note: Successful completion of the Comprehensive Exam is required of all students.

History Minor

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

Public History Minor

The Public History Minor is designed to meet the educational and professional needs of the surrounding communities that Texas A&M University-Commerce serves in the Northeast Texas region. The Public History Minor at Texas A&M University-Commerce is a 12 SCH program that develops specific skill sets related to public history among students who are interested in public history and practitioners who are already in the field. The goal of the minor is to prepare students for careers in fields related to public history that increase public engagement with the past. The practical, theoretical, and analytical training provided in the program enhances the ability of graduates to compete for jobs in museums, historical societies, cultural resource centers, parks, historic preservation, etc.

Students may complete a minor in Public History in conjunction with their major degree in any field of study. Students completing the Public History Minor are eligible to receive a Graduate Certificate in Public History. To receive a Public History Minor, students must satisfactorily complete 12 SCH, consisting of the following courses (no substitutions).

This 12 sh graduate minor consists of the following required courses:

Required 2 courses (6 semester hours)		
HIST 564	Introduction to Public History	3
HIST 567	Internship in Public History	3
Choose 2 courses (6 semester hours) from the following:		
ALIB 564	Introduction to Archives	3
HIST 561	Material Culture Analysis for Historians	3
HIST 566	Oral History Theory and Methods	3
HIST 569	Introduction to Digital History	3
Students completing the Public History Minor are eligible to receive a Certificate in Public History.		
Total Hours		**12**

World History Minor

The 12 SCH Graduate Minor provides training for students interested in the study of global connections and cultures. Students may complete the minor as part of any graduate degree or as a concentration within the History MA/MS Program. Students who complete the World History Minor/Concentration are also eligible to receive a Graduate Certificate in World History. Coursework must be completed at Texas A&M University-Commerce with a 3.0 GPA on all courses used for this minor/concentration. For more information or to answer any questions, please contact the program coordinator, Dr Cynthia Ross, at Cynthia.Ross@tamuc.edu or 903-886-5226.

Required (3 semester hours)		
HIST 522	World History Theory and Methods	3
Choose One (3 semester hours)		

HIST 520	Seminar in World/Comparative History	3
HIST 524	Readings in World History	3
Choose two (6 semester hours)		
HIST 520	Seminar in World/Comparative History	3
HIST 521	Readings in Latin American History	3
HIST 524	Readings in World History	3
HIST 526	Readings in Transatlantic History	3
HIST 537	Readings in Islamic World History	3
HIST 540	Seminar in European History	3
HIST 541	Readings in Mediterranean World History	3
HIST 572	Themes in Gender and Sexuality History	3
HIST 573	Themes in Revolution History	3
HIST 574	Themes in Race and Ethnicity History	3
HIST 597	Special Topic	3
*HIST 597 must be approved by program coordinator and depends on current topic		
PSCI 503	Proseminar in Comp Pol	3
PSCI 504	Sem in Area Studies	3
PSCI 505	Topics Comp Pol	3
PSCI 507	Selected Topics in IR	3
PSCI 508	Seminar in Foreign Policy	3
PSCI 522	Holocaust and Genocide	3
SPA 550	Literature and Culture in the Classroom	3
SPA 560	Colonization and Independence in Latin American Literature and Film	3
Total Hours		**12**

Public History Graduate Certificate

Public History Graduate Certificate Web Site

The Graduate Certificate in Public History is designed to meet the educational and professional needs of the surrounding communities that Texas A&M University–Commerce serves in the Northeast Texas region. The Graduate Certificate in Public History at Texas A&M University–Commerce is a twelve credit hour graduate certificate that develops specific skill sets related to public history among students who are interested in public history and practitioners who are already in the field. The goal of the graduate certificate is to prepare students for careers in fields related to public history that increase public engagement with the past. The practical, theoretical, and analytical training provided in the certificate program enhances the ability of graduates to compete for jobs in museums, historical societies, cultural resource centers, parks, historic preservation, etc. Please contact Dr. Mylynka Cardona at Mylynka.Cardona@tamuc.edu (Mylynka.Cardona.tamuc.edu) for more information.

Requirements to complete the Public History Graduate Certificate (12 semester hours):

To complete the Public History Graduate Certificate, students are required to complete twelve hours of coursework, including an internship consisting of a capstone project that requires a presentation and evaluation by a faculty committee. During the first semester, students identify their area of specialization and possible partnerships with public history organizations both on and off campus. For the capstone the student will submit a formal proposal to the coordinator of the Public History Graduate Certificate or faculty committee for approval. The completion of the coursework and approved proposal are requirements for the completion of the graduate certificate.

Required 2 courses (6 semester hours)		
HIST 564	Introduction to Public History	3
HIST 567	Internship in Public History	3
Choose 2 courses (6 semester hours) from the following:		
ALIB 564	Introduction to Archives	3
HIST 561	Material Culture Analysis for Historians	3
HIST 566	Oral History Theory and Methods	3
HIST 569	Introduction to Digital History	3
Total Hours		**12**

Note: Students must have admission to the Graduate School. Coursework must be completed at Texas A&M University-Commerce with a 3.0 GPA in all courses used for this graduate certificate. ***(No Substitutions)***

Teaching History Graduate Certificate

As local Independent School Districts expand their offerings of early college and dual credit courses, they are in growing need of teachers with the state-required 18 SCH of graduate history courses to teach core sections of HIST 1301 and HIST 1302, the two US History survey courses that are required in all college degree plans and for core completion. To ensure that these teachers have the necessary background and skills to provide rigorous college-appropriate and college-level courses, the History Department at Texas A&M University-Commerce offers an 18 SCH Graduate Certificate for Teaching History. Students completing the Graduate Certificate for Teaching History will acquire the skills and content knowledge to deliver college courses in any setting. The non-degree certificate provides the professional qualifications necessary to fulfill school districts' priorities while ensuring that teachers are able to maintain college-level rigor and quality and have received the required courses, training, and skills. For more information contact Dr. Andrew Baker at Andrew.Baker@tamuc.edu.

Required Courses (6 semester hours)		
HIST 590	Historiography and Historical Theory	3
HIST 568	Seminar in History Education	3
Choose 3 (9 semester hours) from the following (US):		
HIST 550	Seminar in American History	3
HIST 551	Readings in Colonial North American History	3
HIST 552	Readings in Revolutionary American History	3
HIST 553	Readings in Modern United States History, 1850-1920	3
HIST 554	Readings in U. S. Post 1920	3
HIST 556	Readings in the Early National United States, 1789-1850	3
Choose 1 (3 semester hours) from the following (non-US):		
HIST 520	Seminar in World/Comparative History	3
HIST 521	Readings in Latin American History	3
HIST 522	World History Theory and Methods	3
HIST 524	Readings in World History	3
HIST 540	Seminar in European History	3
HIST 542	Readings in Medieval European History	3
HIST 543	Readings in Early Modern European History	3
HIST 544	Readings in Modern European History	3
HIST 572	Themes in Gender and Sexuality History	3
HIST 573	Themes in Revolution History	3
HIST 574	Themes in Race and Ethnicity History	3
***Note: HIST 597: Special Topics can be applied in either the US or Non-US category depending on the theme of the course.**		
Total Hours		**18**

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

Literature and Languages

Christian Hempelmann (Interim Department Head)
Location: David Talbot Hall of Languages, Room 141, 903-886-5260/5253
Literature and Languages Web Site (https://www.tamuc.edu/dept-of-literature-and-languages/)

Dr. Christian Hempelmann, Interim Department Head - christianhempelmann@tamuc.edu
Dr. Ashanka Kumari, Director of Graduate Studies - Doctoral (English)
Dr. Shannon Carter, Director of Graduate Studies - Master's (English)
Dr. Sal Attardo, Program Coordinator of (Applied Linguistics)
Dr. Flavia Belpoliti, Director of Graduate Studies (Spanish Language Teaching)

Programs of Graduate Work

The Department of Literature and Languages includes graduate studies in Applied Linguistics w/emphasis in TESOL, English and Spanish Language Teaching.

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

Applied Linguistics

The MA/MS-Applied Linguistics program incorporates cutting-edge pedagogical and research strategies for students who wish to pursue careers in Teaching English to Speakers of Other Languages as a primary or complementary discipline, including teaching at the university level and teaching English as a second language abroad. Students may complete the program online, face to face, or by using a combination of instruction modalities, which is ideal for in-service teachers and students who also teach abroad and desire credentials from a fully-accredited institution with a faculty consisting of internationally-recognized linguists who specialize in the field. Students have the option of following a 30-hour thesis path or the 36-hour non-thesis/independent research option in order to fulfill their career goals.

English

The Department of Literature and Languages offers Graduate Certificates in TESOL (Teaching English to Speakers of Other Languages), Professional Advancement in English Studies, and Studies in Children's and Adolescent Literature and Culture; a Master of Arts or Master of Science in English, and a PhD in English.

For the PhD degree, the student may choose to concentrate in either Written Discourse: Theory and Practice (composition, rhetoric, and linguistics) or Critical Literacy (literature, film studies, literary theory, and reading). The PhD program stresses both substantive knowledge of the various divisions within the field of English and an extensive introduction to the profession, including classroom teaching, tutoring, and computer-assisted instruction.

Spanish Language Teaching

The Department of Literature and Languages offers a Master of Arts in Spanish Language Teaching. The Program mission is to prepare Spanish language professional in the field of teaching, communication and writing, and to provide a strong scholarly foundation for those interested in pursuing a doctoral degree in Spanish Literature, Pedagogy or Linguistics. The program offers a wide variety of courses related to literary, cultural and artistic production in Spanish, as well as advance coursework on different areas of Hispanic Linguistics and Language Pedagogy.

Students pursuing the Master of Arts in Spanish Language Teaching have the option of pursuing either a 30 semester hour thesis degree track or a 36 semester hour non-thesis degree track. Students seeking either option must perform satisfactorily on a comprehensive written and oral examination with sections devoted to prose, drama, poetry, and language.

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

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

Admission

Applied Linguistics

Admission to a graduate program is granted by the Dean of the Graduate School upon the recommendation of the department, undergraduate grade point average, one letter of recommendation, and a statement of goals.

- Applied Linguistics Requirements (https://www.tamuc.edu/programs/applied-linguistics-ma-ms/#Admission)

English

Admission to a graduate program is granted by the Dean of the Graduate School upon the recommendation of the department, scores on the Graduate Record Examination (GRE), undergraduate grade point average, one letter of recommendation, a portfolio including (writing sample and a statement of goals).

- English Admission Requirements (https://www.tamuc.edu/programs/english-ma-ms/#Admission)
- English Doctoral Admission Requirements (https://www.tamuc.edu/programs/english-phd/#Admission)

Spanish Language Teaching

Admission to a graduate program is granted by the Dean of the Graduate School upon the recommendation of the department, scores on the Graduate Record Examination (GRE), undergraduate Major/Minor in Spanish or Fluency in Spanish or Departmental interview.

- Spanish Language Teaching Admission Requirements (https://www.tamuc.edu/programs/spanish-language-teaching-ma/#tamuc-section-78314)

Successful completion of the Comprehensive Exam is required of all students.

Note: Individual departments may reserve the right to dismiss from their programs students who, in their judgment, would not meet the professional expectations of the field for which they are training.

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Professional Advancement in English Studies Graduate Certificate (p. 116)

Applied Linguistics MA/MS

Applied Linguistics MA/MS Web Site (https://www.tamuc.edu/programs/applied-linguistics-ma-ms/)

Students in the MA/MS in Applied Linguistics with an emphasis in TESOL will not be subject to the residency requirements of the department's existing graduate programs and may complete the program online.

Foreign Language Requirement for MA

A candidate for the Master of Arts degree must meet the language requirement:

1. Completion of at least 12 semester hours (four courses) of appropriate undergraduate-level classes in one foreign language, or
2. Completion of 6 semester hours (above elementary courses) if 2 years of high school credit in the language have been submitted as part of the regular university admission requirements, or completion of 3 semester hours if the student presents 3 or 4 years of high school credit, or
3. American Sign Language (ASL) is considered an acceptable foreign language. Students should consult with departmental Graduate Program Director regarding this requirement, or
4. Department - Foreign Language Proficiency Exam (FLPE), or
5. Successful completion of the Language Testing International Certification Exam – www.languagetesting.com (http://www.languagetesting.com)

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

Master of Arts/Master of Science in Applied Linguistics with an emphasis in TESOL - Option I Thesis

30 semester hours

Thesis (6 semester hours)		
ENG 518	Thesis (6 semester hours required)	3-6
Only 6 semester hours of credit for 518 per degree will be given upon satisfactory completion of requirement		
Required courses (21 semester hours)		
ENG 555	General Linguistics	3
ENG 501	Structure of the English Language	3
ENG 557	Teaching English as a Second/Other Language Methods I	3
ENG 657	Teaching English as a Second/Other Language Methods II	3
ENG 558	Sociolinguistics	3
or ENG 670	Pragmatics & Language Tchg	
ENG 658	Sound Systems of English: Pedagogical Applications of Phonology & Phonetics	3
ENG 599	Bibliography and Methods of Research	3
Electives (3 semester hours)		
Select one course from the following:		
ENG 558	Sociolinguistics	3
ENG 559	Lang & Culture in Class	3
ENG 579	Style and Stylistics	3
ENG 596	Practicum in TESOL	3
ENG 671	Discourse Analysis	3
ENG 672	Second Language Acquisition	3
ENG 682	Machine Learning for Linguists	3
ENG 683	Algorithm Design for Linguists	3
ENG 685	Symbolic Computational Linguistics	3
ENG 697	Special Topic	3
ENG 562	Psycholinguistics	3
ENG 686	Quantitative Methods for Linguists	3
ENG 687	Qualitative Methods	3
ENG 688	Teaching and Researching L2 Writing	3
ENG 690	Etymology: The History of Words	3
Total Hours		**30**

Master of Arts/Master of Science in Applied Linguistics with an emphasis in TESOL - Option II Non-Thesis

36 Hour

Research (3 semester hours)		
ENG 595	Research Lit/Techniques (3 semester hours required)	3
Required Core Courses (24 semester hours)		
ENG 501	Structure of the English Language	3
ENG 555	General Linguistics	3
ENG 557	Teaching English as a Second/Other Language Methods I	3
ENG 558	Sociolinguistics	3
ENG 599	Bibliography and Methods of Research	3
ENG 657	Teaching English as a Second/Other Language Methods II	3
ENG 658	Sound Systems of English: Pedagogical Applications of Phonology & Phonetics	3
ENG 670	Pragmatics & Language Tchg	3
Electives (9 semester hours)		
Plus three of the following courses:		
ENG 559	Lang & Culture in Class	3
ENG 579	Style and Stylistics	3
ENG 596	Practicum in TESOL	3
ENG 671	Discourse Analysis	3
ENG 672	Second Language Acquisition	3
ENG 682	Machine Learning for Linguists	3
ENG 683	Algorithm Design for Linguists	3
ENG 685	Symbolic Computational Linguistics	3
ENG 697	Special Topic	3
ENG 562	Psycholinguistics	3
ENG 686	Quantitative Methods for Linguists	3
ENG 687	Qualitative Methods	3
ENG 688	Teaching and Researching L2 Writing	3
ENG 690	Etymology: The History of Words	3
Total Hours		**36**

Note: Successful completion of the Comprehensive Exam is required of all students.

English MA/MS

Students seeking a master's degree in English now have two options:
1) 36-semester hour program with a thesis (ENG518 Thesis - 6 semester hours)
2) 36-semester hour program with an independent research project (ENG595 Research Lit/Techniques Non-Thesis - 3 semester hours)
Both programs lead to an MA degree for students who demonstrate foreign language proficiency or an MS degree for students without foreign language proficiency.
The department encourages students to pursue the non-thesis option (ENG595) rather than the traditional thesis route (ENG518). We encourage the ENG 595 option over the traditional thesis route because many universities, including Texas A&M University, are phasing out thesis requirements in favor of capstone portfolio projects. This trend provides students more flexibility in demonstrating their scholarly skills and allows them to produce research relevant to various career paths beyond academia. Students should consult with the Director of English Graduate Studies to determine which program best fits their goals and interests.
Most coursework is elective for both 36 semester hour programs, but students should select courses that connect to their scholarly interests and prepare them for the final research project (ENG595 or ENG518). Final projects may focus on literature, composition, linguistics, children's literature, or a combination, and may also emphasize the student's creative writing with committee approval.

Foreign Language Requirement for MA

A candidate for the Master of Arts degree must meet the language requirement:

1. Successful completion of at least 12 semester hours (college/university level) in one foreign language.
2. Successful completion of 6 semester hours (college/university level) and 2 years of high school credit in one foreign language.
3. Successful completion of 3 semester hours (college/university level) and 3 years of high school credit in one foreign language.
4. Successful completion of 12 semester hours of American Sign Language (ASL).
5. Completion of a Bachelor of Arts degree from A&M-Commerce
6. Department - Foreign Language Proficiency Exam (FLPE)
7. Successful completion of the American Council on Teaching of Foreign Languages examination with a minimum score/rating of intermediate proficiency in one of the following areas:

- Oral Proficiency Interview (OPI) or
- Oral Proficiency Interview - Computer (OPIc) or
- Written Proficiency Test (WPT)

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

Master of Arts/Master of Science in English - Option I Thesis

Thesis (6 semester hours)		
ENG 518	Thesis (6 semester hours required)	3-6
Examination: Written and oral proposal of Thesis and final defense		
Only 6 semester hours of credit for 518 will be given upon satiisfactory completion of the requirment		
Required Core Courses (15 semester hours)		
ENG 502	Introduction to Graduate Studies in English	3
ENG 520	Contemporary Critical Practices in English Studies	3
ENG 599	Bibliography and Methods of Research	3
ENG 613	Digital Humanities	3
ENG 681	Academic Discourse	3
Students choose one of the following emphasis areas for (12 semester hours)		
Rhetoric and Composition (12 semester hours)		
ENG 515	Histories & Theories of Rhetoric	3
ENG 680	Composition Studies	3
ENG 570	Cultural Rhetorics	3
Select 1 course (3 semester hours) from the following course options:		
ENG 513	Composing in the 21st Century	3
ENG 611	Writing with Digital Media	3
ENG 771	Writing Democracy	3
ENG 772	Rhetorics of Labor	3
ENG 780	Text and Genders	3

OR		
Literature (12 semester hours)		
Select four courses (12 semester hours) from the following options:		
ENG 503	Marginalized Literatures	3
ENG 504	Graphic Narratives	3
ENG 505	History of Children's Literature	3
ENG 506	Problems in Adolescent Literature	3
ENG 507	Children and Adaptation	3
ENG 508	Reality in Children's Literature	3
ENG 509	Literary Genres	3
ENG 510	Introduction to Film Studies	3
ENG 516	Early American Literature	3
ENG 519	American Lit in Transition	3
ENG 521	American Modernities	3
ENG 522	Maj Figures in Amer Lit	3
ENG 525	Contemporary Literature	3
ENG 526	Studies in Shakespeare	3
ENG 527	Antebellum American Lit	3
ENG 530	History of Narrative Film	3
ENG 531	Maj Fig & Mov Brit Lit	3
ENG 534	Med Renaiss Brit Lit	3
ENG 536	Eighteenth-Century British Literature	3
ENG 537	Mod Transf Brit Irish Lit	3
ENG 540	Development British Novel	3
ENG 610	Studies in Film Genres	3
ENG 620	Adaptations to Film	3
ENG 710	Film Theory & Criticism	3
ENG 720	Sptc: in Film Studies	3
ENG 780	Text and Genders	3
ENG 781	Major Figures World Lit	3
OR		
Generalist (12 semester hours)		
Select four courses from either concentration above to total 12 semester hours		12
Electives (3 semester hours)		
Electives 3 semester hours		3
Total Hours		**36**

Master of Arts/Master of Science in English - Option II Non-Thesis

Research (3 semester hours)		
ENG 595	Research Lit/Techniques (3 semester hours required)	3
Required Core Courses (15 semester hours)		
ENG 502	Introduction to Graduate Studies in English	3
ENG 599	Bibliography and Methods of Research	3
ENG 520	Contemporary Critical Practices in English Studies	3
ENG 613	Digital Humanities	3
ENG 681	Academic Discourse	3
Students choose one of the following emphasis areas for 12 semester hours		
Rhetoric and Composition		
ENG 515	Histories & Theories of Rhetoric	3
ENG 680	Composition Studies	3
ENG 570	Cultural Rhetorics	3
Select from the following course options:		

ENG 513	Composing in the 21st Century	3
ENG 611	Writing with Digital Media	3
ENG 771	Writing Democracy	3
ENG 772	Rhetorics of Labor	3
ENG 780	Text and Genders	3
OR		
Literature		
12 semester hours of electives		
ENG 503	Marginalized Literatures	3
ENG 504	Graphic Narratives	3
ENG 505	History of Children's Literature	3
ENG 506	Problems in Adolescent Literature	3
ENG 507	Children and Adaptation	3
ENG 508	Reality in Children's Literature	3
ENG 509	Literary Genres	3
ENG 510	Introduction to Film Studies	3
ENG 516	Early American Literature	3
ENG 519	American Lit in Transition	3
ENG 521	American Modernities	3
ENG 522	Maj Figures in Amer Lit	3
ENG 525	Contemporary Literature	3
ENG 526	Studies in Shakespeare	3
ENG 527	Antebellum American Lit	3
ENG 530	History of Narrative Film	3
ENG 531	Maj Fig & Mov Brit Lit	3
ENG 534	Med Renaiss Brit Lit	3
ENG 536	Eighteenth-Century British Literature	3
ENG 537	Mod Transf Brit Irish Lit	3
ENG 540	Development British Novel	3
ENG 610	Studies in Film Genres	3
ENG 620	Adaptations to Film	3
ENG 710	Film Theory & Criticism	3
ENG 720	Sptc: in Film Studies	3
ENG 780	Text and Genders	3
ENG 781	Major Figures World Lit	3
OR		
Generalist		
Select four courses from either concentration above to total 12 semester hours		12
Electives		
Electives 6 semester hours		6
Total Hours		**36**

Note: Successful completion of the Comprehensive Exam is required of all students.

English PhD

The PhD in English requires 90 semester hours beyond the bachelor's degree or 60 semester hours beyond the master's, including 51 hours of coursework, and a minimum of 9-hours dissertation.

Residency Requirement for the PhD in English

Students may satisfy residency requirements in one of two ways:

I. Serve as a Graduate Teaching Assistant (GAT) or Graduate Research Assistant (GAR) for at least one academic year. GATs and GARs will carry at least the minimum course load to maintain the assistantship, and GATs must successfully complete ENG 675. GATs will be mentored and observed in both the Writing Center and in teaching assistants' classrooms. In addition, students will be expected to observe others as they tutor and teach. Students will be encouraged to participate in the Spanish and English Graduates for Academic Development organization and to submit papers for presentation in regional and national conferences. Students will also be expected to maintain contact with the Doctoral Coordinator for English periodically to make sure they are on track to complete their degree.

OR

II. Without the one-year teaching assistantship and ENG 675, students are required to take no fewer than four classes each year. In addition, students must maintain a portfolio of "residency activities" that contribute to professional development in their area of focus for each academic year prior to the completion of the comprehensive exam. The portfolio should document that development; in particular, the portfolio should be prefaced by a brief (2-3 pages) reflective analysis of the activities for that year.

Examples include:

- Conferences and workshops (attendance, participation, organization, etc.)
- Lectures and presentations
- Professional development activities
- Departmental academic advisement
- Development of multimedia resources
- Participation in student organizations (e.g. SEGAD)

The Doctoral Coordinator will evaluate portfolios as part of students' annual review of academic progress. If professional development activities are judged inadequate, students will be informed within two weeks of the evaluation and asked to meet with the Doctoral Coordinator to make a plan to meet residency requirements.

English Ph.D

Concentration (18 semester hours)		
18 semester hours minimum of ENG courses.		18
Dissertation (9-12 semester hours)		
No less than 9 semester hours		
ENG 718	Doctoral Dissertation	3-12
Secondary Area (6 semester hours)		
6 semester hours minimum in ENG courses		6
Professional Internship (21 semester hours)		
21 semester hours of ENG courses		21
Note: ENG 615 Professing English, is required of all doctoral students.		
Note: ENG 675, Teaching College Reading and Writing (Colloquium), is required of all Graduate Teaching Assistants		
Note: No more than 49% of coursework can be online.		
Research Tools		
For completion of the Ph.D. in the Department of Literature and Languages, students must meet the Research Tool requirement, which may be satisfied by completing one of the following five options:		
Option 1 - Completion of 12 semester hours of undergraduate-level courses in one foreign language.		
Option 2 - 6 semester hours of graduate-level courses in one foreign language.		
Option 3 - Successful completion of a foreign language proficiency exam.		
Option 4 - Verified native or near-native competence in a second language (existing fluency in a second language).		
Option 5 - Completion of any four of the following courses: ENG 501, ENG 520, ENG 599, ENG 615, ENG 675, ENG 680, ENG 681, ENG 686, ENG 775, ENG 776.		
These courses will count toward the total required hours for the degree.		

Electives (6 semester hours)	
6 semester hours of ENG courses	6
Total Hours	**60**

English Ph.D. with emphasis/concentration in Applied Linguistics

Fully online

Applied Linguistics Track

Students begin with a general advisor (usually Program Director of MA/MS) – unless there is a different arrangement – this will usually change after the Professional Evaluation Process to a specific advisor.

On completion of 6 courses (18 credit hours) or two years in the program whichever comes first, PhD students will undertake a Professional Evaluation Process (PEP). This is usually in consultation with the program advisor but may be with another fulltime faculty member.

[NOTE: For students who have completed their MA/MS in Applied Linguistics at TAMUC, the 18 hour rule does not apply]

The 18 hours must include:

ENG 501 Structure of English (or its equivalent)
ENG 555 General Linguistics (or its equivalent)
ENG 599 Bibliography and Methods (or its equivalent)
ENG 615 Professing English
ENG 686 Quantitative Methods
ENG 687 Qualitative Methods

Professional Evaluation Process (after 18 credit hours).

1. Completion of 18 applicable graduate hours at a minimum of 3.5 (i.e., no more than 3 Bs in the first 18 hours of classwork).
2. If applicable, performance in a teaching or research assistantship.
3. Evidence of engagement in professionalization in the field: This may include:
   a. Joining a professional organization such as TESOL, AAAL, local/regional TESOL groups
   b. Giving a professional presentation
   c. Attending a regional/national/international conference
   d. Attending workshops/symposia/guest lectures in person or online
   e. Volunteer activities in literacy/refugee/library programs
4. One page career orientation plan: The plan should cover both short-term (during the PhD Program) and long-term career plans/goals and the appropriate preparation plan.
5. Qualifying Exam (Submission of two research papers & an oral exam)

1. The student submits two research papers to the PEP committee for their consideration. These may be PhD course papers that have been graded by faculty or an original research contribution proposed for a conference or publication. At least one member of fulltime faculty must sign off on each paper as appropriate to submit for PEP.
2. Oral Exam (30-60 mins): The objective of the oral exam is for the PEP committee to determine your ability to successfully complete the program. Several areas of competence are considered: 1) your comprehension of principles and concepts basic to the discipline; 2) the strength of your academic writing; and 3) your facility with research and scholarly activity.

18 hours in area of Emphasis/Concentration

Choose 6 from the following:		
ENG 501	Structure of the English Language	3
ENG 555	General Linguistics	3
ENG 557	Teaching English as a Second/Other Language Methods I	3
ENG 558	Sociolinguistics	3
ENG 559	Lang & Culture in Class	3
ENG 562	Psycholinguistics	3
ENG 597	Special Topics	0-3
ENG 657	Teaching English as a Second/Other Language Methods II	3
ENG 658	Sound Systems of English: Pedagogical Applications of Phonology & Phonetics	3
ENG 670	Pragmatics & Language Tchg	3

ENG 671	Discourse Analysis	3
ENG 672	Second Language Acquisition	3
ENG 682	Machine Learning for Linguists	3
ENG 683	Algorithm Design for Linguists	3
ENG 686	Quantitative Methods for Linguists	3
ENG 687	Qualitative Methods	3
ENG 690	Etymology: The History of Words	3
6 hours in Secondary Area		
These 6 hours comprise advisor approved courses for individual student degree plans		
ENG 502	Introduction to Graduate Studies in English (3 semester hours required)	3
Choose 1 course (3 semester hours) from the following:		
ENG 513	Composing in the 21st Century	3
ENG 570	Cultural Rhetorics	3
ENG 613	Digital Humanities	3
ENG 680	Composition Studies	3
21 hours in Professional Internship		
ENG 615	Professing English (3 semester hours required)	3
Remaining 15 semester hours from the following options:		
ENG 579	Style and Stylistics	3
ENG 599	Bibliography and Methods of Research	3
ENG 611	Writing with Digital Media	3
ENG 675	Colloquium: Teaching College Reading and Writing	3
ENG 681	Academic Discourse	3
ENG 688	Teaching and Researching L2 Writing	3
ENG 697	Special Topic	3
ENG 771	Writing Democracy	3
ENG 776	Methods and Methodologies in Writing Studies	3
Plus 3 semester hours from the following options:		
ENG 509	Literary Genres	3
ENG 510	Introduction to Film Studies	3
ENG 515	Histories & Theories of Rhetoric	3
ENG 519	American Lit in Transition	3
ENG 520	Contemporary Critical Practices in English Studies	3
ENG 526	Studies in Shakespeare	3
ENG 531	Maj Fig & Mov Brit Lit	3
ENG 534	Med Renaiss Brit Lit	3
ENG 597	Special Topics	0-3
ENG 610	Studies in Film Genres	3
ENG 677	Issues in Literacy	3
ENG 697	Special Topic	3
ENG 710	Film Theory & Criticism	3
ENG 780	Text and Genders	3
6 semester hours of electives		
Electives are chosen in conjunction with the advisor and based on each student's individual focus. Relevant courses from the following departments can meet this requirement:		
Department of Literature and Languages		
ENG 509	Literary Genres	3
ENG 510	Introduction to Film Studies	3
ENG 513	Composing in the 21st Century	3
ENG 515	Histories & Theories of Rhetoric	3
ENG 519	American Lit in Transition	3
ENG 520	Contemporary Critical Practices in English Studies	3

ENG 526	Studies in Shakespeare	3
ENG 531	Maj Fig & Mov Brit Lit	3
ENG 534	Med Renaiss Brit Lit	3
ENG 559	Lang & Culture in Class	3
ENG 562	Psycholinguistics	3
ENG 570	Cultural Rhetorics	3
ENG 597	Special Topics	0-3
ENG 610	Studies in Film Genres	3
ENG 613	Digital Humanities	3
ENG 671	Discourse Analysis	3
ENG 672	Second Language Acquisition	3
ENG 677	Issues in Literacy	3
ENG 680	Composition Studies	3
ENG 686	Quantitative Methods for Linguists	3
ENG 687	Qualitative Methods	3
ENG 697	Special Topic	3
ENG 710	Film Theory & Criticism	3
ENG 780	Text and Genders	3
ENG 682	Machine Learning for Linguists	3
ENG 683	Algorithm Design for Linguists	3
Department of Computer Science and Information Systems		
Any 6 semester hours in CSCI (excluding CSCI 518 & CSCI 595)		
Department of Psychology and Special Education		
PSY 511	Cognitive Science	3
PSY 514	Theories of Human Learning	3
PSY 515	Neuromechanisms/Biological Bases of Behavior	3
PSY 517	Intro to Hum-Comp Inter Design	3
PSY 572	Psychological Assessment and Measurement	3
PSY 573	Intellectual Assessment I	3
PSY 575	Personality Theories and Assessment	3
PSY 597	Special Topics	0-3
PSY 605	Single Subject Designs	3
PSY 610	Nonparametric Statistics	3
PSY 612	Psy Ed Statistics	3
PSY 620	Intro to Human Cognition	3
PSY 621	Advanced Cognition	3
PSY 625	Cognition & Instruction I	3
PSY 626	Cognition/Instruction II	3
PSY 627	Social Cognition	3
PSY 645	Introduction to Learning Technology	3
PSY 670	Multivariate Analysis	3
PSY 681	Intermediate Statistics	3
Sociology & Criminal Justice		
SOC 535	Readings in Sociology	3
SOC 574	Sociological Theory	3
SOC 576	Data Analysis in Social Research	3
SOC 577	Qualitative Methodology	3
Research Tools		
Option 1 - 12 semester hours of undergraduate-level courses in one foreign language		
Option 2 - 6 semester hours of graduate-level courses in one foreign language		
Option 3 - Successful completion of a foreign language proficiency exam		
Option 4 - Verified native or near-native competence in a second language (existing fluency in a second language)		

Option 5 - Completion of any four of the following courses: ENG 501, ENG 520, ENG 599, ENG 615, ENG 675, ENG 680, ENG 681, ENG 686, ENG 775, ENG 776		
These courses will count toward the total required hours for the degree.		
9 Dissertation Hours		
ENG 718	Doctoral Dissertation	9
Total Hours		**60**

Successful completion of the Comprehensive Exam is required of all students.

Spanish Language Teaching MA

Master of Arts in Spanish Language Teaching - Option I Thesis

Thesis (minimum 6 semester hours required)		
SPA 518	Thesis (6 semester hours required)	3-6
Core Courses (24 semester hours)		
SPA 599	Bibliography and Methods of Research	3
SPA 511	Teaching Spanish as a Second Language	3
SPA 512	Spanish Grammar Review and Its Teaching	3
SPA 513	Teaching Spanish as a Heritage Language	3
SPA 543	Spanish Sociolinguistics	3
SPA 544	Spa Curriculum Design	3
SPA 545	Teaching Spanish Thru Literature and Film	3
SPA 549	Spanish Phonetics	3
Total Hours		**30**

Master of Arts in Spanish Language Teaching - Option II Non-Thesis

Research component (9 semester hours)		
SPA 503	Critical Cultural Theories	3
SPA 595	Research Literature and Techniques (3 semester hours required)	3
SPA 599	Bibliography and Methods of Research	3
Core Curriculum (21 semester hours)		
SPA 511	Teaching Spanish as a Second Language	3
SPA 512	Spanish Grammar Review and Its Teaching	3
SPA 513	Teaching Spanish as a Heritage Language	3
SPA 543	Spanish Sociolinguistics	3
SPA 544	Spa Curriculum Design	3
SPA 545	Teaching Spanish Thru Literature and Film	3
SPA 549	Spanish Phonetics	3
SPA 550	Literature and Culture in the Classroom	3
Support courses (6 semester hours)		
Support courses		6
SPA 597	Special Topics	1-4
Or		
Other Support Course Options in other programs include 500-level courses in TESOL, ENG, BIL. ED. or C&I (requires approval).		
Total Hours		**36**

Studies in Children's & Adolescent Literature & Culture Graduate Certificate

The Studies in Children's and Adolescent Literature and Culture Certificate program consists of 15 hours of graduate study. The certificate provides students with a solid foundation for analyzing children's and adolescent literature and will enhance their understanding and capacity to teach the cultural, ideological, and historical nature of children's and adolescent literature in primary, secondary and post-secondary settings. Contact Dr. Rebecca Rowe at Rebecca.Rowe@tamuc.edu for more information.

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

Requirements to complete the Studies in Children's & Adolescent Literature & Culture Graduate Certificate (15 semester hours):

Requirement to complete graduate certificate program.		
ENG 504	Graphic Narratives	3
ENG 505	History of Children's Literature	3
ENG 506	Problems in Adolescent Literature	3
ENG 507	Children and Adaptation	3
ENG 508	Reality in Children's Literature	3
Total Hours		**15**

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

Teaching English to Speakers of Other Languages Graduate Certificate

The Teaching English to Speakers of Other Languages Graduate Certificate requires admission to the Graduate School and 18 semester hours of graduate courses from the following. Please contact Dr. Salvatore Attardo at 903-886-5260 or Salvatore.Attardo@tamuc.edu for more information.

Requirement to complete the Teaching English to Speakers of Other Languages Graduate Certificate (18 semester hours):

Requirement to complete graduate certificate program.		
ENG 501	Structure of the English Language	3
ENG 555	General Linguistics	3
ENG 557	Teaching English as a Second/Other Language Methods I	3
ENG 558	Sociolinguistics	3
ENG 657	Teaching English as a Second/Other Language Methods II	3
One course (3 sh) from the following		
ENG 559	Lang & Culture in Class	3
ENG 562	Psycholinguistics	3
ENG 579	Style and Stylistics	3
ENG 670	Pragmatics & Language Tchg	3
ENG 672	Second Language Acquisition	3
Total Hours		**18**

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

Professional Advancement in English Studies Graduate Certificate

This 18-hour graduate certificate is generally designed to provide the necessary ENG hours for students, who already have a Bachelor's or Master's degree or PhD in a discipline other than English, to teach dual-credit courses and college-level courses. The majority of courses will be in the fields of literature, rhetoric, and composition studies. This is an online certificate, though students might opt to take some courses face to face depending on availability. Individuals considering this certificate should first contact their school district to receive confirmation that the graduate certificate will allow holders of the certificate to teach dual enrollment courses. Contact Shannon Carter at 903-886-5260 or Shannon.Carter@tamuc.edu (Shannon.Carter) for more information.

Choose (18 semester hours) from the following:

ENG 503	Marginalized Literatures	3
ENG 504	Graphic Narratives	3
ENG 509	Literary Genres	3
ENG 513	Composing in the 21st Century	3
ENG 515	Histories & Theories of Rhetoric	3
ENG 522	Maj Figures in Amer Lit	3
ENG 537	Mod Transf Brit Irish Lit	3
ENG 555	General Linguistics	3
ENG 611	Writing with Digital Media	3
ENG 776	Methods and Methodologies in Writing Studies	3
Total Hours		**18**

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

School of Music

Eric Branscome (Department Head)
Location: Music Building #175, 903-886-5303
School of Music Web Site (https://www.tamuc.edu/music/)

Texas A&M University-Commerce is accredited by the National Association of Schools of Music and is a member of the Texas Association of Music Schools. The School of Music offers the Master of Music degree in Music with an emphasis in: Performance, Music Education and Piano Pedagogy.

Program of Graduate Work

Master of Music

Students in the Master of Music program choose either performance (applied music or conducting), music education or piano pedagogy. The M.M. in performance develops specific music skills and abilities to a high degree in the fields of instrumental and vocal performance and conducting. The M.M. in music education focuses on teacher training at the elementary and secondary levels. The M.M. in piano pedagogy combines an emphasis in performance with teacher training for private and small group settings.

Admission

Admission to a graduate program is granted by the Dean of the Graduate School upon the recommendation of the school. Applicants must meet the following requirements for admission in addition to meeting the general university requirements in Music.

- Admission Requirements (https://www.tamuc.edu/programs/music-mm/#Admission)

Requirements

Recital

Graduate students pursuing the Master of Music degree in performance must perform a fifty-minute public recital.

Final Comprehensive Examinations

The School 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.

Successful completion of the Comprehensive Exam is required of all students.

Note: Individual departments may reserve the right to dismiss from their programs students who, in their judgment, would not meet the professional expectations of the field for which they are training.

Music (https://coursecatalog.tamuc.edu/grad/colleges-and-departments/humanities-social-sciences-arts/school-of-music/music-mm/)

Music MM

Degree: Performance emphasis (applied music, conducting), music education emphasis or piano pedagogy emphasis.

Master of Music in Music - Option II Non-Thesis

Required Courses (8 semester hours)		
MUS 550	Seminar in Music Education	3
MUS 595	Research Lit & Techniques (3 semester hours required)	3
MUS 520	Intro to Graduate Music	2
Theory & History (6 semester hours)		
Six semester hours from the following (with 2 semester hours required in Theory and 4 semester hours required in History)		
MUS 505	Advanced Theory	2
MUS 521	World Music (Summer Cohort Only)	2
MUS 522	Music of the Baroque Era	2
MUS 523	Music of the Classic Era	2
MUS 524	Music of Romantic Era	2
MUS 525	Music of the 20th Century	2
Required Support Courses for Emphasis (Minimum of 16 semester hours from one of the following emphasis)		
Emphasis in Music Education (16 semester hours)		
Pedagogy and Literature (6-10 semester hours)		

MUS 531	Pedagogy (2 sh: course with different topics may be repeated)	1-3
MUS 526	Music Literature and Repertoire (2 sh: course with different topics may be repeated for credit)	1-3
MUS 589	Independent Study	1-4
Applied Study (2-6 semester hours)		
MUS 552	Principal Applied (1-3 sh)	1-4
MUS 551	Minor Applied Music (1-3 sh)	1-4
Electives or Assigned by Committee (1-3 semester hours)		1-3
Emphasis in Music Performance (16 semester hours)		
Principal Applied Study: 11 semester hours of MUS 552 plus MUS 555 Graduate Recital [1 sh.] for a total of 12sh. Usually 3 sh. per semester for 4 semesters.		
MUS 552	Principal Applied (Study 1-3 sh)	1-4
MUS 555	Graduate Recital	1
Pedagogy and Literature (4-6 semester hours)		
MUS 531	Pedagogy (2 sh)	1-3
MUS 526	Music Literature and Repertoire (2 sh: course with different topics may be repeated for credit)	1-3
Emphasis in Piano Pedagogy (16 semester hours)		
Principal Applied Study (6 semester hours of MUS 552 and two hours of MUS 555 Graduate Recital)		
MUS 552	Principal Applied	1-4
MUS 555	Graduate Recital	1
Pedagogy and Pedagogical Literature (8 semester hours)		
MUS 531	Pedagogy	1-3
MUS 526	Music Literature and Repertoire	1-3
MUS 535	Internship in Piano Pedagogy	1-3
MUS 589	Independent Study	1-4
Total Hours		**30**

Note: Successful completion of the Comprehensive Exam is required of all students.

Sociology and Criminal Justice

Willie J. Edwards (Department Head)
Location: Ferguson Social Sciences Building #210, 903-886-5332
Sociology and Criminal Justice Web Site (http://www.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/sociologyCriminalJustice/default.aspx)

Dr. Julia Meszaros- Sociology Graduate Coordinator
Dr. James "Alex" Purdon - MSAC Coordinator

The mission of the Department of Sociology and Criminal Justice is to provide quality learning experiences to equip students with social, intellectual, leadership and critical thinking skills, preparing them for a global and diverse society.

In addition to the major objective of contributing to the development of an educated person, some of the specific departmental objectives are as follows:

1. prepare students for teaching roles at all educational levels;
2. develop students' skills and knowledge that will enable them to conduct and interpret empirical research;
3. prepare students for professional careers in the fields of sociology and criminal justice;
4. prepare students for PhD programs in sociology and criminology;
5. develop programs designed to provide community services, extending from the local to regional and national levels;
6. provide curriculum support to other departments and university programs.

Admission

Sociology

Admission to a graduate program is granted by the Dean of the Graduate School upon the recommendation of the department. Applicants must meet the following requirements for admission in addition to meeting the general university requirements in Sociology.

Students entering the graduate program must satisfy any deficiencies in statistical analysis by appropriate course substitution (determined by the department) or by passing a competency examination prior to enrollment in Sociology 576, Data Analysis in Social Research.

- Sociology Admission Requirements (https://www.tamuc.edu/programs/sociology-ms/#tamuc-section-144019)

Applied Criminology

Admission to a graduate program is granted by the Dean of the Graduate School upon the recommendation of the department. Applicants must meet the following requirements for admission in addition to meeting the general university requirements in Applied Criminology.

- Applied Criminology Admission Requirements (https://www.tamuc.edu/programs/applied-criminology-ms/#tamuc-section-76529)

Successful completion of the Comprehensive Exam is required of all students.

Note: Individual departments may reserve the right to dismiss from their programs students who, in their judgment, would not meet the professional expectations of the field for which they are training.

Applied Criminology MS (p. 121)

Sociology MS (p. 123)

Sociology Minor (p. 124)

Criminal Justice Management Graduate Certificate (p. 124)

Criminal Justice Studies Graduate Certificate (p. 124)

Homeland Security Graduate Certificate (p. 124)

Applied Criminology MS

The Master of Science degree in Applied Criminology is an academically-based program that has an applied focus on four primary areas:

1. Management
2. General
3. Homeland Security
4. Forensic Accounting

The program is designed to meet the needs of students wishing to pursue administrative careers or other promotional opportunities in the criminal justice field or for students who wish to increase their knowledge of the criminal justice system.

Master of Science in Applied Criminology - Option II Non-Thesis

36 semester hour program to be completed at Texas A&M University-Commerce.

Required Courses		
Core Required courses: All Tracks* 12 semester hours		
CJ 501	Sem in Police and Law Enf	3
CJ 530	Seminar in Criminology	3
CJ 531	Issues in Crim Law and Courts	3
CJ 568	Seminar in Corrections	3
Research/Capstone Sequence: Required Courses All tracks * 9 semester hours (3 courses)		
CJ 575	Research Methods in CJ	3
CJ 576	Data Analysis and Interpretation	3
CJ 595	Research Literature and Techniques (3 semester hours required)	3
Choose one of the following tracks:		
Management Track: Required Courses - 9 semester hours (3 courses) from list, plus 6 semester hours MSAC electives		
CJ 520	CJ Admin and Mgmt	3
CJ 577	CJ Planning and Eval	3
CJ 583	Criminal Justice Policy	3
plus 6 semester hours from MSAC Electives list below (2 courses)		
or		
General Track: Required Courses - 3 semester hours (1 course) from list, plus 12 semester hours MSAC electives		
CJ 520	CJ Admin and Mgmt (or)	3
CJ 577	CJ Planning and Eval (or)	3
CJ 583	Criminal Justice Policy	3
plus 12 semester hours MSAC Electives list below (4 courses)		
or		
Homeland Security Track: Required Courses - 12 semester hours (4 courses) from list, plus 3 semester hours of MSAC electives		
CJ 505	Terrorism	3
CJ 515	Homeland Security	3
CJ 516	Counterintelligence	3
CJ 525	Red Teaming	3
plus 3 semester hours from MSAC Electives list below (1 course)		
or		
Forensic Accounting Track: Required Courses -3 semeseter hours (1 course) from list, plus 12 semester hours Accounting courses		
CJ 520	CJ Admin and Mgmt	3
CJ 577	CJ Planning and Eval	3
CJ 583	Criminal Justice Policy	3
Required 2 courses (6 semester hours)		
ACCT 562	Forensic and Investigative Accounting	3
ACCT 563	Advanced Forensic Accounting (Strongly recommend having ACCT 562 prior to taking ACCT 563.)	3
Choose 2 courses (6 semesters hours) from the following:		
ACCT 501	Accounting for Managers	3

ACCT 502	Financial Accounting (Strongly recommend having ACCT 501 prior to taking ACCT 502)	3
ACCT 527	Auditing	3
ACCT 530	Business Ethics for Accountants	3
ACCT 568	Business Law for Accountants	3
MSAC Elective Options		
MSAC Electives Courses (Select hours based on chosen track)		
CJ 505	Terrorism	3
CJ 514	Family Violence	3
CJ 515	Homeland Security	3
CJ 516	Counterintelligence	3
CJ 520	CJ Admin and Mgmt	3
CJ 525	Red Teaming	3
CJ 532	Juvenile Delinquency	3
CJ 533	Gender and Crime	3
CJ 534	Drugs and Society	3
CJ 565	Offender Reentry	3
CJ 577	CJ Planning and Eval	3
CJ 583	Criminal Justice Policy	3
CJ 597	Special Topics (May be taken more than once when topics vary.)	1-4
Total Hours		**36**

Note: Successful completion of the Comprehensive Exam is required of all students.

Sociology MS

Sociology MS Web Site (https://www.tamuc.edu/programs/sociology-ms/)

The Department of Sociology and Criminal Justice offers a Master of Science degree program in Sociology with core courses in sociological theory, research methodology, data analysis, and research report writing. The master's program is conducted through a selection of appropriate courses within the framework of a non-thesis program. For additional information, students are advised to read the most recent departmental Graduate Handbook, available free from the department or departmental website (https://www.tamuc.edu/programs/sociology-ms/).

Master of Science in Sociology - Option II Non-Thesis (Online)

30 semester hours program

Core Courses (18 semester hours)		
SOC 500	Orientation	0
SOC 535	Readings in Sociology	3
SOC 574	Sociological Theory	3
SOC 575	Advanced Research Methods	3
SOC 576	Data Analysis in Social Research	3
SOC 577	Qualitative Methodology	3
SOC 595	Research Literature and Techniques (3 semester hours required)	3
Sociology Graduate Electives (12 semester hours)		
12 semester hours (4 graduate electives).		
SOC 504	Stu Contemporary Sociolog	3
SOC 512	Soc Perspcts Marr/Family	3
SOC 514	Family Violence	3
SOC 515	Medical Sociology	3
SOC 516	Sociology of Education	0-3
SOC 517	Teaching Sociology and Criminal Justice	3
SOC 553	Race and Ethnic Diversity	3
SOC 597	Special Topics	3
Total Hours		**30**

Note: Successful completion of the Comprehensive Exam is required of all students.

Sociology Minor

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

Criminal Justice Management Graduate Certificate

The Criminal Justice Management Graduate Certificate is for those interested in criminal justice management or supervision. By design it would focus on management and policy issues. This certificate would specialize in management issues such as evaluating, planning, organizing, staffing, directing, coordinating, reporting, and budgeting. It is designed for those criminal justice professionals interested in gaining the skills necessary to be an effective criminal justice supervisor. Please contact Dr. Michael Tapia at Michael.Tapia (michael.tapia@tamuc.edu)@tamuc.edu (Louis.Lufkin@tamuc.edu) or 903.886.5332 for more information.

Requirements to complete the Criminal Justice Management Graduate Certificate (12 semester hours):

12 semester hours required		
CJ 520	CJ Admin and Mgmt	3
CJ 530	Seminar in Criminology	3
CJ 577	CJ Planning and Eval	3
CJ 583	Criminal Justice Policy	3
Total Hours		**12**

Note: Students must have admission to the Graduate School. Coursework must be completed at Texas A&M University-Commerce with a 3.0 GPA in all courses used for this graduate certificate. ***(No Substitutions)***

Criminal Justice Studies Graduate Certificate

The Criminal Justice Studies Graduate Certificate includes 12 semester hours of graduate coursework for students who want to increase their knowledge and develop competencies in the areas of criminal causality, criminal law, police management and/or correctional settings. The program will assist students in developing management skills that will be applicable in criminal justice agencies or in a graduate program at the master's level. The courses are designed in such a way as to cater to the working professional. The courses are offered completely online. Each course is Five (5) weeks in length. Please contact Dr. Michael Tapia at Michael.Tapia@tamuc.edu (michael.tapia@tamuc.edu) or 903.886.5332 for more information.

Requirements to complete the Criminal Justice Studies Graduate Certificate (12 semester hours):

12 semester hours required		
CJ 501	Sem in Police and Law Enf	3
CJ 530	Seminar in Criminology	3
CJ 531	Issues in Crim Law and Courts	3
CJ 568	Seminar in Corrections	3
Total Hours		**12**

Note: Students must have admission to the Graduate School. Coursework must be completed at Texas A&M University-Commerce with a 3.0 GPA in all courses used for this graduate certificate. ***(No Substitutions)***

Homeland Security Graduate Certificate

The Homeland Security Graduate Certificate is for those with an interest in national defense. It is designed to attract members outside the traditional criminal justice field. The graduate certificate is designed to give students a broad understanding of homeland security issues and to enhance leadership capabilities among those who currently work in local, state, and federal government and others who are interested in gaining greater knowledge about the field of homeland security. This program would introduce the student to homeland security concepts, applicable management principles, policy analysis, and enhance critical leadership skills necessary to successfully address security challenges within the United States. Please contact Dr. Michael Tapia at Michael.Tapia@tamuc.edu (michael.tapia@tamuc.edu) or 903.886.5332 for more information.

Requirements to complete the Homeland Security Graduate Certificate (12 semester hours):

12 semester hours required		
CJ 505	Terrorism	3
CJ 515	Homeland Security	3
CJ 516	Counterintelligence	3

CJ 525	Red Teaming	3
Total Hours		**12**

Note: Students must have admission to the Graduate School. Coursework must be completed at Texas A&M University-Commerce with a 3.0 GPA in all courses used for this graduate certificate. ***(No Substitutions)***

Theatre

Michael Knight (Department Head)
Location: Performing Arts Center, 903-886-5346
Theatre Web Site (https://www.tamuc.edu/dept-of-theatre/)

The Department of Theatre offers graduate courses and graduate degrees in theatre.

The goals of the graduate program in theatre are to:

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

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

Programs of Graduate Work

Masters of Arts in Theatre

The Department of Theatre offers the following degree in theatre: Master of Arts Thesis or Non-Thesis. In addition, a comprehensive minor in theatre is available for doctoral students.

Admission

Admission to a graduate program is granted by the Dean of the Graduate School upon the recommendation of the department. Applicants must meet the following requirements for admission in addition to meeting the general university requirements in Theatre.

- Admission Requirements (https://www.tamuc.edu/programs/theatre-ma/#Admission)

Successful completion of the Comprehensive Exam is required of all students.

Note: Individual departments may reserve the right to dismiss from their programs students who, in their judgment, would not meet the professional expectations of the field for which they are training.

Theatre MA (p. 127)

Theatre - MA

Theatre General Requirements

The Theatre graduate program provides its students with the opportunity to prepare for professional careers in the Theatre Arts through a series of hands-on learning experiences and advanced research applications. Fields of study include acting, directing, production design, theatre management, box office management, play-writing, and theatre education. Students are given the skills and experience to achieve successful career goals upon graduation. Students prepare for these goals through intensive study of theatrical techniques and hands-on application of these techniques.

Master of Arts in Theatre - Option I Thesis

Credit Hours: *Thesis* - 30 semester hours

Thesis (6 semester hours)		
THE 518	Thesis (6 semester hours required)	6
Only 6 semester hours of credit for 518 per degree will be given upon satisfactory completion of the requirement		
History and Theory (6 semester hours)		
THE 511	Dramatic Theory	3
THE 513	Survey of Marginalized Theatre	3
THE 542	Dev Mod Theatre	3
THE 543	Dev Amer Theatre	3
Management, Design, and Technical Theatre (3 semester hours)		
THE 512	Theatre Management	3
THE 515	Scenic Design	3
THE 516	Costume Design	3
THE 545	Stage Lighting	3
THE 550	Theatrical Design	3
Creative Component (3 semester hours)		
THE 540	Directing Theory to Practice	3
THE 541	Seminar Stage Direct	3
THE 544	Playwriting	3
THE 560	Acting	3
THE 561	Meisner Acting I	3
Theatre Electives (6 semester hours)		
6 semester hours of electives-in theatre, which may include courses from the general requirements or additional theatre course offerings		6
General Electives - (6 semester hours)		
6 semester hours of general electives in theatre, or 6 semester hours outside of the program with the approval from the Director of Theatre Graduate Studies		6
Total Hours		**30**

Master of Arts in Theatre - Option II Non-Thesis

Non-Thesis - 36 semester hours.

Research (3 semester hours)		
THE 595	Research Lit & Techniques (3 semester hours required)	3
History and Theory (6 semester hours)		
THE 511	Dramatic Theory	3
THE 513	Survey of Marginalized Theatre	3
THE 542	Dev Mod Theatre	3
THE 543	Dev Amer Theatre	3
Management, Design, and Technical Theatre (3 semester hours)		
THE 512	Theatre Management	3
THE 515	Scenic Design	3
THE 516	Costume Design	3
THE 545	Stage Lighting	3

THE 550	Theatrical Design	3
Creative Component (3 semester hours)		
THE 540	Directing Theory to Practice	3
THE 541	Seminar Stage Direct	3
THE 544	Playwriting	3
THE 560	Acting	3
THE 561	Meisner Acting I	3
Theatre Electives (9 semester hours)		
9 semester hours of electives in theatre, which may include courses from the general requirements or additional theatre course offerings.		9
General Electives (12 semester hours)		
12 semester hours of general electives inside or outside of theatre that may be designated as a minor with the approval of the Director of Theatre Graduate Studies and the graduate advisor in the selected minor.		12
Total Hours		**36**

Note: Successful completion of the Comprehensive Exam is required of all students.

College of Business

Location: McDowell Administration, 903-886-5191
College of Business Web Site (http://www.tamuc.edu/academics/colleges/business/default.aspx)

Mr. Scott Wheeler, Interim Dean
Dr. Anil Kumar, Associate Dean

Dr. Caroline Hartmann, Interim Department Head, Accounting & Finance
903-886-5659 - Departmental Website (https://new.tamuc.edu/dept-of-accounting-and-finance/)
Dr. Alex Williams, Department Head, Management & Economics
903-886-5703 - Departmental Website
Dr. Zaki Malik, Department Head, Marketing & Business Analytics
903-886-5692 - Departmental Website (https://www.tamuc.edu/programs/marketing-and-marketing-analytics-ms/)

Graduate study in the College of Business is available in: *accounting, business administration, business analytics, finance, forensic analytics, healthcare management, management, marketing and marketing analytics, and supply chain management.* The graduate programs in business are accredited by AACSB.

Courses for the MBA and MS programs are offered at Texas A&M University-Commerce, main campus, and in Dallas at the El Centro Campus. Courses are also available through online instruction.

Programs of Graduate Work in Business

Graduate studies in business are designed to prepare individuals for professional careers in business organizations, government agencies, and educational institutions, or for further graduate study. Graduate degrees and programs in business include the MSA in Accounting, the MBA in Business Administration, the MS in Business Analytics, the MSF in Finance, the MS in Forensic Auditing Analytics, the MS in Healthcare Management, the MS in Management, the MS in Marketing and Marketing Analytics, and the MS in Supply Chain Management. More specifically, the goals are to:

1. ensure mastery of the many functional areas in business;
2. improve decision-making capabilities;
3. learn to predict and adapt to a rapidly changing global business environment; and
4. promote the desire for continuing self-education and self-development.

Admission

Admission to a graduate program is granted by the Dean of the Graduate School upon the recommendation of the department. Applicants must meet the following requirements for admission in addition to meeting the general university requirements in accounting, business administration, business analytics, finance, management and marketing.

Note: Individual departments may reserve the right to dismiss from their programs students who, in their judgment, would not meet the professional expectations of the field for which they are training.

Accounting and Finance

Caroline Hartmann (Interim Department Head)
Location: 903-886-5659
Accounting and Finance Web Site (https://new.tamuc.edu/dept-of-accounting-and-finance/)

Accounting MSA

The MSA Accounting degree provides students the opportunity to gain knowledge in attestation, accounting, internal audit, forensic accounting, and taxation.

- It is a 30 hour degree program consisting of 18 hours of core classes and 12 hours of electives.
- Students can select from 3 tracks for their elective courses: Taxation, Forensic Accounting and Accounting (CPA).
- The program provides flexibility as courses can be taken online, in person, or a combination of the two.
- Students receiving the MSA in Accounting degree obtain a foundation of knowledge in financial accounting, auditing, and tax that prepare them for careers in public accounting and the private sector.
- Upon completion of the program, students may be eligible to sit for the Uniform CPA exam, provided they meet the requirements of their state board of public accountancy.

Admission Requirements (https://www.tamuc.edu/programs/accounting-msa/#tamuc-section-165019)

Successful completion of the Comprehensive Exam is required of all students.

Forensic Auditing Analytics MS

The Master of Science in Forensic Auditing Analytics combines courses in accounting and business analytics to provide students with traditional forensics and auditing courses but also cutting-edge business analytic skills to successfully prevent and fight financial crime in the increasingly digital economy. Since most significant financial crimes involve computers either in commission, concealment, detection, or investigation, this program provides accounting student with skills not commonly found in traditional accounting programs, including how to extract, preserve, and document digital financial crimes to ensure their admissibility and undeniability in court.

Admission Requirements (https://www.tamuc.edu/programs/forensic-auditing-analytics-ms/#admission)

Successful completion of the Comprehensive Exam is required of all students.

Finance MSF

The Master of Science in Finance program prepares students for the demands of the global financial environment in all major areas of finance. In addition to traditional general finance courses, the curriculum also includes courses designed to help the student who is preparing for CFA and/or CFP certification exams. Students with applicable undergraduate business coursework can complete the program with 30 hours of graduate coursework. Students without undergraduate preparation in finance may be required to complete up to 36 hours (which includes 6 semester hours of foundation coursework) in their program.

Admission Requirements (https://www.tamuc.edu/programs/finance-msf/#Admission)

Successful completion of the Comprehensive Exam is required of all students.

Note: Individual departments may reserve the right to dismiss from their programs students who, in their judgment, would not meet the professional expectations of the field for which they are training.

Accounting MSA (p. 131)

Forensic Auditing Analytics MS (p. 133)

Finance MSF (p. 135)

Finance Minor (p. 136)

Financial Planning Minor (p. 136)

Real Estate Minor (p. 136)

Auditing & Forensic Accounting Graduate Certificate (p. 134)

Tax Accounting Graduate Certificate (p. 134)

Accounting MSA

Accounting MSA Web Site (https://www.tamuc.edu/programs/accounting-msa/)

Master of Science Accounting in Accounting - Option II Non-Thesis

Foundation Study in Accounting		
These courses can be waived for students with appropriate undergraduate coursework.		
ACCT 501	Accounting for Managers	3
ACCT 502	Financial Accounting	3
Accounting Core (18 semester hours)		
ACCT 521	Advanced Accounting	3
ACCT 527	Auditing	3
ACCT 529	AIS/IT Audit/Internal Controls	3
ACCT 540	Advanced Income Tax Accounting	3
ACCT 575	Financial Statement Analysis	3
ACCT 595	Accounting Research and Communication (3 semester hours required)	3
Students may choose from three Specialization Tracks or choose the General Accounting Electives.		
Tax Specialization (12 Semester Hours)		
ACCT 538	Individual Income Tax Accounting	3
ACCT 551	Advanced Issues in Taxes	3
ACCT 597	Special Topics	1-4
Plus 1 additional elective from the General Accounting Elective list.		3
OR		
Forensic Specialization (12 semester hours)		
ACCT 528	Advanced Auditing	3
ACCT 562	Forensic and Investigative Accounting	3
ACCT 563	Advanced Forensic Accounting	3
Plus 1 additional elective from the General Accounting Elective list.		3
OR		
Accounting CPA Specialization (12 semester hours)		
ACCT 530	Business Ethics for Accountants	3
ACCT 522	Government & Not for Profit Accounting	3
ACCT 551	Advanced Issues in Taxes	3
or ACCT 588	Independent Accounting Research	
Plus 1 additional elective from the General Accounting Elective list.		3
OR		
General Accounting Electives 12 semester hours from electives:		
ACCT 522	Government & Not for Profit Accounting	3
ACCT 525	Advanced Managerial Accounting	3
ACCT 528	Advanced Auditing	3
ACCT 530	Business Ethics for Accountants	3
ACCT 531	International Accounting	3
ACCT 538	Individual Income Tax Accounting	3
ACCT 541	Accounting Theory	3
ACCT 550	Sales, Franchise & Other Taxes	3
ACCT 551	Advanced Issues in Taxes	3
ACCT 562	Forensic and Investigative Accounting	3
ACCT 563	Advanced Forensic Accounting	3
ACCT 564	Practicum in Forensics	3
ACCT 568	Business Law for Accountants	3
ACCT 576	Fundamentals of Financial Planning	3
ACCT 577	Investment Planning	3

ACCT 588	Independent Accounting Research	3
ACCT 597	Special Topics	3
Total Hours		**30**

Forensic Auditing Analytics - MS

Master of Science in Forensic Auditing Analytics - Option II Non-Thesis

These courses can be waived for students with appropriate undergraduate coursework.		
ACCT 501	Accounting for Managers	3
ACCT 502	Financial Accounting	3
Required/Core (27 semester hours)		
ACCT 527	Auditing	3
ACCT 528	Advanced Auditing	3
ACCT 595	Accounting Research and Communication (3 semester hours required)	3
ACCT 562	Forensic and Investigative Accounting	3
ACCT 563	Advanced Forensic Accounting	3
BUSA 511	Business Analytics for Managers	3
BUSA 526	Database Management	3
BUSA 533	Cyber Security and IT Auditing	3
BUSA 539	Cyber Forensics and Information Security Policy Governance	3
Accounting Electives (3 semester hours)		
ACCT 529	AIS/IT Audit/Internal Controls	3
ACCT 530	Business Ethics for Accountants	3
ACCT 575	Financial Statement Analysis	3
ACCT 580	Internship in Accounting	0-4
Total Hours		**30**

Note: Successful completion of the Comprehensive Exam is required of all students.

Auditing & Forensic Accounting Graduate Certificate

Auditing & Forensic Accounting Graduate Certificate Web Site (https://www.tamuc.edu/programs/auditing-and-forensic-accounting-graduate-certificate/)

The Auditing & Forensic Accounting Graduate Certificate is 12 semester hours (4 courses) of coursework that would be eligible to meet requirements for the Master of Science in Accounting (MSA) program should a student wish to pursue it. ACCT 527 & ACCT 562 are in the core curriculum and the remaining courses would meet electives for the MSA. The graduate certificate in auditing and forensics will equip students to gain certifications offered by the Institute of Internal Auditors (IIA) and the Association of Certified Fraud Examiners (ACFE). Contact Dr. James Hamill at 903-886-5659 or email James.Hamill@tamuc.edu for more information.

ACCT 527	Auditing	3
ACCT 528	Advanced Auditing	3
ACCT 562	Forensic and Investigative Accounting	3
ACCT 563	Advanced Forensic Accounting	3
Total Hours		**12**

Note: Students must have admission to the Graduate School. Coursework must be completed at Texas A&M University-Commerce with a 3.0 GPA in all courses used for this graduate certificate. ***(No Substitutions)***

Tax Accounting Graduate Certificate

The Tax Accounting Graduate Certificate is a 12 semester hour (4 course) program. The certificate may be applied to the Master of Science in Accounting (MSA) program with two of the courses ACCT 538 & ACCT 540 required as part of the core and advanced core. Both of these courses are offered each semester on the current courses schedule. For more information contact Dr. James Hamill at 903-886-5659 or email James.Hamill@tamuc.edu.

Choose four of the following courses		
ACCT 538	Individual Income Tax Accounting	3
ACCT 540	Advanced Income Tax Accounting	3
ACCT 550	Sales, Franchise & Other Taxes	3
ACCT 551	Advanced Issues in Taxes	3
ACCT 597	Special Topics	1-4
Total Hours		**12**

Note: Students must have admission to the Graduate School. Coursework must be completed at Texas A&M University-Commerce with a 3.0 GPA in all courses used for this graduate certificate. ***(No Substitutions)***

Finance MSF

Master of Science Finance in Finance - Option II Non-Thesis

Foundation Study in Finance		
FIN 501	Finance for Decision Makers	3
Finance Core (18 semester hours)		
FIN 504	Financial Management	3
FIN 510	Investment Seminar	3
FIN 512	Derivatives & Risk Management	3
FIN 550	Advanced Financial Modeling	3
FIN 570	Financial Markets, Institutions & Instruments	3
FIN 571	International Business Finance	3
Elective Component - Select 9 SCH advanced hours from any course with a FIN prefix including the below:		
FIN 515	Fixed Income Analysis	3
FIN 520	Advanced Entrepreneurial Finance & Venture Capital	3
FIN 533	Financial Data Analytics	3
FIN 555	Lions Students Managed Fund	3
FIN 575	Principles of Real Estate	3
FIN 577	Real Estate Finance	3
FIN 576	Real Estate Appraisal and Investment	3
FIN 560	Behavioral Finance	3
FIN 540	Advanced Financial Statement Analysis and Valuation	3
FIN 545	Financial Econometrics	3
FIN 580	Internship in Finance	0-4
FIN 589	Independent Study	0-4
FIN 530	Fundamentals of Financial Planning	3
FIN 536	Advanced Retirement Planning & Employee Benefits	3
FIN 534	Advanced Risk, Insurance, and Estate Planning	3
Research Component (3 semester hours)		
FIN 595	Applied Financial Research (3 semester hours required)	3
Total Hours		**30**

Note: Successful completion of the Comprehensive Exam is required of all students.

Finance Minor

Satisfactory completion of 12 sh will meet requirements for a minor in Finance.

Required (6 semester hours)		
FIN 504	Financial Management	3
FIN 510	Investment Seminar	3
Plus 2 courses (6 semester hours) from the following:		
FIN 512	Derivatives & Risk Management	3
FIN 515	Fixed Income Analysis	3
FIN 520	Advanced Entrepreneurial Finance & Venture Capital	3
FIN 533	Financial Data Analytics	3
FIN 540	Advanced Financial Statement Analysis and Valuation	3
FIN 550	Advanced Financial Modeling	3
FIN 570	Financial Markets, Institutions & Instruments	3
FIN 571	International Business Finance	3
Total Hours		**12**

Financial Planning Minor

Satisfactory completion of 12 sh will meet requirements for a minor in Financial Planning Minor.

FIN 504	Financial Management	3
FIN 510	Investment Seminar	3
FIN 530	Fundamentals of Financial Planning	3
FIN 536	Advanced Retirement Planning & Employee Benefits	3
or FIN 534	Advanced Risk, Insurance, and Estate Planning	
Total Hours		**12**

Real Estate Minor

Satisfactory completion of 12 sh will meet requirements for a minor in Real Estate Minor.

FIN 504	Financial Management	3
FIN 575	Principles of Real Estate	3
FIN 576	Real Estate Appraisal and Investment	3
FIN 577	Real Estate Finance	3
Total Hours		**12**

Management and Economics

Wallace (Alex) Williams (Department Head)
Location: 903-886-5703
Management and Economics Web Site (https://new.tamuc.edu/dept-of-management-and-economics/)

Business Administration - MBA

The Master of Business Administration degree offered by the College of Business of Texas A&M University-Commerce prepares the graduate student for advanced management positions that demand analytic and strategic leadership solutions to an interrelated set of economic, ethical, and environmental issues. The curriculum stresses the development and use of analytical skills for both quantitative and qualitative applications, which will assist managers in their decision-making and leadership responsibilities.

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

Admission Requirements

Successful completion of the Comprehensive Exam is required of all students.

Management - MS

The Texas A&M University-Commerce Master of Science in Management program is designed to provide students with the scientific knowledge and practical skills needed for effective leadership and management within dynamic business environments. Students may take courses on campus in Commerce or Dallas, with an option of the flexibility and convenience of online courses. (email us at Management@tamuc.edu)

Admission Requirements

Successful completion of the Comprehensive Exam is required of all students.

Supply Chain Management - MS

Supply Chain Management (SCM) is a diverse field that encapsulates the company's ability to link processes, practices, and people in a timely manner. The Master of Science in Supply Chain Management equips its students to meet this growing demand. The program aims to provide the knowledge base necessary to excel in critical SCM areas to ensure the company's success in design, assembly, and delivery of their product.

Admission Requirements

Successful completion of the Comprehensive Exam is required of all students.

Healthcare Leadership - MS

The graduate program in healthcare leadership provides professionals with the tools needed to successfully lead organizations in the dynamic and complex healthcare industry. This program supplies students with a robust understanding of healthcare markets and policy environments, enabling them to effectively navigate organizations through informed decision-making. Students will have the opportunity to earn a Six Sigma - Green Belt in the program, and will learn modern leadership practices to enhance productivity and growth for themselves and those working with them.

Admission Requirements

Successful completion of the Comprehensive Exam is required of all students.

Note: Individual departments may reserve the right to dismiss from their programs students who, in their judgment, would not meet the professional expectations of the field for which they are training.

Business Administration MBA (p. 139)

Management MS (p. 143)

Supply Chain Management MS (p. 143)

Healthcare Leadership MS (p. 141)

Corporate Management Minor (https://coursecatalog.tamuc.edu/grad/colleges-and-departments/business/management-and-economics/corporate-management-minor/)

Economics Minor (p. 145)

Economics of U.S. Healthcare Minor (p. 145)

Operational Excellence Graduate Certificate (p. 146)

Economics of U.S. Healthcare Graduate Certificate (p. 145)

Business Administration MBA

Business Administration MBA Web Site (https://www.tamuc.edu/programs/business-administration-mba/)

The Masters of Business Administration degree will prepare you for advanced management positions that demand analytic and strategic leadership solutions for an interrelated set of economic, ethical and environmental issues.

Master of Business Administration in Business Administration - Option II Non-Thesis

30-Hour Format		
All candidates must take the 7 Managerial component courses, 1 Informational Analysis Component course, and 2 electives.		
33-Hour Format		
Those without an appropriate background in statistics (course credit) will be required to complete ECO 502 (Quantitative Analysis for Managers). The candidate can also check with the MBA advisor on a potential test-out option.		
Background Course		
ECO 502	Quantitative Analysis for Managers	3
MBA 30 semester hours		
Managerial Component (21 semester hours)		
ACCT 525	Advanced Managerial Accounting	3
ECO 562	Managerial Economics	3
or ECO 576	Macroeconomics for Managers	
FIN 504	Financial Management	3
MGT 585	Management & Organizational Behavior	3
MKT 521	Marketing Management	3
BUSA 511	Business Analytics for Managers	3
MGT 527	Strategic Management	3
*Course must be taken in student's final semester.		
Information Analysis Component (3 semester hours)		
ECO 595	Applied Business Research	3
or MGT 595	Management Research Methods	
Recommended to be taken in student's first semester.		
Elective Component (6 semester hours)		
Two elective courses complete the 30-hour program requirements. Graduate level electives may be taken from any combination of business fields (ACCT, BA, BUSA, ECO, FIN, MGT, MKT, and SCM).		6
Total Hours		**30**

Minor Areas of Concentration

At least 12 advanced hours must be completed in an academic field (Accounting, Agribusiness, Business Analytics, Corporate Management, Cyber Security, Digital Marketing, Economics, Economics of U.S. Healthcare, Finance, Financial Planning, International Business, Marketing, Marketing Decision Analytics, Real Estate) to meet the requirements for a minor concentration area. The details of each particular minor are shown below.

Accounting		
At least 4 courses from Accounting includes		
ACCT 525	Advanced Managerial Accounting (Required)	3
May choose from remaining Accounting courses excluding 595.		
Agribusiness		
Required 3 semester hours		
AG 505	Statistical Methods in Agriculture	3
or AEC 550	Market Analysis and Structure	
Choose 3 of the following (9 semester hours):		
AEC 520	AgriBusiness Analysis and Forecasting	3
AEC 530	Agricultural Production Economics	3
AEC 540	Advanced Theory of Demand and Price Analysis	3
AEC 560	International Agricultural Trade	3
Business Analytics		

4 courses (12 semester hours) from BUSA includes:		
BUSA 526	Database Management	3
BUSA 542	Applied Decision Modeling	3
Electives		
6 semester hours any BUSA course, excluding 595.		6
Corporate Management		
4 electives from list:		
MGT 550	Corporate Governance & Sustainability	3
MGT 555	Project Management	3
MGT 567	Managing Groups and Teams	3
MGT 583	Seminar in Leadership	3
MGT 586	Managing at the Edge	3
MGT 587	Executive Development	3
MGT 590	Global Competitiveness	3
MGT 592	Current Issues in Human Resource Management	3
MGT 594	Transforming Organizations	3
MGT 597	Special Topics	3
Cyber Security		
4 courses (12 semester hours) includes:		
BUSA 526	Database Management	3
BUSA 533	Cyber Security and IT Auditing	3
BUSA 535	Ethical Hacking	3
BUSA 539	Cyber Forensics and Information Security Policy Governance	3
Digital Marketing		
4 courses (12 semester hours) from:		
Required Courses (3 semester hours required)		
MKT 569	Interactive and Digital Marketing	3
Choose 3 courses (9 semester hour) from remaining list:		
MKT 580	Marketing - Internship	0-4
MKT 540	Social Media Marketing	3
MKT 575	Search Engine Optimization	3
BUSA 516	Emerging Technologies and Business Innovations	3
Economics		
Required - 6 semester hours		
ECO 562	Managerial Economics (Required)	3
ECO 576	Macroeconomics for Managers (Required)	3
Choose remaining 6 semester hours of ECO courses from below or courses may be substituted with Department Approval.		
ECO 533	Applied Economic & Financial Forecasting	3
ECO 528	International Economic Problems	3
ECO 556	Health Economics	3
ECO 510	Advanced Environmental Economics	3
ECO 597	Special Topics	1-4
MATH 503	Actuarial Mathematics	3
Excluding ECO 595 and ECO 578		
Economics of U.S. Healthcare		
4 courses (12 semester hours) from the following:		
ECO 555	Health Care Services in the U.S.	3
ECO 556	Health Economics	3
ECO 557	Health Policy	3
MGT 591	Quality Management & Six Sigma	3
Finance		
4 courses from Finance includes:		

FIN 504	Financial Management (Required)	3
FIN 510	Investment Seminar (Required)	3
Plus 2 courses from the following		
FIN 512	Derivatives & Risk Management	3
FIN 515	Fixed Income Analysis	3
FIN 520	Advanced Entrepreneurial Finance & Venture Capital	3
FIN 533	Financial Data Analytics	3
FIN 540	Advanced Financial Statement Analysis and Valuation	3
FIN 550	Advanced Financial Modeling	3
FIN 570	Financial Markets, Institutions & Instruments	3
FIN 571	International Business Finance	3
Financial Planning		
4 courses (12 semester hours) from Finance:		
FIN 504	Financial Management	3
FIN 510	Investment Seminar	3
FIN 530	Fundamentals of Financial Planning	3
FIN 536	Advanced Retirement Planning & Employee Benefits	3
or FIN 534	Advanced Risk, Insurance, and Estate Planning	
International Business		
Any 4 courses from:		
ECO 528	International Economic Problems	3
FIN 571	International Business Finance	3
MGT 590	Global Competitiveness	3
MGT 597	Special Topics	1-4
MKT 586	International Marketing	3
Marketing		
At least 4 courses from Marketing includes:		
MKT 521	Marketing Management (Required)	3
May choose from remaining Marketing courses excluding 595.		
Marketing Decision Analytics		
Minor requires (12 semester hours)		
Required Courses (3 semester hours)		
MKT 569	Interactive and Digital Marketing	3
Choose 3 courses (9 semester hours) from remaining list:		
MKT 540	Social Media Marketing	3
MKT 574	Customer Relationship Management (Real Estate)	3
MKT 570	Marketing Analytics & Intelligence	3
MKT 580	Marketing - Internship	3
MKT 575	Search Engine Optimization	3
BUSA 511	Business Analytics for Managers	3
Real Estate		
4 courses (12 semester hours) from:		
FIN 504	Financial Management	3
FIN 575	Principles of Real Estate	3
FIN 576	Real Estate Appraisal and Investment	3
FIN 577	Real Estate Finance	3

Healthcare Leadership - MS

Healthcare Leadership - MS Web Site (https://www.tamuc.edu/programs/healthcare-leadership/)

The graduate program in healthcare leadership provides professionals with the tools needed to successfully lead organizations in the dynamic and complex healthcare industry. This program supplies students with a robust understanding of healthcare markets and policy environments, enabling

them to effectively navigate organizations through informed decision-making. Students will have the opportunity to earn a Six Sigma - Green Belt in the program, and will learn modern leadership practices to enhance productivity and growth for themselves and those working with them.

For More Information Contact:
gregory.lubiani@tamuc.edu
Dr. Greg Lubiani
Department of Management & Economics
Texas A&M University-Commerce

Required Healthcare Leadership Core (15 semester hours)		
ECO 595	Applied Business Research (3 semester hours required)	3
or MGT 595	Management Research Methods	
ECO 555	Health Care Services in the U.S.	3
ECO 556	Health Economics	3
ECO 557	Health Policy	3
MGT 591	Quality Management & Six Sigma	3
Healthcare Leadership Core Electives: Choose two (6 semester hours)		
MGT 583	Seminar in Leadership	3
MGT 585	Management & Organizational Behavior	3
HHPH 544	Health Management and Leadership	3
Healthcare Electives: Choose Three (9 semester hours)		
HHPH 510	Principles of Environmental Health	3
HHPH 547	Health Psychology	3
HHPH 550	Diversity and Health	3
HHPH 587	Epidemiology	3
HHPH 585	Program Planning & Evaluation	4
HHPH 660	Global Health Issues	3
Total Hours		**30**

Management MS

Master of Science in Management - Option II Non-Thesis

Foundation Study in Management		
This course can be waived for students with appropriate undergraduate coursework.		
MGT 503	Business Concepts and Tools	3
Research Component (3 semester hours required)		
MGT 595	Management Research Methods	3
or ECO 595	Applied Business Research	
Management Courses (15 semester hours)		
MGT 571	Managerial Metrics and Decision Making	3
MGT 585	Management & Organizational Behavior	3
MGT 592	Current Issues in Human Resource Management	3
MGT 550	Corporate Governance & Sustainability	3
MGT 527	Strategic Management	3
Choose 4 courses (12 semester hours) from		
MGT 555	Project Management	3
MGT 567	Managing Groups and Teams	3
MGT 574	Business Law	3
MGT 575	Operations Management	3
MGT 576	Global Supply Chain Management	3
MGT 583	Seminar in Leadership	3
MGT 591	Quality Management & Six Sigma	3
MGT 597	Special Topics	1-4
Total Hours		**30**

Supply Chain Management - MS

Have you ever considered the amount of coordination it takes between companies in order to develop and deliver a product to an end user? Supply Chain Management (SCM) is a diverse field that encapsulates the company's ability to link processes, practices, and people in a timely manner. The Masters in Supply Chain Management equips its students to meet this growing demand. The program aims to provide the knowledge base necessary to excel in critical SCM areas to ensure the company's success in design, assembly, and delivery of their product.

Research Component (3 semester hours required)		
ECO 595	Applied Business Research	3
or MGT 595	Management Research Methods	
Supply Chain Management Courses (15 semester hours)		
MGT 576	Global Supply Chain Management	3
MGT 575	Operations Management	3
SCM 542	Right Part, Right Place, Right Time: The Science of Logistics Management	3
SCM 541	Model-Based Intelligence: Designing Effective Supply Chain Networks	3
SCM 540	Current Trends in Supply Chain Management	3
Choose 4 (12 semester hours) of the following courses (or any graduate level COB course with department head approval):		
MGT 555	Project Management	3
MGT 591	Quality Management & Six Sigma	3
MGT 583	Seminar in Leadership	3
MGT 594	Transforming Organizations	3
MGT 560	Organizational Ethics	3
MGT 567	Managing Groups and Teams	3
SCM 520	Essential Supply Chain Laws & Regulations	3
SCM 545	Supply Chain Analytics & Application	3

MGT 597	Special Topics	1-4
Total Hours		**30**

Corporate Management Minor

4 Mgt electives from the list or requires prior approval		
Choose 12 hours from:		
MGT 583	Seminar in Leadership	3
MGT 550	Corporate Governance & Sustainability	3
MGT 555	Project Management	3
MGT 567	Managing Groups and Teams	3
MGT 586	Managing at the Edge	3
MGT 587	Executive Development	3
MGT 590	Global Competitiveness	3
MGT 592	Current Issues in Human Resource Management	3
MGT 594	Transforming Organizations	3
MGT 597	Special Topics	1-4
Total Hours		**12**

Economics Minor

Satisfactory completion of 12 sh will meet requirements for a minor in Economics.

Required - 6 semester hours		
ECO 562	Managerial Economics	3
ECO 576	Macroeconomics for Managers	3
Choose remaining 6 semester hours of ECO courses from below or courses may be substituted with Department Approval.		
ECO 533	Applied Economic & Financial Forecasting	3
ECO 528	International Economic Problems	3
ECO 556	Health Economics	3
ECO 510	Advanced Environmental Economics	3
ECO 597	Special Topics	1-4
MATH 503	Actuarial Mathematics	3
Excluding ECO 595 and ECO 578		
Total Hours		**12**

Economics of U.S. Healthcare Minor

Satisfactory completion of 12 sh will meet requirements for a minor in Economics of U.S. Healthcare Minor.

ECO 555	Health Care Services in the U.S.	3
ECO 556	Health Economics	3
ECO 557	Health Policy	3
MGT 591	Quality Management & Six Sigma	3
Total Hours		**12**

Economics of U.S. Healthcare Graduate Certificate

The Economics of U.S. Healthcare Graduate Certificate is an academic certificate (rather than a professional certificate) designed to fill specific basic knowledge gaps for healthcare professionals or for people wishing to pursue careers in healthcare administration.

All of the courses are online, and you can sign up for any of them at any time without having to wait for a regular course rotation or for the beginning of a semester.

For More Information Contact:
gregory.lubiani@tamuc.edu (Gregory.Lubiani@tamuc.edu)
Dr. Greg Lubiani
Department of Management & Economics
Texas A&M University-Commerce

Phone: 903-886-5703

Requirements to complete the Economics of U.S. Healthcare Graduate Certificate (12 semester hours):

ECO 556	Health Economics	3
ECO 555	Health Care Services in the U.S.	3
ECO 557	Health Policy	3
MGT 591	Quality Management & Six Sigma	3
Total Hours		**12**

Note: Students must have admission to the Graduate School. Coursework must be completed at Texas A&M University-Commerce with a 3.0 GPA in all courses used for this graduate certificate. ***(No Substitutions)***

Operational Excellence Graduate Certificate

The purpose of this certificate is to develop graduate-level working knowledge of important tools (e.g., Six Sigma and project management software) for successful application in supply chain and project management. All of the courses in the Operational Excellence Certificate Program may be applied to the Master of Science (MS) in Management Degree Program and some of the courses may be applied to other graduate business degrees. Contact Dr. Alex Williams at 903-886-5703 or email Alex.Williams@tamuc.edu (alex.williams@tamuc.edu) for more information.

Requirements to complete the Operational Excellence Graduate Certificate (12 semester hours):

MGT 555	Project Management	3
MGT 575	Operations Management	3
MGT 576	Global Supply Chain Management	3
MGT 591	Quality Management & Six Sigma	3
Total Hours		**12**

Note: Students must have admission to the Graduate School. Coursework must be completed at Texas A&M University-Commerce with a 3.0 GPA in all courses used for this graduate certificate. ***(No Substitutions)***

Marketing and Business Analytics

Zaki Malik (Department Head)
Location: BA Building - 314C, Phone: 903-886-5692
Marketing and Business Analytics Web Site (https://www.tamuc.edu/programs/marketing-and-marketing-analytics-ms/)

Business Analytics - MS

The MS in Business Analytics program is designed to prepare students entering the workforce in the rapidly emerging field of business analytics, which involves collecting, organizing, analyzing, optimizing, and interpreting "Big Data" (huge datasets collected by modern companies) for the purposes of problem solving and decision making. The program is intended to help students identify opportunities hidden in big data and apply these findings to real-world business challenges. Data analysts provide organizations with ideas for smarter strategic management, improved financial performance and better operational efficiencies. Students will prepare for specific jobs as computer systems analysts, management analysts (business analysts and process analysts), market research analysts, logisticians, and operations research analysts in a wide range of organizations and industries.

The Master of Science in Business Analytics program offers students from business and non-business backgrounds with an opportunity to develop expertise in the art and science of business analytics. Students complete 30 hours of graduate courses (33 if they choose the cyber security minor).

Admission Process (https://www.tamuc.edu/programs/business-analytics-ms/#Admission)

Successful completion of the Comprehensive Exam is required of all students.

Marketing and Marketing Analytics - MS

The Mission of the MS Marketing and Marketing Analytics Program is to provide quality academic and practical learning experiences to equip students with the knowledge to apply the marketing concepts and theories of marketing management, business-to-business (B2B) marketing, international marketing, and marketing research in a variety of organizations (e.g., businesses and not-for-profit organizations). The MS Marketing and Marketing Analytics program is designed to meet the needs of students in order to prepare them for higher level positions in marketing as well as for students who wish to pursue post-masters graduate programs.

The Master of Science in Marketing and Marketing Analytics 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 30-42 hours of graduate courses depending on their backgrounds.

Admission Process (https://www.tamuc.edu/programs/marketing-and-marketing-analytics-ms/#tamuc-section-44196)

Successful completion of the Comprehensive Exam is required of all students.

Note: Individual departments may reserve the right to dismiss from their programs students who, in their judgment, would not meet the professional expectations of the field for which they are training.

Business Analytics MS (p. 148)

Business Analytics Minor (p. 149)

Cyber Security Minor (p. 149)

Marketing and Marketing Analytics MS (https://coursecatalog.tamuc.edu/grad/colleges-and-departments/business/marketing-business-analytics/marketing-ms/)

Digital Marketing Minor (p. 151)

Marketing Decision Analytics Minor (p. 151)

Business Analytics Graduate Certificate (p. 151)

Business Analytics MS

Master of Science in Business Analytics - Option II Non-Thesis

Core Courses (24 semester hours from the following)		
ECO 595	Applied Business Research (3 semester hours required)	3
or MKT 595	Marketing Research Methods	
BUSA 511	Business Analytics for Managers	3
BUSA 523	Business Analytics Programming	3
BUSA 526	Database Management	3
BUSA 532	Data Warehousing	3
BUSA 537	Business Data Science	3
BUSA 542	Applied Decision Modeling	3
BUSA 521	Business Analytics Capstone (Last Semester)	3
General Option (no minor) 6 semester hours required (Choose 2 courses from below)		
BUSA 516	Emerging Technologies and Business Innovations	3
BUSA 522	Business Forecasting	3
or ECO 533	Applied Economic & Financial Forecasting	
BUSA 533	Cyber Security and IT Auditing	3
BUSA 541	Global Network Design	3
BUSA 535	Ethical Hacking	3
BUSA 539	Cyber Forensics and Information Security Policy Governance	3
BUSA 545	Machine Learning	3
BUSA 547	Data Visualization	3
BUSA 580	Internship in Business Analytics - BUSA	0-4
BUSA 597	Special Topic	3
MKT 524	Consumer and Buyer Behavior Analytics	3
MKT 570	Marketing Analytics & Intelligence	3
MKT 574	Customer Relationship Management	3
MKT 575	Search Engine Optimization	3
or, Advisor Approved Elective		
Total Hours		**30**
Cyber Security Minor: 9 semester hours required		
BUSA 533	Cyber Security and IT Auditing	3
BUSA 535	Ethical Hacking	3
BUSA 539	Cyber Forensics and Information Security Policy Governance	3
Total Hours		**30**

Note: Successful completion of the Comprehensive Exam is required of all students.

Business Analytics Minor

Required Courses		
BUSA 526	Database Management	3
BUSA 542	Applied Decision Modeling	3
Electives		
6 semester hours any BUSA course (excluding BUSA 511)		6
Total Hours		**12**

Cyber Security Minor

4 courses (12 semester hours)		
BUSA 526	Database Management	3
BUSA 533	Cyber Security and IT Auditing	3
BUSA 535	Ethical Hacking	3
BUSA 539	Cyber Forensics and Information Security Policy Governance	3
Total Hours		**12**

Marketing and Marketing Analytics MS

Master of Science in Marketing and Marketing Analytics - Option II Non-Thesis

Foundation Study in Marketing and Marketing Analytics		
These courses can be waived for students with appropriate undergraduate coursework.		
ECO 502	Quantitative Analysis for Managers	3
Required Core Courses (18 semester hours)		
MKT 521	Marketing Management	3
MKT 524	Consumer and Buyer Behavior Analytics	3
MKT 529	Marketing Strategy and Decision Making	3
MKT 547	Product Innovation and Supply Chains	3
MKT 568	Integrated Marketing Communication (IMC) and Promotion	3
MKT 569	Interactive and Digital Marketing	3
Research Component (3 semester hours required)		
MKT 595	Marketing Research Methods	3
Should be taken in the student's first semester of core courses in the marketing orientation of the MS degree plan		
General Option (no minor): 9 semester hours required		
MKT 545	Small Business Brand Management	3
MKT 567	Consumer Marketing	3
MKT 574	Customer Relationship Management	3
or MKT 580	Marketing - Internship	
Marketing Decision Analytics Minor: 9 semester hours required		
MKT 540	Social Media Marketing	3
MKT 570	Marketing Analytics & Intelligence	3
MKT 574	Customer Relationship Management	3
or MKT 580	Marketing - Internship	
MKT 575	Search Engine Optimization	3
BUSA 511	Business Analytics for Managers	3
Digital Marketing Minor: 9 semester hours required		
MKT 540	Social Media Marketing	3
MKT 575	Search Engine Optimization	3
MKT 580	Marketing - Internship	0-4
BUSA 516	Emerging Technologies and Business Innovations	3
Total Hours		**30**

Digital Marketing Minor

Minor requires 12 semester hours		
Required Courses (3 semester hours required)		
MKT 569	Interactive and Digital Marketing	3
Choose 3 courses (9 semester hours) from remaining list:		
MKT 580	Marketing - Internship (Digital Marketing Internship Required)	0-4
MKT 540	Social Media Marketing	3
MKT 575	Search Engine Optimization	3
BUSA 516	Emerging Technologies and Business Innovations	3
Total Hours		**12**

Marketing Decision Analytics Minor

Minor requires (12 semester hours)		
Required Courses (3 semester hours)		
MKT 569	Interactive and Digital Marketing	3
Choose 3 courses (9 semester hours) from remaining list:		
MKT 540	Social Media Marketing	3
MKT 570	Marketing Analytics & Intelligence	3
MKT 580	Marketing - Internship	0-4
MKT 574	Customer Relationship Management	3
MKT 575	Search Engine Optimization	3
BUSA 511	Business Analytics for Managers	3
Total Hours		**12**

Business Analytics Graduate Certificate

The Business Analytics Graduate Certificate is a 12 semester hour (4 courses) certificate. All courses are currently being taught and eligible to help meet the requirements for the Master of Science in Business Analytics (MS-BUSA) program. For information about this Graduate Certificate contact Dr. Zaki Malik at 903-886-5692 or email zaki.malik@tamuc.edu (Zaki.Malik@tamuc.edu).

Requirements to complete the Business Analytics Graduate Certificate (12 semester hours):

BUSA 511	Business Analytics for Managers	3
or BUSA 542	Applied Decision Modeling	
BUSA 526	Database Management	3
or BUSA 532	Data Warehousing	
BUSA 523	Business Analytics Programming	3
or BUSA 537	Business Data Science	
Elective Options: 3 semester hours required		**3**
BUSA 516	Emerging Technologies and Business Innovations	3
BUSA 545	Machine Learning	3
BUSA 547	Data Visualization	3
Total Hours		**12**

Note: Students must have admission to the Graduate School. Coursework must be completed at Texas A&M University-Commerce with a 3.0 GPA in all courses used for this graduate certificate. ***(No Substitutions)***

College of Education and Human Services

Location: Young Education North Building, 903-886-5181

Dr. Raymond Green, Dean
Dr. Demarquis Hayes, Associate Dean
Dr. Kathry Dixon, Assistant Dean

The College of Education and Human Services houses seven academic departments, including the Departments of Counseling; Curriculum and Instruction; Educational Leadership; Higher Education & Learning Technologies; Health and Human Performance; School of Nursing; Psychology, and Special Education; and School of Social Work. The departments offer programs of study that lead to bachelor's, master's, and doctoral degrees.

College Mission

College of Education and Human Services provides excellence driven programs that prepare student-scholars to become scientists, teachers, administrators, and practitioners who proactively address the transformational challenges of a complex digital environment and global society. We promote instructional engagement, responsive research, quality service, and active partnerships with external constituencies.

Graduate study in the College of Education and Human Services includes, but is not limited to, programs that prepare school administrators including principals, superintendents, and counselors. Master's degrees are also available in educational technology, health, kinesiology, and sports studies, psychology, special education, and social work. Details of each program may be accessed in the departmental division of this catalog:

- Clinical Psychology, MS
- Counseling, MS, MEd
- Counselor Education and Supervision, PhD
- Curriculum & Instruction, MS, MEd
- Early Childhood Education, MS*, MEd*
- Educational Administration, MEd, EdD
- Experimental Psychology, PhD
- Educational Technology, MS, MEd
- Educational Technology Library Science, MS, MEd
- Family Nurse Practitioner, MSN
- Health, Kinesiology and Sports Studies, MS
- Higher Education, MS
- Higher Education, EdD
- Organization, Learning, & Technology, MS
- Psychology, MS
- Public Health, MPH
- Reading, MA*, MS*, MEd*
- Secondary Education, MS, MEd
- Special Education, MS, MEd
- Specialist in School Psychology, SSP
- Social Work, MSW
- Supervision, Curriculum & Instruction, EdD

*
Federation Program with University of North Texas and Texas Woman’s University.

The College of Education and Human Services offers master level Texas Education Agency approved programs leading to standard certification for teachers in bilingual education, early childhood education, elementary, middle level, career and technology education, and secondary. Additional areas of study for certification include all-level certification in art, health, music, physical education, and special education.

Professional certificates available through Texas Education Agency approved programs in the following areas: educational diagnostician, reading specialist, school administrator (principal and superintendent), school counselor, and school librarian.

Programs in the College of Education and Human Services are designed to allow the student to complete a master's degree while completing required coursework for teacher certification and professional certificates.

Center for Educator Certification and Academic Services

Sherri Harwell, Director Center for Educator Certification and Academic Services

Young Education Building, 903-886-5182

Admission

Application to an initial teacher certification (e.g., Alternative Teacher Certification Programs) or professional certification programs should be made in the Center for Educator Certification and Academic Services. Formal admission into the graduate school and Alternative Teacher certification program and program completion is required before Texas A&M University-Commerce can recommend any initial certificate be issued. Information regarding all Teacher Education/Certification Programs may be viewed at https://www.tamuc.edu/educator-certification-academic-services/.

Post-Baccalaureate/Alternative Teacher Certification Program or Alternative Certification Only (Standard Teacher Certification)

(Admission)

1. Passing score on Pre-Admission Content Test (TX PACT) prior to submission of applications for admission.
2. Earn admission into the Graduate School to pursue one of the following:
   a. A Master of Science degree in Curriculum and Instruction (CINS), Secondary Education (SED), Early Childhood Education (ECH), or Special Education (SPED). There will be a question at the end of the application asking if you want to pursue a teaching certification - check yes.
   b. To apply for teacher certification only without a Master of Science degree, apply to the Graduate School and select Educator Certification.
   c. Graduate School application can be made at ApplyTexas.org (https://www.applytexas.org/) which includes a $50 non-refundable application fee.
3. Applicants must have completed their Bachelor of Science or equivalent degree with a minimum 2.75 overall GPA or a completed master's degree with a minimum 3.0 overall GPA. All transcripts must be submitted to the Graduate School.
4. Earn admission to the Alternative Teacher Certification Program located at https://www.tamuc.edu/programs/alternative-teacher-certification/ which includes a $50 non-refundable application fee.
5. Meet admission requirements for specific certificate and program area (see website for details).
6. Sign and return the admission decision letter from the Certification Office.
7. Educators who apply for certification are required to demonstrate English language proficiency by fulfilling one of the following requirements:
   a. Completion of an undergraduate or graduate degree at an accredited institution of higher education in the United States, not including US Territories.
   b. Completion of an undergraduate or graduate degree earned at an institution of higher education in a country outside of the United States approved by the State Board of Educator Certification (SBEC).
   c. If these requirements are not met, then a passing score on the TOEFL exam must be submitted. Please note that TOEFL scores are only valid for a period of two years. Required minimum scores are 24 for Speaking, 22 for Listening, 22 for Reading, and 21 for Writing.

If you received a Bachelor's degree from outside of the United States then a Foreign Credential Evaluation with a Course-by-Course summary will be required. This is to remain in compliance with TEA to verify a bachelor's degree and to compute a core GPA. TAMUC Graduate School also requires original, official transcripts unless you use WES-ICAP or a full Spantran evaluation. The following is a list of acceptable Foreign Credential Evaluation Services that both TAMUC and TEA have approved:

- Foreign Credential Service of America
  www.foreigncredentials.org (http://foreigncredentials.org)
- Global Credential Evaluators, Inc.
  www.gceus.com (https://www.gceus.com/)
- International Academic Credential Evaluator, Inc.
  www.iacei.net (https://www.iacei.net/)
- International Education Research Foundation, Inc.
  www.ierf.org (https://worldwidetranscripts.com/IERF/)
- Josef Silny & Associates
  www.jsilny.org (https://www.jsilny.org/)
- Spantran
  SpanTran (https://spantran.com/services/evaluations/?gad_source=5&gclid=EAIaIQobChMImf3J_LHHhQMVhG5_AB13ag0pEAAYASABEgJrK_D_BwE)
- World Education Services
  www.wes.org (https://www.wes.org/)

(Program Requirements)

1. Meet admission requirements.
2. Complete 30 hours of field based experience in a Texas Education Agency recognized classroom prior to teaching assignment.

3. Complete the 6 graduate level online certification courses earning no grade lower than B, maintaining a 3.0 GPA. Four of the six courses must be completed prior to teaching assignment.
4. Pay the $35 non-refundable TEA Assessment Fee.
5. Once you have started taking your alternative certification classes, you may seek approval for your TExES content exam. A passing score on the TExES content exam is required before you can begin your teaching assignment.
6. Teacher candidates seeking certification in EC-6 Core, 4-8 Core, ELAR 4-8 and ELAR/SS 4-8 will be required to pass a “Science of Teaching Reading” exam in addition to their TExES content exam. A passing score on the STR exam is required before you can begin your teaching assignment if you are teaching one of the previously listed areas.
7. Once you have completed the four (4) minimum required classes, you may seek approval for the TExES Pedagogy and Professional Responsibilities (PPR) exam. A passing score on the PPR is required before you can obtain a Texas Teaching Certificate.
8. Complete a successful supervised teaching assignment in a Texas Education Agency recognized school through one of two options: Option 1 - One year paid internship as the teacher of record or Option 2 - one semester (16 weeks) as an unpaid clinical/student teacher. If at any time the student resigns or is dismissed from employment, the student will be dismissed from the program. Pay required fees based on type of teaching assignment.
9. Comply with the Texas Teacher Code of Conduct, The Code of Ethics, and exhibit professional behavior at all times.
10. If seeking a master’s degree, complete remaining courses and any degree requirements for completion of the MS degree, including the corresponding Comprehensive Exam. If not seeking a master’s degree but have remaining certification courses, finish all course work.
11. Comply with all practices, policies, and requirements outlined by the program."

After completion of all certification program requirements, students must apply for their Standard Certificate with the Texas Education Agency in a timely manner. Filing for certification is an online process.

Graduate Level Certifications

The department offers the following certificates, specializations and/or degrees.

- The MS degrees can provide courses leading to EC-6, 4-8, 7-12, 8-12, 6-12, or All-Level Certification (see Post-Baccalaureate/Alternative Teacher Certification Program)
- Minor in Bilingual/ESL Education
- EC-6 Bilingual Certificate (See Post-Bacculaureate/Alternative Teacher Certification Program
- All Level Gifted and Talented Certificate
- Teacher certification without seeking a master's degree can also be obtained. (See Post-Baccalaureate/Alternative Teacher Certification Program)

Degree and Certification Requirements

The following undergraduate prerequisites for graduate majors and minors are currently in force:

Graduate Majors: Only candidates holding at least a provisional or standard teaching certificate or whose graduate program includes courses for meeting requirements of an official certification plan may be admitted for an advanced degree.

Graduate Minors: The head of the Department of Curriculum and Instruction through his/her standing committee on admissions will determine whether the minimum number of courses required by the catalog for a minor in curriculum and instruction will enable the candidate to function effectively in the field. This will be based upon each individual's professional preparation and experience.

Post-Baccalaureate/Alternative Teacher Certification Program

Students pursuing teacher certification as a graduate student should contact the Center for Educator Certification and Academic Services at 903-886-5671 for admission requirements. Some of the graduate-level courses may be counted toward a master's degree. Visit https://www.tamuc.edu/educator-certification-academic-services/ for more information.

All Level Gifted & Talented Certificate

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

Minor in Bilingual/ESL Education

For teachers who hold a Standard Teaching Certificate and are enrolled in the Curriculum and Instruction Med program, the Department of Curriculum and Instruction offers a minor in Bilingual/ESL education.

- Students who complete the Bilingual/ESL minor should:

1. possess the competencies necessary to teach, both in English and in Spanish, students in prekindergarten and elementary grades whose dominant language is Spanish;

2. meet the qualifications required by the State of Texas for appointment to such positions;
3. be prepared to translate bilingual theory and best practices into professional development, leadership and coaching positions for those working with bilingual learners.

Professional Certificate Programs (Superintendent, Principal, School Counselor, School Librarian, Educational Diagnostician, Reading Specialist)

(Admission)

1. Completion of Bachelor's Degree. For certification only programs, applicants must have completed their Master’s degree.
2. Completion of the Graduate School application at ApplyTexas.org (https://www.applytexas.org/).
3. Payment of application fee, a $50 non-refundable Graduate School application fee.
4. Submit official copy of all graduate/undergraduate transcripts conferring master's degree (if applicable).
5. A completed signature page that includes signed acknowledgements of FERPA, Code of Ethics, program handbook, and program Dismissal policies.
6. Letters of Professional Recommendation are required by some, but not all, programs for admission. For additional details, please contact the academic department and/or graduate school.
7. A current copy of the applicant’s Texas teaching certificate and service record indicating years of creditable teaching experience. Required teaching experience for admission ranges from 0 to 3 years depending on the certification program being pursued. The superintendent certification program requires a minimum of three years managerial experience and principal certification (or TEA verified equivalence) at the time of admission.
8. Minimum GPAs for admission vary by program. Contact the graduate school and/or the appropriate academic department for additional details. Links to program webpages with admission criteria can be found on the Certification Office webpage: https://www.tamuc.edu/educator-certification-academic-services/. (https://www.tamuc.edu/educator-certification-academic-services/)
9. Screening as required by appropriate academic department. These may include interviews, essays, written questions, video responses or other items and vary based on the certification program. For most programs, these are completed as part of departmental review within your Graduate School admissions process. If additional items are required when applying to the Certification Office, you will be given additional information.
10. Earn admission to the Graduate School.
11. Completion of Application for Admission to the Professional Certification Program: Please see program admissions webpage for each program for the most up to date Certification Application links.
12. Payment of application fee, a $50 non-refundable fee, for Professional Certification application and payment of $35 non-refundable TEA Assessment Fee.
13. Meet admission requirements for specific certificate and program (see website for details).
14. Sign, date, and return the admission letter for the certification program.

(Program Requirements)

In order to successfully complete the Professional Certification Program, the following are required:

1. Continued admission and retention in the Professional Certification Program.
2. Successful completion of all departmental requirements, required GPAs, and appropriate state certification exams.

After completion of all professional certification program requirements, students must apply for their certificate with the Texas Education Agency in a timely manner. Filing for certification is an online process.

Counseling

Michael Schmit (Interim Department Head)
Location: Binnion Hall
Counseling Web Site (https://www.tamuc.edu/dept-of-counseling/)

Programs of Graduate Work

Master of Science in Counseling

The Master of Science (MS) in Counseling offers an emphasis in School Counseling (48 semester hours) for those students seeking certification as a professional school counselor and an emphasis in Clinical Mental Health Counseling (60 semester hours) for those students desiring licensure as a Licensed Professional Counselor (LPC). Both programs include a common core as well as courses specific to each emphasis.

Students who are currently in School Counseling may enroll in additional courses to fulfill the academic requirements for LPC, thus having academic eligibility for both certifications as a professional school counselor and as a Licensed Professional Counselor (LPC) in the State of Texas upon completion of the program of study.

Master of Education in Counseling

The Master of Education (MEd) in Counseling is a 30 semester hour program designed for those students who plan to work in college and university student affairs, but prefer a counseling foundation in their preparation. Graduates of the MEd program typically seek employment in student activities, career services, academic advising, greek affairs, recruiting and admissions, residence life, and other departments and offices within the student affairs division of community colleges and four-year colleges and universities.

Doctor of Philosophy in Counselor Education and Supervision

The PhD in Counselor Education and Supervision includes approximately 69-72 hours of coursework beyond the equivalent of a CACREP-accredited master's degree. This total includes doctoral field experience, specified doctoral courses, cognate area, elective cluster, research tools, and dissertation.

School Counseling Certification Program

The School Counseling Certification Program is a 51 semester hour program. Admitted school counseling students, who are following the school counseling master's degree plan, must apply also to the Professional Certification program and provide the needed information. The Educator Certification department assists students with the certification process. The counseling program requires a passing score on the Master's Comprehensive Examination before you can be recommended to take the TExES.

The State Board for Educator Certification & Academic Services also requires a passing score on the TExES and two years of classroom teaching experience. It is highly recommended that students have completed the teaching experience prior to applying to the program. All questions about teaching experience should be directed to the Education Certification & Academic Services.

Contact the Department of Counseling for additional information relating to School Counseling Certification at 903-886-5637.

Admission

Counseling - MS/MED

Admission to a graduate program is granted by the Dean of the Graduate School upon the recommendation of the department. Those who apply to Texas A&M University-Commerce Graduate School for admission to one of the master's degree programs in counseling must meet the general Graduate School admissions requirements as described elsewhere in this catalog as well as additional departmental requirements. Application materials collected by the Graduate School will be forwarded to the Department of Counseling for review, and applicants are required to have approval of the department before the Graduate School will grant admission to the master's degree program in counseling.

School Counseling and Clinical Mental Health Counseling students must earn a grade of A or B in the following classes: COUN 501, COUN 510, COUN 516, and COUN 528. College Student Affairs students must achieve a grade of A or B in COUN 505, and COUN 606.

- MS - Counseling Admission Requirements (https://www.tamuc.edu/programs/counseling-ms-clinical-mental-health/#Admission)
- MED - Counseling Admission Requirements (https://www.tamuc.edu/programs/counseling-med-student-affairs/#Admission)

Counselor Education and Supervision - PhD

Admission to a doctoral program is granted by the Dean of the Graduate School upon the recommendation of the department. Applicants must meet the following requirements for admission in addition to meeting the general university requirements in counseling:

- Doctoral Counselor Education and Supervision Admission Requirements (https://www.tamuc.edu/programs/counselor-education-supervision-phd/#Admission)

Successful completion of the Comprehensive Exam is required of all students.

Note: Individual departments may reserve the right to dismiss from their programs students who, in their judgment, would not meet the professional expectations of the field for which they are training.

Counseling MS (p. 158)

Counseling MED (p. 159)

Counselor Education and Supervision PhD (https://coursecatalog.tamuc.edu/grad/colleges-and-departments/education-human-services/counseling/counseling-phd/)

Chemical Dependency Counseling Graduate Certificate (p. 163)

Counseling MS

Master of Science in Counseling

The Master of Science in Counseling offers an emphasis in two programs, Clinical Mental Health Counseling (60 semester hours) for those students desiring licensure towards a Licensed Professional Counselor (LPC). Clinical Mental Health Counseling emphasis includes a common core, courses specific to the emphasis and field experience courses in which students work with client populations under supervision. An emphasis in School Counseling (48 semester hours) for those students seeking certification as a professional school counselor only, School Counseling emphasis includes a common core, courses specific to the emphasis, an elective, and Practicum, in which students work directly with client populations under supervision. Additionally, in all programs, students must enroll in COUN 501 and COUN 510 during their first semester of enrollment. After successfully completing COUN 501 and COUN 510, students then enroll in COUN 516 and COUN 528 in the same (typically, second) semester. Please note that those students desiring to enroll in more than 6 hours per semester may take classes from among those listed as “Open” classes.

Program Requirements - MS

In order to graduate from degree programs of study in School Counseling and/or Clinical Mental Health Counseling, students must pass a comprehensive exit examination. The comprehensive exit examination is the Counselor Preparation Comprehensive Examination (CPCE), a nationally standardized examination developed and published by the Center for Credentialing in Education. The CPCE is administered on-campus once per semester. Students needing an additional attempt during a semester may be certified to test at specified professional testing centers (See Department web for centers). Details regarding examinations and examination dates are available on the Counseling web site.

Clinical Mental Health Counseling students must complete 3 field experiences, COUN 551: Practicum, COUN 552: Internship. The Practicum consists of a minimum of 100 contact hours, of which 40 must be in providing direct service to clients and client populations. Each Internship experience consists of a minimum of 300 contact hours, of which 120 must be in providing direct service to clients and client populations. School Counseling students must complete 3 semester hours of COUN 551: Practicum. The Practicum consists of a minimum of 100 contact hours, of which 40 must be in providing direct service to clients and client populations.

Master of Science in Counseling with an emphasis in School Counseling - Option II Non-Thesis

Master of Science degree in Counseling with School Counseling emphasis require the courses listed below:

All courses carry 3 semester hours credit unless otherwise indicated.

Open Courses - No Prerequisites (12 semesters hours)		
COUN 512	Career Development	3
COUN 517	Assessment in Counseling	3
COUN 522	Counseling Diverse Populations	3
COUN 545	Dev Issues/Strategy in Counseling	3
Courses 501 & 510 MUST be completed in 1st semester; Courses 516 & 528 MUST be completed in 2nd semester (12 semester hours)		
COUN 501	Introduction to the Counseling Profession *	3
COUN 510	Counseling Theories and Techniques *	3
COUN 516	Basic Counseling Skills *	3
COUN 528	Introduction to Group Dynamics and Procedures *	3
Core Courses (6 semester hours)		
COUN 595	Research Literature and Techniques (3 semester hours required)	3
COUN 548	Advanced Counseling Skills *	3
Specialty Courses (12 semester hours)		
COUN 514	School Counseling and Development	3
COUN 520	Advanced School Counseling	3
COUN 534	Counseling Children and Adolescents	3
COUN 539	Introduction to Play Therapy	3
Elective (3 semester hours)		
EDCI 519	Response to Intervention Applied to Exceptional Learners	3
Parcticum (3 semester hours)		
COUN 551	Practicum	3
Total Hours		**48**

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Students pursuing the School Counseling emphasis in MS Counseling must earn a grade of A or B in: COUN 501, 510, 516, 528, & 548.

Master of Science in Counseling with an emphasis in Clinical Mental Health Counseling - Option II Non-Thesis

All courses carry 3 semester hours credit unless otherwise indicated

Open Courses - No Prerequisites (15 semester hours including an Elective course from the College of Education & Human Services).		
COUN 512	Career Development	3
COUN 517	Assessment in Counseling	3
COUN 522	Counseling Diverse Populations	3
COUN 545	Dev Issues/Strategy in Counseling	3
Plus an elective from the College of Education & Human Services.		3
(12 semester hours): 501 & 510 MUST be completed in 1st semester; 516 & 528 MUST be completed in 2nd semester		
COUN 501	Introduction to the Counseling Profession *	3
COUN 510	Counseling Theories and Techniques *	3
COUN 516	Basic Counseling Skills *	3
COUN 528	Introduction to Group Dynamics and Procedures *	3
Core Courses (6 semester hours)		
COUN 595	Research Literature and Techniques (3 semester hours required)	3
COUN 548	Advanced Counseling Skills *	3
Specialty Courses (18 semester hours)		
COUN 530	Clinical Mental Health Counseling	3
COUN 540	Diagnosis & Treatment Planning for Clinical Mental Health Counselors	3
COUN 535	Psychopharmacology in Clinical Mental Health Counseling	3
COUN 564	Individual and Family Crisis and Resources	3
COUN 581	Assessment and Treatment of Chemical Dependency	3
COUN 611	Introduction to Marriage and Family Counseling/Therapy	3
or COUN 513	Communication In Marriage	
Clinical Field Experience Courses (9 semester hours; Written degree plan on file)		
COUN 551	Practicum	3
COUN 552	Internship (6 semester hours required)	3
Total Hours		**60**

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Students pursuing the MS in Counseling with a Clinical Mental Health Counseling emphasis must earn a grade of A or B in: COUN 501, 510, 516, 528, & 548.

Counseling MED

Master of Education in Counseling

The Master of Education (MEd) in Counseling offers an emphasis in College Student Affairs for those students desiring employment in a wide variety of college and university student services settings. The CSA program is a 30-hour program offered entirely online. It targets the bachelor-level student affairs professional desiring a graduate degree to improve service delivery and promotability.

Program Requirements - MEd

College Student Affairs students must pass a locally-developed comprehensive exit examination. All examinations are administered once each fall and spring semester, and once during the summer. Details regarding examinations and examination dates are available in the departmental office. In addition, CSA students complete a field experience, COUN 555: Internship in College Student Affairs, consisting of a minimum of 300 contact hours engaging in CSA professional activities.

Master of Education in Counseling with an emphasis in College Student Affairs - Option II Non-Thesis

Required courses in the major, minor, or specialization

College Student Affairs Emphasis - MEd (30 semester hours)		
COUN 505	Introduction to College Student Affairs *	3
COUN 512	Career Development	3
COUN 522	Counseling Diverse Populations	3
COUN 555	Internship in College Student Affairs	3
COUN 560	Crisis Intervention	3
COUN 581	Assessment and Treatment of Chemical Dependency	3
COUN 590	Legal Issues Stu Affairs	3
COUN 595	Research Literature and Techniques (3 semester hours required)	3
COUN 606	Stu Affairs Services Hi Ed *	3
COUN 607	Contemp College Student	3
Total Hours		**30**

*

Students pursuing the College Student Affairs emphasis in MED Counseling must earn a grade of A or B in the following two classes: COUN 505 & COUN 606.

Counselor Education and Supervision PhD

Course Requirements

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

1. Master’s Degree—A minimum of 48 semester hours, equal/equivalent to a CACREP-accredited master’s degree, must be completed prior to finishing the doctorate.
2. Doctoral Field Experience—12 semester hours of class, which includes a combination of supervised clinical training, teaching, and clinical supervision.
3. Core Doctoral Courses—21 semester hours of required doctoral counseling courses.
4. Cognate Area— 9 semester hours from one of several department-approved content areas.
5. Elective — 3 semester hours selected with adviser to build competencies in an area that meets the student’s professional needs.
6. Research Tools—15 semester hours in research methodology and statistics (or documented proficiency) from the University-approved Research Tools options. One of the research tools courses must be a qualitative research course.
7. Dissertation—9 to 12 semester hours. In addition to the courses above, all general catalog requirements for the degree must be met.

Residency

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

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

1. Attend a minimum of six doctoral seminars.
2. Assist faculty members on two different projects intended to ultimately lead to either manuscripts submitted for publication in peer-reviewed journals or presentation proposals submitted for peer-reviewed program consideration at state, regional, or national conferences. Students must collaborate with at least two different faculty members.
3. Engage in a minimum of three departmental activities. Suggested activities include proctoring master’s comprehensive examinations, assisting with Murphy Day, assisting with the fall school counselor conference, maintaining the departmental bulletin board, maintaining the departmental job board, etc. Activities MUST include assisting with Master's-level Practicum (COUN 551). This is in addition to COUN 660 Supervision requirement.
4. Actively engage in professional service. Two components comprise this requirement:
    a. Holding elected or appointed office in a local (E.g., Chi Sigma Iota, Doctoral student Association, Branch of the Texas Counseling Association), state (e.g., Texas Counseling Association or its divisions), regional (e.g., Southern Region of the American Counseling association), or national

(e.g., American Counseling association or its divisions, American College Personnel Association), professional organization or by chairing or serving as a member of a committee of one of these organizations.

b. Serving on a university, college, or departmental committee or task force (e.g., Master's Admissions Committee, Departmental Human Subjects Protection Committee, University Library Committee).

5. Completing 24 semester hours at Texas A&M University-Commerce toward the degree.

There is no specified time limit for completing residency.

Note:

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

Doctor of Philosophy in Counselor Education and Supervision

Doctoral Core: 21 semester hours (7 courses)		
COUN 610	Adv Counsel Theories & Techniq	3
COUN 620	Superv Cou Human Develop	3
COUN 625	Research Application	3
COUN 621	Psychoeducational Consulting and Program Evaluation	3
COUN 622	Advanced Seminar in Counseling Diverse Populations	3
COUN 650	Inst Th & Meth in Coun Ed	3
COUN 717	Ethics & Prof Development	3
Cognate (9 semester hours)		
Child and Adolescent		
COUN 534	Counseling Children and Adolescents	3
COUN 539	Introduction to Play Therapy	3
COUN 614	Counseling Strategies for Parent-Child Relationships	3
COUN 697	Special Topics (Self Injurious Behavior: Gestalt Therapy: Advanced Sandtray)	3
COUN 689	Independent Study (Advanced Play Therapy: Parent Consultation)	1-3
Multicultural		
COUN 623	Race, Class and Gender	3
COUN 697	Special Topics (Spiritualality in Counseling & Counseling Sexual Minorities)	6
Marriage and Family		
COUN 611	Introduction to Marriage and Family Counseling/Therapy	3
COUN 612	Adv Sem M&F Coun/Therapy	3
COUN 615	Marital Counseling/Therapy	3
Student Affairs		
COUN 590	Legal Issues Stu Affairs	3
COUN 606	Stu Affairs Services Hi Ed	3
COUN 607	Contemp College Student	3
COUN 697	Special Topics (Human Sexuality: Self Injurious Behavior)	3
Doctoral Practicum/Internship (12 semester hours)		
COUN 660	Doctoral Field Experience (3 semester hours)	3
COUN 661	Advanced Practicum	3
COUN 662	Advanced Internship (Advanced Internship I & II (taken twice for 6 semester hours)	3
Elective (3 semester hours)		
3 semester hours from any COUN 500 level course and above not already taken for credit.		3
Dissertation (9 semester hours)		
COUN 718	Dissertation	3-9
Research Tools 15 semester hours: Each must have grade of "B" or better and cannot be used to satisfy other degree requirements.		
COUN 695	Research Methodology	3
COUN 609	Introduction to Statistics for Counseling and Human Services Research	3
or PSY 612	Psy Ed Statistics	
or HIED 617	Introduction to Quantitative Research	

COUN 613	Adv Statistical Technique	3
COUN 690	Qualitative Research	3
or HIED 696	Qualitative Research Methods	
or EDAD 698	Qualitative Research Methods	
Plus		
Choose from one of the following courses, in consultation with your doctoral advisor, that have not already been applied to a previous research tool. COUN 609, COUN 625, COUN 690, EDCI 687, EDCI 696, EDCI 698, EDCI 699, EDAD 603, EDAD 604, EDAD 698, HIED 617, HIED 619, HIED 696, HIED 698, PSY 605, PSY 610, PSY 612, PSY 670.		3
Total Hours		**69**

NOTE: No course beyond the master's program that is over ten years old at the time the doctoral degree is conferred can be used toward the doctoral degree.

Professional Counselor Licensure (LPC)

If a School Counseling or Clinical Mental Health Counseling student is seeking to become a Licensed Professional Counselor (LPC), the student must submit a completed application packet to The Texas State Board of Examiners of Professional Counselors: (https://www.bhec.texas.gov/texas-state-board-of-examiners-of-professional-counselors/index.html (https://www.bhec.texas.gov/texas-state-board-of-examiners-of-professional-counselors/)), 333 Guadalupe St., Tower 3, Room 900, Austin, Texas 78701, (512)305-7700. The state currently requires the completion of a 60 semester hour program of graduate study and 3,000 hours of supervised counseling experience after completion of the graduate program. Students who completed the School Counseling degree requirements need to meet the 60 semester hour program of graduate study. Of those 60 hours of graduate work, courses must include COUN 540/Diagnosis and Treatment Planning and one course selected from one of the marriage and family courses (COUN 513, COUN 564, or COUN 611) to satisfy the LPC requirement. In addition, Texas requires a passing score on the state licensure examination (the National Counseling Examination, NCE), prior to applying for licensure.

Chemical Dependency Counseling Graduate Certificate

Chemical Dependency Counseling Graduate Certificate Web Site (https://www.tamuc.edu/programs/chemical-dependency-counseling-graduate-certificate/)

This certificate will prepare professionals with the necessary theories, assessments and modalities to counsel, prepare, and implement treatment plans for substance abuse clients, their families, and co-workers. Contact Dr. LaVelle Hendricks at LaVelle.Hendricks@tamuc.edu.

The Chemical Dependency Counseling Graduate Certificate Program requires admission to the Graduate School and includes 12 semester hours of graduate coursework.

Requirements to complete the Chemical Dependency Counseling Graduate Certificate (12 semester hours)

COUN 505	Introduction to College Student Affairs	3
COUN 606	Stu Affairs Services Hi Ed	3
COUN 581	Assessment and Treatment of Chemical Dependency	3
COUN 555	Internship in College Student Affairs	3
Total Hours		**12**

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

Curriculum and Instruction

Melanie Fields (Interim Department Head)
Location: Education South, 903-886-5537
Curriculum and Instruction Web Site (https://www.tamuc.edu/dept-of-curriculum-and-instruction/)

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

1. Offering master's and doctoral degree programs.
2. Being actively involved in the public schools for mutually beneficial purposes, i.e., updating and enhancing skills of current teachers while allowing departmental faculty to remain current with public school trends and issues.
3. Offering doctoral programs that develop effective teacher educators through research and intensive study of learning paradigms and instructional strategies.
4. Promoting within faculty and students rigorous scholarship as they participate in basic and applied research, educational program development, and implementation and dissemination of knowledge in enlightening and utilitarian ways.
5. Providing courses to support teaching certification at the graduate level.

Programs of Graduate Work

The department offers the following degrees:

Master's and Doctoral Degree Programs

- Master's Degree in Curriculum and Instruction (MEd and MS)
- Master's Degree in Early Childhood Education (MEd and MS)
- Master's Degree in Reading (MA, MEd and MS)
- Master's Degree in Secondary Education (MEd and MS)
- Doctoral Degree in Supervision, Curriculum and Instruction (EdD)

Master of Education and Master Science in Curriculum and Instruction

The Master’s of Education (MEd) Degree in Curriculum and Instruction is for certified teachers interested in the improvement of classroom teaching through advanced studies in the content and methodology of subjects taught in K - 12 classrooms. The major in curriculum and instruction, available primarily to experienced teachers, prepares graduates to

1. improve student engagement and teaching effectiveness and
2. qualify for leadership positions in settings for which the master’s degree is required.

A graduate with a major in curriculum and instruction should possess knowledge of the research and literature in education, curriculum and instructional design, effective teaching practices, and the teaching of diverse students.

The Master of Science (MS) Degree in Curriculum and Instruction is intended for those who do not have teacher certification but wish to include graduate certification courses as part of their master's degree program.

- Curriculum & Instruction Admission Requirements (https://www.tamuc.edu/programs/curriculum-instruction-med-ms/#Admission)

Master of Education, and Master of Science, in Early Childhood Education

The MEd degree in Early Childhood Education is for certified teachers interested in the human growth and development of young children, birth through age eight years, and in the improvement of teaching young children through advanced studies in the content and methodology of the subjects taught in preschools through grade three. The MS degree in Early Childhood Education is for those who do not have teacher certification but is interested in studying child development leadership, learning theories, and developmentally appropriate practice. The major in early childhood education prepares graduates for careers in both public and private educational settings in which the primary focus is on the education of young children between the ages of three and eight. A graduate with a major in early childhood education should possess knowledge in these areas: cognitive, socio-emotional, and physical development of children ages birth to eight, curriculum theories and instructional design, effective instructional approaches for young children, teacher research and documentation of children's learning, and developmentally appropriate practice and authentic assessment of young children.

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

- Early Childhood Education Admission Requirements (https://www.tamuc.edu/programs/early-childhood-education-med-ms/#Admission)

Master of Education, Master of Science, and Master of Arts in Reading

The MEd degree in Reading is primarily for certified teachers interested in advanced studies in literacy learning, with emphasis on both developmental and remedial reading and writing instruction prekindergarten through grade 12. The MEd in Reading Program can lead to an All-Level Reading Certification and Master Reading Teacher Certification. The MS in Reading is primarily for those who seek a program that focuses their coursework on content directly related to the teaching of literacy but do not have teacher certification. The Master of Arts in Reading is primarily for certified teachers interested in literacy's role in the development of learning and would like to do a thesis in the area of literacy. The study of a foreign language is also required. The major in reading prepares graduates for careers in both public and private educational settings in which the primary focus is on teaching, supervising, or directing literacy learning in developmental, remedial, and/or enrichment settings. A graduate with a major in reading should possess knowledge of the physiological and psychological growth of children, research literature in literacy learning, and in the ability to diagnose, prescribe, instruct, and evaluate learners in the area of listening, reading, speaking, writing, and other skills related to literacy.

- Reading Admission Requirements (https://www.tamuc.edu/programs/reading-ma-med-ms/#Admission)

Master of Education and Master of Science in Secondary Education

The MEd in Secondary Education is for certified teachers interested in the improvement of education through advanced studies of curriculum and instruction in secondary education. The major in Secondary Education prepares graduates to

1. improve student engagement, classroom management and teaching effectiveness and
2. qualify for leadership positions in settings for which the masters is required.

A graduate with a major in secondary education should possess knowledge of the research and literature in secondary education, curriculum and instructional design, effective teaching practices, philosophical systems in education, and excellence and equity in teaching for all students. Individualized degree plans may be developed to prepare teachers for designing classroom instruction and curriculum for curriculum for advanced and at-risk learners.

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

- Secondary Education Admission Requirements (https://www.tamuc.edu/programs/secondary-education-med-ms/#Admission)

Admission

Master of Education, Master of Arts, Master of Science

Admission to a graduate program is granted by the Dean of the Graduate School upon the recommendation of the department. Applicants must meet the following requirements for admission in addition to meeting the general university requirements in curriculum and instruction, early childhood education, reading, and secondary education.

Review each Admission link above for specific requirements for each program.

- Application Procedures. Applications may be accessed on-line at www.tamuc.edu/gradschool (http://www.tamuc.edu/academics/graduateSchool/default.aspx). They are also available at our Commerce, Navarro, Mesquite Metroplex, or Collin College campuses.

Doctor of Education in Supervision, Curriculum, and Instruction

Admission details are listed in the section "Admission to Doctoral Degree Programs" earlier in the general section of this catalog.

Admissions to the Supervision, Curriculum, and Instruction Doctoral Program in the Department of Curriculum and Instruction will occur twice each year: once in the fall semester and once in the spring semester. First, applicants should contact the Department of Curriculum and Instruction's office to place their name on the new applicant's list. This allows applicants to receive emails for information sessions and interview times. Applicants interested in applying must have at least 3 years of K-12 teaching experience. Applicants must attend a doctoral information session to be considered for admission. During the information session, the applicants will complete a departmental writing sample. To apply, applicants should contact the Department of Curriculum and Instruction's office to place their name on the new applicant's list. Additionally, the applicant must complete the graduate office application process and complete an interview with a committee of doctoral faculty members. Applicants will be rated by the members of the doctoral faculty committee on various aspects of the application package, including the writing sample, the admissions interview, and items required to be submitted by the graduate school.

Once the applicant has been fully admitted to the Supervision, Curriculum, and Instruction (SCID) doctoral program and notified by the Graduate School, students must complete a departmental orientation session in which the applicant will receive information about requirements for completing the residency plan, learn more about courses and course schedules, and have an initial degree plan developed by a doctoral faculty member.

- Supervision, Curriculum and Instruction - Doctoral Degree (https://www.tamuc.edu/programs/supervision-curriculum-instruction-edd/#Admission)

Degree Requirements

The following undergraduate prerequisites for graduate majors and minors are currently in force:

Graduate Majors: Only candidates holding at least a provisional or standard teaching certificate or whose graduate program includes courses for meeting requirements of an official certification plan may be admitted for an advanced degree.

Graduate Minors: The head of the Department of Curriculum and Instruction through his/her standing committee on admissions will determine whether the minimum number of courses required by the catalog for a minor in curriculum and instruction will enable the candidate to function effectively in the field. This will be based upon each individual's professional preparation and experience.

Master’s Degrees

Several master’s degree plan options are presented. In certain cases courses may be substituted for those listed but only with the permission of the major advisor. A field-based Master’s Degree in Curriculum and Instruction and Secondary Education is available to cohort groups in some school districts and many courses in the Post-Baccalaureate Teacher Certification Program can be included as coursework toward the Master’s Degree (see Program Admissions for a Degree Plan).

The Curriculum and Instruction, Early Childhood Education and Reading master's degree are available online as well.

Successful completion of the Comprehensive Exam is required of all students.

Note: Individual departments may reserve the right to dismiss from their programs students who, in their judgment, would not meet the professional expectations of the field for which they are training.

Curriculum & Instruction MEd (p. 167)

Curriculum & Instruction MS (p. 168)

Early Childhood Education MEd (p. 170)

Early Childhood Education MS (p. 170)

Reading MA (p. 172)

Reading MEd (p. 173)

Reading MS (p. 173)

Secondary Education MEd (p. 174)

Secondary Education MS (p. 175)

Bilingual/ESL Education Minor - Graduate (p. 177)

All Level Gifted and Talented Certification (https://coursecatalog.tamuc.edu/grad/colleges-and-departments/education-human-services/curriculum-instruction/all-level-gifted-talented-certification/)

Supervision, Curriculum, and Instruction — EdD (p. 178)

Instructional Coach Graduate Certificate (p. 169)

STEM Education Graduate Certificate (p. 169)

Alternative Teacher Certification - Traditional (p. 169)

Reading Specialist Program (Certification Only) (p. 174)

Curriculum and Instruction MEd

The Master's of Education (MEd) degree in Curriculum and Instruction is for Texas certified teachers interested in the improvement of classroom teaching through advanced studies in the content and methodology of subjects taught in elementary classrooms. The major in curriculum and instruction, available primarily to experienced teachers, prepares graduates to

1. improve student engagement and teaching effectiveness and
2. qualify for leadership positions in settings for which the master's degree is required, and
3. teach at the community college or dual credit classes at the high school level.

A graduate with a major in curriculum and instruction should possess knowledge of the research and literature in curriculum and instruction, curriculum and instructional design in subjects taught in elementary schools, effective teaching practices, and the teaching of students who are culturally diverse.

Master of Education in Curriculum and Instruction - Option II Non-Thesis

Part A. Required Core Courses (18 semester hours)		
Should complete as many Part A courses as possible before taking comprehensive examination.		
EDCI 538	Classroom Mgmt for Tchrs	3
EDCI 559	Diversity & Equity in Edu	3
EDCI 545	Issues in the Development of the Elementary Curriculum	3
EDCI 575	Differentiated Instruction	3
EDCI 595	Research Lit Tech (3 semester hours required)	3
Curriculum/Methods Option. Choose one from:		
EDCI 519	Response to Intervention Applied to Exceptional Learners	3
EDCI 524	Language Arts Curriculum	3
EDCI 530	Mathematics Curriculum	3
EDCI 557	Social Studies Curriculum	3
EDCI 558	Science Curriculum	3
Part B. Support Courses (12 semester hours) Can also include Graduate Courses from the Curriculum & Instruction Department (BLED, ECE, RDG, SED); Graduate Certificate in STEM Education; Graduate Certificate in Instructional Coach; Bilingual Minor; Principal Certification; or Subject Area education related content (e.g., Special Education, Physics Education, Educational Technology). *Additional courses and requirements may apply. Contact program adviser for additional information.		
EDCI 500	Issues in Education	3
EDCI 501	Foundations of Instructional Coaching	3
EDCI 519	Response to Intervention Applied to Exceptional Learners	3
EDCI 520	Introduction to STEM Education	3
EDCI 522	Induction Year Seminar for School Teachers	3
EDCI 524	Language Arts Curriculum	3
EDCI 525	Project Based Learning	3
EDCI 527	Integrating Digital Literacies Into Traditional Instructional Settings	3
EDCI 530	Mathematics Curriculum	3
EDCI 535	Ldrshp & Supv in Sch	3
EDCI 540	Mathematics Instruction for the 21st Century#Instruction	3
EDCI 541	Science Instruction for 21st Century Learners	3
EDCI 557	Social Studies Curriculum	3
EDCI 558	Science Curriculum	3
EDCI 560	Designing Curriculum and Instruction for the Culturally Diverse Learner	3
EDCI 566	Practicum	1-6
EDCI 529	Workshop (Limit 1)	3-6
EDCI 597	Special Topics (Limit 1)	1-4
Total Hours		**30**

Note: Successful completion of the Comprehensive Exam is required of all students.

Curriculum and Instruction MS

The Master's Science (MS) degree in Curriculum and Instruction is designed more specifically for graduate students who are seeking their initial certification through the Post-Baccalaureate Teacher certification (PBTC) program and who wish to use those graduate courses in the PBTC program as part of their master's degree program. The curriculum also involves a minimum of 30 semester hours of study, 18 hours minimum in the major and the remaining hours as electives to complete the 30 hour program. The suggested outline of studies is as follows.

Master of Science in Curriculum and Instruction - Option II Non-Thesis

Part A. Required Core Courses (18 semester hours)		
EDCI 538	Classroom Mgmt for Tchrs	3
EDCI 559	Diversity & Equity in Edu	3
EDCI 545	Issues in the Development of the Elementary Curriculum	3
EDCI 575	Differentiated Instruction	3
EDCI 595	Research Lit Tech (3 semester hours required)	3
Choose one from: Comment/Methods Option.		
EDCI 519	Response to Intervention Applied to Exceptional Learners	3
EDCI 524	Language Arts Curriculum	3
EDCI 530	Mathematics Curriculum	3
EDCI 557	Social Studies Curriculum	3
EDCI 558	Science Curriculum	3
Part B. General Track (Non-Certification Track) 12 semester hours		
Select 4 courses from the list below (courses completed in Part A cannot be repeated for credit in Part B).		
EDCI 500	Issues in Education	3
EDCI 519	Response to Intervention Applied to Exceptional Learners	3
EDCI 522	Induction Year Seminar for School Teachers	3
EDCI 524	Language Arts Curriculum	3
EDCI 530	Mathematics Curriculum	3
EDCI 540	Mathematics Instruction for the 21st Century#Instruction	3
EDCI 541	Science Instruction for 21st Century Learners	3
EDCI 557	Social Studies Curriculum	3
EDCI 558	Science Curriculum	3
EDCI 560	Designing Curriculum and Instruction for the Culturally Diverse Learner	3
EDCI 529	Workshop (Limit 1)	3-6
EDCI 597	Special Topics (Limit 1)	1-4
Total Hours		**30**
Alternative Certification Track 18 semester hours (including EDCI 538 & EDCI 519 from Part A)		
If completing Alternative/Post Bac certification as part of this degree, complete the courses below. Certification classes require a grade of "B" or better.		
EDCI 514	Mgmt & Curr Dev for Div Lrnrs	3
EDCI 515	Evidence-Based Teaching for Diverse Populations	3
EDCI 517	Rdg & Lrng in K-12 Cont Area	3
EC-6 amd 4-8 Certification take RDG 516; 9-12 Certification take SED 512		
RDG 516	Foundations of Reading (or)	3
SED 512	The Secondary School: Teaching and Learning in the 21st Century	3
Total Hours		**30**

Approved electives must be sufficient to meet the 30-hour minimum program for the master's degree. Electives may include graduate courses taken as part of the Post-Baccalaureate Teacher Certification (PBTC) program, requires courses beyond the 30 hour degree requirement, in other studies within the Department of Curriculum and Instruction (early childhood, curriculum & instruction, reading, and secondary education) or in studies in other departments within the College of Education or departments outside the college. Electives do not need to be concentrated within any particular discipline. However, if the student desires a minor field of study in a specific discipline, at least 12 semester hours must be taken in that declared minor area.

Successful completion of the Comprehensive Exam is required of all students.

Alternative Teacher Certification - Traditional

This program is uniquely designed for those who have previously earned their bachelor's degree and now seek to make a career transition into the teaching profession. This is a non-degree seeking program for those wishing to obtain a Texas teacher certification without obtaining a master's degree. The program requires 18 hours of online coursework along with field-based work and student teaching.

EDCI 517	Rdg & Lrng in K-12 Cont Area	3
EDCI 519	Response to Intervention Applied to Exceptional Learners	3
RDG 516	Foundations of Reading	3
or SED 512	The Secondary School: Teaching and Learning in the 21st Century	
EDCI 538	Classroom Mgmt for Tchrs	3
or ECE 566	ECE: Learning Environments and Instructional Design	
EDCI 514	Mgmt & Curr Dev for Div Lrnrs	3
EDCI 515	Evidence-Based Teaching for Diverse Populations	3
Total Hours		**18**

Instructional Coach Graduate Certificate

This five-course certificate is designed to train and empower teacher leaders to support and guide their colleagues in effective instruction within the classroom. The courses strengthen teacher leaders' understanding of educating diverse learners and equip them to coach teachers in order to increase student learning and engagement. For information contact: Dr. Melanie Loewenstein at Melanie Loewenstein@tamuc.edu (melanie.loewenstein@tamuc.edu) or call 903-886-5537.

Required Courses (12 Semester Hours)		
EDCI 501	Foundations of Instructional Coaching	3
EDCI 559	Diversity & Equity in Edu	3
EDCI 566	Practicum	1-6
EDCI 535	Ldrshp & Supv in Sch	3
or SED 505	Teacher Leader	
Choose one course from the list below:		
EDCI 575	Differentiated Instruction	3
SED 513	Secondary Schl Curriculum	3
ECE 560	Early Child Curric Design	3
RDG 540	Content Area Literacy	3
Total Hours		**15**

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

STEM Education Graduate Certificate

The STEM Education (Science, Technology, Engineering and Mathematics) graduate certificate is designed for K-12 teachers or related positions. Upon completion of the graduate certificate, students will be prepared to design, develop and evaluate STEM resources, and implement STEM education into formal and informal classroom settings.

For more info: Dr. Becky Sinclair - Becky.Sinclair@TAMUC.edu (Becky.Sinclair@tamuc.edu)

EDCI 520	Introduction to STEM Education	3
EDCI 525	Project Based Learning	3
EDCI 540	Mathematics Instruction for the 21st Century#Instruction	3
EDCI 541	Science Instruction for 21st Century Learners	3
Total Hours		**12**

Admission Requirements: Students must have admission to the Graduate School. Coursework must be completed at Texas A&M University-Commerce with a 3.0 GPA in all courses used for this graduate certificate. ***(No Substitutions)***

Early Childhood Education MEd

The curriculum for the Master of Education in Early Childhood Education (MEd) involves a minimum of 36 semester hours of study, 24 semester hours of which must be in ECE & EDCI (degree program for individuals ***with*** a Texas teaching certificate). The outline of studies is as follows:

Master of Education in Early Childhood Education - Option II Non-Thesis

Part A (18 semester hours required)		
ECE 535	Math Science and Social Studies Curriculum	3
ECE 536	Literacy Development in the Early Years	3
ECE 537	Creative Expression in the Art	3
ECE 538	Clsrm Management Tchrs	3
ECE 548	Dsgn Inquiry-Based Lrng	3
ECE 561	Child Development	3
Part B (9 semester hours)		
ECE 560	Early Child Curric Design	3
EDCI 595	Research Lit Tech (3 semester hours required)	3
EDCI 559	Diversity & Equity in Edu	3
Electives (9 semester hours)		
3 Electives from any graduate courses from the Curriculum & Instruction Department (BLED, ECE, RDG, SED); Graduate Certificate in STEM Education, Graduate Certificate in Instructional Coaching, Bilingual Minor, Gifted & Talented Certification, Principal Certification, or Subject Area education related content (e.g., Special Education, Physics Education, Educational Technology).		9
Total Hours		**36**

Written Comprehensive Examination in Early Childhood Education

Courses for which students will be responsible on the master's written comprehensive examination include: ECE 535, ECE 536, ECE 537, ECE 538, ECE 548, ECE 560, ECE 561, and EDCI 559.

Successful completion of the Comprehensive Exam is required of all students.

Early Childhood Education MS

The curriculum for the Master of Science in Early Childhood Education involves a minimum of 36 semester hours of study, 24 semester hours of which must be in ECE & EDCI (degree program for individuals ***without*** a Texas teaching certificate). The outline of studies is as follows:

Master of Science in Early Childhood Education - Option II Non-Thesis

Part A. ECE Core Courses (15 semester hours)		
ECE 535	Math Science and Social Studies Curriculum	3
ECE 536	Literacy Development in the Early Years	3
ECE 537	Creative Expression in the Art	3
ECE 538	Clsrm Management Tchrs	3
ECE 561	Child Development	3
Research (3 semester hours)		
EDCI 595	Research Lit Tech (3 semester hours required)	3
Part B: Other Required Courses (18 semester hours)		
Complete (18 semester hours) from one of the following tracks :		
Post Bac Teacher Certification (18 semester hours)		
ECE 566	ECE: Learning Environments and Instructional Design	3
EDCI 514	Mgmt & Curr Dev for Div Lrnrs	3
EDCI 515	Evidence-Based Teaching for Diverse Populations	3
RDG 516	Foundations of Reading	3
EDCI 517	Rdg & Lrng in K-12 Cont Area	3
EDCI 519	Response to Intervention Applied to Exceptional Learners	3
Without Teacher Certification (18 semester hours)		
ECE 548	Dsgn Inquiry-Based Lrng	3

ECE 560	Early Child Curric Design	3
EDCI 559	Diversity & Equity in Edu	3
ECE 566	ECE: Learning Environments and Instructional Design	3
BLED 501	Theoretical Foundations of Bilingual/ESL Education	3
Elective Choices - (3 semester hours)		
Choose one from:		3
• Graduate courses from the Curriculum & Instruction Department (BLED, ECE, RDG, SED)		
• Graduate certificate courses (STEM Education, Instructional Coaching, Principal)		
• Content area education courses (e.g., Special Education, Physics Education, Educational Technology)		
Total Hours		**36**

Written Comprehensive Examination in Early Childhood Education

Courses for which students will be responsible on the master's written comprehensive examination include: ECE 535, ECE 536, ECE 537, ECE 538, ECE 548, and ECE 561.

Successful completion of the Comprehensive Exam is required of all students.

Reading MA

The curriculum for the Master of Arts in Reading involves a minimum of 36 semester hours of study, 24-27 of which must be in RDG. The study of a foreign language is required to receive a Master of Arts degree. For more information please refer to requirements for the Master's or Specialist Degree (http://coursecatalog.tamuc.edu/grad/office-of-graduate-studies/#requirements_for_the_masters_degree). The outline of study is as follows:

Master of Arts in Reading - Option I Thesis

Part A.		
Option I Thesis (6 semester hours)		
EDCI 518	Thesis (6 semester hours required)	6
Only 6 semester hours of credit for 518 per degree will be given upon satisfactory completion of the requirement		
Part B.		
Required Reading Courses (24 semester hours)		
RDG 520	Literacy and Instruction I: Literacy Foundations In Emergent and Early Readers	3
RDG 521	Literacy & Instruction II: Comprehension Processes and Strategies in Later Elem., MS, & HS	3
RDG 523	Promoting Literacy Through Language Acquisition and Development	3
RDG 528	Centering and Integrating Authentic Writing Experiences in the Literacy Classroom	3
RDG 540	Content Area Literacy	3
RDG 560	Literacy Assessment	3
RDG 562	Critical Issues in Lit Edu	3
RDG 567	Practicum in Literacy Assessment/Intervention, Coaching, and Campus Leadership in Elem., MS & HS	3
Part C.		
Choose 6 semester hours from the following courses:		
ENG 504	Graphic Narratives	3
ENG 505	History of Children's Literature	3
ENG 506	Problems in Adolescent Literature	3
ENG 507	Children and Adaptation	3
ENG 508	Reality in Children's Literature	3
Total Hours		**36**

Master of Arts in Reading - Option II Non-Thesis

Part A.		
Research (3 semester hours)		
EDCI 595	Research Lit Tech (3 semester hours required)	3
Required Reading Courses (30 semester hours)		
RDG 520	Literacy and Instruction I: Literacy Foundations In Emergent and Early Readers	3
RDG 521	Literacy & Instruction II: Comprehension Processes and Strategies in Later Elem., MS, & HS	3
RDG 523	Promoting Literacy Through Language Acquisition and Development	3
RDG 528	Centering and Integrating Authentic Writing Experiences in the Literacy Classroom	3
RDG 530	NWPNET Summer Writing Institute-Teachers Teaching Teachers	6
RDG 540	Content Area Literacy	3
RDG 560	Literacy Assessment	3
RDG 562	Critical Issues in Lit Edu	3
RDG 567	Practicum in Literacy Assessment/Intervention, Coaching, and Campus Leadership in Elem., MS & HS	3
Part C.		
Choose 3 semester hours from the following courses:		
ENG 504	Graphic Narratives	3
ENG 505	History of Children's Literature	3
ENG 506	Problems in Adolescent Literature	3
ENG 507	Children and Adaptation	3

ENG 508	Reality in Children's Literature	3
Total Hours		**36**

Note: The study of a foreign language is required to receive a Master of Arts degree. For more information please refer to requirements for the Master's/Specialist Degree (http://coursecatalog.tamuc.edu/grad/office-of-graduate-studies/#requirements_for_the_masters_degree).

Successful completion of the Comprehensive Exam is required of all students.

Reading MEd

The Reading Master's degree program for certified teachers.

Master of Education in Reading - Option II Non-Thesis

The curriculum for the Master of Education in Reading involves a minimum of 36 semester hours of study. The outline of study is as follows:

Part A.		
Required Reading Courses (24 semester hours)		
RDG 520	Literacy and Instruction I: Literacy Foundations In Emergent and Early Readers	3
RDG 521	Literacy & Instruction II: Comprehension Processes and Strategies in Later Elem., MS, & HS	3
RDG 523	Promoting Literacy Through Language Acquisition and Development	3
RDG 528	Centering and Integrating Authentic Writing Experiences in the Literacy Classroom	3
RDG 540	Content Area Literacy	3
RDG 560	Literacy Assessment	3
RDG 562	Critical Issues in Lit Edu	3
RDG 567	Practicum in Literacy Assessment/Intervention, Coaching, and Campus Leadership in Elem., MS & HS	3
Part B.		
Research (3 semester hours)		
EDCI 595	Research Lit Tech (3 semester hours required)	3
Part C.		
Choose 9 semester hours from any of the Curriculum & Instruction Department (BLED, ECE, RDG, SED); Graduate Certificate in STEM Education, Graduate Certificate in Instructional Coaching, Bilingual Minor, or Principal Certification. Contact your advisor for a list of recommended electives		9
Total Hours		**36**

Note: Successful completion of the Comprehensive Exam is required of all students.

Reading MS

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

Master of Science in Reading - Option II Non-Thesis

The curriculum for the Master of Science in Reading involves a minimum of 36 semester hours of study. The outline of study is as follows:

Part A.		
Required Reading Courses (24 semester hours)		
RDG 520	Literacy and Instruction I: Literacy Foundations In Emergent and Early Readers	3
RDG 521	Literacy & Instruction II: Comprehension Processes and Strategies in Later Elem., MS, & HS	3
RDG 523	Promoting Literacy Through Language Acquisition and Development	3
RDG 528	Centering and Integrating Authentic Writing Experiences in the Literacy Classroom	3
RDG 540	Content Area Literacy	3
RDG 560	Literacy Assessment	3
RDG 562	Critical Issues in Lit Edu	3
RDG 567	Practicum in Literacy Assessment/Intervention, Coaching, and Campus Leadership in Elem., MS & HS	3
Part B.		
Research (3 semester hours)		
EDCI 595	Research Lit Tech (3 semester hours required)	3

Part C.		
Choose 9 semester hours from the following courses:		
RDG 530	NWPNET Summer Writing Institute-Teachers Teaching Teachers	6
RDG 535	Integrating Multicultural and Social Justice Literature	3
EDCI 514	Mgmt & Curr Dev for Div Lrnrs	3
EDCI 515	Evidence-Based Teaching for Diverse Populations	3
EDCI 519	Response to Intervention Applied to Exceptional Learners	3
EDCI 527	Integrating Digital Literacies Into Traditional Instructional Settings	3
EDCI 559	Diversity & Equity in Edu	3
Total Hours		**36**

Note: Successful completion of the Comprehensive Exam is required of all students.

Reading Specialist Program (Certification Only)

Students who complete the program of study for the Reading Specialist Certificate should possess the competencies necessary to earn the master's degree; teach reading in prekindergarten through grade 12; development, remedial or clinical settings; supervise or direct reading programs; and qualify for professional positions in the State of Texas for which the Reading Specialist Certificate is required.

RDG 520	Literacy and Instruction I: Literacy Foundations In Emergent and Early Readers	3
RDG 521	Literacy & Instruction II: Comprehension Processes and Strategies in Later Elem., MS, & HS	3
RDG 523	Promoting Literacy Through Language Acquisition and Development	3
RDG 528	Centering and Integrating Authentic Writing Experiences in the Literacy Classroom	3
RDG 540	Content Area Literacy	3
RDG 560	Literacy Assessment	3
RDG 562	Critical Issues in Lit Edu	3
RDG 567	Practicum in Literacy Assessment/Intervention, Coaching, and Campus Leadership in Elem., MS & HS	3
Total Hours		**24**

Note: No more than 2 grades of C can be applied to this program.

Secondary Education MEd

The curriculum for the Master of Education Degree (MEd) in Secondary Education requires a minimum of 36 semester hours of study, 15 hours of which must have a SED prefix. In addition to the 15 hours of courses with the SED prefix, EDCI 595 (3 credit hours) make up the 18 hours required for the major in Secondary Education. The Secondary Education MEd is for certified teachers. The outline of courses is as follows:

Master of Education in Secondary Education - Option II Non-Thesis

The MEd in Secondary Education is for certified teachers interested in the improvement of education through advanced studies of curriculum and instruction in secondary education. The major in Secondary Education prepares graduates to

1. improve student engagement, classroom management and teaching effectiveness and
2. qualify for leadership positions in settings for which the masters is required.

A graduate with a major in secondary education should possess knowledge of the research and literature in secondary education, curriculum and instructional design, effective teaching practices, philosophical systems in education, and equity in excellence in teaching for all students. Individualized degree plans may be designed to prepare teachers for designing classroom instruction and curriculum for advanced at-risk learners.

Part A. Research and Core		
Research (3 semester hours)		
EDCI 595	Research Lit Tech (3 semester hours required)	3
Core Requirements (15 semester hours)		
SED 511	Adolescent Growth and Development	3
SED 513	Secondary Schl Curriculum	3
SED 521	Models of Tchng Sec Schl	3
SED 528	Learning Theories and Philosophy	3

SED 590	Seminar in Secondary Education	3
Part B. Electives in Education, Content Area, Alternative Certification Courses, or Certificate (18 Hrs) from the following)		
Graduate Level Electives (18 semester hours)		
Part B may include Graduate Courses from the Curriculum & Instruction Department (BLED, ECE, RDG, SED); Graduate Certificate in STEM Education; Graduate Certificate in Instructional Coach; Bilingual Minor; Principal Certification; or Subject Area education related content (e.g., Special Education, Physics Education, Educational Technology). *Additional courses and requirements may apply. Contact program adviser for additional information.		18
Total Hours		**36**

Approved electives must be sufficient to meet the 36-hour minimum program for the master's degree. Electives may be taken in studies with the Department of Curriculum and Instruction (EDCI), early childhood, curriculum & instruction, reading, secondary education, gifted education, bilingual education and ESL or studies in other departments within the College of Education and Human Services (COEHS) or departments outside the College of Education and Human Services (COEHS). Students may also choose to complete a concentration of 18 hours in one of the approved disciplines. If the student desires a minor field of study in a specific discipline, at least 12 semester hours must be taken in that declared minor area. Approved disciplines for minor study include art, early childhood education, physical sciences, English, history, mathematics, music, foreign languages, health, kinesiology and sports studies, reading, and theatre arts. Students receiving a minor may be required to satisfy candidacy and are required to meet the comprehensive examination requirements of the minor department.

Note: Successful completion of the Comprehensive Exam is required of all students.

Secondary Education MS

The curriculum for the Master of Science Degree (MS) in Secondary Education requires a minimum of 36 semester hours of study, 15 hours of which must have a SED prefix. In addition to the 15 hours of courses with the SED prefix, EDCI 595 (3 credit hours) make up the 18 hours required for the major in Secondary Education. The Secondary Education MS is for individuals who do not currently have a teaching certificate. The outline of courses is as follows:

Master of Science in Secondary Education - Option II Non-Thesis

Catalog Program Description:

The MS in Secondary Education is for individuals interested in the improvement of education through advanced studies of curriculum and instruction in secondary education. The major in Secondary Education prepares graduates to

1. improve student engagement, classroom management and teaching effectiveness and
2. qualify for leadership positions in settings for which the masters is required.

A graduate with a major in secondary education should possess knowledge of the research and literature in secondary education, curriculum and instructional design, effective teaching practices, philosophical systems in education, and equity in excellence in teaching for all students. Individualized degree plans may be designed to prepare teachers for designing classroom instruction and curriculum for advanced at-risk learners.

The MS is primarily for those interested in the Masters in Secondary Education whose content area specialization is in an area of the sciences.

Part A. Research and Core		
Research (3 semester hours)		
EDCI 595	Research Lit Tech (3 semester hours required)	3
Core Requirements (15 semester hours)		
SED 511	Adolescent Growth and Development	3
SED 513	Secondary Schl Curriculum	3
SED 521	Models of Tchng Sec Schl	3
SED 528	Learning Theories and Philosophy	3
SED 590	Seminar in Secondary Education	3
Electives in Education, Content Area, Alternative Certification Courses, or Certificate (18 semester hours)		
Part B may include Graduate Courses from the Curriculum & Instruction Department (BLED, ECE, RDG, SED); Graduate Certificate in STEM Education; Graduate Certificate in Instructional Coach; Bilingual Minor; Principal Certification; or Subject Area education related content (e.g., Special Education, Physics Education, Educational Technology). *Additional courses and requirements may apply. Contact program adviser for additional information.		18
Total Hours		**36**

Electives

Approved electives must be sufficient to meet the 36-hour minimum program for the master's degree. Electives may be taken in studies with the Department of Curriculum and Instruction (EDCI), early childhood, curriculum & instruction, reading, secondary education, gifted education, bilingual education and ESL or studies in other departments, within the College of Education and Human Services (COEHS) or departments outside the College of Education and Human Services (COEHS). Electives do not need to be concentrated within any particular discipline. Students may also choose to complete a concentration of 18 hours in one of the approved disciplines which can lead to credentials for teaching dual credit courses in high schools. If the student desires a minor field of study in a specific discipline, at least 12 semester hours must be taken in that declared minor area. Approved disciplines for minor studies include art, early childhood education, physical sciences, English, history, mathematics, music, foreign languages, health, kinesiology and sports studies, reading, and theatre arts. Students receiving a minor may be required to satisfy candidacy and are required to meet the comprehensive examination requirements of the minor department.

Note: Successful completion of the Comprehensive Exam is required of all students.

Bilingual/ESL Education Minor - Graduate

Bilingual/ESL Education Minor - Graduate Web Site (https://www.tamuc.edu/programs/bilingual-education-esl-minor/)

Satisfactory completion of 12 sh will meet requirements for a minor in Bilingual/ESL Education.

BLED 501	Theoretical Foundations of Bilingual/ESL Education	3
BLED 502	Biliteracy Development, Instruction, and Assessment	3
BLED 503	Content Area Instruction for Emergent Bilinguals	3
BLED 504	Technology Tools for Emergent Bilinguals	3
BLED 505	Project-Based Learning for Emergent Bilinguals	3
BLED 508	Teaching Multilingual Literature	3
BLED 510	Dual Language Assessment	3
BLED 589	Independent Study	0-4
BLED 597	Special Topics	0-4
Total Hours		**12**

Supervision, Curriculum, and Instruction — EdD

Doctoral Coursework

Candidates for the degree must complete the Supervision, Curriculum, and Instruction Core (30 semester hours), a support area (12 semester hours), and the dissertation (9 semester hours), as well as the 9 hours of research tool courses for a total minimum of 60 semester hours.

In addition, the candidate must demonstrate proficiency in the use of research tools to the satisfaction of the major department. The candidate also must complete a doctoral residency; detailed information on satisfying this requirement is given at the end of this section.

Written comprehensive or qualifying examinations as well as oral examinations will be conducted in the major area of studies (SCI core requirements), the support area and, when applicable, in the cognate and elective areas. A minimum of 9 semester hours of EDCI 718 Doct Dissertation is required.

Departmental Doctoral Residency Policy

Each student is required to complete residency after admission to the doctoral program and prior to completing qualifying exams. Residency provides students with more in-depth experiences than occurs when students are simply enrolled in doctoral classes. Students have opportunities to work with other doctoral students and faculty members as colleagues in research projects that provide experience and training toward independent application of skills, which are commensurate with holders of doctoral degrees.

1. 5 Areas of Residency

    Below are 5 areas the residency plan should include, plus examples of activities that would fulfill each area.

1. Opportunities to become involved in events to broaden intellectual growth. For example:
    - Departmental Doctoral Email Network provides information about ongoing opportunities such as attendance at colloquiums, and opportunities for grant writing, opportunities to present at conferences, and opportunities to write for professional journals.
    - Doctoral Seminar Assignments provide springboards to activities such as: conducting research projects, writing and submitting manuscripts for publication, and proposing presentations at national or international conferences.
2. Access to a range of academic support resources required for scholarship in that discipline. For example:
    - Specific courses require spending time in the library to provide an understanding of how to access various electronic, paper, and people resources so that students understand how to conduct literature reviews.
    - Specific courses require accessing and developing web-based resources.
3. Opportunities for faculty members and student interactions that provide for the development of a mentoring-apprentice relationship and for a faculty evaluation of students. For example:
    - Doctoral faculty members and student social events provide opportunities for expressing research/writing interests, explaining current research/writing activities, and generally networking on common research/writing interests.
    - Doctoral faculty members invite students to research, write, edit, and teach as assistants, interns, or full-fledged collaborators.
    - Doctoral faculty members invite students to consult or present as assistants, interns, or full-fledged collaborators.
4. Involvement with cognate disciplines and research scholars in those disciplines. For example:
    - Students select options such as reading, mathematics education, early childhood, or other cognates and electives within The Texas A&M University System or Federation and connections with research scholars are facilitated by the doctoral coordinator, major adviser, and include doctoral faculty members.
    - Specific courses spend time on conference calls, web chats, and two-way interactive video to engage in discussion and network with a variety of scholars.
    - Doctoral faculty members consistently encourage and facilitate student membership in a variety of professional and scholarly organizations.
    - Doctoral faculty members consistently encourage/facilitate student attendance in a variety of professional and scholarly conferences.
5. Occasions for meaningful peer interactions among graduate students. For example:
    - The Doctoral List Serve provides opportunities to receive and post information and create special interest groups.
    - Chat rooms are created via the web for discussion related to particular courses and topics.
    - Students are encouraged via seminar assignments to co-research, co-present at national conferences, and co-author manuscripts for publication. Peer support systems and study groups are formally and informally created by students.

2. Activities and experiences expected of the doctoral student:

    Continuous involvement in activities like the following are expected every semester regardless of enrollment in coursework. While these vary widely, the intent of these activities is to provide the student with a more in-depth experience than occurs when students are simply enrolled in doctoral classes.

1. Research projects
2. Submission of manuscript to state or national journals for publication consideration

3. Staff development consultancies as a collaborator or an independent contractor
4. Attending professional conferences and/or study tours
5. Conference presenter (state, regional, and/or national)
6. Professional development presentations for schools and/or school districts
7. Graduate assistant (GAT or GANT)
8. Ad-interim or adjunct instructor
9. Liaison in the field-based program
10. Webmaster of a home page
11. Grant writing
12. Formal report writing
13. Attending Federation meetings and/or guest speaker events
14. Peer review for conference proposals, manuscripts and/or grants
15. Other, to be determined by doctoral adviser and student

3. Determination of successful completion of residency and maintenance of documentation:

Information about the residency plan and how to maintain portfolio documentation will be initiated by the departmental doctoral coordinator collaboratively with the student during orientation. During orientation, students learn how to complete the residency documentation form and keep track of their activities. At least two activities should be completed per semester. In addition, during the first session of each doctoral course/seminar the instructor will explain how course requirements and/or projects can be incorporated into the completion of residency activities. The residency form should be signed by each course instructor during the semester the residency activity was completed. The residency form and the portfolio which contains the written documentation must be completed prior to admission to doctoral candidacy. The student is required to present the 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 5 years after the doctoral student has completed the doctoral degree.

Residency

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

Note:

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

Doctor of Education - Supervision, Curriculum, and Instruction

Core Courses (30 semester hours)		
EDCI 620	Policy and Practice in Education	3
EDCI 621	Advocacy, Equity, and Social Justice	3
EDCI 632	Pedagogy and Philosophy of Education	3
EDCI 640	Leadership in Professional Learning	3
EDCI 651	Curr & Instr Desgn	3
EDCI 652	Research on Learner	3
EDCI 655	Assessment Lrng & Lrnr	3
EDCI 659	Educational Inquiry	3
EDCI 695	Research Methodology (Research tool course)	3
EDCI 698	Research: Design and Replication	3
Area of Emphasis (12 semester hours)		
Complete 12 semester hours of Approved Courses in one of the disciplines listed below.		
Education Curriculum & Instruction courses (12 semester hours of approved doctoral level EDCI course listed below).		
EDCI 690	Seminar in Education (repeatable up to 4 times.)	3
Interdisciplinary Studies courses (12 semester hours from any of the other areas of emphasis (EDCI, ECE, RDG, BLED, ESL, SED, ETEC or advisor approved courses).		
12 semester hours from any of the other areas of emphasis (EDCI, ECE, RDG, BLED, ESL, SED, ETEC or advisor approved courses).		
Early Childhood courses (12 semester hours of approved doctoral level Early Childhood courses listed below).		

ECE 634	History and Philosophy of Early Childhood Education	3
ECE 648	Leadership in Early Childhood Education	3
ECE 663	Seminar in Research in Early Childhood Education	3
ECE 682	Assessment in Early Childhood Education	3
Reading courses (12 semester hours of approved doctoral level Reading courses listed below).		
EDCI 657	Content Area Literacy	3
RDG 650	Child, YA, & Multicul Lit	3
RDG 667	Reading Proc:Theor & Impl	3
RDG 692	Learning to Read	3
Bilingual courses (12 semester hours of approved doctoral level Bilingual courses listed below).		
BLED 502	Biliteracy Development, Instruction, and Assessment	3
BLED 503	Content Area Instruction for Emergent Bilinguals	3
BLED 690	Seminar in Bilingual/ESL Education (6 semester hours required)	3
Choose ESL (12 semester hours of approved doctoral level ESL courses listed below).		
BLED 512	Social and Academic Language Development in English for Bilingual Learners	3
BLED 513	Advanced Sheltered Content Area Instruction	3
BLED 690	Seminar in Bilingual/ESL Education (6 semester hours required)	3
Educational Technology (12 semester hours of approved doctoral level Educational Technology courses listed below).		
ETEC 526	Games & Simulations for Learning	3
ETEC 528	Digital Storytelling Across the Curriculum	3
ETEC 543	Applying AI to Support Learning	3
ETEC 579	Implementation of Educational Technology Programs	3
Secondary Education (12 semester hours of approved doctoral level Secondary Education courses listed below).		
SED 613	Problems and Trends in Secondary Education	3
SED 614	Research in Teacher Leadership	3
SED 640	Research in Adolescent Growth and Development	3
SED 641	Curriculum Studies in Secondary Education	3
Dissertation (9 semester hours).		
No less than 9 semester hours		
EDCI 718	Doct Dissertation	3-9
Doctoral Research Tools (9 semester hours).		
Four Approved Doctoral Research Tools (9 semester hours)		
EDCI 687	Sociocult Inquiry in C&I	3
EDCI 695	Research Methodology (Counted in core)	3
EDCI 696	App of Rsch Methods	3
EDCI 699	Statistics: Cont Proc App	3
Total Hours		**60**

NOTE: No course beyond the master's program that is over ten years old at the time the doctoral degree is conferred can be used toward the doctoral degree.

Successful completion of the Comprehensive Exam is required of all students.

Educational Leadership

Melissa Arrambide (Interim Department Head)
Education North Building: 903-886-5520
Educational Leadership Web Site (https://www.tamuc.edu/dept-of-educational-leadership/)

The Department of Educational Leadership at Texas A&M University-Commerce prepares highly qualified leaders for leadership roles in a diverse, global society.

Programs of Graduate Work

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

Doctoral Degree

- Educational Administration (60 hrs.)
- Educational Administration (M.Ed. and Ed.D. 90 hrs.)

Master's Degree

- Educational Administration (30 hrs.)

Professional Certifications:

- Principal (21 hrs.)
- Superintendent (15 hrs.)

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

Admission

Admission to a graduate program is granted by the Dean of the Graduate School upon the recommendation of the department. Applicants must meet the following requirements for admission in the Department of Educational Leadership in addition to meeting the general university requirements for acceptance into the graduate school.

Students wishing to seek a Master's Degree with Principal Certification must apply both to the Principal Certification Program and to the EDAD Master's Program.

- Educational Administration Admission Requirements (https://www.tamuc.edu/programs/educational-administration-med/#Admission)
- Educational Administration Doctoral Admission Requirements (https://www.tamuc.edu/programs/educational-administration-edd/#Admission)

Professional Certification for Educational Administrators

Principal and Superintendent certificates, may be obtained through the Department of Educational Leadership. Part of the superintendent certification courses might be included in the doctoral program, depending on the eligibility of the student and his or her professional objectives.

Contact the Department of Educational Leadership for additional information relating to Principal or Superintendent Certification at 903-886-5577

Principal Certification Program

The Principal certification program is designed to develop principals, administrators of curriculum and instruction, and all school administrators holding a position below that of superintendent. Students must have a Master's Degree from an accredited institution of higher education in order to be eligible to participate in our 21 semester hour Principal Certification Program. In addition to completing the required coursework, to be eligible to receive the principal certificate, individuals must have passed the Principal TExES (268) and PASL exams, be a certified (fully qualified) teacher, and have two years of creditable teaching experience as a classroom teacher. Additionally, candidates must have successfully completed the internship or practicum specified in 19 TAC: 241.10 (b). Students who do not already have a Master's Degree from an accredited institution of higher education may pursue a graduate degree while simultaneously working toward certification.

Superintendent Certification Program

The Superintendent Certification Program is a 15 semester hour program of coursework for candidates holding a Master's Degree, a Standard Principal Certification, and evidence of three creditable years of managerial experience in a public school district as approved by TEA. The candidate will complete courses designed to meet the learner-centered Texas State Superintendent Standards for values and ethics, school district culture, human

resources leadership and management, policy and governance, communications and community relations, organizational leadership and management, curriculum planning and development, and instructional leadership and management.

This certification program is designed to develop candidates who will meet the competencies assessed by the State Board of Educator Certification TExES examination for the Standard Superintendent Certificate.

Note: Individual departments may reserve the right to dismiss from their programs students who, in their judgment, would not meet the professional expectations of the field for which they are training.

Educational Administration MEd (p. 183)

Principal Certificate (p. 184)

Superintendent Certificate (p. 185)

Educational Administration EdD (p. 186)

Educational Administration EdD (90 hr) (p. 188)

Urban School Leadership Graduate Certificate (p. 190)

Educational Administration MEd

Those who apply to the Texas A&M University-Commerce Graduate School for admission to the master's degree program in educational administration must meet the general admission requirements. General A&M-Commerce Graduate School admissions policies are described elsewhere in this catalog.

Beyond the university admissions requirements, the department requires applicants to submit the following to be screened for full admission to master's degree programs:

- Application
- $50 application fee
- Undergraduate degree from a regionally accredited institution (Master's degree from a regionally accredited institution is required for the Certification Only Program)
- Minimum overall undergraduate GPA of a 2.75, or 3.00 overall on the last 60 hours of the undergraduate degree, or an overall 3.0 on a completed master's degree from a regionally accredited institution
- Statement of Goals
- Resume
- Proof of a current valid teacher certification
- Teaching Service Record with a minimum of one (1) year of teaching experience

The MEd degree program includes 30 required hours in educational administration. Twenty-one of the hours required will apply to the department's principal certification program.

Fully admitted students will take the following courses:

Master of Education in Educational Administration - Non-Thesis

Research (3 semester hours)		
EDAD 595	Using Research for Best Practice (3 semester hours required)	3
Required Courses (27 semester hours)		
*Admission to each course requires departmental clearance		
EDAD 507	Using Evaluation and Data to Improve Learning	3
EDAD 515	Leading Effective Schools	3
EDAD 519	Designing Curriculum	3
EDAD 526	Using Law in Educational Practice	3
EDAD 556	Building Capacity for Powerful Learning	3
EDAD 569	Instructional Leadership	3
EDAD 561	Culturally Responsive Campus Leadership for 21st Century Schools	3
EDAD 554	GLB/Leading the Learning Community	3
EDAD 510	Leading Learning Communities Reflective Practicum	3
Total Hours		**30**

In addition to coursework, the Master's degree program requires satisfactory performance on the department's comprehensive examination. The Department of Educational Leadership provides degree plans for obtaining a Master's in Educational Administration that includes Texas Principal Certification as well as a Certification Only degree plan for students who already have a Master's Degree(described next). We do not offer Probationary Principal Certification.

Note: Successful completion of the Comprehensive Exam is required of all students.

Principal Certificate

The 21-hour Principal Certification Only option is for those students who have already earned a Master's degree from an accredited institution. Whether a student pursues the 30-hour online Master's Degree in Educational Administration with Principal Certification or the 21-hour online Principal Certification Only plan, EDAD 515 must be taken during the first semester of course work. Principal Certification admission is a two-step process. Students must meet the Graduate Studies admission requirements as well as the Principal Certification Program admission requirements below for certification.

The Principal Practicum shall include a minimum of 160 clock-hours of field-based practicum. The EDAD 510 Leading Learning Communities Reflective Practicum is a 3-credit hour course that lasts for the entire semester.

Principal Certification Admission Requirements (https://www.tamuc.edu/programs/principal-certification/)

Requirements for Approval to take the Principal TExES 268

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 state certification exams.

Students seeking approval to take the Principal TExES 268 and PASL exams must meet all requirements specified in the TExES 268/PASL registration bulletins. All principal certification students who are also pursuing a master's degree in educational administration must have an approved degree plan on file, have completed the department's comprehensive examination for the master's degree successfully, be enrolled in the final semester of their certification program, and have completed the prerequisite coursework. Principal certification only students must have an approved certification plan on file, be enrolled in the final semester of their certification program, and have completed the prerequisite coursework to receive approval to take the Principal TExES 268/PASL exams. Students must complete all premediation and remediation as determined by the EDAD department.

Timeline for Completion

The program is designed for students to progress through cohort groups and be completed within approximately one calendar year, after initial enrollment. Courses leading to completion of the graduate degree will expire within 6 years for non-completers, however all principal certification coursework will expire within five years for non-completers.

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. Additional renewal information specific to Standard Principal Certificates can be found in Title 19, Texas Administrative Code, Chapter 241.

EDAD 515	Leading Effective Schools	3
EDAD 519	Designing Curriculum	3
EDAD 526	Using Law in Educational Practice	3
EDAD 569	Instructional Leadership	3
EDAD 507	Using Evaluation and Data to Improve Learning	3
EDAD 554	GLB/Leading the Learning Community	3
EDAD 510	Leading Learning Communities Reflective Practicum	3
Total Hours		**21**

Superintendent Certificate

The Superintendent Certification Program requires an additional 15 semester hours of specific graduate work beyond the Principal's Certificate as follows:

1. Twelve semester hours of graduate work in areas of competency such as finance of public education, the superintendency, human resource administration, facilities planning and management and educational issues colloquium. These courses may not be used to fulfill elective requirements for the Master's degree or principal's certification except with departmental approval in advance.
2. Practicum program. 3 semester hours (EDAD 611).

See Educational Leadership Department for Admission Requirements (https://new.tamuc.edu/department-of-educational-leadership/)

Timeline for Completion

The program is designed for students to progress through cohort groups and be completed within 3 calendar years after initial enrollment. Students not completing the program in this time period may not be approved to take the Superintendent TExES and may be required to complete additional coursework prior to receiving approval.

Requirements for Continuing Education and the Renewal of the Standard Superintendent Certificate

Individuals who are issued the Standard Superintendent Certificate on or after September 1, 1999, and are employed as a superintendent by a Texas public school district are subject to Certificate Renewal and Continuing Professional Education requirements which are elaborated in Title 19, Texas Administrative Code, Chapter 232.

Superintendent Certificate		
EDAD 620	School District Instructional Leadership: Human Resources	3
EDAD 627	School District Organizational Leadership: Finance	3
EDAD 651	School District Organizational Leadership: Facilities	3
EDAD 611	Sch Dist CEO Lead: The Practicum	3
EDAD 628	School District CEO Leadership: The Superintendency	3
Total Hours		**15**

Educational Administration EdD

The Doctor of Education degree in Educational Administration is designed specifically for persons who already have a master's degree, are certified principals, and have K-12 practical administrative experience. Building upon the master's degree, the program requires a major course of study of 36 semester hours (not including the dissertation) 12 semester hours of research tools, and successful completion of a dissertation.

Students are assigned a curriculum advisor from the Doctoral Faculty that assists them with course selection and developing a Residency Plan. After successfully completing twelve credit hours, students may select a dissertation advisor (chair) and begin working on their dissertation research proposal.

The dissertation committee includes (minimally) 3 faculty members. Two faculty members will be from the department, including the chair, and one faculty member from outside the department. These individuals guide the doctoral student in the dissertation proposal and the dissertation.

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

Application packets are reviewed for admission November 1 for the spring and July 15th for fall.

Students admitted to the doctoral program begin with classes as a cohort group in the semester following admission and are required to progress as a cohort group through a sequence of doctoral-only core courses and research tools courses. The cohort program is designed to provide students with the opportunity to progress through the program in a logical and sequential manner with a group of colleagues pursuing similar professional goals.

Residency/Candidacy/Dissertation Chair

11.99.99.R0.17: The purpose of residency is to enhance the professional development of doctoral students. Each department is responsible for the development of a residency plan that is consistent with the Southern Association of Colleges and Schools guidelines for residency and the Texas Administration Code rule for New Doctoral Programs; and is developed with the professional standards of the discipline in mind. The residency plans are applicable to all new and current doctoral programs.

The Residency Program is required for all doctoral students at Texas A&M University-Commerce. The Residency Program allows students to acquire intellectual experiences above and beyond the coursework of the doctoral program by providing students additional opportunities to master intellectual principles, and develop original scholarly contributions to their chosen disciplines. Students will collaborate with the faculty members in the doctoral program in the development and presentation of their research in a statewide/national setting.

The Graduate School expects all graduate programs to encourage and provide opportunities for immersion of doctoral students in scholarship. Residency goals will be achieved by multiple means, including but not limited to individual and group research training; providing access to resources such as libraries, research equipment, scholarly materials, providing networking opportunities with A&M University-Commerce faculty, external scholars and doctoral students; participation in scholarly conferences and symposiums.

Dissertation Chairs are selected after completion of 12 hours of coursework. The residency may begin after dissertation chair is selected. Residency requirements and doctoral comprehensive exams are directly overseen by the Dissertation Chair. Chairs are responsible for ensuring residency presentations are observed and residency requirements are completed.

Doctoral Residency Requirements:

- Student attends 2 conferences (one regional/state and one national/international)
- Presentation at one conference (one regional/state or one national/international)

Students are eligible for Doctoral Candidacy when both Residency and Comprehensive Exam requirements have been met.

The student will complete a residency plan outlining proposed residency activities with the approval of their dissertation chair.

Doctoral Residence Seminar

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

Research Proficiency

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

Dissertation

A dissertation of at least 12 semester hours must be completed to the satisfaction of the major department. After a doctoral candidate is admitted to candidacy (completion of all course work, successful completion of doctoral comprehensive exam, and residency) he/she will be required to enroll in at least three hours of Dissertation 718 each fall and spring semester until the dissertation is completed and approved by the advisory committee and Dean of the Graduate School.

Student's progress toward dissertation completion will be evaluated a minimum of once each year by doctoral faculty. Each doctoral student will receive a dissertation research and writing evaluation for EDAD 718 of "S" (satisfactory) or "U" (unsatisfactory).

Doctoral students who earn three grades below B or "U" (unsatisfactory) grades in EDAD 718 courses results in permanent suspension from the program. The competitive nature of admissions and access to faculty chairs makes it imperative that students avoid being declared inactive. There is no guarantee that inactive student's will be approved to reenter.

Doctor of Education in Educational Administration

Major Courses 36 semester hours (12 courses)		
No course in which a grade lower than a B was earned can be credited on the degree plan.		
EDAD 601	Foundations of Educational Administration (*)	3
EDAD 671	Governance and Politics of Educational Organizations (*)	3
EDAD 639	Educational Program Evaluation for School Leaders (*)	3
EDAD 637	Advanced Organizational Behavior in Education (*)	3
EDAD 641	School District Instructional Leadership: Curriculum (*)	3
EDAD 647	Ethics and Philosophy of Educational Administration (*)	3
EDAD 634	Examining the Dynamics of Change and Conflict Resolution in Educational Systems (*)	3
EDAD 658	School Crisis Leadership	3
or EDAD 651	School District Organizational Leadership: Facilities	
EDAD 664	Doctoral Writing - Prospectus Development	3
EDAD 699	Resident Doctoral Seminar	3
EDAD 654	Culturally Responsive Leadership	3
or EDAD 620	School District Instructional Leadership: Human Resources	
EDAD 655	Executive Communications	3
or EDAD 627	School District Organizational Leadership: Finance	
*Core courses-Content included in Comprehensive Exam		
Research Tools 12 semester hours (4 courses)		
EDAD 695	Research Methodology	3
EDAD 603	Introduction to Graduate Statistics	3
EDAD 604	Intermediate Graduate Statistics	3
EDAD 698	Qualitative Research Methods	3
Dissertation Writing - No less than 12 semester hours (4 courses)		
EDAD 718	Doctoral Dissertation	3-12
Total Hours		**60**

Note: No course beyond the master's program that is over ten years old at the time the doctoral degree is conferred can be used toward the doctoral degree.

Note: Superintendent Certification information can be found online at: Superintendent Certification (https://www.tamuc.edu/programs/superintendent-certification/)

Successful completion of the Comprehensive Exam is required of all students.

Educational Administration EdD (90 hr)

Master's

The Master's of Education in Educational Administration is a 30 hour program. Students will need to apply and gain admission to the Master's program in order to have the degree conferred. In addition to program coursework, the master's degree program requires the satisfactory completion of EDAD 595 and satisfactory completion of the department's comprehensive examination. The Department of Educational Leadership provides degree plans for obtaining a Master's in Educational Administration and includes Texas Principal Certification as well as a Certification Only degree plan for students who already have a Master's Degree. We do not offer Probationary Principal Certification.

Doctorate

The Doctor of Education degree in Educational Administration is designed specifically for persons who already have a master's degree, are certified principals, and have K-12 practical administrative experience. Building upon the master's degree, the program requires a major course of study of 36 semester hours (not including the dissertation) 12 semester hours of research tools, and successful completion of a dissertation.

Students are assigned a curriculum advisor from the Doctoral Faculty that assists them with course selection and developing a Residency Plan. After successfully completing twelve credit hours, students may select a dissertation advisor (chair) and begin working on their dissertation research proposal.

The dissertation committee includes (minimally) 3 faculty members. Two faculty members will be from the department, including the chair, and one faculty member from outside the department. These individuals guide the doctoral student in the dissertation proposal and the dissertation.

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

Application packets are reviewed for admission November 1 for the spring and July 15th for fall.

Students admitted to the doctoral program begin with classes as a cohort group in the semester following admission and are required to progress as a cohort group through a sequence of doctoral-only core courses and research tools courses. The cohort program is designed to provide students with the opportunity to progress through the program in a logical and sequential manner with a group of colleagues pursuing similar professional goals.

Residency/Candidacy/Dissertation Chair

11.99.99.R0.17: The purpose of residency is to enhance the professional development of doctoral students. Each department is responsible for the development of a residency plan that is consistent with the Southern Association of Colleges and Schools guidelines for residency and the Texas Administration Code rule for New Doctoral Programs; and is developed with the professional standards of the discipline in mind. The residency plans are applicable to all new and current doctoral programs.

The Residency Program is required for all doctoral students at Texas A&M University-Commerce. The Residency Program allows students to acquire intellectual experiences above and beyond the coursework of the doctoral program by providing students additional opportunities to master intellectual principles, and develop original scholarly contributions to their chosen disciplines. Students will collaborate with the faculty members in the doctoral program in the development and presentation of their research in a statewide/national setting.

The Graduate School expects all graduate programs to encourage and provide opportunities for immersion of doctoral students in scholarship. Residency goals will be achieved by multiple means, including but not limited to individual and group research training; providing access to resources such as libraries, research equipment, scholarly materials, providing networking opportunities with A&M University-Commerce faculty, external scholars and doctoral students; participation in scholarly conferences and symposiums.

Dissertation Chairs are selected after completion of 12 hours of coursework. The residency may begin after dissertation chair is selected. Residency requirements and doctoral comprehensive exams are directly overseen by the Dissertation Chair. Chairs are responsible for ensuring residency presentations are observed and residency requirements are completed.

Doctoral Residency Requirements:

- Student attends 2 conferences (one regional/state and one national/international)
- Presentation at one conference (one regional/state or one national/international)

Students are eligible for Doctoral Candidacy when both Residency and Comprehensive Exam requirements have been met.

The student will complete a residency plan outlining proposed residency activities with the approval of their dissertation chair.

Doctoral Residence Seminar

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

Research Proficiency

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

Dissertation

A dissertation of at least 12 semester hours must be completed to the satisfaction of the major department. After a doctoral candidate is admitted to candidacy (completion of all course work, successful completion of doctoral comprehensive exam, and residency) he/she will be required to enroll in at least three hours of Dissertation 718 each fall and spring semester until the dissertation is completed and approved by the advisory committee and Dean of the Graduate School.

Student's progress toward dissertation completion will be evaluated a minimum of once each year by doctoral faculty. Each doctoral student will receive a dissertation research and writing evaluation for EDAD 718 of "S" (satisfactory) or "U" (unsatisfactory).

Doctoral students who earn three grades below B or "U" (unsatisfactory) grades in EDAD 718 courses results in permanent suspension from the program. The competitive nature of admissions and access to faculty chairs makes it imperative that students avoid being declared inactive. There is no guarantee that inactive student's will be approved to reenter.

Doctor of Education in Educational Administration (90 hr)

Major Courses 36 semester hours (12 courses)		
No course in which a grade lower than a B was earned can be credited on the degree plan.		
EDAD 515	Leading Effective Schools (*^)	3
EDAD 526	Using Law in Educational Practice (*^)	3
EDAD 556	Building Capacity for Powerful Learning (*)	3
EDAD 519	Designing Curriculum (*^)	3
EDAD 561	Culturally Responsive Campus Leadership for 21st Century Schools (*)	3
EDAD 569	Instructional Leadership (*^)	3
EDAD 507	Using Evaluation and Data to Improve Learning (*^)	3
EDAD 601	Foundations of Educational Administration	3
EDAD 671	Governance and Politics of Educational Organizations	3
EDAD 637	Advanced Organizational Behavior in Education	3
EDAD 554	GLB/Leading the Learning Community (*^)	3
EDAD 510	Leading Learning Communities Reflective Practicum (*^)	3
EDAD 639	Educational Program Evaluation for School Leaders	3
EDAD 655	Executive Communications	3
EDAD 641	School District Instructional Leadership: Curriculum	3
EDAD 647	Ethics and Philosophy of Educational Administration	3
EDAD 634	Examining the Dynamics of Change and Conflict Resolution in Educational Systems	3
EDAD 658	School Crisis Leadership	3
EDAD 664	Doctoral Writing - Prospectus Development	3
EDAD 654	Culturally Responsive Leadership	3
EDAD 699	Resident Doctoral Seminar	3
EDAD 620	School District Instructional Leadership: Human Resources	3
Research Tools 12 semester hours (4 courses)		
EDAD 695	Research Methodology	3
EDAD 603	Introduction to Graduate Statistics	3
EDAD 604	Intermediate Graduate Statistics	3
EDAD 698	Qualitative Research Methods	3
Dissertation Writing - No less than 12 semester hours (4 courses)		
EDAD 718	Doctoral Dissertation	3-12
Total Hours		**90**

**Note: ***required for 30 hr MED-EDAD degree with satisfactory completion of EDAD 595. See MED-EDAD section of the graduate catalog for all degree requirements. ^Indicates the course is part of the Principal Certification program. Remaining courses are Doctoral Courses only.

Note: Superintendent Certification information can be found online at: Superintendent Certification (https://www.tamuc.edu/programs/superintendent-certification/)

Urban School Leadership Graduate Certificate

The Urban School Leadership Graduate Certificate Program has been developed for critical, and reflective educators seeking to improve urban schools through research and practice. While focusing on urban school issues, this program will prepare educators who represent a variety of backgrounds, who support equity and diversity in all its forms and who strive to contribute to the public good and a more socially just world. Course work in this certificate program will challenge students to consider the effects of race, class, and culture on a learning community; examine the beliefs, cultural shifts, and instructional strategies needed to promote high student achievement; learn effective practices for closing achievement gaps and creating a more inclusive learning environment. Additional topics that will be covered are race, culture and equity in urban educational leadership and strategic improvements of urban schools. Students will engage in rigorous academic work with on-going practice-based opportunities, including real-world case studies and simulations. For more information contact Kriss Kemp-Graham at kriss.kemp-graham@tamuc.edu.

EDLU 580	Leading and Managing Urban Schools	3
EDLU 581	Race, Culture and Equity	3
EDLU 582	Research, Policy and Practice in Urban Schools	3
EDLU 583	Capstone Seminar: Critical Issues in Urban Schools	3
Total Hours		**12**

Note:
Students must have admission to the Graduate School. Coursework must be completed at Texas A&M University-Commerce with a 3.0 GPA in all courses used for this graduate certificate. ***(No Substitutions)***

Higher Education and Learning Technologies

Mary J. Dondlinger (Interim Department Head)
Location: Young Education North Building, 903-886-5609
Higher Education and Learning Technologies Web Site (https://new.tamuc.edu/department-of-higher-education-and-learning-technology/)

The Department of Higher Education and Learning Technologies prepares graduates for teaching, scholarly, administrative, and leadership roles in non-profit and for-profit organizations, including colleges and universities, schools, social service and learning centers, governmental agencies, and business corporations. The Department focuses on higher education administrations and teaching, adult education, educational technologies, librarianship, and individual and organizational learning development and performance.

Programs of Graduate Work

The following programs are offered within the Department of Higher Education and Learning Technologies:

Doctoral Degrees

- Higher Education

Master's Degree

- Higher Education
- Educational Technology
- Educational Technology Library Science
- Organization, Learning and Technology

Certifications:

- School Librarian

Doctor of Education and Master of Science in Higher Education

A Doctor of Education degree in Higher Education is available as a 60-semester-hour program. The program does not include a minor and requires that the student has already completed a Master's Degree. A Master of Science degree in Higher Education with an emphasis in higher education administration is available. The master's and doctoral programs in Higher Education prepare students for careers as college and university faculty and administrators.

Admission to a graduate program is granted by the Dean of the Graduate School upon the recommendation of the department. Applicants must meet the following requirements for admission in addition to meeting the general university requirements in higher education.

- Higher Education Admission Requirements (https://www.tamuc.edu/programs/higher-education-ms/#Admission)
- Higher Education Doctoral Admission Requirements (https://www.tamuc.edu/programs/higher-education-edd/#Admission)

Master of Education and Master of Science in Educational Technology

The Master of Science and Master of Education degrees are offered in Educational Technology. The degrees are in Educational Technology, and in Educational Technology Library Science. Coursework is available in one certification area to prepare educators for becoming School Librarians. Certification for school librarians (in public and private elementary and secondary schools) is available in two formats—students who already have a Master's take only the certification courses, but students without a Master's may take the certification courses as part of the Educational Technology Library Science Master's degree.

Admission to a graduate program is granted by the Dean of the Graduate School upon the recommendation of the department. Applicants must meet the following requirements for admission in addition to meeting the general university requirements in educational technology leadership and educational technology library science.

- Educational Technology Admission Requirements (https://www.tamuc.edu/programs/educational-technology-leadership-med-ms/#tamuc-section-69504)
- Educational Technology Library Science Admission Requirements (https://www.tamuc.edu/programs/educational-technology-library-science-med-ms/#Admission)

Master of Science in Organization, Learning, and Technology

The MS in Organization, Learning, and Technology is a 30-semester hour program that offers 7-week modules with six starts per year. This program prepares students to improve individual and system-wide learning and performance by intertwining best practices in instruction and learning technology with organizational skills. While completing the program, students prepare a professional portfolio to assist in their career development.

Five programmatic competencies serve as the focus of the online MS in Organization, Learning and Technology:

1. Analysis and Evaluation/Assessment - Determine causes of learning and performance gaps based on analyses of data, evaluate training or learning programs, and design and critique a research study.
2. Technology Skills - Select and implement technologies to improve learning and instruction.
3. Instructional Design and Delivery - Evaluate learners, tasks, and delivery settings to design and deliver engaging presentations or self-paced learning material.
4. Cultural and Global Fluency - Study culture, workforce characteristics, and global trends to incorporate diversity into solution designs and implementation.
5. Leadership and Communication - Apply theories and principles of leadership in communication and relationships for leading change.

Admission to a graduate program is granted by the Dean of the Graduate School upon the recommendation of the department. Applicants must meet the following requirements for admission in addition to meeting the general university requirements in organizational, learning & technologies.

- Organization, Learning & Technology Admission Requirements (https://www.tamuc.edu/programs/organization-learning-technologies-ms/#Admission)

School Librarian Certification Program

School Librarian certification in the state of Texas includes 4 components -- completion of an SBEC-approved school library certification program, a passing score on the TExES (150), a Master's degree, and 2 years classroom teaching experience. The SBEC approved certification program at Texas A&M University-Commerce offers two options - one for candidates already having a Master's degree, and the second for candidates pursuing a Master's degree w/School Librarian Certification.

This program (certification and Master's) is for the preparation of school librarians (EC-12), and does not apply to other types of librarianship.

Contact the Department of Higher Education and Learning Technologies for additional information relating to School Librarian Certification at 903-886-5618.

Successful completion of the Comprehensive Exam is required of all students.

Note: Individual departments may reserve the right to dismiss from their programs students who, in their judgment, would not meet the professional expectations of the field for which they are training.

Higher Education MS (p. 193)

Higher Education EdD (p. 195)

Educational Technology MS/MED (p. 197)

Educational Technology Library Science MS/MED (p. 198)

Educational Technology Minor (p. 198)

School Librarian Certificate (p. 199)

Organization, Learning, and Technology MS (p. 200)

Higher Education Student Affairs Graduate Certificate (p. 194)
Higher Education Teaching Graduate Certificate (p. 195)
Instructional Design Graduate Certificate (p. 200)
Organization Development Graduate Certificate (p. 200)
Talent Development Graduate Certificate (p. 201)

Higher Education MS

Master of Science in Higher Education with an emphasis in Higher Education Administration (Option II) Non-Thesis

Major - the following six courses (18 semester hours) are required		
HIED 595	Research Methodologies (3 semester hours required)	3
HIED 615	Introduction to Higher Education	3
HIED 622	Internship	3
HIED 627	Hist HIED in US	3
HIED 656	The Law of Higher Education	3
HIED 657	Org & Govern in HIED	3
Four additional courses (12 semester hours) in the Major should be selected from the following (with advisor approval):		
HIED 540	American Community College	3
HIED 541	Community College Curriculum	3
HIED 542	Teaching in Higher Education	3
HIED 543	Issues in Adult & Developmental Education	3
HIED 597	Special Topics	0-4
HIED 620	The Adult Learner	3
HIED 621	Teaching and Learning in Higher Education	3
HIED 628	Survey of Dev ED	3
HIED 637	Institutional Effectiveness and Outcomes Assessment	3
HIED 640	Policy Making in Higher Edu	3
HIED 651	Curriculum Development in Higher Education	3
HIED 653	Com Col Instr Lead	3
HIED 654	Leadership Theory and Practice	3
HIED 655	Issues in American Higher Education	3-6
HIED 658	Administration of Student Affairs	3
HIED 659	HIED Finance	3
HIED 670	Diversity in HIED	3
Total Hours		**30**

Master of Science in Higher Education with an emphasis in Higher Education Teaching (Option II) Non-Thesis

Major - Four courses (12 semester hours) required from the following		
HIED 595	Research Methodologies ((3 semester hours required))	3
HIED 541	Community College Curriculum	3
or HIED 651	Curriculum Development in Higher Education	
HIED 621	Teaching and Learning in Higher Education	3
HIED 656	The Law of Higher Education	3
Two additional courses (6 semester hours) in the Major should be selected (with advisor approval) from the following:		
HIED 528	Philosophy of Education	3
HIED 542	Teaching in Higher Education	3
HIED 615	Introduction to Higher Education	3
HIED 620	The Adult Learner	3
18 semester hours of graduate-level coursework in one specific teaching field (discipline), excluding any 518, 595, 695 or HIED courses. Contact an advisor within your teaching field for help selecting the most appropriate courses.		
Graduate-level courses in a teaching field		18
Total Hours		**36**

Note: Successful completion of the Comprehensive Exam is required of all students.

Higher Education Student Affairs Graduate Certificate

Higher Education Student Affairs Graduate Certificate Web Site (https://www.tamuc.edu/programs/higher-education-graduate-certificate/)

The Higher Education Student Affairs Graduate Certificate in the Department of Higher Education and Learning Technologies at Texas A&M University-Commerce is committed to the professional preparation of student affairs practitioners and educators in higher education. The online graduate certificate prepares awardees to meet the on-going societal changes and transformations that are affecting college students in institutions of higher education in the United States. It is essential for higher education administrators and educators to understand how supportive and inclusive environments can be created, which will allow college students to flourish in all ways possible. The graduate certificate will assist award earners with critical knowledge and skills that will allow them to work effectively with all types of college students in a variety of institutional settings and to facilitate their meaningful learning and development.

The Higher Education Student Affairs Graduate Certification in the Department of Higher Education and Learning Technologies at Texas A&M University-Commerce is designed as an exclusive on-line training program that prepares current or aspiring student affairs practitioners and educators to handle critical matters facing college students enrolled in a variety of colleges and universities. This 12-credit-hour graduate certificate is purposefully designed to enhance an understanding of higher education and its relationship to the practice of student affairs administration. The courses chosen for the program are focused on the diversity of today's college students, adult learning and development issues, and how supportive, safe, and inclusive environments can facilitate desired student outcomes.

Required Courses (9 semester hours)		
HIED 615	Introduction to Higher Education	3
HIED 620	The Adult Learner	3
HIED 658	Administration of Student Affairs	3
Choose one course (3 semester hours) from the following:		
HIED 627	Hist HIED in US	3
HIED 637	Institutional Effectiveness and Outcomes Assessment	3
HIED 657	Org & Govern in HIED	3
HIED 670	Diversity in HIED	3
Total Hours		**12**

Note: Students must have admission to the Graduate School. Coursework must be completed at Texas A&M University-Commerce with a 3.0 GPA in all courses used for this graduate certificate. ***(No Substitutions)***

Higher Education Teaching Graduate Certificate

Higher Education Teaching Graduate Certificate Web Site (https://www.tamuc.edu/programs/higher-education-teaching-graduate-certificate/)

Online Higher Education Teaching Graduate Certificate Program (12 Credits)

PROGRAM DESCRIPTION

Designed for current or aspiring college instructors and dual credit teachers, our certificate prepares students with the knowledge and tools to teach effectively in the college setting. Students focus on teaching strategies and ways to enhance learning and development. Students take total 4 classes (12 credit hours), offered fully online. All credit hours earned in this program can be transferable to HIED MS program.

PROGRAM REQUIREMENTS

Prerequisites

The certificate program in Higher Education Teaching requires a bachelor's degree.

Higher Education Teaching Graduate Certificate

12 semester hours

HIED 615	Introduction to Higher Education	3
HIED 620	The Adult Learner	3
2 courses (6 semester hours) from the following:		
HIED 541	Community College Curriculum	3
HIED 542	Teaching in Higher Education	3
HIED 621	Teaching and Learning in Higher Education	3
HIED 651	Curriculum Development in Higher Education	3
HIED 670	Diversity in HIED	3
Total Hours		**12**

Note: Students must have admission to the Graduate School. Coursework must be completed at Texas A&M University-Commerce with a 3.0 GPA in all courses used for this graduate certificate. ***(No Substitutions)***

Higher Education EdD

The Doctor of Education degree in Higher Education is a 60-semester-hour program of study designed specifically for persons who already have a master's degree. Building upon the master's degree, the program requires a major course of study of 36 semester hours (not including the dissertation), plus 12 semester hours of research tools, 3 semester hours of research methodology (HIED 695), and 9 semester hours of dissertation.

Doctoral advisement committees include (minimally) 3 faculty members. Two faculty members will be from the department and one faculty member from outside the department.

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

Research Proficiency

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

Dissertation

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

Doctor of Education in Higher Education

Major - the following six courses are required		
HIED 615	Introduction to Higher Education	3
HIED 622	Internship	3
HIED 627	Hist HIED in US	3
HIED 650	Writing a Literature Review	3
HIED 656	The Law of Higher Education	3

HIED 710	Dissertation Prospectus	3
Seven additional courses in the Major from the following list. Up to four courses can come from OLT or ETEC.		
HIED 620	The Adult Learner	3
HIED 540	American Community College	3
HIED 541	Community College Curriculum	3
HIED 542	Teaching in Higher Education	3
HIED 543	Issues in Adult & Developmental Education	3
HIED 621	Teaching and Learning in Higher Education	3
HIED 628	Survey of Dev ED	3
HIED 637	Institutional Effectiveness and Outcomes Assessment	3
HIED 640	Policy Making in Higher Edu	3
HIED 651	Curriculum Development in Higher Education	3
HIED 653	Com Col Instr Lead	3
HIED 654	Leadership Theory and Practice	3
HIED 655	Issues in American Higher Education	3-6
HIED 657	Org & Govern in HIED	3
HIED 658	Administration of Student Affairs	3
HIED 659	HIED Finance	3
HIED 670	Diversity in HIED	3
HIED 597	Special Topics	0-4
HIED 697	Special Topic	1-4
Research Tools (12 semester hours) All research tool courses must have a grade of "B" or better and cannot be used to satisfy other degree requirements. HIED 695 is a prerequisite for ALL other tools courses.		
HIED 695	Research Methodology	3
HIED 696	Qualitative Research Methods	3
HIED 617	Introduction to Quantitative Research	3
HIED 619	Advanced Quantitative Research	3
or HIED 698	Advanced Qualitative Research	
Dissertation - minimum of 9 semester hours		
HIED 718	Doct Dissertation	3-12
Total Hours		**60**

NOTE: No course beyond the master's program that is over 10 years old at the time the doctoral degree is conferred can be used toward the doctoral degree.

Note: Successful completion of the Comprehensive Exam is required of all students.

Educational Technology MS/MED

Master of Education/Master of Science in Educational Technology - Option II Non-Thesis

Required courses in the major (15 semester hours)		
ETEC 524	Introduction to Educational Technology	3
ETEC 527	Web 2.0 Technologies for Instruction	3
ETEC 579	Implementation of Educational Technology Programs	3
or ETEC 593	Strategic Planning for Technology Integration	
ETEC 594	Technology and Inquiry-based Instructional Methods	3
or ETEC 526	Games & Simulations for Learning	
or ETEC 528	Digital Storytelling Across the Curriculum	
or ETEC 568	Makerspaces	
or ETEC 562	Applying Instructional Media and Technology	
ETEC 596	ETEC Capstone: Eportfolios & Program Evaluation	3
Research (3 semester hours)		
OLT 595	Research Methodology ((3 semester hours required))	3
or ETEC 595	Research Methods	
or HIED 595	Research Methodologies	
or HELT 595	Research Methodologies	
For Technology Integration emphasis, 4 courses (12 credit hours):		
ETEC 593	Strategic Planning for Technology Integration	3
ETEC 568	Makerspaces	3
ETEC 526	Games & Simulations for Learning	3
or ETEC 528	Digital Storytelling Across the Curriculum	
ETEC 591	Online, Virtual, and Distributed Learning Systems	3
or ETEC 543	Applying AI to Support Learning	
For Digital Learning Design emphasis, 4 courses (12 credit hours):		
ETEC 526	Games & Simulations for Learning	3
ETEC 528	Digital Storytelling Across the Curriculum	3
ETEC 543	Applying AI to Support Learning	3
ETEC 591	Online, Virtual, and Distributed Learning Systems	3
Total Hours		**30**

Note: Successful completion of the Comprehensive Exam is required of all students.

Educational Technology Minor

Requires 12-18 semester hours. Courses to be selected in consultation with ETEC advisor (will vary based on hours available in each program).

Educational Technology Library Science MS/MED

Master of Education/Master of Science in Educational Technology Library Science - Option II Non-Thesis

Required courses in the major (36 semester hours) from the following:

OLT 595	Research Methodology (3 semester hours required)	3
or HIED 595	Research Methodologies	
or LIS 595	Research Methods	
LIS 512	Info Ref & Mediographic	3
LIS 515	Cataloging/Classification	3
LIS 524	Dev General/Spec Collectn	3
LIS 527	Books Child/Young Adults	3
LIS 540	Admin School Libraries	3
LIS 550	Practicum in a School Library	3
LIS 520	Foundations of Educational Technology	3
or ETEC 524	Introduction to Educational Technology	
ETEC 527	Web 2.0 Technologies for Instruction	3
ETEC 594	Technology and Inquiry-based Instructional Methods	3
or ETEC 526	Games & Simulations for Learning	
or ETEC 528	Digital Storytelling Across the Curriculum	
or ETEC 568	Makerspaces	
or ETEC 562	Applying Instructional Media and Technology	
ETEC 579	Implementation of Educational Technology Programs	3
or ETEC 593	Strategic Planning for Technology Integration	
LIS 596	Capstone: Eportfolios & Program Evaluation	3
or ETEC 596	ETEC Capstone: Eportfolios & Program Evaluation	
Total Hours		**36**

Note: Successful completion of the Comprehensive Exam is required of all students.

School Librarian Certificate

The courses below must be taken during a program to meet requirements for School Librarian Certification. Interested students should consult the program advisor to determine order of courses, as well as prerequisites.

Required Courses		
LIS 512	Info Ref & Mediographic	3
LIS 515	Cataloging/Classification	3
LIS 524	Dev General/Spec Collectn	3
LIS 527	Books Child/Young Adults	3
LIS 540	Admin School Libraries	3
ETEC 579	Implementation of Educational Technology Programs	3
or ETEC 593	Strategic Planning for Technology Integration	
Library Practicum to be taken after all other courses listed.		
LIS 550	Practicum in a School Library	3
Total Hours		**21**

Organization, Learning, and Technology MS

Master of Science in Organization, Learning and Technology - Option II Non-Thesis

30 semester hour program

Research (3 semester hours required)		
OLT 595	Research Methodology (3 semester hours required)	3
Required Core Courses (15 semester hours)		
OLT 514	Organization Development	3
OLT 515	Cultural Issues in Organizations	3
OLT 516	Fundamentals of Work Engagement	3
OLT 553	Organizational Leadership	3
OLT 554	Principles of Adult Learning	3
Elective Courses - (12 semester hours)		
OLT 510	Utilizing Effective Instructional Technologies	3
OLT 528	Introduction to Presentation Design	3
OLT 560	Workplace Learning, Development, and Performance	3
OLT 563	Talent Development	3
OLT 570	Seminar in Human Resource Development	3
OLT 575	Performance Consulting	3
OLT 578	Instructional Design and Development	3
OLT 590	Evaluation	3
OLT 597	Special Topics	3
Total Hours		**30**

Instructional Design Graduate Certificate

Instructional Design graduate certificate is an online 12 credit hours graduate certificate of study designed for instructional/training designers by utilizing instructional design to analyze, design, develop, implement, and evaluate resources, courses, and programs for a variety of learning delivery modalities. The program curriculum includes 4 prescribed courses, which provide the essence of state-of-the-art knowledge, skills, and ability in instructional design, program evaluation, instructional technologies, and presentation design and delivery. Upon completion of instructional design graduate certificate, students will be ready to work as professionals in instructional/training designer, trainer, learning technologies in profit and nonprofit organizations, government agencies, and educational institutions. For more information please contact Dr. Kibum Kwon at Kibum.Kwon@tamuc.edu or call 903-886-5582.

Students can earn an Instructional Design Graduate Certificate after completing 4 prescribed courses (12 credit hours).

Required Courses		
OLT 510	Utilizing Effective Instructional Technologies	3
OLT 528	Introduction to Presentation Design	3
OLT 578	Instructional Design and Development	3
OLT 590	Evaluation	3
Total Hours		**12**

Note: Students must have admission to the Graduate School. Coursework must be completed at Texas A&M University-Commerce with a 3.0 GPA in all courses used for this graduate certificate. ***(No Substitutions)***

Organization Development Graduate Certificate

Organization Development (OD) graduate certificate is an online 12 credit hours program of study designed for OD professionals working primarily in organization change and performance improvement related careers. The certificate highlights the changing nature of the OD field impacted by the globalization, demographic shift, and technological advancement in modern organizations. The program curriculum includes 4 prescribed courses, which provide the essence of state-of-the-art knowledge, skills, and ability in the action research model, organizational leadership, multicultural issues, and work engagement. Students conduct various projects grounded in the reality of organization development. Upon completion of OD graduate certificate, students will be ready to work as professionals in organization development and change, leadership development, and culture and employee

engagement in profit and nonprofit organizations, government agencies, and educational institutions. For more information contact Dr. Kibum Kwon at Kibum.Kwon@tamuc.edu or call 903-886-5582.

Students can earn organization development graduate certificate after completing 4 prescribed courses (12 credit hours).

Required Courses		
OLT 514	Organization Development	3
OLT 515	Cultural Issues in Organizations	3
OLT 516	Fundamentals of Work Engagement	3
OLT 553	Organizational Leadership	3
Total Hours		**12**

Note: Students must have admission to the Graduate School. Coursework must be completed at Texas A&M University-Commerce with a 3.0 GPA in all courses used for this graduate certificate. ***(No Substitutions)***

Talent Development Graduate Certificate

Talent Development graduate certificate is an online 12 credit hours program of study designed for talent development professionals who are responsible for building a seamless talent pipeline to prepare next generation of leaders for future growth and implementing learning and development solutions to raise the organizational capability and employee performance. The program curriculum includes 4 prescribed courses, which provide the essence of state-of-the-art knowledge, skills, and ability in succession planning, formal/informal learning in the workplace, and human performance technology (HPT) based on the foundations in people development. Students conduct various projects grounded in the reality of talent development. Upon completion of talent development graduate certificate, students will be ready to work as professionals in human resource development (HRD), talent management and development, performance and quality improvement in profit and nonprofit organizations, government agencies, and educational institutions. For more information please contact Dr. Kibum Kwon at Kibum.Kwon@tamuc.edu or call 903-886-5582.

Students can earn talent development graduate certificate after completing 4 prescribed courses (12 credit hours).

OLT 554	Principles of Adult Learning	3
OLT 560	Workplace Learning, Development, and Performance	3
OLT 563	Talent Development	3
OLT 575	Performance Consulting	3
Total Hours		**12**

Note: Students must have admission to the Graduate School. Coursework must be completed at Texas A&M University-Commerce with a 3.0 GPA in all courses used for this graduate certificate. ***(No Substitutions)***

Psychology and Special Education

Maria Carlson (Department Head)
Location: Binnion Hall 201, 903-886-5200
Psychology and Special Education Web Site (https://www.tamuc.edu/dept-of-psychology-and-special-education/)

Maria Carlson, Department Head
Curt Carlson, Psychology MS and Experimental Psychology PhD Programs, and Teaching of Psychology Graduate Certificate Program Coordinator
Karin Tochkov, Clinical Psychology Program Coordinator
Kendra Saunders, School Psychology Program Coordinator
Lacy Krueger, Psychology of Gerontology and Positive Aging Graduate Certificate Coordinator
Beth Jones, Special Education Program Coordinator
Kelly Carrero, ABA Graduate Certificate Program

The Department of Psychology and Special Education offers degree programs leading to masters, specialist, and doctoral degrees. In addition, courses in Psychology and Special Education are also provided for students desiring licensure in school psychology, licensure as a psychological associate, and professional certification as an educational diagnostician. Provisional teaching certification endorsement is offered in the area of generic special education and support courses are provided for students desiring teacher, supervisor and administrator certifications. All students and faculty are expected to act in accordance with the ethical standards for the profession and will be expected to exhibit:

1. an attitude that respects the worth, uniqueness, and potential for growth and development of all individuals;
2. personal stability, ethical behavior, and respect for the confidentiality of privileged information;
3. a personal manner in which responsibilities are fulfilled in a cooperative and conscientious fashion;
4. productive and cooperative work relationships that display motivation, independence, and adaptability; and
5. a commitment to continuing personal and professional growth characterized both by participation in professional organizations and by production and presentation of scholarly papers and publications.

The department reserves the right to suspend or remove from the program any student who, in the judgment of a duly constituted departmental committee, does not meet these ethical and professional standards.

Programs of Graduate Work

Master of Science in Psychology

The Department of Psychology and Special Education offers the Master of Science degree in Psychology. This program prepares students for a variety of academic and non-academic positions, such as community college instructor, data analyst, research assistant, and doctoral student.

The 36-hour MS program focuses on courses in human cognition, research methodology, statistics, educational and experimental psychology. Most of the coursework completed for this program may be transferred to the PhD program. The thesis option is available and encouraged, but not required.

Psychological Associate Licensure

Licensure as a psychological associate by the Texas State Board of Examiners of Psychologists requires a minimum of 60 semester credit hours, with no more than 12 semester credit hours of practicum, internship, or structured experience being counted toward the total degree hour requirement. Contact the clinical psychology advisor for further information.

Specialist in School Psychology

The School Psychology program at Texas A&M University-Commerce prepares students for attainment of a Specialist in School Psychology (SSP) degree. The current specialist degree program is consistent with requirements published by the Texas State Board of Examiners of Psychologist for the Licensed Specialist in School Psychology (LSSP) and has been granted national approval from the National Association of School Psychologist (NASP). Upon completion of the 66 hour degree program, graduates are eligible for licensure in the state of Texas as a LSSP and certification at the national level as a NCSP. The 66 hour degree program includes 6 hours of practicum and 6 hours of internship. The remaining 54 academic course hours are in the content areas of psychological foundations, research and statistics, educational foundations, assessment, intervention, and professional and legal issues.

Doctor of Philosophy in Experimental Psychology

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

Career opportunities for psychologists exist with federal and state educational agencies, national and state legislative groups, regional educational laboratories and research centers, higher education, public and private schools, professional organizations, high technology companies, military,

publishers, private funding agencies, medical organizations, and private consulting. Increasing opportunities for psychologists are expected in all settings where job training and retraining is required and where technology-assisted learning (including distance education) is employed.

The Department of Psychology and Special Education offers a large number of courses online, although the PhD program is not available strictly as distance education. Still, students can take the majority of their courses either online or in a blended format. The requisite face-to-face coursework can be completed during the summer residency (10 class days each June). As such, this program is designed to be flexible for both traditional and non traditional students.

Time to complete the degree program depends upon many factors, including:

1. how many courses a student completes per semester,
2. whether courses are offered during the semester that they are needed by the student,
3. successful completion of comprehensive exams, and
4. how persistent a student is in completing the thesis and dissertation requirements.

Some full-time students have completed the degree program within 4-5 years, but, of course, part-time students require more time. Coursework used towards the doctoral degree cannot be older than 10 years at the time the degree is conferred.

Graduate Minors in Psychology

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

Master of Science and Master of Education in Special Education

The Department of Psychology and Special Education offers two graduate degrees in Special Education: the Master of Science in Special Education, and Master of Education in Special Education. Programs of graduate work may be planned according to the interests of the student (i.e. thesis vs. non-thesis; focus on instructional design and delivery or educational diagnostician certification) and to meet the degree requirements.

Graduate Minor in Special Education

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

Admission

Psychology - MS

Admission to a graduate program is granted by the Dean of the Graduate School upon the recommendation of the department. Applicants must meet the following requirements for admission in addition to meeting the general university requirements in Psychology:

- Psychology Admission Requirements (https://www.tamuc.edu/programs/psychology-ms/#Admission)

School Psychology - SSP

Admission to a graduate program is granted by the Dean of the Graduate School upon the recommendation of the department. Applicants must meet the following requirements for admission in addition to meeting the general university requirements in School Psychology:

- Specialist in School Psychology Admission Requirements (https://www.tamuc.edu/programs/school-psychology-ssp/#Admission)

Psychological Associate Licensure

For students pursuing licensure as a psychological associate, modifications to the master's program requirements include that the bachelor's degree either be in psychology or include a course in statistics.

Experimental Psychology - PhD

Before being admitted to the doctoral program, the prospective student must first meet the general requirements for admission to the Graduate School. Applicants must meet the following requirements for admission in addition to meeting the general university requirements in educational psychology:

- Doctoral Experimental Psychology Admission Requirements (https://www.tamuc.edu/programs/educational-psychology-phd/#Admission)
- Orientation Video for Prospective Applicants and New Students (https://www.youtube.com/watch/?v=11N3bSk7XAE)

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.

Special Education - MS/MED

Admission to a graduate program is granted by the Dean of the Graduate School upon the recommendation of the department. Applicants must meet the following requirements for admission in addition to meeting the general university requirements in special education:

- Special Education Admission Requirements (https://www.tamuc.edu/programs/special-education-med-ms/#Admission)

In addition, applicants may submit for departmental review additional materials or a portfolio to support their application, including items such as awards, certificates of merit, examples of innovative program/curriculum development, publications, and a resume. Students seeking admission will be required to have approval of the department's graduate faculty.

Successful completion of the Comprehensive Exam is required of all students.

Note: Individual departments may reserve the right to dismiss from their programs students who, in their judgment, would not meet the professional expectations of the field for which they are training.

Psychology, MS (p. 205)

Clinical Psychology, MS (p. 207)

Psychology Minor (p. 208)

Psychological Associate Licensure (p. 208)

Specialist in School Psychology (p. 209)

Experimental Psychology PhD (p. 211)

Special Education MS/MEd (p. 215)

Educational Diagnostician Certification Only (p. 220)

Applied Behavior Analysis Graduate Certificate (p. 212)

Psychology of Gerontology and Positive Aging Graduate Certificate (p. 213)

Teaching of Psychology Graduate Certificate (p. 213)

Psychology MS

Students can choose from the following options:

1. Psychology MS - Option I Thesis. (36 semester hours)
2. Psychology MS - Option II Non-Thesis. (36 semester hours)
3. Psychology MS - w/emphasis in General Psychology (Accelerated BS-MS) Option II Non-Thesis (36 semester hours)

Master of Science in Psychology - Option I Thesis (36 hours)

Thesis (6 semester hours)		
PSY 518	Thesis (6 semester hours required)	3-6
Only 6 semester hours of credit for 518 per degree will be given upon satisfactory completion of the requirement		
Required Core Courses (30 semester hours)		
PSY 505	Introduction to Educational Psychology	3
or PSY 511	Cognitive Science	
PSY 509	History & Systems of Psychology	3
PSY 515	Neuromechanisms/Biological Bases of Behavior	3
or PSY 545	Developmental Psychology	
PSY 593	Health Psychology	3
PSY 612	Psy Ed Statistics	3
PSY 620	Intro to Human Cognition	3
PSY 622	Research Design: Introduction to Theses and Dissertations	3
PSY 625	Cognition & Instruction I	3
or PSY 627	Social Cognition	
PSY 594	Ethical Issues in Organization	3
or PSY 618	Group Dynamics	
PSY 621	Advanced Cognition	3
or PSY 675	Advanced Topics in Experimental Psychology	
Total Hours		**36**

Master of Science in Psychology - Option II Non-Thesis (36 hours)

Required Research (3 semester hours)		
PSY 595	Research Literature & Techniques (3 semester hours required)	3
Required Core Courses (33 semester hours)		
PSY 505	Introduction to Educational Psychology	3
or PSY 511	Cognitive Science	
PSY 509	History & Systems of Psychology	3
PSY 515	Neuromechanisms/Biological Bases of Behavior	3
PSY 612	Psy Ed Statistics	3
PSY 620	Intro to Human Cognition	3
PSY 593	Health Psychology	3
PSY 625	Cognition & Instruction I	3
PSY 594	Ethical Issues in Organization	3
or PSY 618	Group Dynamics	
PSY 627	Social Cognition	3
PSY 545	Developmental Psychology	3
or PSY 572	Psychological Assessment and Measurement	
Choose one of the following:		
PSY 598	Psychology of Gerontology	3
PSY 621	Advanced Cognition	3
or PSY 675	Advanced Topics in Experimental Psychology	
Total Hours		**36**

Master of Science in Psychology - w/emphasis in General Psychology (Accelerated BS-MS) - Option II Non-Thesis (36 hours)

The BS-MS accelerated degree program allows undergraduate students in the Psychology program to begin coursework towards the non-thesis option of the Master of Science in Psychology w/emphasis in General Psycholgy program during their senior year at Texas A&M University-Commerce. Students can earn a B.S. and M.S. degree in five years upon completion of degree requirements for both degrees. For this accelerated program, 6 credits of graduate coursework can be applied to both the BS and MS degrees. Once admitted, the BS/MS candidate must maintain a 3.25 Undergraduate GPA. In the final semester of the student's undergraduate program, a new online Apply Texas Application for the master's Accelerated program must be submitted to gain admission and continue taking classes to complete the master's program.

Four Core Courses (12 semester hours)		
PSY 509	History & Systems of Psychology	3
PSY 545A	Developmental Psychology *	3
PSY 594	Ethical Issues in Organization	3
PSY 620A	Intro to Human Cognition *	3
Remaining Core Courses (18 semester hours)		
PSY 505	Introduction to Educational Psychology	3
PSY 515	Neuromechanisms/Biological Bases of Behavior	3
PSY 593	Health Psychology	3
PSY 612	Psy Ed Statistics	3
PSY 625	Cognition & Instruction I	3
PSY 627	Social Cognition	3
Choose one elective from (3 semester hours)		
PSY 572	Psychological Assessment and Measurement	3
PSY 598	Psychology of Gerontology	3
PSY 618	Group Dynamics	3
PSY 621	Advanced Cognition	3
PSY 675	Advanced Topics in Experimental Psychology	3
Reseearch 3 semester hours		
PSY 595	Research Literature & Techniques (3 semester hours required)	3
Total Hours		**36**

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Courses shared with BS

Note: Successful completion of the Comprehensive Exam is required of all students.

Clinical Psychology MS

Master of Science in Clinical Psychology - Option I Thesis

Research Methods (6 semester hours)		
PSY 518	Thesis (6 semester hours required)	3-6
Only 6 semester hours of credit for 518 per degree will be given upon satisfactory completion of the requirement		
Required/Core (57 semester hours)		
PSY 503	Abnormal Psychology	3
PSY 507	Pharmaco-therapy	3
PSY 508	Theory and Techniques of Applied Psychology	3
PSY 513	Child Psychopathology	3
PSY 515	Neuromechanisms/Biological Bases of Behavior	3
PSY 520	Cognitive Behavior Therapy in Clinical Practice	3
PSY 527	Social/Cltural Bases Behav	3
PSY 535	Applied Behavior Analysis	3
PSY 537	Advanced Therapeutic Intervention	3
PSY 538	Ethics in Clinical Practice	3
PSY 545	Developmental Psychology	3
PSY 572	Psychological Assessment and Measurement	3
PSY 573	Intellectual Assessment I	3
PSY 575	Personality Theories and Assessment	3
PSY 592	Group Psychotherapy	3
PSY 612	Psy Ed Statistics	3
PSY 691	Clinical Practicum in Psychology	3
PSY 699	Internship in Clinical Psychology (6 semester hours required)	3
Total Hours		**63**

Master of Science in Clinical Psychology - Option II Non-Thesis

Research Methods (3 semester hours required)		
PSY 595	Research Literature & Techniques	3
Required/Core (57 semester hours)		
PSY 503	Abnormal Psychology	3
PSY 507	Pharmaco-therapy	3
PSY 508	Theory and Techniques of Applied Psychology	3
PSY 513	Child Psychopathology	3
PSY 515	Neuromechanisms/Biological Bases of Behavior	3
PSY 520	Cognitive Behavior Therapy in Clinical Practice	3
PSY 527	Social/Cltural Bases Behav	3
PSY 535	Applied Behavior Analysis	3
PSY 537	Advanced Therapeutic Intervention	3
PSY 538	Ethics in Clinical Practice	3
PSY 545	Developmental Psychology	3
PSY 572	Psychological Assessment and Measurement	3
PSY 573	Intellectual Assessment I	3
PSY 575	Personality Theories and Assessment	3
PSY 592	Group Psychotherapy	3
PSY 612	Psy Ed Statistics	3
PSY 691	Clinical Practicum in Psychology	3
PSY 699	Internship in Clinical Psychology (6 semester hours required)	3
Total Hours		**60**

Psychology Minor

Minors in psychology are available for students in all other master's programs. Students pursuing a minor in psychology must complete the following four courses (12 credit hours):

PSY 509	History & Systems of Psychology	3
PSY 527	Social/Cltural Bases Behav	3
PSY 545	Developmental Psychology	3
PSY 620	Intro to Human Cognition	3
Total Hours		**12**

Once these courses have been completed, the student is required to take a comprehensive exam from the Department of Psychology & Special Education. The department can be contacted for further information on scheduling this exam.

Psychological Associate Licensure

Licensure as a psychological associate by the Texas State Board of Examiners of Psychologists requires a minimum of 60 semester credit hours, with no more than 12 semester credit hours of practicum, internship, or structured experience being counted toward the total degree hour requirement. Contact the clinical psychology advisor for further information.

Specialist in School Psychology SSP

The School Psychology program at Texas A&M University-Commerce prepares students for attainment of a Specialist in School Psychology (SSP) degree. The current specialist degree program is consistent with the requirements published by the Texas State Board of Examiners of Psychologists for the Licensed Specialist in School Psychology (LSSP) and has been granted national approval from the National Association of School Psychologist (NASP).

Specialist in School Psychology - Option I Thesis

Psychological Foundations (15 semester hours)		
PSY 503	Abnormal Psychology	3
PSY 505	Introduction to Educational Psychology	3
PSY 507	Pharmaco-therapy	3
PSY 545	Developmental Psychology	3
PSY 672	Multicultural Issues and Diversity in Assessment and Therapy	3
Educational Foundations (6 semester hours)		
SPED 528	Special Education Law	3
SPED 540	Assessment and Interventions for Social Communication Impairments	3
Intervention/Problem Solving (21 semester hours)		
PSY 535	Applied Behavior Analysis	3
PSY 573	Intellectual Assessment I (SSP grade of B or better)	3
PSY 520	Cognitive Behavior Therapy in Clinical Practice	3
PSY 576	Psychological Assessment of Children & Adolescents (SSP grade of B or better)	3
SPED 574	Principles of Psycho-Educational Assessment (SSP grade of B or better)	3
PSY 615	Psychological Principles of Consultation & Supervision	3
PSY 635	School Based Interventions	3
Statistics & Research Methodologies (9 semester hours)		
PSY 518	Thesis (6 semester hours required)	3-6
Only 6 semester hours of credit for 518 per degree will be given upon satisfactory completion of the requirement		
PSY 612	Psy Ed Statistics	3
Professional School Psychology (3 semester hours)		
PSY 506	Professional School Psy	3
Practicum & Internship (12 semester hours)		
PSY 691	Clinical Practicum in Psychology (Repeat twice for 6 semester hours)	3
PSY 790	Internship in School Psychology (Repeat twice for 6 semester hours)	3
Total Hours		**66**

Specialist in School Psychology - Option II Non-Thesis

Psychological Foundations (15 semester hours)		
PSY 503	Abnormal Psychology	3
PSY 505	Introduction to Educational Psychology	3
PSY 507	Pharmaco-therapy	3
PSY 545	Developmental Psychology	3
PSY 672	Multicultural Issues and Diversity in Assessment and Therapy	3
Educational Foundations (6 semester hours)		
SPED 528	Special Education Law	3
SPED 540	Assessment and Interventions for Social Communication Impairments	3
Intervention/Problem Solving (21 semester hours)		
PSY 535	Applied Behavior Analysis	3
PSY 573	Intellectual Assessment I (SSP grade of B or better)	3
PSY 520	Cognitive Behavior Therapy in Clinical Practice	3
PSY 576	Psychological Assessment of Children & Adolescents (SSP grade of B or better)	3
PSY 615	Psychological Principles of Consultation & Supervision	3

PSY 635	School Based Interventions	3
SPED 574	Principles of Psycho-Educational Assessment (SSP grade of B or better)	3
Statistics & Research Methodologies (9 semester hours)		
PSY 595	Research Literature & Techniques (3 semester hours required)	3
PSY 605	Single Subject Designs	3
PSY 612	Psy Ed Statistics	3
Professional School Psychology (3 semester hours)		
PSY 506	Professional School Psy	3
Practicum & Internship (12 semester hours)		
PSY 691	Clinical Practicum in Psychology (Repeat twice for 6 semester hours)	3
PSY 790	Internship in School Psychology (Repeat twice for 6 semester hours)	3
Total Hours		**66**

Note: Successful completion of the Comprehensive Exam is required of all students.

Experimental Psychology PhD

Before being admitted to the doctoral program, the prospective student must first meet the general requirements for admission to the Graduate School. Applicants to the doctoral program must hold at least a bachelor's degree.

In all cases, admission to graduate degree programs in psychology is competitive, since available facilities and faculty do not permit admission of all qualified applicants. The components of an application to the doctoral program are as follows:

1. Graduate Record Examination. Applicants must submit scores for the quantitative, verbal, and analytical/written sections of the GRE.
2. Transcript(s) showing academic prerequisites.
   - Applicants holding the master's degree must have an overall grade point average of at least 3.40 on graduate work, exclusive of practicum and thesis grades.
   - For students applying with a completed non-thesis master's degree, completion of the thesis will be required prior to admission to doctoral candidacy.
3. Recommendations/references. The doctoral applicant is required to submit three satisfactory recommendations on forms provided by the Graduate School, including one from the last employer, if it was a professional experience, and one from the last institution attended. Two of the individuals must hold doctorates.
4. Psychology Statement of Goals. All prospective students must address the following: (a) their specific research goals, (b) which of our faculty members they would prefer as research advisors, based on their research interests, and (c) their professional aspirations.

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.

Note: For those entering the program without a Masters degree and thesis accepted by the Department of Psychology, & Special Education, at least 90 semester hours (sh) are required overall: Cognate area - 18 sh, Thesis - 6 sh, & Electives - 6 sh. For those with an accepted Masters thesis, at least 60 semester hours are required overall. At least 45 semester hours must be from TAMU-C. This is a hybrid program, and some coursework for the program must be taken face to face at the Commerce Campus. No course beyond the master's program that is over ten years old at the time the doctoral degree is conferred can be used toward the doctoral degree.

Doctor of Philosophy in Experimental Psychology (90 semester hours)

Core (33 credit hours)		
PSY 505	Introduction to Educational Psychology	3
PSY 509	History & Systems of Psychology	3
PSY 511	Cognitive Science	3
PSY 515	Neuromechanisms/Biological Bases of Behavior	3
PSY 545	Developmental Psychology	3
PSY 594	Ethical Issues in Organization	3
PSY 620	Intro to Human Cognition	3
PSY 621	Advanced Cognition	3
PSY 622	Research Design: Introduction to Theses and Dissertations	3
PSY 625	Cognition & Instruction I	3
PSY 627	Social Cognition	3
Doctoral Tools (15 credit hours)		
PSY 695	Research Methodology	3
PSY 612	Psy Ed Statistics	3
PSY 681	Intermediate Statistics	3
PSY 610	Nonparametric Statistics	3
PSY 670	Multivariate Analysis	3
Thesis (6 credit hours)		
PSY 518	Thesis (6 semester hours required)	3-6
Dissertation (12 credit hours)		
PSY 718	Doctoral Dissertation	3-12
Electives (6 credit hours) from the following:		
PSY 503	Abnormal Psychology	3
PSY 514	Theories of Human Learning	3
PSY 517	Intro to Hum-Comp Inter Design	3

PSY 527	Social/Cltural Bases Behav	3
PSY 539	Forensic Psychology	3
PSY 572	Psychological Assessment and Measurement	3
PSY 582	Cognitive Aging	3
PSY 593	Health Psychology	3
PSY 598	Psychology of Gerontology	3
PSY 618	Group Dynamics	3
PSY 626	Cognition/Instruction II	3
PSY 640	Evolutionary Psychology	3
PSY 645	Introduction to Learning Technology	3
PSY 661	Org Change and Improvement	3
PSY 672	Multicultural Issues and Diversity in Assessment and Therapy	3
PSY 675	Advanced Topics in Experimental Psychology	3
PSY 680	Professional Development	3
PSY 689	Independent Study	3
PSY 697	Special Topic	3
Cognate (18 credit hours) from disciplines below:		
Excluding 518, 595, 718 & any Doctoral Research Tools.		
PSY, BSC, CED, CSCI, BLED, ECE, EDCI, ELED, RDG, SED, EDAD, ETEC, HIED, HHPH, HHPK, HHPS, ENG, FLL, MKT, BA, MGT, MATH, PSCI, COUN, SPED, SWK, CJ, & SOC.		18
Total Hours		**90**

Doctor of Philosophy in Experimental Psychology (60 semester hours)

Core (33 credit hours)		
PSY 505	Introduction to Educational Psychology	3
PSY 509	History & Systems of Psychology	3
PSY 511	Cognitive Science	3
PSY 515	Neuromechanisms/Biological Bases of Behavior	3
PSY 545	Developmental Psychology	3
PSY 594	Ethical Issues in Organization	3
PSY 620	Intro to Human Cognition	3
PSY 621	Advanced Cognition	3
PSY 622	Research Design: Introduction to Theses and Dissertations	3
PSY 625	Cognition & Instruction I	3
PSY 627	Social Cognition	3
Doctoral Tools (15 credit hours)		
PSY 695	Research Methodology	3
PSY 612	Psy Ed Statistics	3
PSY 681	Intermediate Statistics	3
PSY 610	Nonparametric Statistics	3
PSY 670	Multivariate Analysis	3
Dissertation (12 credit hours)		
PSY 718	Doctoral Dissertation (Must be enrolled in 718 continuously every term while working on dissertation)	3-12
Total Hours		**60**

Applied Behavior Analysis Graduate Certificate

Applied Behavior Analysis Graduate Certificate Web Site (https://www.tamuc.edu/programs/applied-behavior-analysis-graduate-certificate/)

This graduate certificate will provide the necessary content and training for students to meet the coursework requirements to be able to sit for the licensure with the Behavior Analyst Certification Board (BACB) and become Board Certified Behavior Analysts. It is important to note, students will need to meet additional requirements delineated by the BACB in order to be deemed eligible to take the licensure examination. To be eligible to sit for the

BACB BCBA exam, students must have a graduate degree (master or doctorate) in behavior analysis, education, or psychology (only eligible fields of study). For more information contact Dr. Kelly Carrero at ABACertification@tamuc.edu.

PSY 535	Applied Behavior Analysis (Students should enroll in PSY/SPED 535 in their first semester in the ABA Grad Cert program.)	3
or SPED 535	Applied Behavior Analysis	
PSY 537	Advanced Therapeutic Intervention	3
PSY 538	Ethics in Clinical Practice	3
PSY 512	Advanced Technologies in Applied Behavior Analysis	3
or SPED 512	Advanced Technologies in Applied Behavior Analysis	
SPED 540	Assessment and Interventions for Social Communication Impairments	3
PSY 605	Single Subject Designs	3
or SPED 605	Single Subject Designs	
PSY 672	Multicultural Issues and Diversity in Assessment and Therapy	3
Total Hours		**21**

Note:
Students must have admission to the Graduate School. Coursework must be completed at Texas A&M University-Commerce with a 3.0 GPA in all courses used for this graduate certificate. ***(No Substitutions)***

Psychology of Gerontology and Positive Aging Graduate Certificate

This certificate will enhance skills for persons working with older adults in business, medical or social settings. The student will have a better understanding of physical, psychological and developmental impacts of aging and an enhanced understanding of ethical principles of dealing with potentially vulnerable population. Contact Lacy Krueger at Lacy.Krueger@tamuc.edu.

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

Requirements to complete the Psychology of Gerontology and Positive Aging Graduate Certificate (15 semester hours)

Requirement to complete graduate certificate program.		
PSY 545	Developmental Psychology	3
or COUN 545	Dev Issues/Strategy in Counseling	
PSY 582	Cognitive Aging	3
PSY 593	Health Psychology	3
PSY 594	Ethical Issues in Organization	3
PSY 598	Psychology of Gerontology	3
Total Hours		**15**

Note: Coursework must be completed at Texas A&M University-Commerce with a 3.0 GPA on all courses used for graduate certificate. ***(No Substitutions)*** Students may earn the Graduate certificate as a stand-alone program or while enrolled in a separate Master (e.g., Counseling; Clinical-Psychology) or Doctoral Program (e.g., Educational Psychology, Counseling; Higher Education).

Teaching of Psychology Graduate Certificate

Catalog Program Description:

This graduate certificate will provide the necessary training to be able to teach psychology courses at colleges and community colleges that require 18 hours of graduate courses in psychology. These courses represent topics commonly taught as undergraduate psychology courses at community colleges. For more information contact Dr. Curt Carlson at Curt.Carlson@tamuc.edu.

PSY 575	Personality Theories and Assessment	3
or PSY 503	Abnormal Psychology	
PSY 505	Introduction to Educational Psychology	3
PSY 515	Neuromechanisms/Biological Bases of Behavior	3
PSY 527	Social/Cltural Bases Behav	3
PSY 545	Developmental Psychology	3

PSY 612	Psy Ed Statistics	3
Total Hours		**18**

Note: Students must have admission to the Graduate School. Coursework must be completed at Texas A&M University-Commerce with a 3.0 GPA in all courses used for this graduate certificate. ***(No Substitutions)***

Special Education MS/MEd

Master of Education/Master of Science in Special Education - Non-Thesis w/Initial Certification

* Note: Certification courses (noted with a * below) are set up in a cohort schedule. There will be a one year admission window in July every year to begin certification courses in the Fall semester. Passing of the TX PACT exam and acceptance to the alternative certification program must be completed prior to starting the certification section. Students must complete four of the six identified course, pass their content test and complete 30-hours of Early Field Experience (EFE) prior to their teaching assignment. Students will take the PPR (pedagogy) exam after completing four of the certification courses and before they complete their teaching assignment. The final capstone course will be taken when the student enters their teaching assignment (EDCI 515).

Core (15 semester hours)		
SPED 524	Characteristics of Students with Mild Disabilities	3
SPED 526	Characteristics of Students with Moderate to Severe Disabilities	3
SPED 528	Special Education Law	3
SPED 535	Applied Behavior Analysis	3
SPED 540	Assessment and Interventions for Social Communication Impairments	3
Methods (18 semester hours)		
EDCI 514	Mgmt & Curr Dev for Div Lrnrs *	3
EDCI 515	Evidence-Based Teaching for Diverse Populations (student teaching) *	3
EDCI 517	Rdg & Lrng in K-12 Cont Area *	3
EDCI 519	Response to Intervention Applied to Exceptional Learners *	3
SPED 563	Secondary Instructional Methods To Support Students with Disabilities	3
SPED 583	Elementary Instructional Methods To Support Students with Disabilities	3
Research (3 semester hours)		
SPED 595	Research Literature & Techniques (3 semester hours required)	3
Total Hours		**36**

Master of Education/Master of Science in Special Education -w/emphasis in Assistive Technology Option I Thesis

Core (15 semester hours)		
SPED 524	Characteristics of Students with Mild Disabilities	3
SPED 526	Characteristics of Students with Moderate to Severe Disabilities	3
SPED 528	Special Education Law	3
SPED 535	Applied Behavior Analysis	3
SPED 540	Assessment and Interventions for Social Communication Impairments	3
Methods (6 semester hours)		
SPED 563	Secondary Instructional Methods To Support Students with Disabilities	3
or SPED 583	Elementary Instructional Methods To Support Students with Disabilities	
SPED 586	Collaboration, Transition, and Diversity	3
Assistive Technology Emphasis (12 semester hours)		
SPED 501	Introduction to Assistive Technology	3
SPED 502	Assistive Technology Assessment and Evaluation	3
SPED 503	Strategies for Assistive Technology Implementation	3
SPED 504	Accessibility and Digital Inclusion	3
Thesis (9 semester hours)		
SPED 605	Single Subject Designs	3
SPED 518	Thesis (6 semester hours required)	6
Only 6 semester hours of credit for 518 per degree will be given upon satisfactory completion of the requirement		
Total Hours		**42**

Master of Education/Master of Science in Special Education -w/emphasis in Assistive Technology Option II Non-Thesis

Core Courses (15 semester hours)		
SPED 524	Characteristics of Students with Mild Disabilities	3
SPED 526	Characteristics of Students with Moderate to Severe Disabilities	3
SPED 528	Special Education Law	3
SPED 535	Applied Behavior Analysis	3
SPED 540	Assessment and Interventions for Social Communication Impairments	3
Methods (6 semester hours)		
SPED 563	Secondary Instructional Methods To Support Students with Disabilities	3
or SPED 583	Elementary Instructional Methods To Support Students with Disabilities	
SPED 586	Collaboration, Transition, and Diversity	3
Assistive Technology Emphasis (12 semester hours)		
SPED 501	Introduction to Assistive Technology	3
SPED 502	Assistive Technology Assessment and Evaluation	3
SPED 503	Strategies for Assistive Technology Implementation	3
SPED 504	Accessibility and Digital Inclusion	3
Research (6 semester hours)		
SPED 605	Single Subject Designs	3
SPED 595	Research Literature & Techniques (3 semester hours required)	3
Total Hours		**39**

Master of Education/Master of Science in Special Education -w/emphasis in Assistive Technology (Accelerated BS/BA -MED/MS) Option II Non-Thesis

The BS-MS accelerated degree program allows undergraduate students in the Special Education All Level program to begin coursework towards the non-thesis option of the Master of Science in Special Education w/emphasis in Assistive Technology program during their senior year at Texas A&M University-Commerce. Students can earn a B.S. and M.S. degree in five years upon completion of degree requirements for both degrees. For this accelerated program, 9 credits of graduate coursework can be applied to both the BS and MS degrees. Once admitted, the BS/MS candidate must maintain a 3.25 Undergraduate GPA. In the final semester of the student's undergraduate program, a new online Apply Texas Application for the master's Accelerated program must be submitted to gain admission and continue taking classes to complete the master's program.

Core Courses (15 semester hours)		
SPED 524	Characteristics of Students with Mild Disabilities	3
SPED 526A	Characteristics of Students with Moderate to Severe Disabilities *	3
SPED 528	Special Education Law	3
SPED 535A	Applied Behavior Analysis *	3
SPED 540	Assessment and Interventions for Social Communication Impairments	3
Methods (6 semester hours)		
SPED 563A	Secondary Instructional Methods To Support Students with Disabilities *	3
SPED 586	Collaboration, Transition, and Diversity	3
Research (6 semester hours)		
SPED 605	Single Subject Designs	3
SPED 595	Research Literature & Techniques (3 semester hours required)	3
Assistive Technology Emphasis (12 semester hours)		
SPED 501	Introduction to Assistive Technology	3
SPED 502	Assistive Technology Assessment and Evaluation	3
SPED 503	Strategies for Assistive Technology Implementation	3
SPED 504	Accessibility and Digital Inclusion	3
Total Hours		**39**

*****
Course shared with BS/BA

Master of Education/Master of Science in Special Education w/emphasis in Applied Behavior Analysis - Option I Thesis

Core (15 semester hours)		
SPED 524	Characteristics of Students with Mild Disabilities	3
SPED 526	Characteristics of Students with Moderate to Severe Disabilities	3
SPED 528	Special Education Law	3
SPED 535	Applied Behavior Analysis	3
SPED 540	Assessment and Interventions for Social Communication Impairments	3
Methods (6 semester hours)		
SPED 563	Secondary Instructional Methods To Support Students with Disabilities	3
or SPED 583	Elementary Instructional Methods To Support Students with Disabilities	
SPED 586	Collaboration, Transition, and Diversity	3
ABA Emphasis (12 semester hours)		
PSY 512	Advanced Technologies in Applied Behavior Analysis	3
or SPED 512	Advanced Technologies in Applied Behavior Analysis	
PSY 537	Advanced Therapeutic Intervention	3
PSY 538	Ethics in Clinical Practice	3
PSY 672	Multicultural Issues and Diversity in Assessment and Therapy	3
Research (9 semester hours)		
SPED 605	Single Subject Designs	3
SPED 518	Thesis (6 semester hours required)	3-6
Total Hours		**42**

Master of Education/Master of Science in Special Education w/emphasis in Applied Behavior Analysis - Option II Non-Thesis

Core (15 semester hours)		
SPED 524	Characteristics of Students with Mild Disabilities	3
SPED 526	Characteristics of Students with Moderate to Severe Disabilities	3
SPED 528	Special Education Law	3
SPED 535	Applied Behavior Analysis	3
SPED 540	Assessment and Interventions for Social Communication Impairments	3
Methods (6 semester hours)		
SPED 563	Secondary Instructional Methods To Support Students with Disabilities	3
or SPED 583	Elementary Instructional Methods To Support Students with Disabilities	
SPED 586	Collaboration, Transition, and Diversity	3
ABA Emphasis (12 semester hours)		
PSY 512	Advanced Technologies in Applied Behavior Analysis	3
or SPED 512	Advanced Technologies in Applied Behavior Analysis	
PSY 537	Advanced Therapeutic Intervention	3
PSY 538	Ethics in Clinical Practice	3
PSY 672	Multicultural Issues and Diversity in Assessment and Therapy	3
Research (6 semester hours)		
SPED 595	Research Literature & Techniques (3 semester hours required)	3
SPED 605	Single Subject Designs	3
Total Hours		**39**

Master of Education/Master of Science in Special Education w/emphasis in Applied Behavior Analysis (Accelerated BS/BA -MED/MS) Option II Non-Thesis

The BS-MS accelerated degree program allows undergraduate students in the Special Education All Level program to begin coursework towards the non-thesis option of the Master of Science in Special Education w/emphasis in Applied Behavior Analysis program during their senior year at Texas A&M University-Commerce. Students can earn a B.S. and M.S. degree in five years upon completion of degree requirements for both degrees. For

this accelerated program, 9 credits of graduate coursework can be applied to both the BS and MS degrees. Once admitted, the BS/MS candidate must maintain a 3.25 Undergraduate GPA. In the final semester of the student's undergraduate program, a new online Apply Texas Application for the master's Accelerated program must be submitted to gain admission and continue taking classes to complete the master's program.

Core Courses (15 semester hours)		
SPED 524	Characteristics of Students with Mild Disabilities	3
SPED 526A	Characteristics of Students with Moderate to Severe Disabilities *	3
SPED 528	Special Education Law	3
SPED 535A	Applied Behavior Analysis *	3
SPED 540	Assessment and Interventions for Social Communication Impairments	3
Methods (6 semester hours)		
SPED 563A	Secondary Instructional Methods To Support Students with Disabilities *	3
SPED 586	Collaboration, Transition, and Diversity	3
Research (6 semester hours)		
SPED 595	Research Literature & Techniques (3 semester hours required)	3
SPED 605	Single Subject Designs	3
ABA Emphasis (12 semester hours)		
SPED 512	Advanced Technologies in Applied Behavior Analysis	3
PSY 537	Advanced Therapeutic Intervention	3
PSY 538	Ethics in Clinical Practice	3
PSY 672	Multicultural Issues and Diversity in Assessment and Therapy	3
Total Hours		**39**

*
Courses shared with BS/BA

Master of Education/Master of Science in Special Education -w/emphasis in Educational Diagnostician Option I Thesis

Core (15 semester hours)		
SPED 524	Characteristics of Students with Mild Disabilities	3
SPED 526	Characteristics of Students with Moderate to Severe Disabilities	3
SPED 528	Special Education Law	3
SPED 535	Applied Behavior Analysis	3
SPED 540	Assessment and Interventions for Social Communication Impairments	3
Methods (6 semester hours)		
SPED 563	Secondary Instructional Methods To Support Students with Disabilities	3
or SPED 583	Elementary Instructional Methods To Support Students with Disabilities	
SPED 586	Collaboration, Transition, and Diversity	3
Assessment and Evaluation (9 semester hours)		
SPED 572	Principles of Assessment and Measurement (grade of B or better)	3
SPED 573	Principles of Cognitive Assessment (grade of B or better)	3
SPED 574	Principles of Psycho-Educational Assessment (grade of B or better)	3
Practicum (3 semester hours)		
SPED 691	Educational Diagnostician Practicum	3
Students must have a B or better in SPED 572, SPED 573, and SPED 574 to enroll; approval needed to register		
Thesis (9 semester hours)		
SPED 605	Single Subject Designs	3
SPED 518	Thesis (6 semester hours required)	6
Only 6 semester hours of credit for 518 per degree will be given upon satisfactory completion of the requirement		
Students must maintain an Overall GPA of 3.5 on ALL coursework in the Diagnostian Certification/Degree Plan;		
Total Hours		**42**

Master of Education/Master of Science in Special Education -w/emphasis in Educational Diagnostician Option II Non-Thesis

Coree (15 semester hours)		
SPED 524	Characteristics of Students with Mild Disabilities	3
SPED 526	Characteristics of Students with Moderate to Severe Disabilities	3
SPED 528	Special Education Law	3
SPED 535	Applied Behavior Analysis	3
SPED 540	Assessment and Interventions for Social Communication Impairments	3
Methods (6 semester hours)		
SPED 563	Secondary Instructional Methods To Support Students with Disabilities	3
or SPED 583	Elementary Instructional Methods To Support Students with Disabilities	
SPED 586	Collaboration, Transition, and Diversity	3
Assessment and Evaluation (9 semester hours)		
SPED 572	Principles of Assessment and Measurement (grade of B or better)	3
SPED 573	Principles of Cognitive Assessment (grade of B or better)	3
SPED 574	Principles of Psycho-Educational Assessment (grade of B or better)	3
Practicum (3 semester hours)		
SPED 691	Educational Diagnostician Practicum	3
Students must have a B or better in SPED 572, SPED 573, and SPED 574 to enroll; permission needed to register		
Research (6 semester hours)		
SPED 605	Single Subject Designs	3
SPED 595	Research Literature & Techniques (3 semester hours required)	3
Students must maintain an Overall GPA of 3.5 on ALL coursework in the Diagnostian Certification/Degree Plan;		
Total Hours		**39**

Note: Successful completion of the Comprehensive Exam is required of all students.

Special Education Minor

SPED 524	Characteristics of Students with Mild Disabilities	3
or SPED 526	Characteristics of Students with Moderate to Severe Disabilities	
SPED 583	Elementary Instructional Methods To Support Students with Disabilities	3
or SPED 563	Secondary Instructional Methods To Support Students with Disabilities	
SPED 528	Special Education Law	3
SPED 586	Collaboration, Transition, and Diversity	3
Total Hours		**12**

Educational Diagnostician Certification Only

Core (9 semester hours)		
SPED 524	Characteristics of Students with Mild Disabilities	3
SPED 526	Characteristics of Students with Moderate to Severe Disabilities	3
SPED 528	Special Education Law	3
Assessment & Evaluation (9 semester hours)		
SPED 572	Principles of Assessment and Measurement (grade of B or better)	3
SPED 573	Principles of Cognitive Assessment (grade of B or better)	3
SPED 574	Principles of Psycho-Educational Assessment (grade of B or better)	3
Practicum (3 semester hours)		
SPED 691	Educational Diagnostician Practicum	3
Students must have a B or better in SPED 572, SPED 573, and SPED 574 to enroll; permission needed to register		
Students must maintain an Overall GPA of 3.5 on ALL coursework in the Diagnostician Certification Only Plan		
Total Hours		**21**

School of Nursing and Health Sciences

Currently, the School of Nursing and Health Sciences is part of the College of Education and Human Services. This school is comprised of two departments – Department of Nursing and Department of Health and Human Performance. The role of the School of Nursing and Health Sciences is to provide an organizational structure that promotes personal educational experiences for students in nursing and other health sciences by providing high levels of focused programming and opportunities for students to collaboratively engage with each other and the wider society.

Partnerships between area hospitals, corporate and community agencies, as well as area schools and the SNHS will nurture the intellectual, cultural, social, and economic vitality of Texans through health and wellness related projects and services. Existing community and global health initiatives in the Department of Nursing and the Department of Health and Human Performance are expected to grow and develop within the nurturing environment of the School of Nursing and Health Sciences.

Health and Human Performance

Dean Culpepper (Department Head)
Location: Field House, 903-886-5549
Health and Human Performance Web Site (https://www.tamuc.edu/dept-of-health-and-human-performance/?source=universalmenu)

Sarah Mitchell, Coordinator of Graduate Studies

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

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

Programs of Graduate Work

Master of Science in Health, Kinesiology, and Sports Studies

The Department of Health and Human Performance offers the following graduate degree: Master of Science (M.S.) in Health, Kinesiology, and Sports Studies with five different concentrations: Exercise Science, Athletic Administration, International Sport Management, Sports Coaching and Human Performance (Accelerated BS-MS). For each of these concentrations, a minimum of 18 to 24 hours must be completed in the major field.

Master of Public Health in Public Health

The Master of Public Health program will prepare students with the skill-set needed to become leading public health professionals capable of addressing current and future health problems using multidisciplinary and evidence-based approaches. The curriculum is designed to provide students with the knowledge and skillset to work with diverse organizations focused on improving population health. These include but are not limited to: Corporate, Commercial, Community-Based Health Agencies, Local to National agencies and more.

The degree is offered full online to be more accessible to the working professional. The MPH degree requires successful completion of a minimum of 42 semester credit hours. Most full-time students can expect to take approximately 18-24 months to complete the degree program.

Admission

Admission to a graduate program is granted by the Dean of the Graduate School upon the recommendation of the department. Applicants must meet the following requirements for admission in addition to meeting the general university requirements in health, kinesiology, and sports studies.

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

- Health, Kinesiology, and Sports Studies Admission Requirements (https://www.tamuc.edu/programs/health-kinesiology-sports-studies-ms-athletic-administration/#tamuc-section-144088)

Admission

Admission to a graduate program is granted by the Dean of the Graduate School upon the recommendation of the department. Applicants must meet the following requirements for admission in addition to meeting the general university requirements in Public Health.

- Public Health Admission Requirements (https://www.tamuc.edu/programs/public-health-mph/#Admission)

Degree Requirements

All students must complete a departmental advisement guide before attaining 12 semester hours of graduate credit. To complete the advisement guide, the student must consult with the department's Coordinator of Graduate Studies. Students must maintain a grade point average of 3.00 on all graduate courses taken in the Department of Health and Human Performance. In addition, all students must have a passing score on the departmental comprehensive exams. In order to take the comprehensive exam, a departmental advisement guide must be on file; and all courses must be completed, or the student must be enrolled in final semester of courses.

Successful completion of the Comprehensive Exam is required of all students.

Note: Individual departments may reserve the right to dismiss from their programs students who, in their judgment, would not meet the professional expectations of the field for which they are training.

Health, Kinesiology, and Sports Studies MS (p. 223)

Public Health MPH (p. 227)

Athletic Administration Graduate Certificate (p. 229)
Exercise Science Graduate Certificate (p. 229)
Intercollegiate Sport Administration Graduate Certificate (p. 229)
Sports Coaching Graduate Certificate (p. 230)

Health, Kinesiology, and Sports Studies MS

Master of Science in Health, Kinesiology, & Sports Studies emphasis in Exercise Science - Option I Thesis

Required Core Courses (15 semester hours)		
HHPK 617	Stat Proc Hlth/Hum Perf	3
HHPK 519	Research Methods in Health, Kinesiology, & Sport Studies	3
HHPS 535	Soc of Sport & Phys Activity	3
HHPK 528	Sport Psychology	3
HHPH 660	Global Health Issues	3
Thesis (6 semester hours)		
HHPK 518	Thesis (6 semester hours required)	3-6
Only 6 semester hours of credit for 518 per degree will be given upon satisfactory completion of the requirement		
Required Exercise Science Courses (12 semester hours)		
HHPK 530	Sports Conditioning	3
HHPK 534	Exercise in Health and Disease	3
HHPK 545	Advanced Exercise Physiology	3
HHPK 664	Fitness Testing and Exercise Prescriptions	3
Required Support Course (Choose 1 course - 3 semester hours)		
HHPH 531	Nutrition and Optimal Performance	3
HHPK 532	Cardiopulmonary Physiology	3
HHPK 536	Adapted Kinesiology	3
HHPK 593	Biomechanics	3
Total Hours		**36**

Master of Science in Health, Kinesiology, & Sports Studies emphasis in Exercise Science - Option II Non-Thesis

Required Core Courses (15 semester hours)		
HHPK 617	Stat Proc Hlth/Hum Perf	3
HHPK 595	Critiquing & Conducting Research	3
or HHPK 519	Research Methods in Health, Kinesiology, & Sport Studies	
HHPS 535	Soc of Sport & Phys Activity	3
HHPK 528	Sport Psychology	3
HHPH 660	Global Health Issues	3
Internship (3 semester hours)		
HHPK 537	Internship in Health, Kinesiology, & Sport Studies	3
Internship requires instructor approval and completion of internship seminar in May or December prior to enrolling in course		
Required Exercise Science Courses (12 semester hours)		
HHPK 530	Sports Conditioning	3
HHPK 534	Exercise in Health and Disease	3
HHPK 545	Advanced Exercise Physiology	3
HHPK 664	Fitness Testing and Exercise Prescriptions	3
Required Support Courses (Choose 2 courses - 6 semester hours)		
HHPK 532	Cardiopulmonary Physiology	3
HHPH 531	Nutrition and Optimal Performance	3
HHPK 536	Adapted Kinesiology	3
HHPK 551	Advanced Research in Kinesiology	3
HHPK 593	Biomechanics	3
Total Hours		**36**

Master of Science in Health, Kinesiology, & Sports Studies emphasis in Athletic Administration - Option II Non-Thesis

Required Core Courses (18 semester hours)		
HHPK 595	Critiquing & Conducting Research (3 semester hours required)	3
or HHPK 519	Research Methods in Health, Kinesiology, & Sport Studies	
HHPK 617	Stat Proc Hlth/Hum Perf	3
HHPS 535	Soc of Sport & Phys Activity	3
HHPK 528	Sport Psychology	3
HHPS 566	Issues in International Sport	3
HHPS 584	Administration in Sport and Recreation Programs	3
Athletic Administration Required Course (3 semester hours)		
HHPS 539	Sport Law	3
Required Support Courses (Choose 3 courses - 9 semester hours)		
HHPK 516	Current Topics in Health & Human Performance	3
HHPS 520	Governance and Ethics in Sport	3
HHPS 521	Fin & Econ in Sport	3
HHPS 525	Marketing and Public Relations in Sports	3
HHPS 564	Sport Facilities & Event Management	3
Total Hours		**30**

Master of Science in Health, Kinesiology, & Sports Studies emphasis in International Sport Management - Option II Non-Thesis

Required Core Courses (18 semester hours)		
HHPK 595	Critiquing & Conducting Research (3 semester hours required)	3
or HHPK 519	Research Methods in Health, Kinesiology, & Sport Studies	
HHPK 617	Stat Proc Hlth/Hum Perf	3
HHPS 535	Soc of Sport & Phys Activity	3
HHPK 528	Sport Psychology	3
HHPS 566	Issues in International Sport	3
HHPS 584	Administration in Sport and Recreation Programs	3
International Sport Management Required Course - (3 semester hours)		
HHPS 539	Sport Law	3
Required Support Courses (Choose 3 courses - 9 semester hours)		
HHPS 520	Governance and Ethics in Sport	3
HHPS 521	Fin & Econ in Sport	3
HHPS 525	Marketing and Public Relations in Sports	3
HHPS 564	Sport Facilities & Event Management	3
HHPS 556	Sport Analytics	3
HHPS 558	Managing People in International Sport	3
HHPK 516	Current Topics in Health & Human Performance	3
HHPK 537	Internship in Health, Kinesiology, & Sport Studies *	3
HHPK 541	Internship in Sport Administration (Repeat twice) *	3
*Internship requires instructor approval and completion of internship seminar in May or December prior to enrolling in course		
Total Hours		**30**

Master of Science in Health, Kinesiology, & Sports Studies emphasis in Sports Coaching - Option II Non-Thesis

Required Core Courses (15 semester hours)		
HHPK 595	Critiquing & Conducting Research (3 semester hours required)	3
HHPK 617	Stat Proc Hlth/Hum Perf	3
HHPS 535	Soc of Sport & Phys Activity	3

HHPK 528	Sport Psychology	3
HHPS 566	Issues in International Sport	3
Internship (3 semester hours)		
HHPK 537	Internship in Health, Kinesiology, & Sport Studies	3
Internship requires instructor approval and completion of internship seminar in May or December prior to enrolling in course		
Sports Coaching Required Courses (9 semester hours)		
HHPK 530	Sports Conditioning	3
HHPH 531	Nutrition and Optimal Performance	3
HHPK 590	Sport Coaching	3
Required Support Courses (Choose 1 course - 3 semester hours)		
HHPK 516	Current Topics in Health & Human Performance	3
HHPK 536	Adapted Kinesiology	3
HHPS 520	Governance and Ethics in Sport	3
HHPS 539	Sport Law	3
HHPS 564	Sport Facilities & Event Management	3
Total Hours		**30**

Master of Science in Health, Kinesiology, & Sports Studies emphasis in Human Performance (Accelerated BS-MS) - Option II Non-Thesis

The BS-MS accelerated degree program allows undergraduate students in the Kinesiology & Sports Studies-Human Performance concentration to begin coursework towards the Master of Science in Health, Kinesiology, and Sports Studies-Human Performance program during their senior year at Texas A&M University-Commerce. Students can earn a B.S. and M.S. degree in five years upon completion of degree requirements for both degrees. For this accelerated program, a maximum of 12 graduate hours may be taken as an undergraduate student (graduate courses cannot be applied to the undergraduate degree). Once admitted, the BS/MS candidate must maintain a 3.25 Undergraduate GPA. In the final semester of the student's undergraduate program, a new online Apply Texas Application for the master's Accelerated program must be submitted to gain admission and continue taking classes to complete the master's program.

Required Core Courses (15 semester hours)		
HHPK 595	Critiquing & Conducting Research (3 semester hours required)	3
or HHPK 519	Research Methods in Health, Kinesiology, & Sport Studies	
HHPK 617	Stat Proc Hlth/Hum Perf	3
HHPS 535	Soc of Sport & Phys Activity	3
HHPK 528	Sport Psychology	3
HHPH 660	Global Health Issues	3
Internship or Reserach Project (3 semester hours)		
HHPK 551	Advanced Research in Kinesiology	3
or HHPK 537	Internship in Health, Kinesiology, & Sport Studies	
Internship requires instructor approval and completion of internship seminar in May or December prior to enrolling in course		
Human Performance Required Courses (6 semester hours)		
HHPK 545	Advanced Exercise Physiology	3
HHPH 531	Nutrition and Optimal Performance	3
Required Support Courses (Choose 2 courses - 6 semester hours)		
HHPK 516	Current Topics in Health & Human Performance	3
HHPK 530	Sports Conditioning	3
HHPK 534	Exercise in Health and Disease	3
HHPK 532	Cardiopulmonary Physiology	3
HHPK 536	Adapted Kinesiology	3
HHPK 590	Sport Coaching	3
HHPK 593	Biomechanics	3
HHPK 664	Fitness Testing and Exercise Prescriptions	3
Total Hours		**30**

Note: For more information see the bottom of the page at: BS-MS 5 year Accelerated Pathway (https://coursecatalog.tamuc.edu/undergrad/colleges-and-departments/education-human-services/school-of-nursing/health-and-human-performance/kinesiology-sports-studies-ba-bs-all-level-teacher-certification/).

Note: Successful completion of the Comprehensive Exam is required of all students.

Public Health MPH

The Master of Public Health (MPH) in Public Health program is geared toward individuals who work or desire to work in the public health field. Students learn and get the opportunity to apply skills needed to monitor, plan, and evaluate public health program and services. Professionals with an MPH degree can hold positions of responsibility in a variety of settings. Coursework includes program planning and implementation of health promotion programs; global health; and health promotion among diverse populations; among others. This program is offered as a non-thesis track.

The degree is offered fully online to be more accessible to the working professional. Students in this program will learn and build skills that allow them to effectively meet the needs of their community.

For more information about this program, please refer to the degree plan.

Master of Public Health in Public Health - Concentration in Community Health Promotion-Option II Non-Thesis

Core Courses (18 semester hours)		
HHPK 617	Stat Proc Hlth/Hum Perf	3
or HHPH 517	Biostatistics	
HHPH 510	Principles of Environmental Health	3
HHPH 587	Epidemiology *	3
ECO 557	Health Policy	3
HHPH 512	Foundations in Public Health	3
HHPH 544	Health Management and Leadership	3
Required Practical Experience (5 semester hours required)		
HHPH 537	Applied Practice Experience ^	5
^Requires instructor approval & completion of practicum seminar in May or December prior to enrolling in course		
Research (3 semester hours required)		
HHPK 595	Critiquing & Conducting Research (3 semester hours required)	3
Required Support Courses (13 semester hours)		
HHPH 585	Program Planning & Evaluation *	4
HHPH 550	Diversity and Health	3
HHPH 660	Global Health Issues	3
ECO 555	Health Care Services in the U.S.	3
Elective Courses - (3 semester hours)		
ECO 556	Health Economics	3
HHPH 531	Nutrition and Optimal Performance	3
HHPK 534	Exercise in Health and Disease	3
HHPK 516	Current Topics in Health & Human Performance	3
* refer to pre-requisite		
Total Hours		**42**

Master of Public Health in Public Health - Concentration in Epidemiology-Option II Non-Thesis

Core Courses (18 semester hours)		
HHPK 617	Stat Proc Hlth/Hum Perf	3
or HHPH 517	Biostatistics	
HHPH 510	Principles of Environmental Health	3
HHPH 587	Epidemiology *	3
ECO 557	Health Policy	3
HHPH 512	Foundations in Public Health	3
HHPH 544	Health Management and Leadership	3
Required Practical Experience (5 semester hours required)		
HHPH 537	Applied Practice Experience ^	5
^Requires instructor approval & completion of practicum seminar in May or December prior to enrolling in course		

Research (3 semester hours required)		
HHPK 595	Critiquing & Conducting Research (3 semester hours required)	3
Required Support Courses (13 semester hours)		
HHPH 530	Advanced Epidemiology	3
HHPH 521	Chronic Disease Epidemiology	3
HHPH 522	Outbreak Investigation and Response	1
HHPH 528	Applied Data Analysis for Epidemiology	3
HHPH 520	Infectious Disease Epidemiology	3
Elective Courses - (3 semester hours)		
ECO 556	Health Economics	3
HHPH 531	Nutrition and Optimal Performance	3
HHPK 534	Exercise in Health and Disease	3
HHPK 516	Current Topics in Health & Human Performance	3
* refer to pre-requisite		
Total Hours		**42**

Note: Successful completion of the Comprehensive Exam is required of all students.

Athletic Administration Graduate Certificate

The Athletic Administration Graduate Certificate program is a 15-hour program designed to prepare students for positions as a high school/college athletic director or campus coordinator. Students can expand their knowledge of current trends and issues in athletic administration through health, kinesiology, and sports studies course work specific to the area of athletic administration. Students may complete the certificate independently or as part of their graduate degree.

Coursework must be completed at A&M-Commerce with a 3.0 GPA on all courses used for the certificate. Students, in consultation with the graduate coordinator, must develop a plan of study that details specific courses the students will use to satisfy the certificate requirements.

Contact Dr. Dean Culpepper at Dean.Culpepper@tamuc.edu for more information.

HHPS 520	Governance and Ethics in Sport	3
HHPS 521	Fin & Econ in Sport	3
HHPS 525	Marketing and Public Relations in Sports	3
HHPS 539	Sport Law	3
HHPS 564	Sport Facilities & Event Management	3
Total Hours		**15**

Note: Students must have admission to the Graduate School. Coursework must be completed at Texas A&M University-Commerce with a 3.0 GPA in all courses used for this graduate certificate. ***(No Substitutions)***

Exercise Science Graduate Certificate

The Exercise Science Graduate Certificate is 15 hours of health, kinesiology, and sports studies course work for students who want to increase their knowledge and develop competencies in the area of exercise science. Students may complete the certificate independently or as part of their graduate degree.

Coursework must be completed at A&M-Commerce with a 3.0 GPA on all courses used for the certificate. Students, in consultation with the graduate coordinator, must develop a plan of study that details specific courses the students will use to satisfy the certificate requirements. Students must complete a minimum of 15 hours from the list of courses below.

Contact Sarah Mitchell at Sarah.Mitchell@tamuc.edu for more information.

Requirements to complete the Exercise Science Graduate Certificate

HHPK 530	Sports Conditioning	3
HHPH 531	Nutrition and Optimal Performance	3
HHPK 664	Fitness Testing and Exercise Prescriptions	3
HHPK 545	Advanced Exercise Physiology	3
HHPK 534	Exercise in Health and Disease	3
HHPK 532	Cardiopulmonary Physiology	3
HHPK 593	Biomechanics	3
HHPK 528	Sport Psychology	3
HHPK 516	Current Topics in Health & Human Performance	3
HHPK 551	Advanced Research in Kinesiology	3
HHPK 536	Adapted Kinesiology	3
HHPK 590	Sport Coaching	3
Total Hours		**15**

Note: Students must have admission to the Graduate School. Coursework must be completed at Texas A&M University-Commerce with a 3.0 GPA in all courses used for this graduate certificate. ***(No Substitutions)***

Intercollegiate Sport Administration Graduuate Certificate

Intercollegiate Sport **Administration Graduate Certificate**

The Intercollegiate Sport Administration Graduate Certificate program is a 14-hour program of health, kinesiology, and sports studies course work for students who want to increase their knowledge and develop competencies in the area of intercollegiate sport administration. Students may complete the

certificate independently or as part of their graduate degree. Note: Students must obtain pre-approval for sports administration internships from A&M-commerce Athletics before applying to the graduate certificate.

Coursework must be completed at A&M-Commerce with a 3.0 GPA on all courses used for the certificate. Students, in consultation with the graduate coordinator, must develop a plan of study that details specific courses the students will use to satisfy the certificate requirements. Students must complete a minimum of 14 hours from the list of courses below.

Contact Dean Culpepper at Dean.Culpepper@tamuc.edu for more Information.

HHPK 541	Internship in Sport Administration (Must be repeated for 6 semester hours)	3
HHPS 525	Marketing and Public Relations in Sports	3
HHPS 526	Marketing & Public Relations in Sport Practicum	1
HHPS 535	Soc of Sport & Phys Activity	3
HHPS 536	Sociology of Sport & Physical Activity Practicum	1
Total Hours		**14**

Note: Students must have admission to the Graduate School. Coursework must be completed at Texas A&M University-Commerce with a 3.0 GPA in all courses used for this graduate certificate. ***(No Substitutions)***

Sports Coaching Graduate Certificate

Sports Coaching Graduate Certificate Web Site (https://www.tamuc.edu/intercollegiate-sport-administration-graduate-certificate/)

The Sports Coaching Graduate Certificate program is a 12-hour program of Health, Kinesiology, and Sports Studies courses for current and future coaches who want to increase their knowledge and develop competencies in the area of coaching sport. Students may complete the certificate independently, or as part of their graduate degree.

Contact Sarah Mitchell at Sarah.Mitchell@tamuc.edu for more information.

Required courses for the Sport Coaching Graduate Certificate:		
HHPK 528	Sport Psychology	3
HHPK 530	Sports Conditioning	3
HHPH 531	Nutrition and Optimal Performance	3
HHPK 590	Sport Coaching	3
Total Hours		**12**

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

Nursing

Denise Neill (Department Head, Associate Professor of Nursing)
Location: Nursing Building, Room 216, 903-886-5315, Fax 903-886-5729
Nursing Web Site (https://www.tamuc.edu/nursing/)

Family Nurse Practitioners (FNPs) are the providers of choice for millions of Americans due to their track record of providing quality care to persons of all ages and walks of life. FNPs bring a unique perspective to health care with an emphasis on both caring and curing. FNPs diagnose and manage acute, episodic, and chronic illness. FNPs also focus on health promotion, disease prevention and healthier education and counseling, helping guide patients and their families to make smarter health and lifestyle choices.

Nurse practitioners are needed to meet the growing demand for primary health care. As a nurse practitioner you will blend your nursing and communication skills with advanced practice skills in taking patient histories, performing physical exams, ordering labs, interpreting lab results, diagnosing, prescribing pharmacological and non-pharmacological treatments and educating patients and families about health care issues.

The MSN Family Nurse Practitioner program can be completed in 3 years with part-time study. The program is offered in a hybrid format. Courses are online with scheduled intensives and face to face clinical time. Students work with faculty and preceptors who have nurse practitioner experience.

The Master of Science in Nursing program prepare Family Nurse Practitioners needed to meet the demand for primary care. This 46 semester credit hour program prepares graduates to sit for national certification as a Family Nurse Practitioner.

Content is delivered via distance education courses with on campus intensive one day a semester. Clinical instruction is conducted as traditional hands-on practice in a variety of clinical settings. The program is designed to build and expand on baccalaureate nursing practice. Students must have a Bachelor of Science in Nursing from a nationally accredited nursing program as well as a current license to practice as a Registered Nurse in order to be eligible for admission. A basic course in statistics is also required.

Nurses in advanced practice utilize theory and research based nursing process to deliver and/or manage client care. Graduate nursing education promotes the development of advanced critical thinking skills through its focus on creative and intellectual processes and facilitates change as evidenced by intellectual and professional growth. The graduate learning environment incorporates the principles of adult learning to promote critical thinking and inter-collaborative skills which may be used in conceptualizing, synthesizing, and evaluating management of nursing and health care problems. Nurses in advanced practice embrace the scholarly and systematic paradigm of evidence-based practice as necessary for the delivery of high-quality cost-efficient health care. They recognize the dynamic nature of health care and health care delivery, and are committed to life-long learning. As members of the profession, nurses in advanced practice respond to the changing needs of society while practicing within the established ethical, legal and competency standard of practice frameworks.

Program Philosophy

The Master of Science in Nursing (MSN) program assumes an undergraduate base in nursing, physiology, pharmacology, and health assessment. The curriculum is designed to prepare graduates at a high level of competency to function in leadership positions in diverse health care settings promoting, restoring, and maintaining health. The MSN philosophy builds on the BSN nursing program philosophy, advancing the concepts of critical thinking, life-long learning, and professionalism.

MSN Student Learning Outcomes

Upon completion of the MSN program, students have been provided the opportunity to enable themselves to:

1. Function as a scholar clinician with critical thinking skills to promote, restore, and maintain health.
2. Synthesize the theories from natural, behavioral, and social sciences to support advanced clinical nursing and role development.
3. Use patient-care and communication technologies to deliver, enhance, integrate and coordinate high quality health care.
4. Collaboratively plan for the delivery of culturally consistent health care within the context of client social structure and world views.
5. Participate in, evaluate and use research to promote the body of nursing knowledge.
6. Develop competence and accountability in an advanced practice nursing role, recognizing established standards and principles for quality improvement and safety.
7. Develop the knowledge and skills to function as a nursing leader in professional association activities, health policy formation, and legislative and regulatory issues to foster change and improvement in health care.
8. Demonstrate a commitment to continuing education in formal and informal programs of study.

Admission

Admission to a graduate program is granted by the Dean of the Graduate School upon the recommendation of the department. Applicants must meet the following requirements for admission in addition to meeting the general university requirements in family nurse practitioner.

Admission Requirements (https://www.tamuc.edu/programs/nursing-family-nurse-practitioner-msn/#Admission)

Successful completion of the Comprehensive Exam is required of all students.

Note: Individual departments may reserve the right to dismiss from their programs students who, in their judgment, would not meet the professional expectations of the field for which they are training.

Family Nurse Practitioner MSN (p. 233)

Post Graduate Certificate Family Nurse Practitioner (p. 234)

Family Nurse Practitioner MSN

Shelly Hanko, PhD, APRN, FNP-BC, MSN Coordinator
Phone: 903-886-5315, Fax 903-886-5729
Nursing Web Site: http://www.tamuc.edu/academics/colleges/educationHumanServices/departments/nursing/default.aspx

Master of Science in Nursing in Family Nurse Practitioner

The Master of Science in Nursing (MSN) program prepares graduates with a fuller understanding of the discipline of nursing, enabling a higher level of practice and leadership in a variety of settings. MSN education has a foundation encompassing advanced health assessment, advanced pathophysiology, advanced pharmacology, and health promotion/population health as well as a core promoting the advancement of the nursing profession through research and theory. This MSN program role focus is the Family Nurse Practitioner who is prepared to meet the increasing demand for primary care. Students complete courses in their role as well as courses in the advanced specialty area. The program has online courses with intensive days. Clinical experiences are conducted as traditional, hands-on practice in a variety of clinical settings, enabling the student to acquire competence with their new knowledge and skills. Degree completion requires a Practice Intervention Project paper and presentation. Prospective students must have a Bachelor of Science in Nursing from a nationally accredited nursing program as well as a current license to practice as a Registered Nurse in order to be admitted. Graduates will be prepared to sit for national certification as a Family Nurse Practitioner. Master's nursing education equips Registered Nurses with a mastery of their chosen specialty area as well as the graduate foundation for doctoral education.

Family Nurse Practitioner

NURS 5301	Theoretical Foundations in Nursing	3
NURS 5302	Advanced Pathophysiology	3
NURS 5303	Pharmacology for Advanced Practice	3
NURS 5304	Health Promotion and Population Health	3
NURS 5207	Informatics in Health Care	2
NURS 5312	Advanced Nurse Practice Role	3
NURS 5209	Issues in Advanced Practice	2
NURS 5305	Advanced Health Assessment	3
NURS 5306	Translational Research in Nursing (3 semester hours required)	3
NURS 5307	Primary Care Procedures	3
NURS 5621	Primary Care I	6
NURS 5622	Primary Care II	6
NURS 5310	Health Care Policy, Organization, and Financing	3
NURS 6300	Practice Intervention Project	3
Total Hours		**46**

Note: Successful completion of the Comprehensive Exam Project is required of all students.

Post Graduate Certificate Family Nurse Practitioner

The Post Graduate Certificate (PGC) Family Nurse Practitioner prepares graduates with the requirements to sit for national certification to be a Family Nurse Practitioner. MSN education has a foundation encompassing advanced health assessment, advanced pathophysiology, advanced pharmacology, and health promotion/population health as well as a core promoting the advancement of the nursing profession through research and theory. This PGC builds on that foundation with role focus of the Family Nurse Practitioner who is prepared to meet the increasing demand for primary care. Students complete courses in their role as well as courses in the advanced specialty area. The program utilizes an online course format with required intensive days on campus or clinical site. Focused clinical experiences are conducted as traditional, hands-on practice in a variety of clinical settings, enabling the student to acquire competence with new knowledge and skills. Prospective students must have a Master of Science in Nursing from a nationally accredited nursing program as well as a current license to practice as a Registered Nurse in order to be admitted. Graduates will be prepared to sit for national certification as a Family Nurse Practitioner.

NURS 5302	Advanced Pathophysiology	3
NURS 5303	Pharmacology for Advanced Practice	3
NURS 5305	Advanced Health Assessment	3
NURS 5307	Primary Care Procedures	3
NURS 5621	Primary Care I	6
NURS 5622	Primary Care II	6
Total Hours		**24**

School of Social Work

Marcella Smith (Department Head)
Location: Henderson Hall, 903-468-8100
School of Social Work Web Site (https://www.tamuc.edu/school-of-social-work/?source=universalmenu)

Program of Graduate Work

Master of Social Work

The Master of Social Work program at Texas A&M University-Commerce is designed to meet the educational needs of advanced level social workers. The program is fully accredited by the Council on Social Work Education (CSWE). All MSW graduates are eligible to sit for the State of Texas LMSW licensure testing. The program follows an advanced generalist practice model.

Admission

Admission to a graduate program is granted by the Dean of the Graduate School upon the recommendation of the department. Applicants must meet the following requirements for admission in addition to meeting the general university requirements in social work.

In addition to the general requirements for admission to the Graduate School, those seeking admission to the MSW Program must submit a packet of admissions materials, available either by contacting the School of Social Work at 903-886-5029 or by going to https://dms.tamuc.edu/Forms/Application-for-Admission-to-the-MSW-Program (https://dms.tamuc.edu/Forms/Application-for-Admission-to-the-MSW-Program/). . The completed documents must be submitted to Derene Sutton at Derene.Sutton@tamuc.edu Components of the admissions materials include:

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

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

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

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

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

- Social Work Admission Requirements (https://www.tamuc.edu/programs/social-work-msw/#tamuc-section-158720)

Successful completion of the Comprehensive Exam is required of all students.

Note: Individual departments may reserve the right to dismiss from their programs students who, in their judgment, would not meet the professional expectations of the field for which they are training.

Social Work MSW (p. 236)

The Business of Social Work Graduate Certificate (p. 237)

Social Work MSW

The Master of Social Work program at Texas A&M University-Commerce is designed to meet the educational needs of advanced level social workers. The program is fully accredited by the Council on Social Work education (CSWE). All MSW graduates are eligible to sit for the State of Texas LMSW licensure testing. The program follows an advanced generalist practice model.

Degree Requirements

1. A 3.0 graduate GPA (including a B or better in field courses).
2. A passing score on the Social Work Comprehensive Examination.
3. Submission of a Graduation Application to the Registrar's Office by the deadline published each semester in the Schedule of Classes.

Program Scope and Sequence

Master of Social Work in Social Work - Option II Non-Thesis

Foundation Courses (24 semester hours)		
Students who enter the program without a CSWE-accredited BSW must complete all foundation courses prior to enrolling in concentration courses. The social work elective can be taken at anytime.		
SWK 501	Generalist Practice with Individuals, Families, and Small Groups	3
SWK 503	Generalist Practice with Groups, Organizations, and Communities	3
SWK 511	Human Behavior in the Social Environment I	3
SWK 513	Human Behavior in the Social Environment II	3
SWK 521	Foundation of Social Welfare Policy	3
SWK 531	Research for Practice	3
SWK 541	Social Justice for Oppressed Populations	3
SWK 553	Field Foundations Practicum *	3
Includes a one hour weekly seminar and 300 hours at field agency.		
Concentration Courses (30 semester hours)		
SWK 505	Advanced Generalist Practice with Individuals	3
SWK 506	Advanced Generalist Practice with Families	3
SWK 507	Organizations, Communities, and Social Policy	3
SWK 508	Social Work Supervision and Administration	3
SWK 509	Advanced Generalist Practice with Small Groups	3
SWK 510	Clinical Practice in Mental Health	3
SWK 554	Advanced Generalist Practice Field Practicum (6 semester hours required) *	3-6
Includes a one hour weekly seminar and 500-600 hours at a field agency.		
SWK 590	Research Methods in Advanced Social Work Practice	3
SWK 595	Research Techniques in Data Analysis for Social Work (3 semester hours required)	3
Electives: 3 semester hours from the following		
SWK 512	Business Practices	3
SWK 514	Social Work and the Law	3
SWK 592	Study Abroad	3
SWK 597	Special Topics	3
Total Hours		**57**

*

Grade of "B" or better required for SWK 553 and SWK 554.

Note: Successful completion of the Comprehensive Exam is required of all students.

The Business of Social Work Graduate Certificate

The Business of Social Work Graduate Certificate is 12 semester hours (4 courses) of coursework that would be eligible to meet requirements for the Master of Social Work (MSW) program should a student wish to pursue it. SWK 507, SWK 508 are in the core curriculum and the remaining courses: SWK 512 and SWK 514 would meet electives for the MSW. The graduate certificate will equip students with knowledge and skills that will enable them to be successful in starting a non-profit, assuming a leadership role in a non-profit or establishing a private practice upon earning their license as a clinical social worker. For more information please contact Dr. Marcella Smith at Marcella.Smith (Marcella.Smith@tamuc.edu)@tamuc.edu (Rebecca.Judd@tamuc.edu) or call 903-468-8190.

SWK 507	Organizations, Communities, and Social Policy	3
SWK 508	Social Work Supervision and Administration	3
SWK 512	Business Practices	3
SWK 514	Social Work and the Law	3
Total Hours		**12**

Note: Students must have admission to the Graduate School. Coursework must be completed at Texas A&M University-Commerce with a 3.0 GPA in all courses used for this graduate certificate. ***(No Substitutions)***

College of Innovation and Design

College of Innovation and Design Web Site (https://www.tamuc.edu/college-of-innovation-and-design/)

Dr. April Sanders, Interim Dean
Dr. Jennifer Hudson, Interim Assistant Dean

The College of Innovation and Design is a university-wide hub that works collaboratively with faculty, students, alumni and industry to assess and prepare students for the demands and opportunities of our ever-changing world and workplace. The college serves as an incubator for new initiatives, badges, certificates and degrees that transcend single disciplines or departments. Together, we ensure students are successful for their first year of college as well as for their first, second or third career later in life.

Our online degree options are perfect for working adults who are seeking to earn a degree or certificate. Whether you choose our self-paced, competency-based programs or our online programs that provide a more structured environment, you are sure to find learning opportunities that match your learning style. Our dedicated advisers, housed within the college, ensure your needs are met and provide one-on-one guidance, either virtually or face-to-face

Mission

By combining unique programs, personalized advising and career planning, the College of Innovation and Design provides students with the knowledge, confidence and practical tools needed to become career-ready professionals, prepared to compete in the marketplace and add value to the global environment.

Vision

Unlocking the future of learning by redesigning education for all learners.

UX Design Graduate Certificate

This 18 semester hour multi-disciplinary certificate will provide students with the skills necessary to gather, interpret and visualize a range of data types in a variety of mediums. Merging insights from the disciplines of Art, Sociology, Marketing, and English, students will gain familiarity with key software used in this industry, comprise a portfolio of completed projects, and perform a final product pitch to an industry professional.

Artificial Intelligence MS (p. 239)
Alternative Teacher Certification - Graduate Level, Competency Based Education (p. 240)

UX Design Graduate Certificate (p. 240)

Artificial Intelligence MS

The Master of Science in Artificial Intelligence will provide students with a comprehensive understanding of AI concepts, algorithms, and applications, preparing them for exciting and challenging careers in the rapidly growing field of artificial intelligence. Graduates of this program will be equipped to pursue various career paths in industries such as technology, healthcare, finance, gaming, and automation.

Master of Science in Artificial Intelligence - Option 1 Thesis

Prerequisite		
(Students may take a proficiency exam or complete this course offered Winter Mini or August Mini)		
CSCI 513	Python Programming for AI	3
Thesis (6 semester hours required)		
CSCI 518	Thesis (6 semester hours required)	3-6
Core Courses (19 semester hours)		
AI 500	Foundations of Artificial Intelligence	4
AI 510	Seminar in Artificial Intelligence Ethics	3
CSCI 527	Data Mining	3
CSCI 576	Computer Vision	3
AI 520	Machine Learning for Artificial Intelligence	3
ENG 685	Symbolic Computational Linguistics	3
Students must complete one of the following: (12 semester hours)		
Computer Science Emphasis (12 semester hours)		
CSCI 503	Trusted Artificial Intelligence and Autonomous Systems	3
CSCI 556	Data Analysis & Visualization	3
CSCI 560	Neural Networks and Deep Learning	3
CSCI 573	Big Data Computing and Analytics	3
English Emphasis (12 semester hours)		
ENG 555	General Linguistics	3
ENG 562	Psycholinguistics	3
ENG 682	Machine Learning for Linguists	3
ENG 683	Algorithm Design for Linguists	3
Mathematics Emphasis (12 semester hours)		
MATH 531	Theory of Matrices	3
MATH 546	Numerical Analysis and Elements of Machine Learning	3
MATH 563	Image Processing with Elements of Learning	3
MATH 569	Image Analysis and Recognition with Learning	3
Psychology Emphasis (12 semester hours)		
PSY 511	Cognitive Science	3
PSY 620	Intro to Human Cognition	3
PSY 626	Cognition/Instruction II	3
PSY 645	Introduction to Learning Technology	3
Total Hours		**37**

Master of Science in Artificial Intelligence Option II Non-Thesis

Prerequisite		
(Students may take a proficiency exam or complete this course offered Winter Mini or August Mini)		
CSCI 513	Python Programming for AI	3
Research (3 semester hours)		
CSCI 595	Research Literature and Techniques (3 semester hours required)	3
Core Courses (19 semester hours)		
AI 500	Foundations of Artificial Intelligence	4
AI 510	Seminar in Artificial Intelligence Ethics	3
CSCI 527	Data Mining	3

CSCI 576	Computer Vision	3
AI 520	Machine Learning for Artificial Intelligence	3
ENG 685	Symbolic Computational Linguistics	3
Students must complete one of the following: (12 semester hours)		
Computer Science Emphasis (12 semester hours)		
CSCI 503	Trusted Artificial Intelligence and Autonomous Systems	3
CSCI 556	Data Analysis & Visualization	3
CSCI 560	Neural Networks and Deep Learning	3
CSCI 573	Big Data Computing and Analytics	3
Engilish Emphasis (12 semester hours)		
ENG 555	General Linguistics	3
ENG 562	Psycholinguistics	3
ENG 682	Machine Learning for Linguists	3
ENG 683	Algorithm Design for Linguists	3
Mathematics Emphasis (12 semester hours)		
MATH 531	Theory of Matrices	3
MATH 546	Numerical Analysis and Elements of Machine Learning	3
MATH 563	Image Processing with Elements of Learning	3
MATH 569	Image Analysis and Recognition with Learning	3
Psychology Emphasis (12 semester hours)		
PSY 511	Cognitive Science	3
PSY 620	Intro to Human Cognition	3
PSY 626	Cognition/Instruction II	3
PSY 645	Introduction to Learning Technology	3
Total Hours		**34**

Alternative Teacher Certification – Graduate Level, Competency Based Education

The competency-based alternative certification program provides coursework preparing post-baccalaureate or graduate students for initial teacher education certification. The courses prepare students to be teacher leaders in a modern classroom and in their district by helping provide the knowledge and skills needed to be an effective teacher in their respective field. The 18-semester credit hour program will focus on evidenced-based learning, curricular and instructional design, and pedagogy for teaching in K-12 schools. Through rigorous and applicable curriculum, students will be supported to achieve the objective of earning teacher certification. This program provides opportunities for students to work at their own pace toward completion of their degree, and — because it is fully online — students can plan their study schedule around other responsibilities to complete the coursework.

Alternative Teacher Certification – Graduate Level, Competency Based Education

Certification classes require a grade of "B" or better.		
Required Courses (6 courses - 18 semester hours)		
EDCB 514	Management and Curriculum Development for Diverse Learners	3
EDCB 566	Learning Environments and Instructional Design for the K-12 Classroom	3
EDCB 515	Evidence-Based Teaching for Diverse Populations	3
RDCB 516	Foundations of Reading	3
EDCB 517	Reading and Learning in K-12 Content Areas	3
EDCB 519	Response to Intervention	3
Total Hours		**18**

UX Design Graduate Certificate

Catalog Program Description

UX Design involves the development of solutions to problems (particularly with websites, apps, products, or services) by relying on insights from the user. This multidisciplinary certificate will provide students with the skills necessary to gather, interpret and visualize a range of data types in a variety of mediums. Students will gain familiarity with essential software used in the field, from NVivo, Tableau, and Adobe XD. Students will develop

a portfolio through project-based learning, and gain storytelling experience by the presentation of a product pitch in front of industry professionals. Students completing the certificate will be able to integrate an empathic understanding of the social sciences, the priorities of business, the aesthetics of graphic design, and the creativity of the humanities. Contact Dr. Jennifer Schroeder at 903-886-5160 or email Jennifer.Schroeder@tamuc.edu for more information.

This 18 semester hour graduate certificate consists of the following six courses:

SOC 577	Qualitative Methodology	3
ARTS 597	Special Topics (Introduction to User Experience)	1-4
ARTS 597	Special Topics (Advanced User Experience in Multimedia)	1-4
MKT 569	Interactive and Digital Marketing	3
ENG 611	Writing with Digital Media	3
BUSA 547	Data Visualization	3
Total Hours		**18**

Note: Students must have admission to the Graduate School. Coursework must be completed at Texas A&M University-Commerce with a 3.0 GPA in all courses used for this graduate certificate. ***(No Substitutions)***

Courses

Accounting and Finance
Accounting - ACCT (p. 244)
Finance - FIN (p. 295)

Agricultural Sciences
Agricultural Economics - AEC (p. 246)
Agricultural and Family Education - AFE (p. 247)
Agriculture - AG (p. 248)
Ag, Leadership, Education, & Communications - ALEC (p. 250)
Agricultural Mech - AMC (p. 251)
Animal Science - ANS (p. 251)
Equine Science - EQSC (p. 252)
Food Science - FDSC (p. 252)
Plant and Soil Science - PLS (p. 252)

Art
Art - ART (p. 253)
Art History - ARTH (p. 253)
Studio Art - ARTS (p. 253)

Biological and Environmental Sciences
Biological Sciences - BSC (p. 257)
Environmental Sciences - ENVS (p. 262)

Chemistry
Chemistry - CHEM (p. 263)

College of Education & Human Services
College of Education & Human Services - CED (p. 265)

College of Humanities, Social Sciences, and Arts
College of Humanities - COH (p. 265)
Gender Studies - GDRS (p. 265)

College of Innovation and Design
Artificial Intelligence - AI (p. 265)
Education Competency Based - EDCB (p. 266)
Reading Competency Based - RDCB (p. 267)

Computer Science and Information Systems
Computer Science - CSCI (p. 267)

Counseling
Counseling - COUN (p. 271)

Curriculum and Instruction
Bilingual Education - BLED (p. 278)
Early Childhood Education - ECE (p. 280)
Education Curriculum & Instruction - EDCI (p. 282)
Elementary Education - ELED (p. 288)
Reading - RDG (p. 289)
Secondary Education - SED (p. 291)

Educational Leadership
Educational Administration - EDAD (p. 298)
Urban School Leadership - EDLU (p. 303)

Engineering & Technology
Technology Management - TMGT (p. 312)

Health and Human Performance
Health & Human Performance - HHPH (p. 313)

Health & Human Performance - HHPK (p. 315)
Health & Human Performance - HHPS (p. 318)
Nutrition - NUTR (p. 320)

Higher Education and Learning Technologies
Learning & Technology - EDUC (p. 304)
Educational Technology - ETEC (p. 304)
Higher Education - HIED (p. 306)
Library Science - LIS (p. 309)
Organization, Learning, & Technology - OLT (p. 310)

History
ALIB - ALIB (p. 321)
History - HIST (p. 321)

Literature and Languages
Communication Studies - COMS (p. 335)
English - ENG (p. 325)
Linguistics - FLL (p. 333)
Spanish - SPA (p. 333)

Management and Economics
Business Administration - BA (p. 339)
Economics - ECO (p. 293)
Management - MGT (p. 340)
Supply Chain Management - SCM (p. 342)

Marketing & Business Analytics
Business Analytics - BUSA (p. 335)
Marketing - MKT (p. 337)

Mathematics
Mathematics - MATH (p. 343)
Math Education - MTE (p. 346)

Music
Music - MUS (p. 347)

Nursing
Nursing - NURS (p. 349)

Physics and Astronomy
Astronomy - ASTR (p. 354)
Physics - PHYS (p. 351)

Political Science
Political Science - PSCI (p. 354)

Psychology and Special Education
Psychology - PSY (p. 357)
Special Education - SPED (p. 364)

School of Social Work
Social Work - SWK (p. 367)

Sociology and Criminal Justice
Criminal Justice - CJ (p. 369)
Sociology - SOC (p. 371)

Theatre
Theatre - THE (p. 373)

Accounting Courses

ACCT 501 - Accounting for Managers
Hours: 3
Accounting for Managers. Three semester hours. Study of the accounting concepts and procedures used by managers in making decisions. The focus in the course will be on users, not preparers, of accounting and management information. This course satisfies the accounting background requirement for MBA candidates and may be utilized as part of a graduate program in a field other than business administration. Prerequisite: Math 141 or 175.

ACCT 502 - Financial Accounting
Hours: 3
A study of accounting principles and procedures essential to the preparation of financial statements with particular emphasis on the corporate form. Topics of coverage include assets and liabilities, property, plant and equipment, and investments, stockholders' equity, income recognition, leases, accounting changes and errors, and financial reporting and analysis. Pre-requisites : ACCT 501 or Acct 222

ACCT 521 - Advanced Accounting
Hours: 3
A continuation of the financial accounting sequence. The primary emphasis is on accounting for business combinations and consolidations. Other contemporary issues in financial accounting will also be covered with an emphasis on reading and interpreting professional accounting literature. Prerequisites: ACCT 322. Crosslisted with: ACCT 421.

ACCT 522 - Government & Not for Profit Accounting
Hours: 3
This course is a graduate level course designed to cover financial reporting, managerial, auditing, taxation, and information systems issues in governmental and nonprofit entities. Ethics and professional standards, as well as communication and analytical skills, are developed. Students will apply dual-track accounting to help develop skills at analyzing transactions in a governmental entity and follow their effect on the financial statements.

ACCT 525 - Advanced Managerial Accounting
Hours: 3
A study of accounting as related to making decisions. Readings, cases, and problems dealing with managerial accounting issues, accounting concepts, budgeting and cost control, using accounting information in planning and control. Prerequisite: Consent of the instructor.

ACCT 527 - Auditing
Hours: 3
This course is a study of the professional auditing standards followed by public accountants in performing the attest function for financial statements and supporting data. Prerequisites: ACCT 322, 433.

ACCT 528 - Advanced Auditing
Hours: 3
The primary emphasis in this course will be on understanding and applying the concepts of, and approaches to, audits, investigations and assurance services, and on developing skills to apply the underlying concepts and approaches to professional services. This course will review changes in the audit environment and new approaches to auditing and examine the concepts related to auditing in computerized environments.

ACCT 529 - AIS/IT Audit/Internal Controls
Hours: 3
This course is designed to present an understanding of accounting information systems and their role in the accounting environment. Particular attention is paid to transaction cycles and internal control structure. Topics to be covered include the software development life cycle, contemporary technology and applications, control concepts and procedures, auditing of information systems, internets, intranets, electronic commerce, and the role of information systems in a business enterprise. This course will cover accounting information systems—both computerized and non-computerized—with particular emphasis on internal controls

ACCT 530 - Business Ethics for Accountants
Hours: 3
The course will provide a background in the process of ethical reasoning, the ethical environment, application of ethical rules and guidelines to case problems, and a framework for ethical decision-making. The focus will be on the ethical environment within which professional accountants and businesses operate. The objective is to provide the student with an educational background in what constitutes ethical conduct in businesses and accounting. Crosslisted with: ACCT 430.

ACCT 531 - International Accounting
Hours: 3
The course exposes students to international financial reporting standards (IFRS) and related issues. Topics include comparative accounting, internationalization of capital markets, cross-border mergers and acquisitions, foreign currency translation, transfer pricing, and other issues.

ACCT 537 - International Taxes
Hours: 3
The course exposes students to international taxes, credits, planning, and transfer pricing concepts.

ACCT 538 - Individual Income Tax Accounting
Hours: 3
A study of income tax laws. Emphasis is given to the impact of the federal income tax on the individual taxpayer. Various research software and tools are utilized to solve practical tax problems.

ACCT 540 - Advanced Income Tax Accounting
Hours: 3
A study of taxation of partnerships, corporations, estates, and trusts under current federal income tax law. An emphasis will be on solving practical problems using tax research tools and software. Prerequisite: Acct 440.

ACCT 541 - Accounting Theory
Hours: 3
Selected contemporary and international issues in financial accounting will be covered with an emphasis on reading and interpreting professional accounting literature to prepare financial statements according to generally accepted accounting principles. This course is designed as a capstone overview of professional literature on financial accounting for majors in professional accountancy. However, the content is also appropriate for controllers and others interested in the application of generally accepted accounting principles. Prerequisites: ACCT 322, 521.

ACCT 550 - Sales, Franchise & Other Taxes
Hours: 3
This course explores taxes imposed by state and local governments. Taxes include sales, income, real estate, franchise, use, and other types of taxes. Students are exposed to different taxing bodies that impose taxes and the justifications and amounts subject to taxation. Students will use online tax research services.

ACCT 551 - Advanced Issues in Taxes
Hours: 3
This course examines advanced issues in taxes. Topics include multistate corporate taxation, individual taxes, international taxes, fiduciary responsibility and returns, and current topics. Students will use online tax research services.

ACCT 561 - Fraud Examination
Hours: 3
This course covers the principles and methodologies of detecting and deterring fraud using accounting, auditing, and investigative skills. Topics include skimming, larceny, misappropriations, fraudulent financial statements, interviewing witness and support for litigation.

ACCT 562 - Forensic and Investigative Accounting
Hours: 3
This course covers important topics associated with modern forensic accounting. Topics include fraud auditing, litigation support, valuation, cybercrime, and other key forensic topics.

ACCT 563 - Advanced Forensic Accounting
Hours: 3
This course builds on topics covered in Forensic and Investigative Accounting. Topics include fraud auditing, litigation support, valuation, cybercrime, and other key forensic topics. The objectives include understanding the practices used by public accountants, internal auditors, prosecutors, special agents, investigators, and others used to examine and prosecute civil and criminal financial violations.

ACCT 564 - Practicum in Forensics
Hours: 3
Students must solve possible or alleged financial improprieties in both civil and criminal environments using structured cases. Students will respond to situations presented by the instructor. Students will simulate evidence and discovery gathering, obtaining and serving subpoenas, data analysis, interviewing, prosecution, and related activities.

ACCT 568 - Business Law for Accountants
Hours: 3
Business Law and Regulation is the study of professional and legal responsibilities and legal implications of business transactions, particularly as they relate to accounting and auditing, and the application of that knowledge to common business transactions. This course provides knowledge of general business environment and business concepts needed to understand the underlying business reasons for and accounting implications of transactions. Our primary objective in this class is to transfer the body of knowledge needed to answer questions likely to appear on the CPA, CMA, CIA, or other professional examinations and to provide a foundation of knowledge of business law for accountants.

ACCT 569 - International Business Law
Hours: 3
The course is designed for accountants and others to study international business law. Students are exposed to international treaties, rules and, laws in a global environment.

ACCT 575 - Financial Statement Analysis
Hours: 3
This course presents a framework for business analysis and valuation using financial statements. Topics include accounting analysis, valuation theory and concepts, forecasting, equity security and credit analysis.

ACCT 576 - Fundamentals of Financial Planning
Hours: 3
This course exposes students to personal financial planning utilizing basic financial planning skills and tools. Topics include insurance, investment, income tax, business, retirement, and estate planning to some degree within this course. It is through some exposure to all of these sub-fields and discussion of how the planner facilitates effective planning in each of them that students will gain a more complete perspective of the field of financial planning and the requirements of being an effective financial planner.

ACCT 577 - Investment Planning
Hours: 3
This course focuses on the theory and practice of investment planning. Emphasizing the tools and techniques necessary to build a portfolio using both financial planning techniques and theories employed by the financial planning industry. Topics covered include but are not limited to: basics of investment planning and financial markets, investment portfolio risk-return relationship, portfolio management, investment theories, modern portfolio theory, fundamentals of portfolio design, diversification and allocation, fundamental analysis, mutual fund selection, and financial planning issues in asset management.

ACCT 580 - Internship in Accounting
Hours: 0-4
The goal of this course is to gain relevant accounting knowledge equal to or greater than the knowledge gained in a traditional accounting classroom setting. The student will gain work experience in the student's field of study by developing specific work related skills to improve marketability upon graduation. The student will also build a network of professional contacts. Prerequisites: 12 hours of upper level accounting must be complete and Departmental approval.

ACCT 588 - Independent Accounting Research
Hours: 3
This course challenges students to explore emerging and often controversial issues in accounting by using qualitative and/or quantitative research methodology. Students learn how to publish accounting research in peer reviewed publications using topics of interest.

ACCT 589 - Independent Study
Hours: 0-3
Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisites: Consent of department head.

ACCT 595 - Accounting Research and Communication
Hours: 3
This applied course challenges students to research, analyze and communicate topics in accounting and/or tax by using qualitative and/or quantitative research methodology. Students also learn various effective methods accountants must use to communicate.

ACCT 597 - Special Topics
Hours: 1-4
Organized class. May be repeated when topics vary.

Agricultural Economics Courses

AEC 500 - Food Industry Trends and Issues
Hours: 3
Analysis of current trends and issues in the food industry, including norms, specifications, and standards; trade issues; and policies with national and international scope that affect the U.S. food industry. The focus is on developing an understanding of the causes and consequences, the various issues involved, and how they affect stakeholders and society.

AEC 520 - AgriBusiness Analysis and Forecasting
Hours: 3
Fundamentals of linear programming, forecasting, and simulation based on economic theories using statistical software packages. Construction, solution, and interpretation of different types of linear programming models. Quantitative techniques for forecasting economic data. Risk analysis and decision-making using simulation.

AEC 530 - Agricultural Production Economics
Hours: 3
Agricultural production theory for optimization of resources under certainty and uncertainty. Economic theory, analytical methodology, and agribusiness firm behavior.

AEC 540 - Advanced Theory of Demand and Price Analysis
Hours: 3
The development and use of economic models for price analysis and forecasting with emphasis on the interpretation of economic relationship in agriculture. Analysis of the effects of consumer behavior upon marketing firms and upon the demand for agricultural products.

AEC 550 - Market Analysis and Structure
Hours: 3
Managerial strategies, marketing decision-making process, analyses of marketing opportunities and challenges, agricultural firms, food distribution industry, marketing system, agricultural firms under imperfect market conditions, sources of imperfections, and welfare considerations under imperfect market conditions.

AEC 560 - International Agricultural Trade
Hours: 3
Trade theory dealing with the production, marketing, and distribution of goods and services. Comparative advantage, gains from specialization, trade models, trade policy analysis, partial equilibrium analysis of free trade, welfare aspects of trade, preferential agreements, and policy issues.

AEC 589 - Independent Study
Hours: 1-4
Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

AEC 597 - Special Topics
Hours: 1-4
Special Topics. One to four semester hours. Organized class. May be repeated when topics vary.

Agricultural and Family Education Courses

AFE 518 - Thesis
Hours: 3-6
Development and reporting of a research project under the supervision of a graduate faculty member. Note: Granting of credit for this course is dependent upon completion and approval of a thesis.

AFE 530 - History and Philosophy of Agricultural Education
Hours: 3
(Same As ALEC 530) This course is designed to provide a historical perspective of the development and execution of school based agricultural education, educational philosophy/philosophers, and educational theory with a purpose to better understand and communicate modern agricultural education and hone one’s personal educational philosophy.

AFE 531 - Experiential Learning Theory and Application in Agricultural Education
Hours: 3
(Same As ALEC 531) This course will examine experiential learning in light of Kolb’s experiential learning model and the three-circle model of agricultural education. The overarching goal is to make you more familiar with the concepts such that you will incorporate the concepts in your program in a practical manner.

AFE 570 - Instructional Management
Hours: 3
(Same as ALEC 570) Provides students with a review of the ethical and pedagogical principles and practices needed to organize and deliver instructional programs in Agricultural Sciences and Family and Consumer Sciences.

AFE 571 - Program Development
Hours: 3
(Same As ALEC 571) This course addresses the theoretical and practical principles of planning, funding, and conducting effective educational programs in Agricultural Sciences and Family and Consumer Sciences.

AFE 572 - Special Populations
Hours: 3
Special Populations. Three semester hours. Principles, procedures, and policies associated with teaching students who are representative of special populations as defined by federal career-technical education guidelines.

AFE 573 - Practicum in Teaching
Hours: 3
(Same as ALEC 573) Supervised teaching practicum in Agricultural Science or Family and Consumer Sciences at the secondary level. Course includes field-based teaching component and monthly seminars on strategies and issues related to the teaching profession.

AFE 574 - Assessment & Evaluation
Hours: 3
(Same as ALEC 574) Theories and techniques used in assessing student learning and skill development and evaluating educational programs in Agricultural Science and Family and Consumer Sciences.

AFE 575 - Community Leadership & Development
Hours: 3
Theories and practices associated with organizing and implementing social and economic change within the community context. Prerequisites: None.

AFE 576 - Models Experiential Learning
Hours: 3
Application of experiential learning theories and techniques to instructional programs in secondary, postsecondary, and community-based settings. Prerequisites: Admission to graduate school.

AFE 577 - Coordinating Extension Program
Hours: 3
Techniques and practical field experience in organizing, delivering, and evaluating community-based programs through the cooperative extension model. Prerequisites: Admission to graduate school.

AFE 579 - Field Experience in Teaching
Hours: 3
(Same as ALEC 579) Fifteen week supervised teaching internship in agriculture or family and consumer sciences at the secondary or postsecondary level.

AFE 589 - Independent Study
Hours: 1-4
Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

AFE 595 - Research Literature and Techniques
Hours: 3
This course provides a review of significant research studies produced by investigators in the student's major field with emphasis on the investigative and verification techniques that were used.

AFE 597 - Special Topics
Hours: 0-4
Special Topics. One to four semester hours. Organized class addressing topics relevant to teaching Agricultural Science. May be repeated when topics vary.

Agriculture Courses

AG 501 - Instrumentation for Agricultural Sciences
Hours: 3
Principles, equipment, and techniques for measuring variables in animal, plant, soil, and environmental sciences. Advanced exercises measuring physical and chemical properties will be explored.

AG 503 - Adult Education
Hours: 3
The purpose of this course is to advance the understanding of the basic principles behind motivating adults to learn. Procedures in implementing these principles to bring about change in adult behavior will be explored.

AG 504 - Qualitative Research
Hours: 3
Qualitative Research - Three semester hours This course investigates the different strategies/methods of conducting qualitative research such as conducting effective interviews, participant observation, and document analysis (data mining). Students will learn about the different research designs associated with qualitative research and explore data analysis and establishing validity/reliability for qualitative research.

AG 505 - Statistical Methods in Agriculture
Hours: 3
Introductory statistics course for graduate students in agricultural sciences. Topics include descriptive statistics, measures of dispersion, hypothesis testing, confidence intervals, analysis of variance, pairwise comparisons, and linear regression. Prerequisites: Admission to graduate school.

AG 506 - Advanced Statistical Methods in Agriculture
Hours: 3
Students will learn to work with various probability distributions (including F-distribution, Chi-square, t-distribution, standard normal distribution, normal), as well as hypothesis tests, including tests for normality, correlation, advanced regression analysis, CRD, ANOVA, general factorial models, nesting versus crossing, and non-parametric statistics. The course covers commonly used features and advanced statistical analysis using Statistical Analysis System (SAS) programming, including summarizing, combining, visualizing, and analyzing data.

AG 507 - Water Issues and Ethics
Hours: 3
This course will explore critical issues and ethical considerations related to existing and proposed water management policies and conservation promotion. Perspectives from rural and urban consumers, agricultural producers, and industry will be examined in context to these issues at the local, state, national, and global levels. Prerequisites: Admission to graduate school.

AG 508 - Gardening Across the Curriculum
Hours: 3
This course provides a review of research and resources related to school and university-based gardening programs for academic enrichment, nature awareness, nutrition improvement, and other aspects of garden-based learning. Prerequisites: Admission to graduate school.

AG 509 - Contemporary Issues in Sustainable Agriculture
Hours: 3
This course will examine the philosophical, theoretical, and practical aspects of sustainable agriculture. Course activities will provide the current or aspiring agricultural professional with sufficient background to engage and assist clientele with planning and decision-making related to the adoption of sustainable agriculture practices.

AG 512 - Methods of Technol Change
Hours: 3
Methods of Technological Change - Three semester hours This course will focus on the processes by which professional change agents (for example, extension agents) influence the introduction, adoption, and diffusion of technological change. The interlocking relationships of technology, culture, and society and the role of the change agent in affecting those relationships will be covered. Students will learn how to predict and minimize the undesirable consequences of change and how to enhance the development of communication skills required when working with people.

AG 518 - Thesis
Hours: 3-6
Thesis. Three to six semester hours. Development of a research project under the supervision of a staff member. Granting of credit for this project is dependent upon the completion and approval of the thesis.

AG 532 - Sci Meth Ag Research
Hours: 3
The course is for graduate students in an option 1 (thesis) graduate program and introduces students to the processes of scientific investigation, research methodologies and techniques, data interpretation, experimental design options, and scientific methodologies involved with planning, executing, interpreting and the scientific writing of research projects.

AG 533 - Grant Writing
Hours: 3
This course provides the student with practical skills in identifying grant sources and developing proposals. The course will focus primarily on agriculture, food, family, community, and youth initiatives appropriate for master’s students, as well educational projects applicable to professionals at the secondary, postsecondary, or extension/outreach level.

AG 574 - Records Rep Voc Tc
Hours: 3

AG 589 - Independent Study
Hours: 1-4
Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. Prerequisites: Consent of department head. Note May be repeated when the topic varies.

AG 595 - Research Lit Techniques
Hours: 3
Research Literature and Techniques. Three semester hours. A careful study of the latest research literature and techniques available in different fields of agriculture. A research paper will be required according to the interests of the individual student.

AG 597 - Special Topics
Hours: 1-5
Special Topics. One to four semester hours. Organized class. May be repeated when topics vary.

Ag, Leadership, Ed, & Communications

ALEC 530 - History and Philosophy of Agricultural and Career Education
Hours: 3
(Same As AFE 530) This course is designed to provide a historical perspective of the development and execution of school based agricultural education, educational philosophy/philosophers, and educational theory with a purpose to better understand and communicate modern agricultural education and hone one's personal educational philosophy. Crosslisted with: AFE 530.

ALEC 531 - Experiential Learning Theory and Application in Agricultural Career and Family Education
Hours: 3
(Same As AFE 531) This course will examine experiential learning in light of Kolb's experiential learning model and the three-circle model of agricultural education. The overarching goal is to make you more familiar with the concepts such that you will incorporate the concepts in your program in a practical manner. Crosslisted with: AFE 531.

ALEC 535 - Leading and Communicating Contemporary Issues in Agriculture
Hours: 3
This course is an evaluation of current issues pertaining to leadership in agriculture including a historical look at leadership and its impact on producers and consumers. Content and teaching will promote understanding of the agricultural industry with a focus on advocacy, written, online, and oral communications.

ALEC 560 - Laboratory Management in Agricultural, Family, and Career Technical Education
Hours: 3
This course is designed to give students certifying to teach secondary agricultural education through the online alternative certification program an overview of managing and safety related to various laboratories involved in teaching at a school-based agricultural education program or in FCS and CTE

ALEC 570 - Instructional Management
Hours: 3
(Same as AFE 570) 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. Crosslisted with: AFE 570.

ALEC 571 - Program Development
Hours: 3
(Same As AFE 571) This course addresses the theoretical and practical principles of planning, funding, and conducting effective educational programs in Agricultural Sciences and Family and Consumer Sciences. Crosslisted with: AFE 571.

ALEC 573 - Practicum in Teaching
Hours: 3
(Same As AFE 573) 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. Crosslisted with: AFE 573.

ALEC 574 - Assessment & Evaluation
Hours: 3
(Same As AFE 574) Theories and techniques used in assessing student learning and skill development and evaluating educational programs in Agricultural Science and Family and Consumer Sciences. Crosslisted with: AFE 574.

ALEC 579 - Field Experience in Teaching
Hours: 3
(Same as AFE 579) Fifteen week supervised teaching internship in agriculture or family and consumer sciences at the secondary or postsecondary level. Crosslisted with: AFE 579.

Agricultural Mech Courses

AMC 589 - Independent Study
Hours: 1-4
Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

AMC 597 - Special Topics
Hours: 1-4
Special Topics. One to four semester hours. Organized class. May be repeated when topics vary.

Animal Science Courses

ANS 510 - Advanced Ultrasound Techniques for Body Composition in Livestock
Hours: 3
This course is designed to provide students with basic knowledge and techniques of real-time ultrasound to measure body composition in Livestock. Students will compose and present a research paper to class members and Professor.

ANS 511 - Adv Reproductive Physiology
Hours: 3
Recent advances in mammalian reproductive physiology. Special emphasis on endocrine chemistry and cellular action. Prerequisites: ANS 311.

ANS 512 - Endocrinology of Domestic Animals
Hours: 3
Study of the anatomy and physiology of the endocrine system, hormone-producing cells, synthesis of hormones, mechanisms of hormone action, and effects of hormones on physiological processes in domestic animals. Study of hormone-related diseases and disorders.

ANS 513 - Environmental Physiology of Domestic Animals
Hours: 3
Principles of environmental physiology and animal adaptation with emphasis on mechanisms of temperature regulation and related nutritional and metabolic-hormonal functions.

ANS 515 - Advanced Animal Nutrition
Hours: 3
Principles of animal nutrition; anatomy and physiology of the digestive system; biochemistry of digestion, absorption, and metabolism; and animal nutrition research methodology with emphasis on domestic animal species.

ANS 517 - Advanced Domestic Animal Behavior and Welfare
Hours: 3
Etiology of common and uncommon behaviors in domestic meat animal species will be explored from the physiological and neurological perspective. Ethical determinations from a global perspective of food animal species will be outlined and explored. Crosslisted with: ANS 417

ANS 522 - Animal Breeding
Hours: 3
Animal Breeding. Three semester hours. An advanced course dealing with problems in population genetics as applied to domestic animals. Heredity and environmental interaction, methods of selection, mating systems, and biometrics of animal improvements. Prerequisite: ANS 310.

ANS 532 - Advanced Beef Cattle Management
Hours: 3
Three semester hours (3 lect) covering the current status of the beef industry and the latest advances in genetics, breeding, nutrition, welfare, and health management of beef cattle. A emphasis in the the translation and adoption of current research into beef cattle management practices. Crosslisted with: ANS 412.

ANS 589 - Independent Study
Hours: 1-4
Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

ANS 597 - Special Topics
Hours: 1-4
Special Topics. One to four semester hours. Organized class. May be repeated when topics vary.

Equine Science Courses

EQSC 589 - Independent Study
Hours: 0-4
Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies

EQSC 597 - Special Topics
Hours: 1-4
Organized class. May be repeated when topics vary.

Food Science Courses

FDSC 511 - Food in Social Context
Hours: 3
This course will examine cultural, sociological, economic, geographic, and political factors affecting food production, processing, distribution, and consumption. Prerequisites: Graduate standing.

FDSC 521 - Community Food Systems
Hours: 3
This course will introduce students to the concepts and issues associated with food security/insecurity at the community or local level. We will examine the social, economic, and technical issues faced by local food producers and consumers as well as strategies used to overcome these challenges. Prerequisites: Admission to Graduate School.

FDSC 589 - Independent Study
Hours: 1-4
Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies

FDSC 597 - Special Topics
Hours: 0-4
Special Topics. One to four semester hours. Organized class. May be repeated when topics vary.

Plant & Soil Science Courses

PLS 501 - Plant Science Instrumentation
Hours: 3
Principles, equipment, and techniques for measuring variables in plant, soil and environmental sciences. Advanced laboratory exercises measuring soil and plant physical and chemical properties will be explored. (Every fall).

PLS 502 - Ecological Plant Physiology
Hours: 3
This class covers plant physiological responses to the environment, including water, temperature and light, and how these affect plant production, growth and distribution.

PLS 503 - Plant Nutrition
Hours: 3
A study of essential elements for plant growth, including uptake and function. Nutrients will be studied in relation to sources of nutrient elements, application methods, effects on plant growth, and production of horticultural and agronomic plants.

PLS 504 - Advanced Hydroponic Crop Production
Hours: 3
Advanced knowledge on principles and practices of hydroponic crop production in controlled environment agriculture (CEA), including types of hydroponic systems, nutrient solution preparation and management, aerial environmental production factors and their manipulation, emerging indoor vertical farming. Specific cases of hydroponic production practices of major vegetables (leafy greens, culinary herbs, and fruit crops such as tomatoes, peppers, cucumbers, and strawberries) will be discussed. Prerequisites: PLS 1315 or PLS 1307.

PLS 506 - Weed Science
Hours: 3
Three semester hours (2 lec / 2 lab) An introduction to the principles of weeds, weed control, and herbicides. Crosslisted with: PLS 434.

PLS 515 - Pasture Management
Hours: 3
Pasture Management. Four semester hours. A careful study of the literature concerning the soil and vegetative problems in regard to establishing, restoring, and maintaining pastures. Consideration will be given to pasture plans for this section of Texas, fertilizers to use, and good pasture practices to be observed. Prerequisite: PLS 326.

PLS 521 - Microclimates in Agriculture
Hours: 3
This course is designed to help students understand, describe and analyze microclimates, including local and anatomical microclimates and the role they play in plant stress and productivity.

PLS 589 - Independent Study
Hours: 1-4
Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. Prerequisites Consent of department head. Note May be repeated when the topic varies.

PLS 597 - Special Topics
Hours: 0-4
Special Topics. One to four semester hours. Organized class. May be repeated when topics vary.

Art Courses

ART 589 - Independent Study
Hours: 1-8
Independent Study - Hours: One to four Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. Prerequisites Consent of department head. Note May be repeated when the topic varies.

Art History Courses

ARTH 508 - The Hist of Adv & Consumerism
Hours: 3
History of Advertising and Consumerism - Three semester hours. This course is designed to give a broad overview of the nature of a consumerist society and how it drives and is driven by advertising. Lectures will explore the types and causes of consumerism, commodities consumed by the public, and the promise of the "good life." Advertising's impact will be discussed from the aspect of target markets and positioning of goods and services, and the pros and cons of consumerism.

Studio Arts Courses

ARTS 502 - Design Teaching Methods
Hours: 3
Design Teaching Methods - Three semester hours Pedagogy Classroom. Understanding the classroom through teaching method exploration, role-play and curriculum development. Prerequisites: ARTS 540, ARTS 541, ARTS 542.

ARTS 503 - Graduate Seminar
Hours: 3
Graduate Seminar primarily emphasizes research, readings, and writing as a means of understanding historical and contemporary trends in the visual arts and how a student’s work fits within them. Continuing to learn about studio practices and the art profession, students will work to refine their own artist statement, continue to digitally document their work, and maintain updated websites. Note: Students may repeat this course, up to a maximum of twelve hours.

ARTS 506 - Design Teaching Environment
Hours: 3
Three semester hours Pedagogy Campus. This course will deal with job-seeking skills and the creation and application of Vita materials needed as well as tenure, grant writing, committees and academic life through lecture, discussion, mock interviews, and outside panel feedback. Prerequisites: ARTS 540, ARTS 541, ARTS 542.

ARTS 507 - History of Graphic Design
Hours: 3
This course focuses on the evolution of Graphic Design from the invention of writing and alphabets to the computer revolution. Topics include: Medieval manuscripts, the origins of printing and typography, the Arts and Crafts movement, Victorian & Art Nouveau Graphics, the influence of Modern Art on design and visual identity and conceptual imagery. Prerequisites: Admission into the graduate program leading to the MFA in Art with Emphasis in Visual Communication or permission of the instructor.

ARTS 508 - History of Advertising and Consumerism
Hours: 3
This course is designed to give a broad overview of the nature of a consumerist society and how it drives and is driven by advertising. Lectures will explore the types and causes of consumerism, commodities consumed by the public, and the promise of the "good life." Advertising's impact will be discussed from the aspect of target markets and positioning of goods and services, and the pros and cons of consumerism. Prerequisites: Admission into the graduate program leading to the MFA in Art with Emphasis in Visual Communication or permission of the instructor.

ARTS 511 - The History of American Typography
Hours: 3
This survey course will establish a foundation of typography's rich history. Historical global influences provide the basis for understanding the evolution of typography in America as the tool and underpinning of the graphic design industry. The examination will follow the birth of Modern Typography to present-day applications. Prerequisites: Admission into the graduate program leading to the MFA in Art with Emphasis in Visual Communication, MA in Art with Emphasis in Visual Communication, or permission of the instructor.

ARTS 515 - Master of Fine Art Exhibition in Studio Art
Hours: 3-6
Upon the approval of the major advisor and admission to candidacy for the MFA degree, students will mount an exhibition that demonstrates a unified theme and is supported by a written statement and visual documentation. Permission of instructor required.

ARTS 518 - Thesis
Hours: 3-6
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.

ARTS 519 - First Year Studio Problems
Hours: 4
This course focuses on individual problems and experimentation in the selected area of studio emphasis. The student enrolled in this course will explore 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. Students may register for up to eight concurrent semester hours in a given term, with a maximum of twelve semester hours overall. Permission of Instructor required. Students enrolled in MA or MFA programs only.

ARTS 524 - 1st Year Studio Prob 2nd Area
Hours: 4
First Year Studio Problems Second Area - Four Semester Hours This course focuses on individual problems and experimentation in the student's second studio area. For students in MA or MFA program: topic or media may vary each term. Note Students may register for up to eight concurrent semester hours in a given term, with a maximum of twelve hours overall. Permission of instructor required.

ARTS 525 - Studio Hours I
Hours: 3-12
This course focuses on unique student-driven solutions to artistic problems. Normally taken after the successful completion of 18 semester hours of graduate study, Studio Hours I allows students to work independently, albeit under the supervision of an instructor or an advisory committee. Students enrolled in this course will be expected both to participate and exhibit in the Graduate Reviews. Topics, media and objectives may vary each term. Note: Students may register for up to eight concurrent semester hours in a given term, with a maximum of twelve hours overall. Permission of instructor required.

ARTS 526 - Studio Hours II
Hours: 3-12
Normally taken after the completion of 30 semester hours of graduate work, this course allows students to pursue advanced projects under the broad supervision of an instructor or advisory committee. Students enrolled in this course will be expected both to participate and exhibit in the Graduate Reviews. Topics, media and objectives may vary each term. Note: Students may register for up to eight concurrent semester hours in a given term, with a maximum of twelve hours overall. Permission of instructor required.

ARTS 527 - Advanced Studio Problems
Hours: 4
Advanced Studio Problems - Four Semester Hours (6 Lab) This course focuses on individual problems and experimentation in the selected area of studio emphasis. The student enrolled in this course will explore 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. Students may register for up to eight concurrent semester hours in a given term, with a maximum of twelve semester hours overall. Permission of Instructor Required, Students enrolled in MA or MFA Programs only.

ARTS 528 - Studio Project
Hours: 3-4
Focused on a singular theme that is realized in a unified body of work, this course allows for students to create a body of work in a concentrated period of time. With at least two major critiques and a final review, the student works largely on their own to fulfill the project. However, regular meetings with fellow students and the professor oversee development. Note: May be repeatable up to eight hours. Permission of instructor required.

ARTS 530 - Pedagogy in the Arts
Hours: 3-4
Students work with members of the graduate faculty to consider and implement various methods and approaches to teaching in the field of visual arts. In practice and theory, students will focus on teaching methods in their chosen area of concentration, but will also engage in broader examinations of pedagogical strategies. Assignments will include teaching by critiques, developing a teaching philosophy, and effective classroom and studio practices. Permission of instructor required.

ARTS 531 - History of Photography
Hours: 3
An examination of the scientific and aesthetic history of photography from its origins to the present. Emphasis is placed on early processes, the pioneers of photography, photography as a visual art and developments in modern photography. Media, trends, and the work of photographers are analyzed. This class will develop reading, writing, and appropriate analytic and critical thinking skills appropriate for graduate work. Crosslisted with: ART 333.

ARTS 532 - Gender, Art, and Popular Culture
Hours: 3
Through the careful study of artworks and popular culture, students will be engaged in an extended, historically-based examination of issues concerning gender. In this course, we will pay particular attention to societal constructions of gender, exploring the way that art, television, film, graphic novels and other media shape the way that we understand what it means to be “male” and “female.” Students will read challenging, sophisticated and seminal texts while demonstrating their command of such texts in short responses and online discussions. At the end of the course, the student should not only have a better understanding of gender, but should be able to evaluate its place in society while gaining the tools to be able to better explain gender to others.

ARTS 533 - Public Art
Hours: 3
Through the careful study of artworks and art historical texts, students will be engaged in an extended, historically-based examination of the development of contemporary public art across the United States and abroad. Students will read seminal and important works that have shaped public art history and project the construction of a piece of public art on the campus of Texas A&M–Commerce. Students will also research public art organizations and spaces to consider various opportunities to pursue public projects. The course will culminate in each student's proposal for a public piece of art, following existing submission guidelines.

ARTS 539 - History of Contemporary Art
Hours: 3
This course considers criticism, theory, styles, processes and other issues relevant to an understanding of art since 1960. Crosslisted with: ART 404.

ARTS 540 - Studio 1 Creative Method
Hours: 3
Experimenting with both proven and experimental creative methodologies in a team based environment. An overview of innovative collaborative creative thinking processes. Pushing beyond one’s knowledge base through innovative role-play in self-problem solving techniques.

ARTS 541 - Studio 2 Design Education, Theory & Practice
Hours: 3
Research and analysis through group discussion of design education theory, philosophy and methods. Examination and creation of teaching tools, assignments, and evaluation rubrics. Pre-requisites : ARTS 540

ARTS 542 - Studio 3 Design Writing
Hours: 3
Students will focus on design writing through reading, discussion and writing to develop an informed opinion on contemporary design issues. The class will read current and relevant articles, essays and books on design disciplines, design pedagogy and teaching todays design student. These readings will inform required written responses and discussions. Reading, researching, analyzing and writing will provide a deeper understanding of design topics and an awareness of how writing is used within the discipline of graphic design.

ARTS 543 - Studio 4 Cross-Cultural
Hours: 3
This course teaches advanced oral and written presentation skills within the context of a multicultural audience. Students will examine the forces at work in today's global marketplace and fine-tune their ability to bridge the cultural divide in order to connect with audiences whose history, customs, and beliefs they do not share. Prerequisites: ARTS 540, ARTS 541, and ARTS 542.

ARTS 545 - Studio 6 Thesis Topic
Hours: 3
Exploration and development of thesis topic pilots through research, abstracts, ideation, creative process and feasibility analysis. This course is designed to provide you with enlightenment, direction, feedback and focus as you embark your thesis discovery process. This class will function primarily as a think-tank dedicated to defining, examining, discussing and furthering the ideas that you bring to the table–or wall. Each person will develop three viable, worthwhile abstracts to be reviewed by a outside guest panel resulting in feedback that will help validate your final thesis direction. Prerequisites: ARTS 540, ARTS 541, ARTS 542, and ARTS 543.

ARTS 546 - Studio 7 Design Studio Processes
Hours: 3
The Design Studio Processes class invites VisCom Graduate students to explore and create alternative visual language solutions within the context of design-centric problem solving. This course approaches problem solving from a hands-on making perspective. Students are challenged to utilize non-digital methods and techniques to boil down and encapsulate a design problems' essence and power in the form of call-to-action communications that address the basic point-of-difference premise of the issue.

ARTS 547 - Studio 8 Design Teaching Mentorship
Hours: 1-3
Pedagogy in-classroom undergraduate training experience. This course focuses on in-classroom observation and experience through shadowing faculty members and applying classroom assignments to gain knowledge in teaching higher-education. Prerequisites: ARTS 540, ARTS 541, ARTS 542.

ARTS 548 - Project Design & Implementation
Hours: 6
Study and development of a design-centric solution, which includes research development, presentation, testing, and implementation.

ARTS 549 - Studio 9. User-centered Design Experience
Hours: 3
An introduction to the understanding, development and implementation of user-centered design thinking and problem solving. Emphasis will be placed on user personas, ethnography and other observational approaches, along with rapid prototyping methods towards building insights into product and service development.

ARTS 550 - Studio 10. Ideation, Process and Product
Hours: 3
This 16 week course will be centered around innovation focused on creating value through ethnography, research, ideation and strategy in a marketing frameset. Students will explore radical ways of design thinking to create new business models or harness compelling value for products or services that do not currently exist in the marketplace. Projects will be collaborative and centered around the application of innovation through segmenting, brand positioning, target marketing, and the 4Ps (Product, Pricing, Promotion and Place).

ARTS 551 - Studio 11.Creative Promotion and Innovation 1
Hours: 3
This 16-week course will empower students to take their innovations and marketing plans to the next level and implement them into a viable and fundable enterprise. Students will create a prototype to be presented as a proof-of-concept with a compelling presentation to an angel investor. In addition students will be introduced to issues related to the patent process and angel investment process as it relates to their innovations.

ARTS 552 - Master of Fine Arts Exhibition in Visual Communication
Hours: 3
Upon the approval of the Exhibition Topics Panel, students pursuing the MFA degree will mount a culminating exhibition that demonstrates the design-and-build phases of visual communication and includes design-centric strategy, design schematics, overall space planning, budget, invitation, marketing, presentation, and final construction. The exhibition will be supported by a research paper addressing the format of the exhibition and its underlying content.

ARTS 553 - Pedagogy Research
Hours: 3
Pedagogy Research will investigate new strategies for teaching to assist student learning. Discover new knowledge, experiences, and approaches to support the highest quality solutions for student-centered, enhanced learning experiences. How we find ways by which learning can be made more effective and attract and hold our student's attention. Prerequisites: ARTS 540, ARTS 595.

ARTS 585 - Research Methods & Procedures
Hours: 3
This course refines academic research methods and applications relating to the preparation of the proposal for the thesis exhibition. The creation of design-centric research narratives will be explored and implemented. Generally, this class will include individual student thesis committee meetings over the summer. Prerequisites: ARTS 595 Studio 5 Research Literature and Techniques and ARTS 545 Studio 6 Exhibition Topics.

ARTS 589 - Independent Study
Hours: 1-4
Independent Study - Hours: One to four Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. Prerequisites Consent of department head. Note May be repeated when the topic varies.

ARTS 595 - Research Literature & Techniques
Hours: 3
This class prepares the student for writing their exhibition statements and proposals, through a thorough examination of writing, research practices, and exposure to important theoretical issues and significant texts in the field. Permission of instructor required.

ARTS 597 - Special Topics
Hours: 1-4
Organized Class. Note: May be graded on a satisfactory (S) or unsatisfactory (U) basis. May be repeated when topics vary.

Biological Sciences Courses

BSC 500 - Graduate Seminar
Hours: 1
Graduate Seminar. One semester hour. Discussions and presentations of issues of current interest in the biological sciences and of related career opportunities. Prerequisite: Graduate standing.

BSC 504 - Advanced Biostatistics
Hours: 3
The objective of this course is to provide students with the knowledge and understanding of the methods of statistical analysis applicable to biological research. Emphasis will be placed on the concepts and application of statistical thinking. Basic probability theory, parametric and non-parametric statistics including t-test, analysis of variance, correlation, simple linear regression will be reviewed. Advanced statistical methods including multiple regression, logistic regression, model selection and other quantitative methods will be introduced. Prerequisites: An undergraduate degree in Biology, Wildlife, or related discipline or permission from instructor.

BSC 504A - Advanced Biostatistics
Hours: 3
(Same as BSC 504) The objective of this course is to provide students with the knowledge and understanding of the methods of statistical analysis applicable to biological research. Emphasis will be placed on the concepts and application of statistical thinking. Basic probability theory, parametric and non-parametric statistics including t-test, analysis of variance, correlation, simple linear regression will be reviewed. Advanced statistical methods including multiple regression, logistic regression, model selection and other quantitative methods will be introduced. Prerequisites: An undergraduate degree in Biology, Wildlife, or related discipline or permission from instructor. Crosslisted with: BSC 504.

BSC 505 - Methods in Field Ecology
Hours: 3
Methods in Field Ecology. Three semester hours. A study of advanced contemporary knowledge in field ecology. Prerequisite: An undergraduate degree in Biology, Wildlife, or related discipline or permission from instructor

BSC 509 - Microbial Ecology
Hours: 3
Microbial Ecology, Three Semester Hours. This course is designed to provide in-depth understanding of the interrelationship between microorganisms and their living (biotic) and nonliving (abiotic) environments. The comprehensive understanding will help students evaluating and creating a holistic approach to sustainable environmental quality as all living organisms interplay to maintain ecological balance. The term “microbial ecology” came into frequent use only in the early 1960s. The current popularity of microbial ecology and the rapid development of this field are reflective of public interest in ecology and the scientific recognition of the essential roles of microorganisms in ecosystems.

BSC 510 - Community Ecology
Hours: 3
Community Ecology - Three semester hours Community ecology is the study of biotic interactions in plant and animal assemblages. This course begins with a description of community types. More detailed material follows: competition and ecological niche, predator-prey interactions, food webs, habitat selection, and diversity. The material is supported by numerous examples from models and experimental studies.

BSC 511 - Avian Biology
Hours: 3
This course looks at current research in the areas of avian evolution, systematics, foraging ecology, mate choice, mating systems, and reproductive behavior and ecology. Prerequisites: An undergraduate degree in Biology, Wildlife, or related discipline or permission from instructor.

BSC 512 - Advanced Ecological Genetics
Hours: 3
Ecological genetics is a study of the genetic processes that occur within and among populations and which contribute to population differentiation and microevolution. Topics covered include measures of genetic variation, genetic drift, natural selection and adaptation, phenotypic evolution, the evolution of life histories, sex and reproductive success. Prerequisite: An undergraduate degree in Biology, Wildlife, or related discipline or permission from instructor

BSC 513 - Molecular Genetics
Hours: 3
This course is designed for students with a thorough background in biology and cell biology. This course provides students with an in-depth investigation into the development of gene concepts and practical application of genetic study and hereditary disease. Following a brief review of DNA structure, function, nature of genes and mendelian genetics, an extension of mendelian analysis is explored. Emphasis will be placed on eucharyotic gene mapping, recombinant DNA technology and practical applications. Next, comprehension of genetic mutations at the nucleotide, and chromosomal level is sought in the context of aging and human disease. Students are expected to gain an in-depth understanding of basic principles and concepts. Prerequisites: An undergraduate degree in Biology or related discipline or permission from instructor.

BSC 514 - Advanced Pharmacology - Principles and Practice
Hours: 3
This course is designed for graduate students with a thorough background in biology and cell biology. Therefore, this course provides students with a greater understanding of general concepts of pharmacology. Specific drugs and sites of drug action are examined beginning with the peripheral, followed by the central nervous system. We then will focus on the pharmacology of the endocrine system and conclude with drugs affecting the immune system. Emphasis will be distribution, metabolism and transport as well excretion of drugs. In each system pharmacological effects, cautions and contraindications are discussed. Clinical indications and hypothetical scenarios are discussed. Students are expected to gain an in-depth understanding of basic principles and concepts of drugs at the molecular levels, to learn to reason scientifically, and to understand and describe the cooperative function of pharmacology in body systems. Prerequisites: An undergraduate degree in Biology or related discipline or permission from instructor.

BSC 515 - Advanced Cell Biology
Hours: 3
This course is designed for graduate students with a thorough background in biology and cell biology. Therefore, this course provides students with a greater understanding of molecular mechanisms of cellular function. Emphasis will be placed on internal organization of the cell. Students are expected to gain an in-depth understand of basic principles and concepts of eukaryotic cells at the molecular levels, to learn to reason scientifically, and to understand and describe the cooperative function of organelles in the specialized cells. Prerequisites: An undergraduate degree in Biology or related discipline or permission from instructor.

BSC 515A - Advanced Cell Biology
Hours: 3
(Same as BSC 515) This course is designed for graduate students with a thorough background in biology and cell biology. Therefore, this course provides students with a greater understanding of molecular mechanisms of cellular function. Emphasis will be placed on internal organization of the cell. Students are expected to gain an in-depth understand of basic principles and concepts of eukaryotic cells at the molecular levels, to learn to reason scientifically, and to understand and describe the cooperative function of organelles in the specialized cells. Prerequisites: An undergraduate degree in Biology or related discipline or permission from instructor. Crosslisted with: BSC 515.

BSC 516 - Medical Microbiology
Hours: 3
Medical Microbiology. Three semester hours. This is a course for biology graduate students designed to provide knowledge of pathogenic microorganisms and infections and to help students develop a means of analyzing the nature of infectious diseases. Specific topics covered during this class include pathogenic microorganisms, diagnostic procedures, infection control & treatment, and emerging diseases. This course will focus on the pathogenic mechanisms of microorganisms aided with corresponding individual case studies of diseases in order to foster critical thinking and problem solving techniques. Prerequisite: Graduate standing, An undergraduate degree in Biology or related discipline or permission from instructor. Prerequisites: Graduate standing, An undergraduate degree in Biology or related discipline or permission from instructor.

BSC 517 - Stem Cell Biology
Hours: 3
This course will provide students with an in-depth account of stem cell biology, various forms of stem cells and their application to regenerative medicine. Special reference will be made to molecular, epigenetic, and genetic control of stem cell differentiation and specializations. Existing and potential clinical use of stem cells, its derivatives, and induced pluripotent stem cells also will be discussed. Since this is rapidly developing field with sweeping social implications, strong emphasis will be placed on understanding the current controversies surrounding stem cell research.

BSC 518 - Thesis
Hours: 3-6
Thesis. Six semester hours. A problem is chosen in the student's major field of interest with approval of the major professor. No credit is given until an acceptable thesis is completed. Prerequisite: Graduate standing.

BSC 519 - Advanced Gene Regulation
Hours: 3
This course will provide a rigorous and advanced knowledge in regulation of gene expression so that students will be ready for Ph.D. level courses. This course will emphasize the molecular biology gene expression in eukaryotes. Based on the review of the seminal works in gene regulation, presentations and discussions, this course will familiarize the student with current technology and driving principles of the field of gene regulation.

BSC 520 - Advanced Immunology
Hours: 3
This course is designed for graduate students with a thorough background in biology and cell biology. Therefore, this course provides students with a review of basic immunological principles and the generation of immune responses. Emphasis will be placed on human physiology and the cooperative interplay between innate and acquired immunity. An in-depth view of the immune system will be sought in the context of immune effector mechanisms as well as the immune system in health and disease. Principles and applications of antibody-antigen interactions will also be discussed. Students are expected to learn the principles and concepts of immunology both at the molecular and cellular levels, to learn to reason scientifically, and to understand and describe the function of immune systems in the human body. Prerequisites: An undergraduate degree in Biology or related discipline or permission from instructor.

BSC 521 - Epigenetics
Hours: 3
Epigenetics - Three semester hours This course will provide students with a rigorous foundation in epigenetics and epigenomics. This course will emphasize the epigenetic process of gene regulation, its involvement in disease processes, therapies and recent advances in assessing epigenetic changes. Based on the review of the seminal works in epigenetics course will familiarize the student with current technology and driving principles of the field of epigenetics.

BSC 522 - Reproductive Physiology
Hours: 3
Students will acquire familiarity with the vocabulary of reproductive physiology. Gain a fundamental understanding of the basic biological aspects of animal reproductive anatomy, physiology and endocrinology. Understand sexual determination and differentiation. Understand the cellular and molecular mechanisms controlling Reproduction. Understand the comparative differences and similarities among several mammalian species.

BSC 523 - The Plant Microbiome
Hours: 3
This graduate course provides an overview of the concepts of plant microbiome; gives an insight into the dynamic relationships between plant and microorganisms; covers various aspects about the use of plant-microbiome interaction for nutrients uptake, nitrogen and carbon fixation, pollutants cleaning and soils/plants health improvement.

BSC 524 - Advanced Soil and Biogeochemistry
Hours: 3
This graduate course will compose pathways of nutrients in different critical zones of ecosystem which are rich in nutrients and microorganisms like hyporheic zone, vadose zone, riparian zone etc. This course will have an overview of the biogeochemical processes affecting elemental and nutrient cycling in rhizosphere to the landscape level environmental systems. In summary, students will receive in depth knowledge of soil biogeochemistry to demonstrate how air, soil, and water are unique mediums for biogeochemical cycles, identify biotic and abiotic interactions and potential exchange routes involved in biogeochemical cycles.

BSC 525 - Advanced Neuroscience
Hours: 3
This course is designed for graduate students with a thorough background in biology and cell biology. Therefore, this course provides students with a greater understanding of molecular, developmental, and network mechanisms of neuronal function. Emphasis will be placed on molecular and cellular components of neurons at their most basic level as well in unique specific systems particularly sensory, and movement systems as well as cognitive development & aging. Students are expected to gain an in-depth understand of basic principles and concepts of neurons at the molecular levels, to learn to reason scientifically, and to understand and describe the cooperative function of organelles in the specialized cells. Prerequisite: An undergraduate degree in Biology or related discipline or permission from instructor.

BSC 526 - Advanced Developmental Biology
Hours: 3
This course is intended for master's level students who understand genetics and cell biology/biochemistry. This course examines the molecular mechanisms of development covering fertilization through senescence. It is organized around an in depth analysis and careful reading of primary research papers taken from the current literature. Topics vary but include events in early embryogenesis such as fertilization, embryonic stem cells, gastrulation and layer determination, and axis formation. Later events in embryogenesis covered include tissue specific stem cells, digit formation, cell differentiation, muscle formation, neural development, and synapse formation. Postembryonic development includes studies on hormonal regulation, aging, and senescence. A variety of organisms are introduced, with common mechanisms of development emphasized. Prerequisite: An undergraduate degree in Biology or related discipline or permission from instructor.

BSC 527 - Advanced Human Physiology
Hours: 3
This advanced course focuses on human physiology. It provides a comprehensive understanding of how each organ/tissue works down to the cellular level and what role(s) each organ system plays in maintaining homeostasis. This information is then used to solve case studies involving human physiology.

BSC 528 - Case Studies in Endocrinology
Hours: 3
Case Studies in Endocrinology (Three semester hours). This advanced course in physiology focuses on the human endocrine (hormonal) system. Students will learn how to differentiate between endocrine, paracrine, and autocrine systems and they will understand the major mechanisms of action of peptides, steroid, and thyroid hormones. The course materials will allow students to compare and contrast hormone actions exerted via plasma membrane receptors with those mediated via intracellular receptors. Other topics include the role of hormone-binding proteins, feedback control mechanisms of hormone secretion, the effects of secretion, degradation, and excretion on plasma hormone concentrations and hormone measurements (eg, radioimmunoassay, immunometric assay) and their interpretation.

BSC 529 - Workshop
Hours: 3
Workshop - Three semester hours Topics may vary

BSC 530 - Advanced Virology
Hours: 3
An advanced detailed study of contemporary knowledge of virology. Prerequisites: An undergraduate degree in Biology or related discipline or permission from instructor.

BSC 531 - Biogeography
Hours: 3
Biogeography - Three semester hours Biogeography is the study of the geological, evolutionary, and ecological processes that have resulted in the geographic patterns of biodiversity that we see today. This course provides a comprehensive overview of this most fascinating subject. The material begins with an overview of ecological communities and the geographic patterns of biodiversity. It then follows with coverage of the interactions of geological and evolutionary histories and ends with a brief discussion of on-going human impacts.

BSC 532 - Behavioral Ecology
Hours: 3
Behavioral ecology is the study of the adaptive value of behavior in its ecological context. This course looks at current research in the areas of foraging ecology, mate choice, mating systems, reproductive behavior and ecology, decision making, game theory and optimality in animals. Prerequisites: An undergraduate degree in Biology, Wildlife, or related discipline or permission from instructor.

BSC 533 - Invertebrate Zoology
Hours: 3
Invertebrate Zoology. Three semester hours. A study of advanced contemporary knowledge in invertebrate zoology. Prerequisite: An undergraduate degree in Biology, Wildlife, or related discipline or permission from instructor

BSC 534 - Vertebrate Zoology
Hours: 3
Vertebrate Zoology. Three semester hours. A study of advanced contemporary knowledge in vertebrate zoology. Prerequisite: An undergraduate degree in Biology, Wildlife, or related discipline or permission from instructor

BSC 535 - Evolution
Hours: 3
Evolution. Three semester hours. This course deals primarily with macroevolution. Topics include models of gene flow, agents of evolution, natural selection, isolating mechanisms, geographic variation, phylogenetics, the fossil record, the species concept and speciation, adaptation and the evolution of morphological traits. Prerequisite: An undergraduate degree in Biology, Wildlife, or related discipline or permission from instructor

BSC 536 - Plant Diversity & Conservation
Hours: 3
Plant Diversity and Conservation. Three semester hours. An advanced study of plant diversity and conservation strategies at the species, population and landscape levels. Prerequisites: BSC 307.

BSC 537 - Behavior and Conservation
Hours: 3
The Role of Animal Behavior in Conservation Biology - Three semester hours This course begins with a brief description of the principles of animal behavior and behavioral ecology. It then focuses on how a consideration of animal behavior affects the design and effectiveness of conservation programs.

BSC 538 - Respiratory Physiology
Hours: 3
Respiratory Physiology (Three Semester Hours). This is an advanced course in respiratory physiology. Couses topics include detailed examinations of pulmonary ventilation, alveolar ventilation, pulmonary circulation, pulmonary gas exchange, oxygen and carbon dioxide transport, respiratory control, and non-respiratory lung functions.

BSC 539 - Herpetology
Hours: 3
An investigation of the study of amphibians and reptiles, with emphasis on diversity, evolution, and natural history of extant groups. Current controversies, conservation, and behavior will be topics of note.

BSC 540 - Animal Behavior
Hours: 3
An investigation of the principles of animal behavior with an emphasis on evolution and the proximate and ultimate causes of behavior. Aspects of methods of observations, physiology and development of behavior, instinct and learning, and modern cognitive ethology will be addressed.

BSC 541 - Genetic Engineering
Hours: 3
This course will provide graduate students with basics and applied aspects of genetic engineering. The course is organized into three parts. Part I of the course will introduce the field of genetic engineering and provide basics of cell and molecular biology, the scientific driver of genetic engineering. Part II discusses the methodologies and principles of recombinant DNA technology and strategies for gene manipulation. In Part III, applications and use of genetic engineering. Since this is rapidly developing field with sweeping social implications, ethics surrounding recombinant DNA technology will be discussed. Prerequisites: An undergraduate level course in Cell Biology, Genetics, Biochemistry, or Molecular Biology.

BSC 542 - Reproductive Physiology
Hours: 3
This graduate level course is designed for students interested in advancing their contemporary knowledge in reproductive physiology. In addition to exploring basic human reproductive physiology, the course includes current topics such as reproductive aging, hormone therapies, fertility studies and treatments, sexual behavior, and the latest issues related to pregnancy as well as contraception. The study of human reproductive physiology is supplemented by review of primary research literature in alternative vertebrate models. Prerequisites: Graduate student status.

BSC 550 - Microbial Physiology
Hours: 3
Microbial Physiology. Three Semester Hours. This is an advanced microbiology course designed for graduate students majoring in biology. Microbial physiology is a study of the cell structure, growth factors, metabolism and genetic composition of microorganisms and the interrelatedness of microbiology, biochemistry, and genetics in the context of a functional bacterial cell. This course provides a survey of microbial physiology with emphasis on metabolism, regulation, cell walls, membranes, ecology, and adaptation to extreme environments.

BSC 551 - Ecophysiology
Hours: 3
Ecophysiology. Three Semester Hours. A study of physiological adjustments made by animals to changes in their external environment. The topics include fundamental mechanisms of adaptation, central issues in comparative physiology such as water balance, osmoregulation, metabolism and energy supply, respiration and circulation, temperature and its effects, excitable tissues as well as hormonal and chemical controls that allow adjustments in the changing aquatic and terrestrial environments.

BSC 552 - Comparative Animal Physiology
Hours: 3
Comparative Animal Physiology. Three Semester Hours. A comparative study of the general principles of organismal function in terms of similarities that exist between very different animals and the exceptions to the general rules. The focus will be on understanding how whole animals, both invertebrates and vertebrates, solve particular challenges of living in different habitats.

BSC 560 - Advanced Landscape Ecology
Hours: 3
Students will study the relationships between ecological processes in the environment and particular ecosystems using a variety of landscape scales, development of spatial patterns, and organizational levels of research and policy.

BSC 561 - Bioremediation
Hours: 3
Students will study the use of either naturally occurring or deliberately introduced microorganisms or other forms of life to consume and break down environmental pollutants, in order to clean up a polluted site.

BSC 562 - Ecotoxicology
Hours: 3
Students will study of the effects of toxic chemicals on biological organisms, especially at the population, community, ecosystem level. Ecotoxicology is a multidisciplinary field, which integrates toxicology and ecology.

BSC 589 - Independent Study
Hours: 1-4
Independent Study . One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

BSC 595 - Research Literature and Techniques
Hours: 3
Research Literature and Techniques. Advisor approval required. Prerequisites: BSC 504 and BSC 515.

BSC 597 - Special Topics
Hours: 1-4
Special Topics. One to four semester hours. Organized class. May be repeated when topics vary.

Environmental Science Courses

ENVS 502 - Phase I Site Assessment
Hours: 3
Phase I Environmental Site Assessment - Three semester hours Phase I Environmental Site Assessments (often known as “due diligence) are the bread and butter of most environmental consulting firms. In this course, you will learn why these are important and the proper protocols involved. In this course, you will be required to conduct three phase I’s on abandoned industrial or commercial properties.

ENVS 503 - Env. Law, Reg., Ethic
Hours: 3
Environmental Law, Regulation, and Ethics. Three semester hours Internet-Course This Course is designed familiarize students with an overview of environmental law and regulation, to provide them with the skills required to navigate through the regulations, and to provide them with the tools to stay current with regulatory changes as they occur. In addition, this course will acquaint students with numerous environmental ethical issues that influence the development of environmental policy and regulations. Pre-requisites: None

ENVS 505 - Hydrology
Hours: 3
Hydrology - Three semester hours Internet-Course This Course is designed to familiarize students with all aspects of the hydrologic cycle, but the bulk of the course is devoted to hydrogeology, the study of groundwater. Characteristics of groundwater flow and practical methods of aquifer characterization will be discussed particularly as it relates to the evaluation of groundwater supplies and groundwater contamination and remediation. Pre-requisites: None

ENVS 506 - Renewable Energy
Hours: 1
Renewable Energy Resources - One semester hour A brief survey of the state of non-renewable energy resources, and a then detailed survey of types, advantages and disadvantages, recent advances, and the commercial availability of products related to our renewable energy resources.

ENVS 508 - Environmental Remediation
Hours: 3
Environmental Remediation - Three semester hours A detailed survey of the various methods used in the remediation of contaminated soil and groundwater. Includes numerous case studies

ENVS 589 - Independent Study
Hours: 1-4
Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. Prerequisites Consent of department head. Note May be repeated when the topic varies.

ENVS 597 - Special Topic
Hours: 1-3
Special Topic in Environmental Science 1 to 3 semester hours. Organized class maybe repeated when topics vary.

Chemistry Courses

CHEM 501 - Graduate Seminar
Hours: 1
Graduate Seminar. One semester hour. Students' presentations of research articles from recent chemical journals and guest speakers' lectures on their research, with discussion. Students meet with guest speakers to learn about employment and other professional opportunities. Crosslisted with: CHEM 401.

CHEM 502 - Safety in the Chemical Laboratory
Hours: 1-3
An introduction to the safety problems encountered in the operation of the chemical laboratory. Topics include types of hazardous materials, proper storage procedures, causes of accidents, identification and minimization of laboratory hazards, proper utilization of safety devices, emergency procedures and review of safety codes.

CHEM 513 - Organic Mechanisms & Structure
Hours: 3
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: Consent of instructor.

CHEM 514 - Biochemistry
Hours: 3
This is a one-semester graduate-level course in biochemistry that will develop mastery in the nomenclature and function of the major classes of molecules associated with living organisms. The subject matter is appropriate to prepare students for doctoral programs in chemistry or biochemistry. Prerequisites: Consent of instructor.

CHEM 515 - Synthetic Organic Transformations
Hours: 3
Synthetic Organic Transformations. Three semester hours. Chemical and biochemical methods for transforming and synthesizing organic chemical compounds, including bioactive agents and pharmaceuticals. As the subject changes, the course may be taken twice, with department head and instructor's approval. Prerequisites: consent of the instructor.

CHEM 517 - Applied Biochemistry & Biotechnology
Hours: 3
This is a one-semester course that serves as an introduction to the use of biochemistry principles in biotechnology. The course topics will be presented along with examples where it will be demonstrated how the field of biochemistry is critical to a variety of biotechnological applications including the synthesis of biologically important products. Prerequisites: Consent of instructor.

CHEM 518 - Thesis
Hours: 1-6
Thesis. Three to six semester hours. Graded on a (S) satisfactory or (U) unsatisfactory basis.

CHEM 521 - Chemical Thermodynamics
Hours: 3
An advanced study of the theories and applications of classical thermodynamic functions.

CHEM 521A - Chemical Thermodynamics
Hours: 3
(Same as CHEM 521) An advanced study of the theories and applications of classical thermodynamic functions. Crosslisted with: CHEM 521.

CHEM 522 - Quantum Chemistry
Hours: 3
Quantum Chemistry. Three semester hours. A study of the mathematical aspects of quantum mechanics including blackbody radiation, fundamental postulates, rotation, vibration, hydrogen atom, variational calculation, pertubational calculation, electron spin, chemical bonding, and spectroscopy.

CHEM 523 - Mathematical Methods in Chemistry
Hours: 3
Mathematical Methods in Chemistry. Three semester hours. Mathematical methods and their utility in the various fields of chemistry will be covered. As the subject matter changes, the course may be repeated up to two times with department head approval. Prerequisites: Consent of the department head.

CHEM 527 - Chemical and Biochemical Characterization Methods I
Hours: 3
Chemical and Biochemical Characterization Methods I. Three semester hours. Methods for purifying, identifying and characterizing chemical and biochemical compounds. Use of spectroscopic, diffraction, and chromatographic methods, especially those utilized in research. As the subject changes, the course may be repeated for credit.

CHEM 528 - Chem Biochem Charact II
Hours: 3
The course focuses on the instrumentation methods covered by CHEM 527. It includes the method development of the software and detailed understanding of the hardware components and their modifications to meet various application needs.

CHEM 529 - Workshop in Chemistry
Hours: 3-6
For current and future teachers of chemistry and other sciences. Depending on the subject and students' needs, this course consists of lectures or lectures and laboratory. As the subject changes, the course may be taken repeatedly, but the maximum total credit is six semester hours. Prerequisites: department head's consent.

CHEM 531 - Advanced Inorganic Chem
Hours: 3
A study of the application of modern concepts of bonding and energetics to problems of the structure and reactions of inorganic compounds.

CHEM 531A - Advanced Inorganic Chem
Hours: 3
(Same as CHEM 531) A study of the application of modern concepts of bonding and energetics to problems of the structure and reactions of inorganic compounds. Crosslisted with: CHEM 531.

CHEM 533 - Kinetics and Mechanism
Hours: 3
Chemical Kinetics and Mechanism. Three semester hours. Principles and methods of chemical kinetics and study of reaction mechanisms in organic, inorganic, and biological chemistry. As the subject changes, the course may be taken twice, with department head's permission.

CHEM 536 - Organometallic Chemistry
Hours: 3
Organometallic Chemistry. Three semester hours. Synthesis, structure, reactivity, and other properties of compounds containing metal-carbon bonds. Application of organometallics in synthesis, catalysis, and industrial processes. As the subject changes, the course may be taken twice, with department head's approval.

CHEM 541 - Adv Analytical Chemistry
Hours: 3
Advanced Analytical Chemistry. Three semester hours. Theoretical principles of analytical chemistry and their applications.

CHEM 547 - Advanced Instrumental Analysis I
Hours: 3
Principles and techniques of analytical chemistry will be covered. As the subject matter changes, the course may be repeated up to two times with department head approval.

CHEM 548 - Advanced Instrumental Analysis II
Hours: 3
Advanced Instrumental Analysis II. Three semester hours. The course extends the coverage of instruments not covered by CHEM 547. It includes methods of development of the software and detailed understanding of the hardware components and their modifications to meet various application needs.

CHEM 550 - Advanced Methods in Chemical Research and Experimental Design
Hours: 3
This course is designed to improve the ability of graduate students to understand what is involved in doing chemical research such as performing a review of the literature, comprehending hypothesis development, and employing research methodology to devise an effective experimental design.

CHEM 589 - Independent Studies
Hours: 1-4
Independent Studies. Assigned reading or assigned original research project, which the student does under the guidance of a faculty member. Students in option I may take this course in addition to CHEM 518. Students in option II may take this course to improve their qualifications and career prospects. May be repeated once, for work on the same project. Prerequisites: More than two complete semesters of graduate study, instructor's approval, and department head's consent.

CHEM 595 - Research Lit & Techniques
Hours: 3
Research Literature and Techniques. Three semester hours. Option-II students learn about current research by studying assigned articles in primary literature and preparing a scholarly review of primary literature or doing a smaller research project. Option-I students take CHEM 518 instead. Prerequisites: more than two semesters of graduate study, approval by the students advising professor, and consent of the department head.

CHEM 597 - Special Topics
Hours: 1-4

College of Ed & Human Services Courses

CED 589 - Independent Study
Hours: 1-4
Independent Study - Hours: One to four Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. Prerequisites Consent of department head. Note May be repeated when the topic varies.

CED 597 - Special Topics
Hours: 1-4
Hours: One to four - Organized class Note May be graded on a satisfactory (S) or unsatisfactory (U) basis. May be repeated when topics vary

CED 697 - Special Topics
Hours: 1-4
Special Topics

College of Humanities Course

COH 595 - Research Project
Hours: 3
This course requires an extensive investigation into a topic agreed upon by the student and instructor. The student will produce a research design and complete bibliography under the direction of the instructor. Students will also take their comprehensive exams as a part of this course for completion of their master's degree. Required of students in the Dual Credit Instructor of US Government and History. Required of students in the Dual Credit Instructor of US Government and History.

Gender Studies Courses

GDRS 500 - Gender Theory
Hours: 3
This course is an interdisciplinary introduction to a variety of theoretical approaches to gender and sexuality studies, including feminist theories and queer theories. It explores feminist ideas and debates concerning the intersection of race, class, gender, and sexuality. This course provides the methodological framework for further work in Gender Studies by introducing students to the ways in which gender scholars utilize theory to systematically analyze how the world works and how gender and sexuality impact and are impacted by political, social, and economic social structures in the United States and globally.

GDRS 597 - Special Topics
Hours: 3
Special topics in Gender Studies, topics and disciplines may vary. May be repeated once for credit as topic changes.

Artificial Intelligence Courses

AI 500 - Foundations of Artificial Intelligence
Hours: 4
This course is a general introductory course designed to accommodate students with diverse majors. It serves as an entry point into the world of artificial intelligence (AI) by providing a strong foundation in essential science principles, including algorithms, data structures, and problem solving. Natural language processing is the other core field of AI, connecting human language generation and understanding as key intelligent behaviors. Throughout this course, students will apply various algorithms using fundamental data structures, such as lists, trees, and graphs to solve various AI problems. By the conclusion of this course, students will possess a robust knowledge base, equipping them to engage with AI in various contexts, from research to practical application. Embark on this intellectually stimulating journey to uncover the core principles driving the AI revolution, tailored to the diverse academic backgrounds of graduate students. Prerequisites: CSCI 513.

AI 510 - Seminar in Artificial Intelligence Ethics
Hours: 3
As artificial intelligence (AI) continues to transform various aspects of our lives, it becomes imperative to examine the ethical implications of its development, deployment, and impact on society. This course is a topical seminar is a topical seminar designed to engage students in critical discussions surrounding the ethical challenges and dilemmas posed by AI technologies. Topics may vary, but may include: bias and fairness; transparency and accountability; AI and social justice, legal implications, emerging technologies, case studies, privacy issues, ethical guidelines and policy development.

AI 520 - Machine Learning for Artificial Intelligence
Hours: 3
This course is a foundational course designed to introduce students into the interdisciplinary applications of Artificial Intelligence, focusing on the robust field of Machine Learning. The course will look at computer algorithms that automatically acquire new knowledge and improve their own performance through experience. This comprehensive, application-oriented course is the first step in the AI master's program, specially tailored to accommodate students from a variety of academic disciplines including computer vision, natural language processing, and decision making in healthcare and finance. Topics include linear and logistic regression, artificial neural networks, Bayesian networks and learning, decision trees, kernel / support-vector machines, statistical learning methods, unsupervised learning, reinforcement learning, and other currently emerging algorithms. Prerequisites: CSCI 513.

Competency Based Courses

EDCB 514 - Management and Curriculum Development for Diverse Learners
Hours: 3
(Same As EDCI 514) This course contains introductory content for the professional body of knowledge necessary for effective teaching in a K-12 classroom. Competency in instructional design as well as organizing and managing a classroom in diverse environments will be developed. The content of this course will include classroom procedures and management, knowledge of research-based teaching strategies, curriculum analysis/ development and lesson design, teaching models, formative and summative assessment, and certification issues. Students will exhibit an understanding of the domains and competences Texas teachers are expected to demonstrate on the Pedagogy and Professional Development TExES certification examination.

EDCB 515 - Evidence-Based Teaching for Diverse Populations
Hours: 3
(Same As EDCI 515) This capstone course requires students to apply and expand their knowledge through a number of project-based and research initiatives. Students will synthesize or integrate the knowledge they have developed throughout the prerequisite courses in a clinical/internship experience. The course focuses on understanding diagnostic teaching practices and aligning the needs of a diverse population of students. Course requirements will include designing and implementing responsive instruction and assessment, creating a community of learners, and exhibiting an understanding of the legal and professional responsibilities outlined on the Pedagogy and Professional Responsibility TExES test. Enrollment is limited to teacher candidates fully admitted into the Alternative Certification Program & completing an internship or student teaching with Advisor approval. Prerequisites: EDCB 514 & EDCB 566.

EDCB 517 - Reading and Learning in K-12 Content Areas
Hours: 3
(Same As EDCI 517) This course is designed for graduate students in the alternative certification program seeking initial teacher certification. The focus is on reading comprehension, conceptual development, and strategies for interacting with expository text and media. The role of the teacher, the structure of text, text analysis methods, and content area reading strategies are examined in relation to the student and the learning process. Research-based reading strategies are discussed as appropriate for all elementary and secondary grade levels.

EDCB 519 - Response to Intervention
Hours: 3
(Same As EDCI 519) This course will build capacity among students to implement the Response to Intervention framework in local and state education agencies. Participants will examine the RTI components of screening of students, monitoring student progress, providing evidence-based interventions and identifying students with special learning needs.

EDCB 566 - Learning Environments and Instructional Design for the K-12 Classroom
Hours: 3
(Same as ECE 566) This course provides knowledge and practice in designing developmentally appropriate learning environments and instructional design with the use of technological and other tools/materials to advance learning in K-12 classrooms. Students will investigate the relationship between the classroom environment and instructional planning.

Reading Competency Based Course

RDCB 516 - Foundations of Reading
Hours: 3
(Same As RDG 516) 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.

Computer Science and Information Systems Courses

CSCI 503 - Trusted Artificial Intelligence and Autonomous Systems
Hours: 3
This course explores the critical intersection of trustworthiness and autonomy in the age of artificial intelligence. It offers insights into the core principles of autonomous AI, emphasizing transparency, explainability, fairness, and robustness. Students will engage with real-world case studies, explore regulatory landscapes, and partake in hands-on labs to apply theoretical knowledge. This course prepares students to design, evaluate, and manage trustworthy autonomous technologies in our AI-driven world.

CSCI 505 - Internship
Hours: 3
This course gives students the opportunity to earn credit while obtaining valuable working experience. This course is offered to students who have obtained an internship with a company or organization that employs personnel with computer science and information technology skills. Students are supervised by the employer and by Computer Science faculty.

CSCI 513 - Python Programming for AI
Hours: 3
This course provides students with the fundamental computational thinking knowledge necessary for further study in the field of artificial intelligence. Students will be introduced to the fundamentals of Python programming applied to artificial intelligence problems.

CSCI 515 - Fundamentals Of Programming C/C++
Hours: 4
Three hours of lecture and two hours of lab. This is an advanced programming course using a high level programming language. Specific objectives are to introduce the development of algorithms as a disciplined approach to problem solving; to present programming practices in design, decoding, debugging, testing and documentation of computer programs; to provide the student with the basic knowledge necessary for further study in the field of computer science.

CSCI 516 - Fundamental Concepts in Computing and Machine Organization
Hours: 3
Concepts of assembly language programming and machine organization of a modern digital computer are presented. Students will have the opportunity to study machine addressing, stack operations, subroutines, programmed and interrupt driven I/O, machine organization and computer architecture at the register level. Students will utilize the 80x86 instruction set and will perform programming exercises.

CSCI 518 - Thesis
Hours: 3-6
Thesis. Six semester hours.

CSCI 520 - Data Structures and Algorithm Analysis
Hours: 4
Three hours of lecture and two hours of lab. The concept of abstract data structures forms the basis for the study of the data structures introduced in this course. Well known, basic data structures and the algorithms associated with them form the primary subject matter. Knowledge of these basic data structures will allow the student to create large scale programs which process meaningful amounts of data. Comparative efficiency analysis of the algorithms studied in the course will be introduced. The student will also become acquainted with formal methods for specifying abstract data types as well as algorithms. Prerequisites: CSCI 515.

CSCI 520A - Data Structures and Algorithm Analysis
Hours: 4
(Same as CSCI 520) Three hours of lecture and two hours of lab. The concept of abstract data structures forms the basis for the study of the data structures introduced in this course. Well known, basic data structures and the algorithms associated with them form the primary subject matter. Knowledge of these basic data structures will allow the student to create large scale programs which process meaningful amounts of data. Comparative efficiency analysis of the algorithms studied in the course will be introduced. The student will also become acquainted with formal methods for specifying abstract data types as well as algorithms. Prerequisites: CSCI 515. Crosslisted with: CSCI 520.

CSCI 524 - Analysis & Design Softwr Sys
Hours: 3
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.

CSCI 525 - Networking I
Hours: 3
This course provides a self-contained overview of computer networking by introducing many key concepts and terminology. In particular, we will study the concepts of computer networks and communication including layered architecture, network application services and domain name resolution, transport layer services and TCP/UDP protocols, network layer forwarding and routing functions and subnet/NAT configurations, and link layer functions with the focus of Ethernet standards.

CSCI 526 - Database Systems
Hours: 3
Basic database concepts, organization, and definitions; data and management systems; data description languages; logical and physical differences of database; indexed and multiple-key organization; relational database concepts and examples; and comparison of database systems. Prerequisites: None.

CSCI 527 - Data Mining
Hours: 3
This course covers the general principles, and concepts of data mining. The goal of the course is to design and implement data mining techniques used in practice. Topics include data preparation, association rule discovery, classification, regression, and clustering. Prerequisites: CSCI 513 or 515.

CSCI 528 - Advanced Object-Oriented Programming
Hours: 3
This course investigates object-oriented methods including object-oriented programming, analysis and design. Current methodology is emphasized. The use of object-oriented features such as encapsulation, information hiding, inheritance and polymorphism is reinforced by class assignments and programming exercises. Prerequisites: CSCI 515.

CSCI 530 - Operating Systems
Hours: 3
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 515 and CSCI 516.

CSCI 531 - Java Language Programming
Hours: 3
This is a computer programming course designed to teach the use of the Java Programming Language. The course will emphasize Java applets and their use in HTML files as applied to Internet web pages. Students will learn how to write Java applets, how to utilize pre-existing Java controls, and how to write new Java controls. Students will be expected to complete numerous programming assignments and programming projects. Experience with C++ programming language and object oriented methods are required. Prerequisites: CSCI 515.

CSCI 532 - Algorithm Design
Hours: 3
Algorithms, being the foundation of computing, allow us to create well-defined sequences of computational steps in order to solve computational problems – with stipulation on input/out relation, correctly and efficiently within a definite time frame. This course provides a comprehensive introduction to the modern study of computer algorithms. In particular, we will study the design and analysis of algorithms with special emphasis on correctness of algorithms, asymptotic notations, divide-and-conquer, dynamic programming, greedy algorithms, graph algorithms, shortest paths, and selected special topics. Prerequisites: CSCI 520.

CSCI 532A - Algorithm Design
Hours: 3
(Same as CSCI 532) Algorithms, being the foundation of computing, allow us to create well-defined sequences of computational steps in order to solve computational problems – with stipulation on input/out relation, correctly and efficiently within a definite time frame. This course provides a comprehensive introduction to the modern study of computer algorithms. In particular, we will study the design and analysis of algorithms with special emphasis on correctness of algorithms, asymptotic notations, divide-and-conquer, dynamic programming, greedy algorithms, graph algorithms, shortest paths, and selected special topics. Prerequisites: CSCI 520. Crosslisted with: CSCI 532.

CSCI 534 - Networking II - Routers and Switches
Hours: 3
This course instructs students in the detailed operation and configuration of network routers and data communication switches. Topics include the use of routers and switches in a modern digital network, router configuration, switch configuration, and common network security techniques such as Virtual Local Area Networks (VLANs) and Access Control Lists (ACLs). Students will have the opportunity to gain experience in configuring these network devices as they work with routers and switch equipment in the laboratory. Note About 50% of class time will be spent in the CCNA Networking Laboratory. Prerequisites: CSCI 525.

CSCI 538 - Artificial Intelligence Using Python
Hours: 3
This course introduces students to the history of Artificial Intelligence (AI), its different types, and its various applications We also go over the major approaches, representational techniques, and core algorithms for the main branches of AI. Topics to be covered include knowledge representation, problem solving, reasoning, deduction, searching, planning, and reinforcement learning. Advanced topics in application areas, such as natural language processing, computer vision, pattern recognition, and robotics will also be examined. Prerequisites: CSCI 513 or CSCI 515.

CSCI 540 - Computer Architecture
Hours: 3
Computer Architecture. Three semester hours. Introduction to current high level computing machines in both hardware and software design. Topics include the design decisions involved in the development of computer architectures, hardware organizations needed to implement various instructions sets, and future trends in computer architectures. Prerequisites: CSCI 516.

CSCI 544 - Evolutionary Compututation & Genetic Programming
Hours: 3
Evolutionary Computation and Genetic Programming - Three semester hours Evolutionary computing is the collective name for a range of problem solving techniques based on principles of biological evolution, such as natural selection and genetic inheritance. These techniques have proven to be particularly successful in many diverse problem domains, ranging from economics and finance, to design and automatic programming. Specific topics addressed include theoretical models of evolutionary computation; search, optimization, and machine learning; evolution of programs; population dynamics; and emergent behavior. Prerequisites: CSCI 515.

CSCI 546 - Numerical Analysis
Hours: 3
The course will include numerical methods for derivatives approximation; will teach data approximation and interpolation by Fourier series; Euler's and Runge-Kutta methods for solving ordinary differential equations (ODE) and systems of ODE. Also, the students will study methods for approximate solution of partial differential equations (PDE), including parabolic PDE. Further, the students will learn how to generalize methods for their computer implementation, and will program the basic methods in MatLab. Prerequisites: CSCI 515 and MATH 2414. Crosslisted with: MATH 546.

CSCI 548 - Software Testing
Hours: 3
This course presents an overview of the principles and practices of software testing. It covers different concepts and techniques on how to test and debug software. Topics include various testing methods such as structural and functional testing; various testing approaches such as unit, integration, regression and system testing. Students will also be introduced to manual and automatic techniques for generating test cases. Prerequisites: CSCI 515.

CSCI 549 - Automata Theory
Hours: 3
This course teaches the general theory, concept, and techniques related to the theory of automata. Practical examples related to programming languages are emphasized. Students will have the opportunity to utilize theoretical aspects of automata theory by performing a medium-scale design project. Topics include: Finite Automata, Transition Graphs, Nondeterminism, Finite Automata with Output, Context-Free Grammars, Regular Grammars, Chomsky Normal Form, Pushdown Automata, Context-Free Languages, Non-Context-Free Languages, Parsing, and Turing Machines. Prerequisites: CSCI 520.

CSCI 551 - Compiler Design
Hours: 3
This class introduces the fundamental concepts in the design and implementation of a compiler, a computer program that converts one programming language into another. The goal is to familiarize students with the basic structure of a typical modern compiler. A variety of tools such as JFLex, JavaCUP and Jasmin will be introduced and used. Prerequisites: CSCI 515.

CSCI 554 - Digital Forensics
Hours: 3
This course presents an overview of the principles and practices of digital investigation. The objective of this class is to emphasize the fundamentals and importance of digital forensics. Students will learn different techniques and procedures that enable them to perform a digital investigation. This course focuses mainly on the analysis of physical storage media and volume analysis. It covers the major phases of digital investigation such as preservation, analysis and acquisition of artifacts that reside in hard disks and random access memory. Prerequisites: CSCI 515.

CSCI 556 - Data Analysis & Visualization
Hours: 3
Modern data sets are growing exponentially both in size and complexity. Extracting meaningful information from these data requires not only programming skills, but also understanding the analysis methods, mathematical models and visualization tools that help to condense large amounts of information into a comprehensible story. This course will introduce standard data analysis and modeling methods, including correlation functions, linear regression, clustering, classification, as well as fundamental statistical and probabilistic concepts. With the data analysis functions, relevant visualization tools will be introduced for helping data explorations and analysis.

CSCI 559 - Software Development for Mobile Devices
Hours: 3
This course introduces development of software applications for network enabled mobile devices including smart phones. Topics include components for graphical user interface, memory management, custom user interface development, touch-based or timer-based event handling, file I/O, animation using 2-D/3-D graphics, audio and video application programming interfaces, Bluetooth applications, client-server models, database access, data storage, marketing research. Object Oriented Programming will be introduced with the Objective–C, Java, or Swift. Prerequisites: CSCI 515.

CSCI 560 - Neural Networks and Deep Learning
Hours: 3
In this course the theory and practice of neural computation for machine learning are introduced. Artificial neural networks are used for many real-world problems: classification, time-series prediction, regression, pattern recognition. The class starts with an introduction to feed forward neural networks. More complicated multi-layered "deep" networks are then covered. Basic backpropagation, gradient descent and modern regularization techniques are implemented in assignments. The class will look at modern deep learning techniques: convolutional neural networks, deep belief networks and deep recurrent neural models such as LSTM nets. Readings and current results from the literature on neural network research will be discussed. Prerequisites: CSCI 574.

CSCI 563 - Information Security
Hours: 3
This course provides an introduction to the study of information security and covers the most important features of computer security. Topics include basic concepts and principles in information security, authentication and access control, operating systems security, software vulnerabilities and threats, database security, and basic cryptography including encryption and key establishment. Prerequisites: CSCI 525.

CSCI 567 - Image Processing with Elements of Learning
Hours: 3
This class will provide the students with an introduction to image processing, with applications to medical, urban agricultural and satellite images. Students will learn methods for 2D image enhancement, sharpening, blurring, noise detection, modeling and cleaning, as well as edge detection in gray level images. The methods students will be able to implement include local statistics, Laplacian and Gradient operators, Fourier transforms and the Fast Fourier Transform. Further, the class will introduce basic elements of convolutional neural networks to learn noise and its cleaning. At the end of the class the students will know which gray level image methods apply to color images. The students will develop skills in programming, reporting and presenting advanced method from the field. Prerequisites: CSCI 513 or CSCI 515. Crosslisted with: MATH 563.

CSCI 569 - Image Analysis and Recognition with Learning
Hours: 3
This class will start with a study of the basic color image models. Next, the students will learn how to decompose a function to Wavelets. In the following stage the students will learn the basic methods for image segmentation to objects and background. The students will have a knowledge on image segmentation with active contours using deep learning. Further they will learn about images and objects representation and description. The students will know methods from two major approaches: boundary and regions description. The following methods will be taught from the field of Recognition: Decision making; structural methods; features extraction and classification with convolutional neural networks. The students will develop skills in programming, reporting and presenting advanced method from Prerequisites: CSCI 513 or CSCI 515. Crosslisted with: MATH 569.

CSCI 571 - Statistics for Scientific Computation and Analysis
Hours: 3
This course provides an introductory framework for the statistical background required for scientific computation and data analysis. The course introduces fundamental statistical concepts such as probability, random variables, probability distributions, statistical expectation, sampling distributions, hypothesis testing, linear regression, correlation, and visualization/plotting of data, with emphasis on applications to scientific computing and computational science problems. Concepts will be reinforced by having students use a statistical/scientific computing & visualization software in order to apply the concepts that they learn by solving problems from various disciplines.

CSCI 573 - Big Data Computing and Analytics
Hours: 3
Big Data computing is a new computing paradigm, involving analysis of large quantities of data in industry and science communities. It has led to the development of large distributed systems with thousands of computing servers and disks connected over a high-speed network. For such distributed systems, there are several challenges of performance, scalability, and reliability as well as data storage. The goal of this course is to study modern technologies that are used to construct big-data computing systems and methods and tools for big-data analytics. Topics of interest include big-data computing paradigms, big-data storage, and big-data analytics. Prerequisites: CSCI 515 or Instructor Approval.

CSCI 574 - Machine Learning
Hours: 3
Study of computer algorithms that automatically acquire new knowledge and improve their own performance through experience. Theory and practical implementation of algorithms for machine learning. Topics include linear and logistic regression, artificial neural networks, Bayesian networks and learning, decision trees, kernel / support-vector machines, statistical learning methods, unsupervised learning, reinforcement learning, and other modern, emerging algorithms. Short programming assignments and/or projects with hands-on experiments with various learning algorithms will be given. Prerequisites: CSCI 515 or Instructor Approval.

CSCI 575 - Cyber-physical Systems and Industrial IOT
Hours: 3
This course introduces general and/or advanced topics in Cyber-Physical Systems (CPS) which can be defined as engineered systems that are built from, and depend upon, the seamless integration of computational algorithms and physical components. Topics discussed in the course will include CPS capability, adaptability, scalability, resiliency, safety, security, and usability considerations that will far exceed the simple embedded systems of today. Trustworthy embedded systems connected to the Internet will be introduced in context of Industrial Internet of Things (IIoT). A case study team project provides an opportunity for students to demonstrate their practical CPS and IIoT knowledge using platform software covered in the course. Students will be able to develop a career path upon gradua

CSCI 576 - Computer Vision
Hours: 3
This course will introduce Computer Vision. Topics include the fundamental theory and techniques of digital image representation, modeling and processing; edge and feature detection; segmentation and recognition; motion estimation, etc. This course will also introduce state-of-art methods in Computer Science research and applications such as face detection, text recognition, and object classification. Prerequisites: CSCI 515 or CSCI 513.

CSCI 581 - Network Security
Hours: 3
This course provides key concepts in network security. Topics include overview of TCP/IP networks; cryptography including symmetric/asymmetric ciphers, cryptographic hash functions, message authentication codes, and digital signatures; mutual trust including key distribution and user authentication protocols; network and Internet security; and network system security including firewalls. Prerequisites: CSCI 525.

CSCI 589 - Independent Study
Hours: 1-4
Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. No more than three hours of independent study may be counted towards the degree. Prerequisite: Consent of department head and supervising faculty member.

CSCI 595 - Research Literature and Techniques
Hours: 3
A course designed to acquaint the student with the role of research in the initiation, development and modification of concepts and theories in computer science. A final written report and presentation and/or demonstration of results obtained during the course will be made to interested faculty members and students. Prerequisite: Completion of the core courses and instructor approval.

CSCI 597 - Special Topics
Hours: 1-4
Special Topics. One to four semester hours. Organized class in a specialized area of current interest. May be repeated when topics vary.

Counseling Courses

COUN 500 - Orientation
Hours: 0

COUN 501 - Introduction to the Counseling Profession
Hours: 3
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. A grade of B or better is required in COUN 501 to meet program requirements for the MS-Counseling programs. Corequisites: COUN 510.

COUN 505 - Introduction to College Student Affairs
Hours: 3
Recommended as initial course in a student’s program to serve as an introduction to college student development from a Counseling perspective. Roles of related professionals, including counselors, in various settings are presented. Professional goals and objectives; trends; professional associations; ethical and legal issues; history; credentialing; preparation standards; and characteristics, and behaviors that influence helping processes are explored.

COUN 510 - Counseling Theories and Techniques
Hours: 3
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. A grade of B or better is required in COUN 510 to meet program requirements for the MS/MED-Counseling programs. Corequisites: COUN 501.

COUN 512 - Career Development
Hours: 3
Career Development. Three semester hours. Interrelationships among lifestyle, work place, and career planning are explored. Career development theories; occupational, educational, and personal/social information sources and delivery systems; and organization of career development programs are studied.

COUN 513 - Communication In Marriage
Hours: 3
Theories and techniques of verbal, and nonverbal communication in the marriage relationship are studied. Prerequisites: COUN 516 and COUN 528. Corequisites: COUN 516 and COUN 528.

COUN 514 - School Counseling and Development
Hours: 3
As the foundation course for those planning to enter school counseling, this course covers organization, planning, management, and evaluation of comprehensive school counseling programs. Appropriate roles and functions of school counselors at various school levels, coordination of professional services; and professional issues such as ethics and associations as they specifically relate to school counseling are included. Recommended for non-counselor educational professionals as well as counselors. Prerequisites: COUN 516 and COUN 528. Corequisites: COUN 516, COUN 528.

COUN 516 - Basic Counseling Skills
Hours: 3
Provides the foundation for all practicum and internship experiences. Students learn communication and interpersonal skills under faculty supervision. Demonstration of these skills is a prerequisite for enrollment in practicum (COUN 551). Students will examine their intrapersonal issues and interpersonal styles and will follow ACA Ethical Standards. Prerequisites: COUN 501, COUN 510, with minimum grade of B or better in each and COUN 528. Corequisites: COUN 501, COUN 510, COUN 528.

COUN 517 - Assessment in Counseling
Hours: 3
Assessment in Counseling. Three semester hours. Includes group and individual appraisal techniques to be used to support career, educational, and personal planning and development. Standardized and non-standardized data information gathering methods, validity, reliability, psychometric statistics, factors influencing appraisals, and use and interpretation of appraisal results with a variety of populations are explored.

COUN 520 - Advanced School Counseling
Hours: 3
This course is designed to support further understanding of how to implement a comprehensive developmental school counseling program. Furthermore, this course thoroughly examines specialized topics related to school counseling. Through the course, students are taught models that can be applied in real life situations. They are also encouraged to develop their own models for practical application. This course is a required course for all professional school counseling graduate students and students pursuing a career as a professional school counselors in a pre-K-12 school setting. This course is intended to support the development of students' professional school counseling competencies (dispositions, knowledge, skills, and attitudes) as stipulated by the CACREP. Prerequisites: COUN 514, COUN 516, and COUN 528. Corequisites: COUN 514, COUN 516, COUN 528.

COUN 522 - Counseling Diverse Populations
Hours: 3
Counseling Diverse Populations. Three semester hours. Emphasis on developing knowledge, skills and attitudes for more effective counseling with persons different from the counselor regarding characteristics such as culture, race, gender, sexual orientation, physical disability, and religious preference. Substantial attention is given to developing awareness of one's own values, attitudes and beliefs as they relate to counseling in a diverse society. Provides an understanding of how diverse values and mores, interaction patterns, social conditions, and trends related to diversity affect counseling.

COUN 528 - Introduction to Group Dynamics and Procedures
Hours: 3
A study of group development, dynamics, and theories in relation to group counseling. Leadership styles, techniques and roles are explored, and ethical issues related to group interventions are discussed. Prerequisites: Admitted to MS program. COUN 501, COUN 510 completed with a minimum grade of B in each, and COUN 516. Corequisites: COUN 501, COUN 510, COUN 516.

COUN 530 - Clinical Mental Health Counseling
Hours: 3
As the foundation course for those planning to be counselors in mental health settings, this course includes theoretical and applied information regarding mental health counseling services in the context of the larger social services system. A variety of delivery systems, staffing procedures, case management procedures, emergency services, treatment paradigms, and the need for consultation and collaboration among mental health professionals are discussed. Prerequisites: COUN 516 and COUN 528. Corequisites: COUN 516, COUN 528.

COUN 534 - Counseling Children and Adolescents
Hours: 3
Prepares counselors to address the specific needs of children and adolescents, with emphasis on developmental needs, specific therapeutic interventions, and common emotional issues. Group and individual counseling techniques and treatment planning are included. Prerequisite: COUN 516 and COUN 528. Corequisites: COUN 516 and COUN 528.

COUN 535 - Psychopharmacology in Clinical Mental Health Counseling
Hours: 3
COUN 535. This course integrates mental disorders of the DSM-5 and psychopharmacology medications. Students will examine psychopharmacological medications including their basic classifications, indications, contraindications and side effects. Students will learn how these medications are administered and how they physically affect the brain. Students will be able to identify common psychopharmacology mediations utilized for their respective mental disorders. In addition, The goal of the course is to introduce psychopharmacological medications and how they relate to clinical mental health counseling settings. Prerequisites: Graduate standing. Admission to a Counseling program. COUN 501, COUN 510, COUN 516, COUN 528.

COUN 539 - Introduction to Play Therapy
Hours: 3
Students will develop an effective philosophy of and approach to play therapy and an increased understanding of children and of children's world views. Through an experiential component, the student will learn to communicate with children at an affective level, to promote children's self-exploration and understanding, and to increase children's sensitivity to and acceptance of others. Prerequisites: COUN 516 and COUN 528. Corequisites: COUN 516, COUN 528.

COUN 540 - Diagnosis & Treatment Planning for Clinical Mental Health Counselors
Hours: 3
Principles and models of biopsychosocial assessment, case conceptualization, and treatment planning for counseling applications within a managed care framework. DSM diagnosis and differential diagnosis formulations, disorder prevention and intervention, and promotion of optimal mental health within counseling settings are studied. Prerequisites: COUN 501; COUN 510; COUN 516; COUN 528; COUN 595; COUN 545.

COUN 545 - Dev Issues/Strategy in Counseling
Hours: 3
This course provides an overview of theory and research related to human growth and development over the lifespan. In addition to meeting the core curricula objectives required for accreditation, the course provides specific developmentally appropriate interventions supported by research that are designed to enhance the growth and development of clients who seek counseling services. Crosslisted with: PSY 545.

COUN 548 - Advanced Counseling Skills
Hours: 3
A laboratory-based, experiential course, Advanced Counseling Skills will merge the continued development of basic skills with theoretically based conceptualization skills and techniques. Students will examine their intrapersonal alignments with chosen theoretical orientations. Students will practice theoretically consistent conceptualization skills and techniques. Students will be expected to adhere to ACA Ethical Standards. A grade of B or better is required in COUN 548 to meet program requirements for MS Counseling programs. Prerequisites: COUN 516 and COUN 528. Corequisites: COUN 516 and COUN 528.

COUN 549 - Ethics in Prof Coun
Hours: 1
Ethics in Professional Counseling. One semester hours Examines ethical and legal issues in counseling and the behavioral sciences. Includes theories of moral philosophy and the development and application of professional codes.

COUN 551 - Practicum
Hours: 3
Provides for continued development and practice of skills learned in COUN 516 and COUN 548. 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. Graded as Satisfactory or Unsatisfactory. Prerequisites: COUN 548 with a grade of B or better.

COUN 552 - Internship
Hours: 3
Primary interest is on integration of process, conceptual, professional, and personal skills. Provides extensive supervised experience in a setting closely aligned with student's chosen program. Graded as Satisfactory or Unsatisfactory. Prerequisites: COUN 551, Application form returned to department during semester before actual enrollment (check department for availability and due dates).

COUN 555 - Internship in College Student Affairs
Hours: 3
Primary interest is on integration of knowledge and skills in a professional college student affairs setting. Provides supervised experience in a setting closely aligned with student's chosen program. Students must complete a minimum of 300 clock hours at an approved college student affairs site. Students typically enroll in Internship during the semester in which they plan to graduate. This course IS NOT offered during summer terms.

COUN 560 - Crisis Intervention
Hours: 3
An overview of crisis intervention. Major theoretical models of situational crises are described and operationalized across a variety of service delivery systems. Students will develop conceptual competency necessary for professionals engaged in crisis intervention. Special emphasis is given to contemporary research in suicidology, disaster psychology, and crisis management for schools. Prerequisites: Admission to Master's Counseling program.

COUN 564 - Individual and Family Crisis and Resources
Hours: 3
A study of special problems encountered in family living with individual and community resources pertinent to them. Prerequisites: COUN 516 and COUN 528.

COUN 580 - Cou Substance Abuser: Drugs
Hours: 3
Covers a broad range of topics related to chemical dependency with regards to school counseling, clinical mental health counseling, marriage and family counseling, career counseling, child and adolescent counseling, college counseling, and addictions counseling, along with other counseling specialties. Topics include prevention, abused substances and their effects, symptoms of chemical dependency, chemical dependency treatment models, applications in a multicultural society, 12-step and other support group models, employee assistance programs, and relapse prevention, along with emerging issues.

COUN 581 - Assessment and Treatment of Chemical Dependency
Hours: 3
Provides in-depth information regarding the assessment and treatment of chemical dependency. Topics include coping skills; motivation for change; management of stress, anxiety, and anger; screening for chemical dependency in health care settings; various chemical dependency interventions; and planning specific treatments to match individual clients.

COUN 589 - Independent Study
Hours: 1-3
Independent Study. One to three semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisites: Consent of department head.

COUN 590 - Legal Issues Stu Affairs
Hours: 3
Legal Issues in College Student Affairs. Three semester hours. Provides information about the legal issues common to college student affairs administrators. Includes student-university relationship, risk management techniques, civil rights, contracts and federal regulations.

COUN 595 - Research Literature and Techniques
Hours: 3
Emphasizes research in the student's major field, basic statistics, literature review, proposal and report development, research implementation, needs assessment, program development, and ethical and legal considerations regarding research through the presentation of a formal research proposal and/or completion of presentation of a research report. Prerequisites: COUN 516 and COUN 528 or Admission to a master's Counseling program. Corequisites: COUN 516 and COUN 528. Crosslisted with: PSY 595, SPED 595.

COUN 597 - Special Topics
Hours: 1-3
Special Topics. One to three semester hours. Organized class. May be repeated when topics vary.

COUN 606 - Stu Affairs Services Hi Ed
Hours: 3
Student Affairs Services in Higher Education. Three semester hours. As the foundation course for those planning to enter students affairs work in higher education, this course offers students opportunities to examine the historical and contemporary role and scope of college students personnel services. Provides students with in-depth understanding of major theories of students development and the application of these theories to student development practice.

COUN 607 - Contemp College Student
Hours: 3
The Contemporary College Student. Three semester hours. Examines various aspects of contemporary college student life and characteristics of present and future college students. Presented as a seminar to identify and examine salient issues facing college students including, but not limited to, sources of motivation, learning styles, development of values, relationship development, mental-health/psychosocial development and issues related to gender, health, and intercultural concerns.

COUN 609 - Introduction to Statistics for Counseling and Human Services Research
Hours: 3
A doctoral-level introductory statistics course, emphasizing applications to counseling and human service research. The major focus will involve an examination of basic statistical procedures: descriptive statistics, hypothesis testing, and univariate inferential statistics. Usage of a computer-based statistical software tool (Statistical Package for the Social Sciences) will be emphasized. Meets requirements for a Level II research tool course. Prerequisites: Admission to a PhD or EdD program in the College of Education and Human Services or consent of the instructor.

COUN 610 - Adv Counsel Theories & Techniq
Hours: 3
Advanced Counseling Theories and Techniques. Three semester hours. In-depth study of various counseling approaches with opportunities for demonstration and evaluation of each student's counseling skills. Prerequisite: Doctoral status or consent of the instructor.

COUN 611 - Introduction to Marriage and Family Counseling/Therapy
Hours: 3
A survey of the historical development and principal conceptualizations of marital and family counseling/therapy. Goals include an initial examination and comparison of various theories currently employed in the field with an emphasis on interview techniques. Subject areas to be covered include the various schools of family counseling/therapy, along with current trends and issues in marriage and family counseling/therapy. Prerequisites: COUN 516 and COUN 528. Corequisites: COUN 516, COUN 528.

COUN 612 - Adv Sem M&F Coun/Therapy
Hours: 3
Advanced Seminar in Marriage and Family Counseling/Therapy. Three semester hours. A didactic and experiential seminar course in marital and family counseling/therapy for advanced students. Emphasis is on the development of the student's therapeutic expertise in structural and strategic family intervention techniques. Prerequisites: COUN 611 and doctoral status or consent of the instructor.

COUN 613 - Adv Statistical Technique
Hours: 3
Includes a review of introductory statistics, presentation of basic concepts of analyses of variance, advanced correlational methods, and multiple regression, as well as other advanced statistical methods. Focuses on use of the computer for data. This is an approved Level III doctoral research tools course. Prerequisite: Level I and Level II research tools or equivalent or permission of the instructor. Crosslisted with: PSY 681.

COUN 614 - Counseling Strategies for Parent-Child Relationships
Hours: 3
A didactic and experiential course dealing with counseling techniques applied to the improvement of parent-child relationships. The course focuses on intervention skills of transgenerational family therapy, play therapy, and parenting education based on an understanding of the family life cycle and family structure. Prerequisites: Doctoral standing or consent of instructor.

COUN 615 - Marital Counseling/Therapy
Hours: 3
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, COUN 513, and doctoral status or consent of the instructor.

COUN 620 - Superv Cou Human Develop
Hours: 3
Supervision in Counseling and Human Development. Three semester hours. A didactic and experiential course for post-graduate and doctoral students who wish to assume the role of supervisor. Goals include the assimilation and application of major theoretical/conceptual models and supervision approaches in counseling and human development. Prerequisite: Doctoral status or consent of the instructor.

COUN 621 - Psychoeducational Consulting and Program Evaluation
Hours: 3
Psychological, educational, and sociological theories, models, and processes applied to human and organizational systems of change. Special attention is directed to applying theory to practice and to differentiating between human and structural problems and interventions. Prerequisites:Doctoral standing or consent of instructor. Crosslisted with: PSY 679.

COUN 622 - Advanced Seminar in Counseling Diverse Populations
Hours: 3
This course provides students with a variety of opportunities to increase their level of personal (self-reflective) awareness, and clinical awareness, knowledge, and skills in working with diverse populations. This increased level of cultural competence better prepares students to teach supervise, and mentor counseling trainees and novice practitioner, to conduct culturally sensitive research, and to provide direct services to culturally diverse clients. Prerequisites: Doctoral standing or consent of instructor.

COUN 623 - Race, Class and Gender
Hours: 3
Race, Class, and Gender Issues in Counseling - Three semester hours The multicultural counseling competencies (Arredondo et al., 1996) specify that culturally skilled counselors are expected to understand how factors such as gender, social class, age, sexual orientation, religion, and educational background intersect and interrelate with ethnicity, race, and culture in the lives of their clients, as well as their own lives. The primary purpose of this course is to explore the interconnections of race, class, and gender; including how they shape the structure of U. S. society, and in turn, the experiences of client and counselor. A conceptual framework for understanding race, class, and gender, and their intersection provides students with increased understanding of contemporary issues that Prerequisites: COUN 522: Counseling Diverse Populations or equivalent graduate level multicultural counseling course.

COUN 625 - Research Application
Hours: 3
A doctoral course which focuses on the development of research skills and inquiry methods. The student is exposed to various quantitative and qualitative approaches. In addition, the course provides students with an understanding of scientific inquiry, purpose and benefits of research, research-related ethical and legal issues, and sampling procedures. This is an approved doctoral research tools course. Prerequisites: Doctoral status and completion of 30 semester hours of doctoral level coursework or consent of instructor.

COUN 634 - Self Injurious Behavior: Conceptualization and Treatment
Hours: 3
This course provides advanced doctoral and advanced master's students with knowledge of appropriate use of conceptualization and treatment skills with individuals who employ self-injury as a means of self-regulation. Students will learn conceptualization skills and therapeutic interventions facilitative in working with self- injurious behavior. Students also will engage in online reading assignments and discussion that will facilitate learning. Prerequisites: Master's degree in Counseling or permission of the instructor.

COUN 640 - Advanced Multivariate Statistics for Counseling
Hours: 3
An advanced doctoral-level statistics course, emphasizing applications to both counseling and other human services. Includes a thorough examination of multivariate inferential statistics, along with applying both univariate and multivariate post hoc procedures. Usage of a computer- based statistical software tool (Statistical Package for the Social Sciences) will be emphasized. Meets requirements for a Level V research tool course. Prerequisites: Doctoral standing and completion of Level I, Level II, and Level III tools courses or permission of instructor.

COUN 650 - Inst Th & Meth in Coun Ed
Hours: 3
This course is designed to develop/improve counselor educator skills including planning units or courses, delivering instruction, and assessing learner outcomes. The course also addresses ethical standards for counselor educators. Although the primary focus is on teaching counselors-in-preparation, students will acquire knowledge and develop skills that are applicable to other situations such as presenting at professional conferences and conducting staff development. Prerequisite: doctoral standing or consent of instructor. Crosslisted with: PSY 680.

COUN 660 - Doctoral Field Experience
Hours: 3
The doctoral field experience includes a minimum of twelve 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. 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.

COUN 661 - Advanced Practicum
Hours: 3
Advanced Practicum includes 300 clock hours of supervised clinical work in an approved site where students engage in counseling activities with individuals, families, couples, and/or groups, with attention to broadening and refining advanced counseling skills. The remaining six semester hours (600 clock hours) include 300 clock hours of clinical experience in an approved site. During this time students are expected to expand their counseling, teaching, and supervision skills. Prerequisites: COUN 660 Clinical Supervision.

COUN 662 - Advanced Internship
Hours: 3
Advanced Internship includes 300 clock hours of supervised clinical work in an approved site where students engage in counselor education (see CACREP 2016 Doctoral Core Areas). The remaining three internship semester hours (600 total clock hours over two semesters) include 300 clock hours of experience in an approved site. During this time students are expected to expand their counseling, teaching, supervision, leadership, research, and/or diversity skills. Prerequisites: COUN 660, COUN 661, 717, 650, 610, 620, & 695.

COUN 689 - Independent Study
Hours: 1-3
Independent Study. One to three semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisites: Consent of department head.

COUN 690 - Qualitative Research
Hours: 3
This practicum experience is designed to complement and build upon knowledge gained in HIED 696 or EDAD 698. This course is an approved Level IV doctoral research tools course. Prerequisites: HIED 696 or EDAD 698 Note: The course is intended for advanced doctoral students who plan to do a qualitative study for their dissertations and/or seek in-depth practical experience in the use of qualitative research methods used in educational research (e.g., interview strategies, participant observation, and case studies).Students will engage in practice and skill development in analyzing and interpreting qualitative data, communicating results, and evaluating qualitative research. Each student will complete a qualitative research project and write a journal length article based on the research.

COUN 695 - Research Methodology
Hours: 3
An overview of research methodology including basic concepts employed in quantitative and qualitative research methods. Includes computer applications for research. This is an approved Level I doctoral research tools course. Prerequisites: Doctoral status or consent of the instructor.

COUN 697 - Special Topics
Hours: 3
Organized class Prerequisites Doctoral status Note May be repeated when topics vary

COUN 717 - Ethics & Prof Development
Hours: 3
Ethics and Professional Development. Three semester hours. Examines ethical and professional development issues in counseling and the behavioral sciences. Prerequisite: Doctoral status.

COUN 718 - Dissertation
Hours: 3-9
Doctoral Dissertation. Three to nine semester hours. A candidate must present a dissertation acceptable to the student's advisory committee and the Dean for Graduate Studies and Research on a problem in the area of his specialization. To be acceptable, the dissertation must give evidence that the candidate has pursued a program of research, the results of which reveal superior academic competence and significant contribution to knowledge. Graded on a (S) satisfactory or (U) unsatisfactory basis.

Bilingual Education Courses

BLED 501 - Theoretical Foundations of Bilingual/ESL Education
Hours: 3
A critical analysis of the rationale for bilingual, multicultural education focusing on history, philosophy, and theory. The study and analysis of educational programs designed for English Language Learners including the native language and the ESL (English as a Second Language) components as well as a critical review of research on the effective implementation of bilingual/ESL programs.

BLED 502 - Biliteracy Development, Instruction, and Assessment
Hours: 3
The course focuses on analysis and application of research-based approaches to the development of oral and written language in English Language Learners that result in biliteracy and high academic achievement. Preparation and adaptation of holistic, thematically based materials and activities and critical evaluation of existing materials in Spanish. Cross listed with: BLED 602

BLED 503 - Content Area Instruction for Emergent Bilinguals
Hours: 3
The course focuses on analysis and application of methods, materials, and assessment instruments used in the teaching of language arts, math, science and social studies to bilingual students. Creation, formal presentation, and evaluation of thematic units delivered primarily in Spanish and others using sheltered ESL techniques delivered primarily in English. Crosslisted with: BLED 603

BLED 504 - Technology Tools for Emergent Bilinguals
Hours: 3
Students will apply knowledge of current educational technology. They will have the opportunity to incorporate videos, podcasts and more into websites designed to fit the needs of emergent bilingual. Crosslisted with: BLED 604

BLED 505 - Project-Based Learning for Emergent Bilinguals
Hours: 3
Project Based Learning (PBL) taps into student strengths and interests in a manner that is cross disciplinary as it builds academic language and the ability to think deeply and well. Students will identify and evaluate PBL models and create project plans for linguistically and culturally diverse learners. Crosslisted with: BLED 605

BLED 506 - The Languaging and Literacies of Multilingual Students
Hours: 3
This course explores the languaging and literacies of multilingual students in k-12 education and in the larger society. Specifically, the ideas of critical language awareness, translanguaging, and holistic bilingualism are discussed in relation to how educational practice, policy, and research might respond. This course is for those who educate bilingual children and youth, especially minoritized bilinguals. You do not need to be bilingual to take this course.

BLED 507 - Engaging Emergent Bilinguals' Families
Hours: 3
This course will help graduate students to understand the numerous benefits of involving emergent bilinguals' families in their children's education. Based on best practices, this course will explore specific, meaningful ways in which teachers can form a partnership with families to help emerging bilinguals be successful inside and outside of the classroom. Opportunities will be provided for graduate students to learn about the emerging bilinguals in their own communities and create practical resources to share with the families of students. You do not need to be bilingual to take this course. Crosslisted with: BLED 607.

BLED 508 - Teaching Multilingual Literature
Hours: 3
Teaching Multilingual Literature explores both the problems and the possibilities of including multilingual, multicultural literature in the K-12 classroom. By first considering teachers' positionality, the course traverses the natural preferences of individual teachers, with its affordances and limitations, before considering how to implement authentic and complex multilingual, multicultural literature with critical language awareness. The ambition of this class is that through thoughtfully exploring Native, Black/African-American, Chicano/Latinx, Middle Eastern, and Asian literature, teachers may deepen their commitment to critical consciousness with and for their students in language education. Prerequisites: Admission into master's or doctoral program. Crosslisted with: BLED 608.

BLED 510 - Dual Language Assessment
Hours: 3
The course focuses on the selection, evaluation, and design of means for assessing the oral and written language proficiency and academic achievement of bilingual and ESL students. Critical review of standardized tests as well as alternative and informal assessment techniques and instruments, consideration of relationships between first and second language proficiency, and academic achievement and sociocultural dimensions of testing and assessment. Prerequisites: Admission to the MED program or consent of the instructor. Crosslisted with: BLED 610.

BLED 512 - Social and Academic Language Development in English for Bilingual Learners
Hours: 3
The course focuses on analysis and application of current approaches to oral and written language development in English that result in higher academic achievement for K-12 English Language Learners (ELLs). Students will assess the oral languages and literacy skills of ELLs and design, evaluate, and modify/adapt commercial and research-based instructional materials to build on student strengths and meet identified needs. Crosslisted with: BLED 502.

BLED 513 - Advanced Sheltered Content Area Instruction
Hours: 3
The course focuses on analysis and application of second language acquisition research, theory, and pedagogical approaches to the teaching of math, science, social studies, and language arts in English to ESL students in K-12. Content-based ESL and sheltered instructional approaches, methods, and materials that meet state and local standards will be among those explored and experienced. Crosslisted with: BLED 503.

BLED 529 - Workshop:Bilingual/ESL Education
Hours: 3
Six semester hours may be applied to a graduate degree when topics vary. May be graded on a Satisfactory (S) or Unsatisfactory (U) basis.

BLED 589 - Independent Study
Hours: 0-4
Independent Study

BLED 597 - Special Topics
Hours: 0-4
Special Topics

BLED 602 - Advanced English & Spanish Academic Language Development for Emergent Bilinguals
Hours: 3
This course is designed for bilingual educators who work with bilingual education programs as teachers, instructional specialists, or administrators. Analysis and application of research-based approaches to oral and written language (English and Spanish) development for K-12 students who are becoming bilingual and biliterate. Creation, formal presentation, and evaluation of Spanish language arts instruction to native speakers of Spanish and of English language instruction to students not yet proficient in English. Advanced Spanish proficiency required. Prerequisites: Doctoral level standing or consent of the instructor. Advanced Spanish proficiency. Crosslisted with: BLED 502.

BLED 603 - Advanced Content Area Instruction for Emergent Bilinguals
Hours: 3
This course is designed for bilingual educators who work with bilingual education programs as teachers, instructional specialists, or administrators. Analysis and application of second language acquisition research, theory, and pedagogical approaches to the teaching of language arts, math, science and social studies in English and Spanish to K-12 students who are becoming bilingual and biliterate. Creation, formal presentation, and evaluation of culturally responsive content area instruction delivered in Spanish and in English using sheltered instruction approaches. Advanced Spanish proficiency required. Prerequisites: Doctoral level standing or consent of the instructor. Advanced Spanish proficiency. Crosslisted with: BLED 503.

BLED 604 - Advanced Technology Tools for Emergent Bilinguals
Hours: 3
This intensive course provides opportunities for experienced educators to further develop the ways in which they use technology with emergent bilinguals. Students will apply knowledge of current educational technology tools to their own teaching practices. They will incorporate videos, podcasts and more into websites designed to fit the needs emergent bilingual. Additionally, students will serve as teachers themselves as they provide recommendations to classmates for effectively using technology tools. Prerequisites: Doctoral level standing or consent of the instructor. Crosslisted with: BLED 504.

BLED 605 - Advanced Project-Based Learning for Emergent Bilinguals
Hours: 3
Both Project-Based and Problem-Based Learning build on student strengths and interests as they stimulate curiosity and motivate students to find answers for complex issues. Problem-Based Learning is aligned with Critical Pedagogy approaches as students to identify significant real world problems and seek multiple solutions. Students will identify and evaluate PBL models and create long-term, cross-disciplinary PBL plans that work for linguistically and culturally diverse learners in bilingual, ESL, and general education classrooms. Prerequisites: Doctoral level standing or consent of the instructor. Crosslisted with: BLED 505.

BLED 607 - Advanced Emergent Bilingual Family Engagement
Hours: 3
Emphasizing both research and practice, this course will help graduate students to understand the numerous benefits of involving emergent bilinguals' families in their children's education. Through review of scholarly and practitioner resources, students will explore specific, meaningful ways in which teachers can form a partnership with families to help emerging bilinguals be successful inside and outside of the classroom. Opportunities will be provided for graduate students to learn about the emerging bilinguals in their own communities, create practical resources to share with the families of students, and create a research based article to share what they have learned about engaging families. You do not need to be bilingual to take this course. Crosslisted with: BLED 507.

BLED 608 - Theories and Practices for Multilingual Literature
Hours: 3
Multilingual Literature explores both the problems and the possibilities of including multilingual, multicultural literature in the K-12 classroom. By first considering teachers' positionality, the course traverses the natural preferences of individual teachers, with its affordances and limitations, before considering how to implement authentic and complex multilingual, multicultural literature with critical language awareness. The ambition of this class is that through thoughtfully exploring native, black/African-American, Chicano/Latinx, Middle Eastern and Asian literature, teachers may deepen their commitment to critical consciousness with and for their students in language education. Crosslisted with: BLED 508.

BLED 610 - Valid Assessment & Accountability for English Learners
Hours: 3
This course is designed for bilingual and ESL educators who work with bilingual and ESL programs as teachers, instructional specialists or administrators. Selection, evaluation and design of means for assessing the oral and written language proficiencies and academic achievement of English Learners (ELs). Critical review of standardized tests and their usage in state-mandated accountability systems and authentic assessment techniques and instruments, consideration of relationships between L1 and L2 proficiencies and academic achievement, and sociocultural dimensions of testing and assessment. Prerequisites: Doctoral level standing or consent of the instructor. Crosslisted with: BLED 510.

BLED 612 - Advanced English Academic Language Development for English Language Learners
Hours: 3
This course is designed for ESL educators who work with ESL programs as teachers, instructional specialists, or administrators. Analysis and application of research-based approaches to oral and written English language development for K-12 ESL students. Creation, formal presentation, and evaluation of English language instruction to students not yet proficient in English. No Spanish proficiency required. Prerequisites: Doctoral level standing or consent of the instructor. Crosslisted with: BLED 602.

BLED 613 - Advanced Sheltered Content Area Instruction for English Language Learners
Hours: 3
This course is designed for ESL educators who work with ESL programs as teachers, instructional specialists or administrators. Analysis and application of second language acquisition research, theory, and pedagogical approaches to the teaching of language arts, math, science and social studies in English to K-12 students who are native speakers of multiple languages other than English. Creation, formal presentation, and evaluation of culturally responsive content area instruction delivered in English using sheltered instruction approaches. No Spanish proficiency required. Prerequisites: Doctoral level standing or consent of the instructor. Crosslisted with: BLED 603.

BLED 690 - Seminar in Bilingual/ESL Education
Hours: 3
Seminar in Bilingual/ESL (English as a Second Language) Education In depth analysis of major topics of critical concern to the profession. Nine semester hours may be applied to a doctoral degree when topics vary. Prerequisite: Doctoral level standing or consent of the instructor.

BLED 697 - Special Topic
Hours: 0-4
Special Topic

Early Childhood Education Courses

ECE 529 - Wkshp Early Childhood Ed
Hours: 1-6
Workshop in Early Childhood Education. Three to six semester hours. (Same as ElEd 529) Content and credit hours vary. May be graded on a satisfactory (S) and unsatisfactory (U) basis.

ECE 535 - Math Science and Social Studies Curriculum
Hours: 3
A study of the content, methods, and theory appropriate for extending learnings in math, science and social studies. Emphasis is placed upon formulating programs which extend and integrate the learning experiences of young children. Pre- Kindergarten, Kindergarten, Grades 1, 2, and 3.

ECE 536 - Literacy Development in the Early Years
Hours: 3
Study of the acquisition and development of language in the early childhood years with emphasis on the content, methods and theory, appropriate for extending learnings in listening, speaking, reading and writing. Pre-Kindergarten, Kindergarten, Grades 1, 2, and 3.

ECE 537 - Creative Expression in the Art
Hours: 3
Creative Expression in the Arts. Three semester hours. Study of the theory, content, and practice of integrating the performing arts into the curriculum design and the learning environments. Emphasis is placed on aesthetic development of young children through play, movement, music, visual art and creative dramatics.

ECE 538 - Clsrm Management Tchrs
Hours: 3
Classroom Management for Teachers. Three semester hours. A study of current theories and practices of classroom management and discipline in early childhood, elementary, and middle school settings.

ECE 548 - Dsgn Inquiry-Based Lrng
Hours: 3
The focus of this class is to investigate the inquiry approach to learning with emphasis of designing instruction in which specific explorations and activities of children arise from their own questions and lead to true engagement in the learning process. The curriculum and practices of the schools of Reggio Emilia, Itlay will be examined as an exemplary model.

ECE 560 - Early Child Curric Design
Hours: 3
Early Childhood Curriculum Design. Three semester hours. Overview of curriculum development in all subject matter areas in early childhood education. Emphasis is placed upon the investigation of theoretical influences on early childhood education- Pre-Kindergarten, Kindergarten, Grades 1,2,3.

ECE 561 - Child Development
Hours: 3
Child Development - Three semester hours This course is a study of the principles and theories of child growth and development in early childhood education. Course content centers on the physical, cognitive, affective, and social development domains. Students will be required to observe the development of a young child outside of the classroom in order to complete a comprehensive child study project.

ECE 566 - ECE: Learning Environments and Instructional Design
Hours: 3
(Same As EDCB 566) This course provides knowledge and practice in designing developmentally appropriate learning environments and instructional design with the use of technological and other tools/materials to advance learning for children in prekindergarten through the primary grades. Students will investigate the relationship between the classroom environment and instructional planning for young children.

ECE 567 - Prof Dev Prac in ECE
Hours: 3
Professional Development Practicum in early Childhood Education - Three semester hours. Students develop professional skills related to a specialty practice in the field of early childhood education. This practicum provides field based experiences to develop and demonstrate competency in the professional development certificate sought. May be repeated when topics vary. Graded on a satisfactory (S) or unsatisfactory (U) basis. Prerequisites: approval by an advisor to complete a professional development certificate program.

ECE 575 - Advocacy & Collaboration
Hours: 3
Advocacy, Family, & Community Collaboration - Three semester hours An emphasis on helping early childhood professionals develops skills and insights to work effectively with parents and the community. To provide opportunities for professionals, families and the community to build effective communication systems and a supportive infrastructure. Early childhood professionals will become knowledgeable of social issues, educational reform and public policy that influence families and their young children. 3 semester hours credit. Prerequisite: Graduate Standing.

ECE 589 - Independent Study
Hours: 1-4
Independent Study in Early Childhood Education. One to four semester hours. (Same as ElEd 589) Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

ECE 597 - Special Topics
Hours: 0-4
Special Topic: Early Childhood Education. One to four semester hours. (Same as ElEd 597) Organized Class. May be graded on a satisfactory (S) or unsatisfactory (U) basis. May be repeated when the topic varies.

ECE 634 - History and Philosophy of Early Childhood Education
Hours: 3
This course is the study of the history and philosophy of early childhood education and related movements. The focus will be on the impact of past and present early childhood educational philosophies on programs for young children. This course will examine the major theories of early childhood education and the writings of historical contributors whose works have influenced modern early childhood educational thought. Prerequisite: Doctoral Standing

ECE 648 - Leadership in Early Childhood Education
Hours: 3
This seminar in organizational theory for professionals who work in early childhood education will focus on program administration, child advocacy, and public policy. This is a study of the policy making processes and procedure that impact children, families, and communities. The course provides for the development of skills needed to be effective leaders in early childhood education. Prerequisite: Doctoral Standing.

ECE 659 - Trends and Issues in Early Childhood Education
Hours: 3
This course provides an opportunity to explore the critical trends and issues being debated within the field of early childhood education. Topics will be examined through historical and contemporary theory and practices with emphases on themes linked to policy and advocacy. This study will offer a better understanding of current trends and develop the skills needed to critique ideas and issues surrounding early education. Prerequisite: Doctoral Standing

ECE 663 - Seminar in Research in Early Childhood Education
Hours: 3
This course provides students with an opportunity for an in-depth examination of research in early childhood education. They will review theoretical and empirical early childhood research literature. Students will critically examine a variety of relevant research. Topics in the field and share their finding in the seminar. Prerequisite: Doctoral Standing

ECE 675 - Parent Partnerships and Family Literacy
Hours: 3
An emphasis on the needs, values and avenues for partnerships with families and an analysis of varied definitions of family literacy and research on family literacy including: examination of the ways literacy is used within families, programs that are designed to involve and inform parents about activities that will promote their children's literacy, and intergenerational literacy initiatives. Programs designed to improve the literacy development of both adults and children will be connected to implications for reading instruction and the creation of reciprocal partnerships with parents. Prerequisite: Doctoral Standing

ECE 682 - Assessment in Early Childhood Education
Hours: 3
This course provides a comprehensive and critical review of early childhood assessment practices and the research that supports these practices. Participants will determine the uses, characteristics, interpretation, and limitation of a variety of formal and informal measures. Participants will engage in a variety of activities to help them become knowledgeable consumers of assessment and screening measures used in early childhood programs to assist teachers in making sound instructional decisions. Prerequisite: Doctoral Standing

ECE 689 - Independent Study
Hours: 1-4
Independent Study in Early Childhood Education Hours: One to four Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. Prerequisite: Consent of department head. Note: May be repeated when the topic varies

ECE 697 - Special Topics
Hours: 1-4
An organized class delivered with a seminar format around a specialized topic or content area within the field of Early Childhood Education Prerequisite: Doctoral level standing or consent of the instructor Note: May be repeated when topics vary

Education Curr & Inst Courses

EDCI 500 - Issues in Education
Hours: 3
Issues in Education. Three semester hours This course focuses on major philosophical and ideological beliefs and their impact on the organization and structure of American education. Specific issues may include the nature of learning, human development, current brain research, multiple intelligences, learning styles, curriculum design and evaluation, teaching strategies, alternative assessment, legal issues, educational technology, and conflict management. May be repeated when topics vary.

EDCI 501 - Foundations of Instructional Coaching
Hours: 3
This course will build teacher leaders' understandings of the fundamentals of instructional coaching. It presents an in-depth coverage of the knowledge, strategies, skills, and processes needed to successfully guide classroom teachers as they work to create quality learning experiences for diverse learners within the classroom. This course provides current and future instructional coaches with learning experiences designed to help them support teachers and schools in transforming their instructional behaviors, routines, curriculum implementations, and beliefs.

EDCI 502 - Strat Tchng at Risk Stud
Hours: 3
Strategies For Teaching the At-Risk Student. Three semester hours Designed to provied specific strategies for enhancing learning for the at-risk student, to develop an increased awareness of students who may be potentially at risk, and to enable teachers to design workable plans for addressing the needs of this student.

EDCI 506 - Nature & Needs Gifted St
Hours: 3
The Nature and Needs of Gifted Students. Three semester hours A survey of the major facets of gifted education with particular emphasis placed on the nature and needs of gifted students. The historical development of gifted education, characteristics fo the gifted students identification of gifted students, the socio-emotional needs of gifted students and curricular and instructional strategies appropriate for the gifted are examined.

EDCI 507 - Tchng Strat Gifted/TAL
Hours: 3
Teaching Strategies and the Gifted/Talented. Three semester hours. Strategies, methods, and techniques of teaching the gifted student are explored. Opportunities are provided for development of strategies based on principles of gifted education. Special emphasis will be devoted to selection of strategies for the development of creativity.

EDCI 508 - Curric Dev for the Gifted
Hours: 3
Curriculum Development for the Gifted Student. Three semester hours. An exploration of theory, research, and practices related to the selection and organization of curriculum for the gifted student. Emphasis will be placed on curricular models and selecting materials used in gifted education. Opportunities will be provided for the development of curriculum for the gifted student.

EDCI 509 - Trends Gifted Educ
Hours: 3
Trends and Issues in Gifted Education. Three semester hours Current problems, trends, and issues in gifted education are researched Emphasis is placed on current research and literature relating to definition of giftedness, identification, programming, and counseling and guidance for the gifted student.

EDCI 510 - Nature and Needs of the Gifted Learner in STEM
Hours: 3
This course will explore the nature of the gifted and talented student the needs of this student and how defined needs must be addressed in science, technology, engineering, art, and mathematics. Particular emphasis will be placed on the instructional, curricular, social and emotional needs of the gifted learner. Prerequisites: No prerequisites are required for this course.

EDCI 514 - Mgmt & Curr Dev for Div Lrnrs
Hours: 3
(Same As EDCB 514) Management and Curriculum Development for Diverse Learners This course contains introductory content for the professional body of knowledge necessary for effective teaching in a K-12 classroom. Competency in instructional design as well as organizing and managing a classroom in diverse environments will be developed. The content of this course will include classroom procedures and management, knowledge of research-based teaching strategies, curriculum analysis/development and lesson design, teaching models, formative and summative assessment, and certification issues. Students will exhibit an understanding of the domains and competences Texas teachers are expected to demonstrate on the Pedagogy and Professional Development TExES certification examination.

EDCI 515 - Evidence-Based Teaching for Diverse Populations
Hours: 3
(Same As EDCB 515) This capstone course requires students to apply and expand their knowledge through a number of project-based and research initiatives. Students will synthesize or integrate the knowledge they have developed throughout the prerequisite courses in a clinical/internship experience. The course focuses on understanding diagnostic teaching practices and aligning the needs of a diverse population of students. Course requirements will include designing and implementing responsive instruction and assessment, creating a community of learners, and exhibiting an understanding of the legal and professional responsibilities outlined on the Pedagogy and Professional Responsibility TExES test. Prerequisites: EDCI 514 & ETEC 524 or ECE 566. Enrollment is limited to teacher candidates fully admitted into the Alternative Certification Program & completing an internship or student teaching with Advisor approval.

EDCI 516 - Literacy for Special Populations
Hours: 3
An introduction of effective teaching practices to develop literacy (reading, writing, speaking, listening, media viewing). Topics include the developmental process of literacy, assessment, writing, and technological applications that can contribute to proficiency in literacy. An emphasis will be placed on assisting English Language Learners and students with disabilities to become competent readers and writers.

EDCI 517 - Rdg & Lrng in K-12 Cont Area
Hours: 3
(Same As RDCB 517) READING & LEARNING IN K-12 CONTENT AREAS This course is designed for graduate students in the alternative certification program seeking initial teacher certification. The focus is on reading comprehension, conceptual development, and strategies for interacting with expository text and medias . The role of the teacher, the structure of text , text analysis methods, and content area reading strategies are examined in relation to the student and the learning process. Research-based reading strategies are discussed as appropriate for all elementary and secondary grade levels

EDCI 518 - Thesis
Hours: 6
Thesis. Six hours This conference course introduces the candidate for the Master of Arts degree to the theories and techniques of educational research and leads to the completion and acceptance of the thesis.

EDCI 519 - Response to Intervention Applied to Exceptional Learners
Hours: 3
(Same As EDCB 519) This course will build capacity among students to implement the Response to Intervention framework in local and state education agencies. Participants will examine the RTI components of screening of students, monitoring student progress, providing evidence-based interventions and identifying students with special learning needs.

EDCI 520 - Introduction to STEM Education
Hours: 3
Introduction to STEM education is designed to explore the literature and current practices in STEM/STEM education in K-12 classrooms. The primary objective is for students to advance their professional knowledge, skills and practice in the area of STEM instruction.

EDCI 522 - Induction Year Seminar for School Teachers
Hours: 3
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 meetings. Weekly support group discussions enable students to become reflective practitioners while exploration, modeling, and implementation of effective teaching strategies encourages professional growth.

EDCI 523 - Internship in Schools
Hours: 3
This course will provide experiences in various environments that will be supervised by mentors and university liaisons. Regular seminars may be held which will focus on concerns related to education and/or the workplace.

EDCI 524 - Language Arts Curriculum
Hours: 3
A consideration of techniques of teaching the communication skills and the role of linguistics in the language arts program.

EDCI 525 - Project Based Learning
Hours: 3
This course is designed for a student to examine the project based learning teaching model. The overall goal is to examine and identify the key components of effective project based learning. Students will explore elements of best practice for designing and implementation of a project. Also, within the course, students will examine the variety the roles in project based learning, specifically the teacher, student, and community.

EDCI 527 - Integrating Digital Literacies Into Traditional Instructional Settings
Hours: 3
This course will examine ways in which educators can bridge the gap in engagement in school settings by addressing the integration of popular culture, outside of the classroom/social aspects and digital literacies within the traditional academic learning setting. The course will address strategies and emerging technologies to make curriculum relevant and authentic, as well as teach course participants to use skills and technology tools that will cross subject areas beyond ELA. Best practices in using technology as teaching and learning tools will be presented, and students will define and explore current uses of digital literacies to create, as well as improve lessons and classroom experiences.

EDCI 529 - Workshop
Hours: 3-6

EDCI 530 - Mathematics Curriculum
Hours: 3
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.

EDCI 535 - Ldrshp & Supv in Sch
Hours: 3
Leadership and Supervision in Schools. Three semester hours A study of the meaning and fundamental principles of leadership and supervision. Consideration is given to the development of teacher leaders and to the solution of administrative and pedagogical problems that supervisors and teachers leaders encounter in schools.

EDCI 538 - Classroom Mgmt for Tchrs
Hours: 3
Classroom Management for Teachers. Three semester hours (Same as ECE 538) A study of current theories and practices of classroom management and discipline in schools.

EDCI 540 - Mathematics Instruction for the 21st Century#Instruction
Hours: 3
This course prepares students for success with the Texas Essential Knowledge and Skills for Math. This course takes a closer look at how children learn mathematics, and how we can foster a mindset for doing mathematics. It includes: NCTM’s principles for mathematics education; ways children develop mathematical understanding, problem solving skills, and processes used to get there; analyzing student’s error patterns; and resources for teaching mathematics.

EDCI 541 - Science Instruction for 21st Century Learners
Hours: 3
This course will focus on effective elementary science classroom instructional practices supporting mastery of the Texas Essential Knowledge and Skills and the Next Generation science standards. The course content and activities address the inquiry process in instruction, resources for teaching science, strategies that support student-centered and constructivist-based pedagogical design and technology applications.

EDCI 545 - Issues in the Development of the Elementary Curriculum
Hours: 3
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.

EDCI 550 - Leadership in Gifted and Talented Education
Hours: 3
This course is one in a series of courses in gifted education designed to prepare educators to lead programs in gifted and talented education. Opportunities to analyze, create and evaluate instructional and curricular experiences in an school setting while working as a GT Coordinator or working cooperatively and collaboratively with a school leader/mentor in gifted education characterize this course. Students are involved in participation, collection and evaluation of artifacts related to GT curriculum development, instructional design, identification, assessment, professional development, parent-community relations. Outcomes of these experiences will be tangible products illustrating preparation for and enhancement of GT program leadership.

EDCI 557 - Social Studies Curriculum
Hours: 3
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.

EDCI 558 - Science Curriculum
Hours: 3
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.

EDCI 559 - Diversity & Equity in Edu
Hours: 3
Multicultural Ed in School. Three semester hours. This course focuses on factors of diversity that impact decisions educator must make regarding design and implementation of curriculum, teaching strategies, and materials in order to provide equity and excellence for all learners.

EDCI 560 - Designing Curriculum and Instruction for the Culturally Diverse Learner
Hours: 3
This course will explore the characteristics of diversity in today's global environment and provide concrete examples of how curriculum and instruction can be differentiated to address the cognitive, socio emotional and socio-cultural needs of the culturally diverse learner. The course will emphasized the relationship between culture and learning and how modifications in curriculum, instruction, and assessment impact the learning environment.

EDCI 566 - Practicum
Hours: 1-6
Practicum. Six semester hours. Students develop conceptual and professional skills related to their practice in the field. For each semester hour of credit, five hours are spent in lecture/staff development and 1`0 hours are spent applying what was learned in a field-based setting. May be repeated. Graded on a satisfactory (S) or unsatisfactory (U) basis. Prerequisite: Consent of instructor.

EDCI 575 - Differentiated Instruction
Hours: 3
An exploration of the literature and current practices in differentiating instruction in elementary classrooms (K-8). The primary objective of this class is for students to advance their professional knowledge, skills and practice for more effective teaching through differentiated instruction.

EDCI 589 - Independent Study
Hours: 1-6
Independent Study. variable credit Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

EDCI 595 - Research Lit Tech
Hours: 3
Research Literature and Techniques. Three semester credits. This course provides a review of significant research studies produced by investigators in the student's major field with emphasis on the investigative and verification techniques employed. The student is required to demonstrate competence in using systematic research techniques through the investigation and formal reporting of a research problem.

EDCI 597 - Special Topics
Hours: 1-4
Special Topic. variable credit Organized class. May be graded on a satisfactory (S) or unsatisfactory (U) basis. May be repeated when topics

EDCI 620 - Policy and Practice in Education
Hours: 3
Multiple conceptions of the relationship between policy and practice in K-12 education. Includes a study of major developments and shifts in educational policy in the United States over time. Focuses on the relationship between policy and practice in K-12 education and the extent to which policy can both create and resolve curricular and instructional problems in schools. Prerequisites: Doctoral level standing or consent of the instructor.

EDCI 621 - Advocacy, Equity, and Social Justice
Hours: 3
This course examines various areas and effects of curriculum advocacy in education. It is designed to support students' agency as change makers who can effectively advocate for all students and equitable schools. Topics include: theory of change, advocacy models and movements, and teacher/educator leadership and voice. Students engage directly with policy-makers, advocacy groups, and social justice leaders in education while developing their own advocacy project and voice. Prerequisites: Doctoral level standing or consent of the instructor.

EDCI 632 - Pedagogy and Philosophy of Education
Hours: 3
This course shall examine traditional and contemporary philosophies associated with the pedagogy of education. Best research-based practices shall be emphasized as well as how these pedagogical practices are grounded in theories and philosophies for classroom and school settings. Specific and explicit theoretical and philosophical applications will be made to the growth and development of the learner. Progressive approaches to curriculum and instruction will be explored. Prerequisites: Doctoral level standing or consent of the instructor.

EDCI 640 - Leadership in Professional Learning
Hours: 3
This course will help instructional leaders develop their skills and abilities to effectively engage colleagues in professional learning. Focus areas include an examination and application of theories related to andragogy, leadership, decision-making, communication, motivation, and group dynamics. This course will also review the research surrounding professional learning communities and educational change. Prerequisites: Doctoral level standing or consent of the instructor.

EDCI 651 - Curr & Instr Desgn
Hours: 3
Curricula and Instructional Design. Three semester hours. This course provides an examination of research literature relative to the process of designing, implementing, and evaluating curricula and instructional strategies. Prerequisite: Doctoral level standing or consent of instructor.

EDCI 652 - Research on Learner
Hours: 3
Research on the Learner. Three semester hours. A study of significant research in the cognitive and metacognitive learning process of young children and implications for instructional strategies. Prerequisite: Doctoral level standing or consent of instructor.

EDCI 655 - Assessment Lrng & Lrnr
Hours: 3
Assessment of Learning and the Learner. Three semester hours. A study in evaluating the total elementary school program. Attention is given to available evaluation tools, including measurement devices of all types. Particular attention is given to construction of appropriate classroom tests to insure accountability according to Texas' Essential Knowledge and Skills, and to the development of plans for school improvement.

EDCI 657 - Content Area Literacy
Hours: 3
Content Area Literacy. Three semester hours. Examination of research on learning in the content curriculum areas of science, math, social studies and music; emphasis on strategies content area teachers may use to foster content area learning. Prerequisite: Doctoral level standing or consent of the instructor.

EDCI 658 - Process Writing in the Elementary School
Hours: 3
An examination of process writing research, with an emphasis on implementation in public school programs. Prerequisites: Doctoral level standing or consent of the instructor.

EDCI 659 - Educational Inquiry
Hours: 3
This course will serve as an introduction to doctoral studies in the Curriculum and Instruction department and help students develop skills to be successful as a doctoral student. It will focus on reading and writing various types of scholarly manuscripts as well as library skills and the development of an initial literature review.

EDCI 687 - Sociocult Inquiry in C&I
Hours: 3
The course content centers on qualitative research in the sociocultural environments of public schools. The methodology (research design, data collection, data analysis) associated with this form of inquiry shall be delineated, and students shall experience inquiry from participation in the process. Accordingly, the course focuses on the philosophical and methodological differences between varying approaches (narrative, phenomenology, case studies, grounded theory, and ethnography) to research including mixed methods. Academic writing and critical reading of qualitative research shall also be addressed. This is an approved Level III doctoral research tools course. Pre-requisites : EDCI 695

EDCI 689 - Independent Study
Hours: 1-4
Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

EDCI 690 - Seminar in Education
Hours: 3
Each course provides an in-depth analysis of major topics and is designed for the advanced student in education. Topics vary. Prerequisites Doctoral level standing or consent of the instructor.

EDCI 695 - Research Methodology
Hours: 3
(Same as Coun/EdAd/Psy/695) An overview of research methodology including basic concepts employed in quantitative and qualitative research methods. Includes computer applications for research. This is an approved Level I research tools course. Prerequisite: Doctoral level standing or consent of the instructor.

EDCI 696 - App of Rsch Methods
Hours: 3
This is an approved Level III doctoral research tools course that provides application of research methodology in curriculum and instruction including basic concepts employed in quantitative and qualitative research methods. Students will carry out the research study designed in EDCI 695, data collection, data analysis, and use of computer applications for research. Prerequisites: EDCI 695, a Level 2 Doctoral Research Tool (EDCI 699 or HIED 617 or PSY 612), and Doctoral level standing. Note: Meets requirements for a Level 3 research tool course

EDCI 697 - Special Topics
Hours: 1-4
Special Topics. One to four semester hours. (Same as RDG 697) Organized class. May be repeated when topics vary. Prerequisite: Doctoral level standing or consent of the instructor.

EDCI 698 - Research: Design and Replication
Hours: 3
Examination of research designs related to curriculum and instruction including: survey research, quantitative content analysis, correlational research, true experimental research, quasi-experimental research, pre-experimental research, single-subject research/behavior analysis, causal-comparative research, program evaluation, qualitative research, combined qualitative/quantitative research, and meta-analysis. Includes creation of a sophisticated research design appropriate for a doctoral dissertation. In order to enroll in this course, tools courses 1-4 must have been successfully completed. This is an approved doctoral research tools course. Prerequisites: Doctoral level standing, and all Tools 1-4 classes must be completed.

EDCI 699 - Statistics: Cont Proc App
Hours: 3
This is an approved Level II doctoral research tools course that focuses on the content, process, application, & reporting of statistical analyses in research. Computer applications will be integrated with the following content: populations, samples, frequency distributions, scaling & coding data, the structure of a data file, measures of central tendency, variance, standard deviations, z scores, normal curves, hypothesis testing, t tests for dependent & independent means, effect size & power, correlation, regression, ANOVA, Chi-square, post hoc tests, & probability. Students will investigate the uses & limitation of statistical software while exploring the reasoning & assumptions underlying the inferential statistical process. Students learn & apply stat concepts Prerequisite: Doctoral Standing and EDCI 695.

EDCI 718 - Doct Dissertation
Hours: 3-12
Doctoral Dissertation Hours: Three to Six A candidate must present a dissertation acceptable to the student's advisory committee and the Dean of Graduate Studies and Research on a problem in the area of his/ her specialization. To be acceptable the dissertation must give evidence that the candidate has pursued a program of research, the result of which reveals superior academic competence and a significant contribution to knowledge. Note Graded on a (S) satisfactory or (U) unsatisfactory basis

Elementary Education Courses

ELED 501 - Lang Acq Dev E Ch
Hours: 3
Language Acquisition and Development in Early Childhood. Three semester hours. A study of the acquisition and development of language in young children with a comprehensive examination of the major areas of language experiences.

ELED 512 - Effective Teaching and Professional Growth
Hours: 3
This course contains the professional body of knowledge necessary for effective teaching. This course emphasizes theories and issues of education that are directly related to teacher professional growth. The content of the course will include site-based management, professional ethics, school environment issues, communication issues, educational research, and political influences. Students will exhibit an understanding of the Texas teacher competencies as outlined on the Pedagogy and Professional Responsibility portion of the TExES test. Note: Enrollment is limited to teachers on emergency certification.

ELED 514 - Management/Curr Dvlp Diverse L
Hours: 3
Management and Curriculum Development for Diverse Learners. Three semester hours. This course contains the professional body of knowledge necessary for effective teaching. This course emphasizes methods of organizing and managing a classroom based on an understanding of diverse environments. Teacher skills which have been proven to be effective in supporting diversity in the classroom will be developed. The content of this course will include classroom management strategies, curriculum and lesson planning, teaching models, assessment models, and certification issues. Students will exhibit an understanding of the Texas teacher competencies as outlined on the Pedagogy and Professional Responsibility portion of the TExES test.

ELED 515 - Effective Teaching Diverse Env
Hours: 3
Effective Teaching in a Diverse Environment. Three semester hours. This course contains the professional body of knowledge necessary for effective teaching. This course focuses on understanding theories and strategies that address the needs of a diverse population. Included in this course will be diversity issues, refinement of classroom management and planning techniques, teaching strategies, and informal and formal assessment practices. Students will exhibit an understanding of the Texas Teacher competencies as outlined on the Pedagogy and Professional Responsibility portion of the TExES test. Enrollment is limited to teachers on an emergency permit. Co-requisite ElEd 523. Prerequisites: ELED 514.

Reading Courses

RDG 515 - Read/Learn Content Area
Hours: 3
Reading and Learning in Content Areas. Three semester hours. This course is designed for graduate students in the emergency permit program seeking initial teacher certification. The focus is on reading comprehension, concept development and strategies for interacting with expository materials. The role of the teacher, the text, and the student are examined in the learning process. Text analysis methods, teacher directed strategies, reader-based strategies, and literature are discussed as appropriate for all elementary and secondary grade levels. Enrollment is limited to teachers on emergency certification.

RDG 516 - Foundations of Reading
Hours: 3
(Same As RDCB 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.

RDG 520 - Literacy and Instruction I: Literacy Foundations In Emergent and Early Readers
Hours: 3
This course explores foundational literacy concepts and instructional strategies in the following areas: oral language, phonological and phonemic awareness, alphabetic principle, concepts about print, word analysis, and fluency in emergent, early, and transitional stage literacy learners.

RDG 521 - Literacy & Instruction II: Comprehension Processes and Strategies in Later Elem., MS, & HS
Hours: 3
This course examines research and evidence-based strategies that promote academic vocabulary development and comprehension of a variety of literary and expository texts. Students will explore and learn how to select, and utilize appropriate books and other materials that build comprehension processes in later Elementary, Middle School, and High School literacy learners.

RDG 523 - Promoting Literacy Through Language Acquisition and Development
Hours: 3
Promoting Literacy Through Language Acquisition and Development. Students in this course will gain knowledge and skills in primary and secondary language acquisition, including the relationship of these languages, to facilitate and promote literacy. Other skills include: conducting appropriate reading assessments on an ongoing basis; designing and implementing effective reading instruction that reflects state content and performance standards addressing the needs of all learners; applying knowledge of reading difficulties, dyslexia, and reading disabilities to facilitate and promote literacy; and using research-based reading instruction that is collaborative and consultative with colleagues, mentoring, coaching, and providing professional development

RDG 528 - Centering and Integrating Authentic Writing Experiences in the Literacy Classroom
Hours: 3
This course is designed to develop understanding of the writing process and how it is taught in a writing workshop environment. Students will learn about the reciprocity between reading and writing instruction and explore ways to authentically use writing across the genres to enhance reading comprehension of literary and expository texts.

RDG 529 - Workshop
Hours: 3
Workshop in Reading. Three to six semester hours. May be graded on a satisfactory (S) or unsatisfactory (U) basis.

RDG 530 - NWPNET Summer Writing Institute-Teachers Teaching Teachers
Hours: 6
This professional development course is founded on the fundamental beliefs of the National Writing Project: teachers teaching teachers through collective experience and knowledge building centered on five core principles: inquiry, dialogue, authenticity, revisioning, and challenge. This course is designed to develop education leaders, with a particular focus on writing instruction using a writing workshop approach. It aims to transform perspectives and instructional approaches for teaching writing relative to current trends and hot topics in literacy instruction. In this model, teaching experience is valued and the learning community supports personal and professional writing, and curriculum development through reading, writing, collaboration, and inquiry across the disciplines. In this process-oriented writing workshop, participants will be guided by as they explore expert models and mentor texts that aim to build ability, connections, and empathy for diverse learners.

RDG 535 - Integrating Multicultural and Social Justice Literature
Hours: 3
This course will focus on incorporating multicultural and social justice books at all levels (EC-12th grade classes) within the literacy classroom. This course will also address social justice issues and explain how literature contributes to the knowledge that encourages the fair division of economic, political, and social rights and opportunities. Additionally, in this course, you will learn ways to help students engage in critical literacy conversations.

RDG 540 - Content Area Literacy
Hours: 3
This course is designed to address how literacy is taught and assessed across content areas. Using both content literacy and disciplinary literacy approaches, students will learn strategies for increasing comprehension and leverage writing as a tool for formulating and organizing ideas that lead to a deeper understanding of concepts and topics across content areas.

RDG 560 - Literacy Assessment
Hours: 3
In this course, students will learn to administer and analyze the results of various formal and informal literacy assessments for the purpose of planning instruction and interventions.

RDG 562 - Critical Issues in Lit Edu
Hours: 3
Critical Issues in Literacy Education. Three semester hours. This course is designed to increase awareness and understanding of critical issues surrounding the evolving concept of literacy. This course will study selected issues affecting educational thought and schooling practices emphasizing critical analysis of the cultural, political and sociological contexts of school-societal problems.

RDG 567 - Practicum in Literacy Assessment/Intervention, Coaching, and Campus Leadership in Elem., MS & HS
Hours: 3
This course provides opportunities for students to apply their understanding of literacy instruction, intervention, and assessment. Additionally, students will engage in literacy coaching, and other campus literacy leadership responsibilities and initiatives. The Practicum Course may only be taken during the final long semester (Fall/Spring) of a student's Reading Master's Program. Additionally, Reading Master's Candidates must have access to a Texas Elementary, Middle, or High School campus where they will complete practicum tasks. Instructor approval is required before registering for this course.

RDG 589 - Independent Study
Hours: 1-4
Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

RDG 597 - Special Topics
Hours: 3
Special Topics. One to four semester hours. Organized class. May be graded on a satisfactory (S) or unsatisfactory (U) basis. May be repeated when topics vary.

RDG 640 - Seminar in Research
Hours: 3
Seminar in Research. Three semester hours. A study of significant research in literacy and related areas. May be repeated once. Prerequisite: Doctoral level standing or consent of the instructor.

RDG 650 - Child, YA, & Multicul Lit
Hours: 3
Child, Young Adult, & Multicult Lit: History, Pedagogy, and Technology This course will address four major literature issues related to elementary and secondary school students: 1) explore children's, young adult literature, and multicultural literature genres, 2) research current and historical trends and issues, 3) investigate integration and cross curricular pedagogical issues, and 4) probe the expanding definition of texts in a technological medium. Prerequisite: Doctoral level standing or consent of instructor.

RDG 667 - Reading Proc:Theor & Impl
Hours: 3
The Reading Process: Theories and Implications. Three semester hours. An in-depth analysis of varied definitions and theories of reading including examination of implication for reading instruction. Prerequisite: Doctoral level standing or consent of the instructor.

RDG 689 - Independent Study
Hours: 1-4
Independent Study in Reading. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

RDG 690 - Seminar in Rdg Ed
Hours: 3
Seminar in Reading Education. Three semester hours. In depth analysis of major topics of critical concern to the profession. Nine semester hours may be applied to a doctoral degree when topics vary. Prerequisite: Doctoral level standing or consent of the instructor.

RDG 692 - Learning to Read
Hours: 3
Learning to Read: From Research to Best Practice. Three semester hours. The 21st century began with a renewed call to "leave no child behind" in learning to read. But how can this be accomplished? This course is designed to examine the major approaches to beginning reading that have been advocated and practiced over the past 50 years. Participants will answer the questions "Can all children learn to read?" and "What does the research say about beginning reading instruction?" Prerequisite: Doctoral level.

RDG 697 - Special Topics
Hours: 1-4
Special Topics. Three semester hours. (Same as ElEd 697) Organized class. May be repeated when topics vary. Prerequisite: Doctoral level standing or consent of the instructor.

Secondary Education Courses

SED 500 - Issues in Education
Hours: 3
Issues in Education. Three semester hours. Focuses on major philosophical and ideological beliefs and their impact on the organization and structure of American education. Specific issues may involve classroom management and discipline, parent involvement, the nature of learning, human development, current brain research, multiple intelligences, learning styles, curriculum design and evaluation, teaching strategies, alternative assessment, legal issues, educational technology, crisis management and conflict management.

SED 501 - Induc Yr Sem for Sec Schl Teac
Hours: 3-6
Induction Year Seminar for Secondary School Teachers. Three to six semester hours. This course is designed to support the transition of new teachers during their induction year. Students actively work with the instructor to develop the content of the course through analysis of needs assessment conducted during first class meeting. Support group discussions enable students to become reflective practitioners while exploration, modeling, and implementation of effective teaching strategies encourage professional growth. Co-requisite: SED 523

SED 505 - Teacher Leader
Hours: 3
This course provides a study of leadership skills and trends in collaborating to improve teaching and learning in the secondary school setting. The course is designed for teacher leaders serving as the Department Head, Team Leader, Literacy Coach, dean of instruction, content facilitators, and other specialists.

SED 510 - Assessment in Teaching and Learning
Hours: 3
Focuses on formal and informal assessment strategies to be used by teachers of secondary students. Topics will include reliability, validity, bias, performance assessment, portfolios, affective assessment, standardized test score interpretation, and formative assessment. Particular attention will be given to practical applications of the assessment of learners within a particular classroom setting and curricular context.

SED 511 - Adolescent Growth and Development
Hours: 3
This course will focus on the physical, cognitive, socio-emotional, and moral stages of human development of adolescents between the ages of 11 and 19. Emphasis will be placed on individual differences and how educators can employ principles of curriculum and instruction to address the needs of adolescents. The impact of social and environmental factos on adolescents will be a key component of this course.

SED 512 - The Secondary School: Teaching and Learning in the 21st Century
Hours: 3
This course explores contemporary trends and issues influencing the secondary school (middle, jr. high, and high school) and the impact of those trends on the adolescent learner. The course shall address teaching and learning in the twenty-first century such as how to design instruction to support critical thinking, problem solving, creative thinking, best uses of technology and the student's awareness of the impact of globalization in an interconnected world.

SED 513 - Secondary Schl Curriculum
Hours: 3
The Secondary School Curriculum. Three semester hours. Focuses on descriptions and analyses of models of curriculum theory and curriculum development. Specific emphasis will be placed on philosophical and social forces which affect the design, implementation, and assessment of the curriculum. Particular attention will be given to practical applications of curriculum design and evaluation and leadership efforts necessary for overcoming individual and organizational resistance to change.

SED 516 - Educ Rsch for Eff Tchng
Hours: 3
Educational Research for Effective Teaching. Three semester hours. Contains the professional body of knowledge necessary for effective teaching. This course emphasizes theories and issues of education that are directly related to teacher professional growth. The content of the course will include site based management, professional ethics, school environment issues. Communication issues, educational research, and political influences. Students will exhibit an understanding of the Texas teacher competencies as outlined on the Professional Development portion of the TExES test. Enrollment is limited to students accepted into the Alternative Certification Program (ACP). Prerequisites: SED 514, 515.

SED 521 - Models of Tchng Sec Schl
Hours: 3
Models of Teaching in the Secondary School. Three semester hours. Includes a study of the research, philosophy, and learning theory underlying current models of instruction. Practical alternative teaching strategies effective in accommodating students with diverse learning styles will be discussed as well as classroom management and the implications of whole-brain research and multiple intelligences for secondary/middle school teaching. Particular attention will be given to the teacher as an agent and manager of change.

SED 523 - Internship
Hours: 3
Internship. Three semester hours. Provides experiences in various environments which will be supervised by mentors and university liaisons. Regular seminar sessions may be held which will focus on concerns related to education and/or the workplace.

SED 528 - Learning Theories and Philosophy
Hours: 3
This course shall examine the concepts, ideologies, and research of human learning, with particular attention to the learner as a constructor of knowledge. The pragmatic application of learning theories to the development of the adolescent learner shall be emphasized.

SED 529 - Workshop
Hours: 3
Workshop. Three semester hours. Topics will be selected with reference to the needs of learners. Graded as A-F or (S) satisfactory or (U) unsatisfactory.

SED 559 - Diversity & Equity in Edu
Hours: 3
Diversity & Equity in Edu. Three semester hours. Focuses on sociocultural issues which influence learning and work environments. The cultural dynamics of racism, ethnicity, ageism, sexism, elitism, bilingualism, disabilities, and other cultural diversities are emphasized.

SED 589 - Independent Studies
Hours: 1-4
Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisites: Consent of department head.

SED 590 - Seminar in Secondary Education
Hours: 3
Each course provides an in-depth analysis of major topics in secondary education, including addressing classic and contemporary issues. Topics vary.

SED 597 - Special Topics
Hours: 1-4
Special Topics

SED 613 - Problems and Trends in Secondary Education
Hours: 3
This course shall explore contemporary challenges and trends associated with secondary schools within local, national, and global settings. Political, economic, socio-cultural, and historical influences on secondary education will constitute the framework for understanding the high school experience. Prerequisites: NA. Crosslisted with: SED 513.

SED 614 - Research in Teacher Leadership
Hours: 3
This course provides a study of research addressing leadership skills and trends in collaborating to improve teaching and learning in the secondary school setting. The course is designed for teacher leaders serving as the department head, team leader, literacy coach, dean of instruction, and/or content facilitator. Prerequisites: There are no prerequisites for this course. Crosslisted with: SED 505.

SED 632 - Sec Curr Problems and Trends
Hours: 3
Secondary Curriculum Problems and Trends. Three semester hours. Includes a study of the problems facing the nation's schools and efforts made to resolve them. Programs and curricula necessary for preparing students to function optimally in the 21st century will be discussed.

SED 640 - Research in Adolescent Growth and Development
Hours: 3
This course is devoted to an exploration of current research and practices addressing the physical, cognitive, socio-emotional, and moral stages of human development of adolescents between the ages of 11 and 19. Emphasis will be placed on individual differences and how educators can employ principles of curriculum and instruction to address the needs of adolescents. The impact of social and environmental factors on adolescents will be a key component of this course. Prerequisites: There are no prerequisites for this course. Crosslisted with: SED 511.

SED 641 - Curriculum Studies in Secondary Education
Hours: 3
This course explores the ideologies of curriculum as germane to the practical implementation of curricular practices in secondary schools and society. The scope of curriculum shall include local, national, and global contexts, with considerations for foundational, contemporary, and future landscapes of curricular practice. Crosslisted with: SED 512.

SED 642 - Pedagogy and Philosophy of Education
Hours: 3
This course shall examine traditional and contemporary philosophies associated with the pedagogy of secondary education. Best research-based practices shall be emphasized as well as how these pedagogical practices are grounded in theories and philosophies for secondary education classroom and school settings. Specific and explicit theoretical and philosophical applications will be made to the growth and development of the adolescent learner. Progressive approaches to curriculum and instruction in the secondary school will be explored with a particular focus on issues of school choice, restorative justice, resilience, grit, growth mindset, and problem-based learning. Crosslisted with: SED 528.

SED 643 - Assessment: Practices and Policies in the Secondary Schools
Hours: 3
Examines classroom, campus, district, state, and national approaches and policies related to assessment of secondary school students. High stakes testing, data analysis, landmark legislation, and authentic assessment strategies will be addressed. A major emphasis will be placed on preparing teachers to be leaders beyond the classroom on assessment issues. Prerequisites: There are no prerequisites for this course. Crosslisted with: SED 510.

SED 689 - Independent Studies
Hours: 0-4
Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisites: Consent of department head.

Economics Courses

ECO 501 - Economics for Decision Makers
Hours: 3
An introduction to the primary concepts and methods of micro and macroeconomics as they apply to decision makers within the business unit- all within the context of expanding global markets. This course satisfies the economics background requirement for MBA candidates.

ECO 502 - Quantitative Analysis for Managers
Hours: 3
This course satisfies the background requirements for quantitative analysis and techniques. The course will cover descriptive statistics, inferential statistics and models with business applications to analyze business problems. Specific topics include: measures of central tendency and variation, probability distributions, estimation, hypothesis testing, regression and correlation.

ECO 510 - Advanced Environmental Economics
Hours: 3
This graduate level course applies advanced analytical tools of economics to explain the interaction between the marketplace and the environment, the implications of that relationship, and an examination of effective solutions. Particular emphasis given to agricultural, natural resources, and policy analysis. Prerequisites: ECO 2301 or ECO 2302 or Instructor Permission.

ECO 518 - Thesis
Hours: 3-6
Graded on a (S) satisfactory or (U) unsatisfactory basis.

ECO 528 - International Economic Problems
Hours: 3
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. Crosslisted with: ECO 428.

ECO 533 - Applied Economic & Financial Forecasting
Hours: 3
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. Crosslisted with: FIN 533.

ECO 552 - Economics for Public Policy
Hours: 3
Business, government, and culture provide the three interacting subsystems of society within which markets must operate. This course analyzes each side of that relationship, covering the different ways that public policy affects the activities of the modern global corporation and the key responses on the part of market participants. Prerequisites: ECO 2301, 2302, or ECO 501.

ECO 555 - Health Care Services in the U.S.
Hours: 3
This course provides (1) a historical perspective on the development of health care services in the United States, (2) a description of the key factors and issues which influence the development of the current health care delivery systems and (3) a description of the current health care delivery systems.

ECO 556 - Health Economics
Hours: 3
This course examines the application of economic principles to the allocation of scarce resources in health care; the use of economic theory to understand problems of organization, delivery, and financing of health services; and the choices available to society regarding these issues.

ECO 557 - Health Policy
Hours: 3
Provides an overview of health policy in the United States and introduces both qualitative and quantitative methods for analyzing health policy with attention given to the political and economic perspectives on health policy questions

ECO 562 - Managerial Economics
Hours: 3
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.

ECO 576 - Macroeconomics for Managers
Hours: 3
This course provides a broad overview of macroeconomic theory and policy. The major focus is on understanding fluctuations in the levels of income, employment, prices, and production in a global environment. While individual managers and firms have no control over aggregate economic performance, they are very much impacted by macro forces. The effective manager recognizes and understands these forces and is thus better able to operate efficiently in the ever changing market environment. Prerequisites: ECO 2301 and 2302.

ECO 578 - Statistical Methods
Hours: 3
A course dealing with the study and applications of sampling, estimation, hypothesis testing, analysis of variance, correlation, regression analysis, time series decision theory and nonparametric statistical methods.

ECO 589 - Independent Study
Hours: 3
Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

ECO 595 - Applied Business Research
Hours: 3
A course to investigate the techniques of the research process as applied to business and economics. Experience is gained in defining research problems and in collecting, analyzing, recording and interpreting data. Also, an analysis of pertinent research literature in business and economics. Required of all graduate majors in business administration under Option II.

ECO 597 - Special Topics
Hours: 1-4
Organized class. May be repeated when topics vary.

Finance Courses

FIN 501 - Finance for Decision Makers
Hours: 3
This course is designed for nonbusiness undergraduate degree holders to prepare for making financial decisions. Basic concepts of finance are applied in both the public and private sectors. Graduate students will learn about financial analysis, financial forecasting, asset management, financial markets and security valuation (including state and local bonds). This course satisfies the finance background requirement for the MBA candidates and may be appropriate for graduate programs in a field other than business administration.

FIN 504 - Financial Management
Hours: 3
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.

FIN 510 - Investment Seminar
Hours: 3
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. Prerequisites: FIN 504 or consent of instructor.

FIN 512 - Derivatives & Risk Management
Hours: 3
This course provides a broad introduction to the derivatives markets including options, futures, and swaps. Derivative securities play an integral part in managing risk for multinational corporations, portfolio managers, and institutional investors, as well as provide opportunities for speculators around the world. The main goal of the course is to leave the student with an understanding of various derivatives strategies and implications for portfolio management. Prerequisites: FIN 510.

FIN 515 - Fixed Income Analysis
Hours: 3
This course focuses on securities that promise a fixed income stream (mainly bonds) whose valuation are influenced by interest rates. Students examine the market for and the price/yield determinants of various fixed income securities, including Treasury debt, corporate bonds, agency debt, municipal bonds, mortgage- and asset-backed securities. The concepts and tools taught in this course are those that are useful to managers and investors who want to use these securities in investing, hedging, market-making, or speculating activities. Even though the cash flow streams are fairly predictable and easy to quantify, the ever changing interest rate and credit environment makes the valuation of bonds particularly challenging. Prerequisites: FIN 510.

FIN 520 - Advanced Entrepreneurial Finance & Venture Capital
Hours: 3
The goal of this course is to help students understand the dynamics of the capital food chain within the context of the entrepreneurial ecosystem affecting the global economy. To this end, we explore various stages of venture capital investing such as seed, start-up, early, mid and later. Next, we introduce the venture capital model and the valuation aspects of entrepreneurial finance. There is a strong emphasis on modeling cash flows as the most critical component of venture capital decision making. The mechanics of venture capital financing in the form of term sheets, business plans and due diligence process are discussed with respect to deal structuring (the entrepreneur perspective) and deal evaluation (the venture capitalist perspective). Prerequisites: FIN 504. Crosslisted with: FIN 420.

FIN 530 - Fundamentals of Financial Planning
Hours: 3
This course exposes students to personal financial planning utilizing basic financial planning skills and tools. Topics include insurance, investment, income tax, business, retirement, and estate planning to some degree within this course. It is through some exposure to all of these sub-fields and discussion of how the planner facilitates effective planning in each of them that students will gain a more complete perspective of the field of financial planning and the requirements of being an effective financial planner. Prerequisites: FIN 304 or FIN 501. Crosslisted with: FIN 430.

FIN 533 - Financial Data Analytics
Hours: 3
This course is a hands-on introduction to the application of data science techniques to visualize, condition, transform, and model financial data using R. Topics include: the layered grammar of graphics, security and portfolio returns, risk analysis, portfolio optimization and performance, publishing results using R Markdown, and an introduction to processing large data sets from public data sources, Google Trends, and the SEC's Edgar database. Prerequisites: ECO 2301 and 2302, or ECO 501. Crosslisted with: ECO 533.

FIN 534 - Advanced Risk, Insurance, and Estate Planning
Hours: 3
An advanced assessment of risk management, the risk management process, the insurance industry, insurance company operations, and insurance products for individuals, families, and small businesses. An in depth and comprehensive evaluation of insurance products including homeowners, auto, business life, health, disability, and long term care insurance. An advanced analysis of the estate planning process, asset titling, transferring of assets, and the estate and gift tax system. Both basic and advanced estate planning strategies and implications are also explored. Prerequisites: FIN 530. Crosslisted with: FIN 434.

FIN 536 - Advanced Retirement Planning & Employee Benefits
Hours: 3
This course provides an introduction to retirement plans and employee benefits. The emphasis is on the decision making process of the individual in consultation with the financial planner. After a thorough review of retirement funding, this course discusses qualified pension plans, profit sharing plans and stock bonus plans as well as distributions from and administration of these plans. Other topics include IRAs, SEPs, 401(k)-, 403(b)-, and 457 Plans, Social Security, Deferred Compensation and Non-qualified Plans. Employee benefits are explored in two as both fringe and group benefits. Prerequisites: FIN 530. Crosslisted with: FIN 436.

FIN 538 - Financial Planning Capstone
Hours: 3
This is a comprehensive course that will require students to synthesize and apply all the elements of comprehensive financial planning. This course will integrate education planning, investment planning, retirement planning, estate planning, insurance planning, and tax planning with plan presentation. The final product should be a written financial plan and oral presentation that reflects graduate level understanding and application of all topics involved. Prerequisites: FIN 534, FIN 510, FIN 530. Crosslisted with: FIN 438.

FIN 540 - Advanced Financial Statement Analysis and Valuation
Hours: 3
The goal of this course is to provide the analytical framework students need to scrutinize financial statements, whether they are (i) evaluating a company's stock price, (ii) determining valuations for a merger or acquisition, or (iii) calculating the value of a start-up company from the perspective of a venture capitalist. By understanding the dynamic nature of financial ratios and evaluating the trends in historical series, students will be able to interpret financial statements in today's volatile markets and uncertain economy, and allow them to get past the sometimes biased portrait of a company's performance. Crosslisted with: FIN 440.

FIN 545 - Financial Econometrics
Hours: 3
This course is designed for a first course in graduate financial econometrics. The objective of the course is to equip students with necessary methods and techniques that allow them to analyze finance-related studies. The focus of the lecture is modelling financial time series such as prices, returns, interest rates, and exchange rates. Accordingly, the emphasis of the course is on empirical applications. Prerequisites: FIN 504.

FIN 550 - Advanced Financial Modeling
Hours: 3
This course is intended for graduate students who wish to learn the application of rigorous computational methods and to implement them to concepts of finance studied in introductory and other advance finance courses using Microsoft Excel and other software programs. The course provides students with the opportunity to develop the skills needed to build financial models. The course primarily focuses on models used for valuation, capital budgeting, cost of capital and portfolio models. This course is a hands-on, assignments-based course focusing on getting students to work with Excel to solve computational problems from a broader range of finance concepts. Prerequisites: FIN 510.

FIN 555 - Lions Students Managed Fund
Hours: 3
The objective of this 3-credit hour capstone graduate course is to provide students a unique learning experience through hands on management of a real money portfolio. Specifically, students enrolled in this class will manage the Lions Investment Fund (LIF), which is a portion of TAMUC’s endowment fund. Students will apply finance theories acquired to make investment decisions in the context of a U.S. large-cap core equity portfolio. Following a structured framework, students will research the macro-economy and assigned sectors and industries, then identify and recommend specific stocks for the LIF, as well as balance and monitor the portfolio performance. This course is particularly beneficial to students who aspire to have careers in fields such as equity research, asset / portfolio management, wealth management, investment banking, or private equity. Prerequisites: FIN 504, FIN 510.

FIN 560 - Behavioral Finance
Hours: 3
This course aims to investigate psychology's contribution to finance and economics. The standard approach in finance theory is based on the assumption of rational and unemotional economic agents. However, the anomalies in the financial markets have evidenced the decisions of investors may not be in line with this assumption, leading to inexplicable events such as bubbles. This course discusses psychological explanations for irrational financial decisions. The analysis of deviations from rationality will lead us to the predictability of financial asset price movements by employing psychological principles and explanation of real world market anomalies. Upon successful course completion, students will better understand the decision behavior of an individual investor within a market context. Prerequisites: FIN 504.

FIN 570 - Financial Markets, Institutions & Instruments
Hours: 3
A study of structure and functions of financial markets and institutions focusing on political, social, regulatory and legal effects, as well as demographic diversity, ethical considerations and changing global financial conditions, in finance decision making. Prerequisite: FIN 304 or FIN 501.

FIN 571 - International Business Finance
Hours: 3
A study of international corporate finance within the global economic environment, including relationships between exchange rates and economic variables, risks, global working capital management, direct foreign investment, multinational capital budgeting and international financial markets. Prerequisites: FIN 504. Crosslisted with: FIN 471.

FIN 575 - Principles of Real Estate
Hours: 3
This course is designed for introductory graduate-level students to introduce them to the basic concepts of real estate and to prepare them for higher level courses in real estate. The course is a survey of real estate topics that includes fundamental principles of real estate investment, appraisal, mortgage finance, and development. This course presents a variety of concepts and vocabulary that are useful for real estate consumers, investors, and professionals. Prerequisites: FIN 501. Crosslisted with: FIN 340.

FIN 576 - Real Estate Appraisal and Investment
Hours: 3
This course is a study of the major aspects of real estate finance and investment. Commercial properties will be emphasized. The course begins with an overview of the fundamentals of income producing real estate and builds on these concepts as we consider the forces that influence the cyclical, fragmented, and inherently local business of real estate investment. The course will expose students to current “real world” real estate finance and investment situations and people who shape them. Crosslisted with: FIN 476.

FIN 577 - Real Estate Finance
Hours: 3
In this course, the student is introduced to the principles and methods of financing real estate. The sources of funds, types and contents of financing instruments, and the role of various financing institutions, both private and governmental, are covered in this course. The latest electronic technology is incorporated wherever possible. Crosslisted with: FIN 477.

FIN 580 - Internship in Finance
Hours: 0-4
The goal of this course is to gain relevant work experience in the student's field of study by developing specific work related skills to improve marketability upon graduation. Students will also build a "network" of professional contacts. Prerequisites: FIN 504 and department approval.

FIN 589 - Independent Study
Hours: 0-4
Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisites: Consent of department head.

FIN 590 - Energy Markets
Hours: 3
This course is designed as an introduction to the Energy Commodity, Equity, Bond and derivatives markets. Students will learn the impacts of energy related assets on the overall commodity and financial markets. Specific topics covered include an overview of domestic and international energy investments, their impacts on portfolio concepts and general market analysis. The pre-requisite to take this class is FIN 510 Investments. Prerequisites: FIN 510.

FIN 591 - Energy Economics
Hours: 3
This seminar-type class concentrates on the macro/micro economic implications of the energy markets. In particular, it ties relevant empirical research with current market dynamics. Students will be exposed to topics including advanced energy market analysis, energy policy and governance. Prerequisites: FIN 590.

FIN 592 - Energy Finance
Hours: 3
This seminar-type class highlights the corporate side of energy markets and investments. Students will be exposed to the financial implications of energy markets on diversified as well as sub-sector energy companies. Topics include financing, hedging and project evaluations for energy producers, sellers and users. Prerequisites: FIN 590.

FIN 595 - Applied Financial Research
Hours: 3
Different techniques of financial research is investigated and applied to financial data. Experience is gained in research problem definition to literature review, collecting and analyzing the data and plotting and interpreting the results.

FIN 597 - Special Topics
Hours: 1-4
Organized class. May be repeated when topics vary.

Educational Administration Courses

EDAD 507 - Using Evaluation and Data to Improve Learning
Hours: 3
This course provides school leaders with the skills and knowledge necessary to analyze state, district, and local data for use in planning systemic improvement of instructional delivery, program effectiveness, and administrative processes. Acquisition, analysis, and interpretation of data are applied in educational settings to facilitate research based decisions in planning for instructional and organizational improvement. Prerequisites: EDAD 515, EDAD 595, EDAD 526, EDAD 556, EDAD 519, and EDAD 561.

EDAD 510 - Leading Learning Communities Reflective Practicum
Hours: 3
One of two culminating courses that develops candidates for school leadership by providing opportunities to synthesize, practice, and apply knowledge from principal preparation coursework in a campus based setting. Students will complete specific activities to meet TEA certification guidelines. Prerequisites: EDAD 515, EDAD 595, EDAD 526, EDAD 556, EDAD 519, EDAD 561, EDAD 569, and EDAD 507. Corequisites: EDAD 554.

EDAD 515 - Leading Effective Schools
Hours: 3
This introductory course provides an overview of school administration in Texas, which includes roles, functions, and duties of those who are charged with supervising schools in Texas. Critical review and analysis of principles of effective school leadership and organizational theories aligned to SBEC Principal Standards are examined and applied to the current challenges of leading 21st century schools in Texas. The course is the first course in the Masters Of Educational Administration Program and is the prerequisite course for all other courses in the program.

EDAD 517 - Teacher Instructional Leadership Training - TILT
Hours: 3
This course explored the models of instruction, with emphasis on the associated theories of teaching and learning. The course encourages teachers to integrate the models into practice and offers opportunities for research on the connections between teaching and learning theories, cognitive psychology, and educational philosophies. Additionally, this course is about strategic planning of learning targets and designing work that motivates and engages students.

EDAD 518 - Thesis
Hours: 3-6

EDAD 519 - Designing Curriculum
Hours: 3
This Course focuses on the development of and designing of curriculum for facilitating continuous improvement in the instructional program. Sound research-based practices related to planning, supervision, curriculum development and delivery, program evaluation, and change management for diverse learners in multicultural settings are incorporated. Prerequisites: EDAD 515, EDAD 595, EDAD 526, and EDAD 556.

EDAD 526 - Using Law in Educational Practice
Hours: 3
The scope of this course is designed to equip highly effective school leaders though an in-depth and comprehensive analysis of state and federal laws. The novice principal will learn to assess and apply legal issues and rulings that advance the operation of public schools, while gaining an understanding of the legal impact on education. Prerequisites: EDAD 515, and EDAD 595.

EDAD 554 - GLB/Leading the Learning Community
Hours: 3
This capstone course is designed to provide a comprehensive overview of program objectives. The student will review Principal Standards in preparation for the Masters Comprehensive Examination. Concurrent enrollment in EDAD 510. Prerequisites: EDAD 515, EDAD 595, EDAD 526, EDAD 556, EDAD 519, EDAD 561, EDAD 569, and EDAD 507. Corequisites: EDAD 510.

EDAD 556 - Building Capacity for Powerful Learning
Hours: 3
This school leadership course is designed to develop the candidate's knowledge and skills of human resources, the budgetary process, and the financial accounting system. The human resources section will focus on personnel management and instructional supervision skills needed to create an effective learning environment for all students. The budgeting and finance sections will focus on performance-based projects related to budget planning and development, resource acquisition and allocation, the accounting code system, and the school finance system. Prerequisites: EDAD 515, and EDAD 595.

EDAD 561 - Culturally Responsive Campus Leadership for 21st Century Schools
Hours: 3
The purpose of this course will be to critically examine variables of race, ethnicity, gender, age, disability, sexual orientation, language, and poverty, as well as factors of power, legitimacy, cultural competence and other components impacting learning in PK-12 education systems at the state, national and international levels. Emphasis will be placed on the development of campus leaders who: provide ethical leadership through advocacy for children; ensure student access to effective educators, programs, and services; and create a positive, collaborative, and equitable culture among all stakeholders of the campus and greater educational community. Prerequisites: EDAD 515, EDAD 595, EDAD 526, and EDAD 556.

EDAD 567 - Admin. Positive Behavior
Hours: 3
Administering the Campus Culture to Promote Positive Student Behaviors - Three semester hours Emphasizes practical approaches and strategies to enable school leaders to build capacity in faculty and staff to manage student behavior in educational settings.

EDAD 569 - Instructional Leadership
Hours: 3
The scope of this course is designed to equip highly effective school leaders through a comprehensive analysis of improving teaching and learning through the intentional focus on instructional supervision and evaluation. Conceptual frameworks align with research-driven practices that prepare the novice principal to assess, plan, supervise and evaluate high leverage instructional practices that advance student learning and build educator capacity. Prerequisites: EDAD 515, EDAD 595, EDAD 526, EDAD 556, EDAD 519, and EDAD 561.

EDAD 574 - Developing Quality Instructional Programs
Hours: 3
Developing Quality Instructional Programs. Three semester hours. The course explores the principles of administering instructional programs through development of a continuous improvement process utilizing a learning community. These principles are inclusive of the Instructional Leadership Development Model required for administrative certification in Texas. Prerequisites: EDAD 515, EDAD 526 and EDAD 556.

EDAD 589 - Independent Study
Hours: 1-4
Independent Study - Hours: One to four Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. Prerequisites Consent of department head. Note May be repeated when the topic varies.

EDAD 594 - Navigating the Pol Dyna of ED
Hours: 3
Navigating the Political Dynamics of Education. Three semester hours. (Same as PSci 594). This is an elective educational leadership course to develop candidates who have the knowledge and ability to promate the success of all students by understanding, responding to, and influencing the larger political context of education. Emphasis will be placed on leading a learning community by navigating the political dynamics determining educational policy at the school and district levels of organization.

EDAD 595 - Using Research for Best Practice
Hours: 3
This course provides an overview of quantitative and qualitative research designs used in the field of education in order to implement instructional best practices. Emphasis is placed on the process and consumption of research. The student is required to demonstrate competence in developing and refining research techniques for best practices through the creation of a research proposal. Prerequisites: (or co-requisite) EDAD 515.

EDAD 597 - Special Topics
Hours: 1-4
Special Topics. One to four semester hours. Organized class. May be repeated when topics vary.

EDAD 601 - Foundations of Educational Administration
Hours: 3
This course will provide students an opportunity to study the philosophical, psychological and sociological dimensions of educational administration in a historical, as well as, contemporary contest. Prerequisites: Doctoral status.

EDAD 602 - Comm for Effect Learning
Hours: 3
Communicating for Effective Learning. Three semester hours. This course is designed to provide prospective school leaders with the opportunity to assess and improve verbal, written, and oral communication skills. The course focuses on group dynamics, conflict management, team building and overcoming communication obstacles to impact improved student learning. Prerequisites: EDAD 574, 595, 615, 626.

EDAD 603 - Introduction to Graduate Statistics
Hours: 3
Introduction to Graduate Statistics Course provides an introduction to statistical methods. It will include a basic introduction to research design, The use of SPSS will be integrated into the course. Content will include populations and samples, organizing and displaying data, probability, normal distribution, tests of significance, correlation and simple regression, Z and T test and Chi Square test. The course meets the requirements for a Level II research tool course. Prerequisites: Doctoral Standing. EDAD 601, EDAD 664, EDAD 695, and EDAD 637.

EDAD 604 - Intermediate Graduate Statistics
Hours: 3
This course provides additional training in statistics. It will cover basic statistical concepts of validity and reliability. It will include instruction in using and interpreting tests of statistical tests including: advanced correlational methods, multiple regression, t-tests, ANOVA, two-way factorial ANOVA, and selected nonparametric tests. The use of SPSS will be integrated into the course. This course meets the requirements for a Level III research tool course. Prerequisites: Doctoral Standing. EDAD 601, EDAD 695, EDAD 671, EDAD 637, EDAD 639, EDAD 603, EDAD 664, EDAD 634 and EDAD 698.

EDAD 611 - Sch Dist CEO Lead: The Practicum
Hours: 1-3
The practicum is the process and product that results from applying the knowledge and skills defined by the six National Standards for School District Leadership and the State Competencies for the Standard Superintendent Certificate. Candidates for School District Leadership will participate in planned activities during the Superintendent Practicum. Application of standards-based knowledge and skills and research in real settings over time is the critical aspect of the practicum. Prerequisites: Principal certification and admission into the superintendent certification program or doctoral status. EDAD 651, EDAD 627, EDAD 620. Corequisites: EDAD 628.

EDAD 612 - Exam Iss Trends in Sch Leader
Hours: 0-3
Examining Issues and Trends in School Leadership. Three semester hours. The purpose of this elective course is to provide an opportunity to study a current and identified administrative or leadership issue in a specific school district or combination of districts. With departmental approval this course may be repeated when the issues of topics differ. Pre-requisite: EDAD 615

EDAD 614 - Leading Learning Communities Internship
Hours: 3
Leading Learning Communities Practicum. Three semester hours over two semesters. One of four culminating courses that develop candidates for school leadership by providing opportunities to synthesize, practice, and apply knowledge in actual school settings while collaboratively planning and being guided by a practicing school leader/mentor. Over two semesters of internship activities, students collect artifacts that are used to create a professional portfolio to demonstrate preparedness for leading learning communities. Prerequisites: EDAD 615, EDAD 626, EDAD 656, EDAD 619 and EDAD 574.

EDAD 618 - Leading the Learning Community:Capstone
Hours: 3
The purpose of EDAD 618: Leading the School Community online course is to gain an understanding of the Texas Leadership Standards by focusing on real world issues and tasks. Scenarios, case studies, and testing strategies will assist the student in the preparation for taking the Texas Superintendent Certification exam: 195. Prerequisites: EDAD 620, EDAD 627, EDAD 651, EDAD 611, & EDAD 628.

EDAD 620 - School District Instructional Leadership: Human Resources
Hours: 3
This is an integrated School District Instructional Leadership course to develop candidates who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff. The course includes school district policy (legal and local) as well as key legal cases related to human resource issues. In addition, the candidates will develop competencies for the Standard Superintendent Certificate in school district instructional leadership of human resources. Prerequisites: Principal certification and admission into the superintendent certification program or doctoral status.

EDAD 622 - Lead/Man Org Chge for Improv
Hours: 0-3
Leading and Managing Organizational Change for Improvements. Three semester hours. This course examines the processes for successfully initiating and implementing improvements in organizations. Issues related to commitment, strategic development, dealing with resistance, creating new organizational cultures, and evaluating and predicting intended results are included. Application of theories and models of improving and changing individual and organizational behavior will be studied. Not eligible for doctoral credit. Prerequisites: EDAD 574, 595, 626.

EDAD 627 - School District Organizational Leadership: Finance
Hours: 3
This is an integrated course to develop candidates who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment and develop competencies for the Standard Superintendent Certificate in school district organizational leadership in finance. In addition, the candidates will develop an understanding of the legal requirements for school finance/budgeting at the local and state level. Prerequisites: Principal certification and admission into the superintendent certification program or doctoral status.

EDAD 628 - School District CEO Leadership: The Superintendency
Hours: 3
Through visionary, collaborative, ethical, and political leadership the candidates for superintendency will develop the knowledge and ability to promote the success of all students as the School District CEO. In addition, candidates will gain an understanding of the Texas Leadership Standards by focusing on real world issues and tasks, scenarios, and case studies. Testing strategies will assist the student in the preparation for taking the Texas Superintendent Certification Exam: TExES 195 Prerequisites: Principal certification and admission into the superintendent certification program or doctoral status Program. EDAD 651, EDAD 627, EDAD 620. Corequisites: EDAD 611.

EDAD 634 - Examining the Dynamics of Change and Conflict Resolution in Educational Systems
Hours: 3
Examining the Dynamics of Change and Conflict Resolution in Educational Systems. Three semester hours. This course is an in-depth, advanced examination of the emerging body of contemporary literature in change theory and conflict management within education organizational systems. The course includes a culminating experience with students developing their own scholarly driven change model as it applies to their education organizational context. Prerequisites: Doctoral Status. EDAD 695, EDAD 671, EDAD 601, EDAD 664, EDAD 639, EDAD 603, and EDAD 637.

EDAD 636 - Economics of Education
Hours: 3
Economics in Education. Three semester hours. An advanced study course is the exploration into the economics associated with public education. Each student will utilize a critical analysis of educational policies, reforms and educational markets from an economic perspective by examining historical, contemporary and post-modern literature in human capitol theory, demographics and societal trends and the economic impact of schools and schooling on the local, state, federal and international economic and societal systems. Prerequisite: Doctoral status.

EDAD 637 - Advanced Organizational Behavior in Education
Hours: 3
The application of theories of organizational behavior to the problems of educational institutions. Through the examination and application of theories including but not limited to leadership, decision-making, communication, motivation, power and influence, group dynamics, and change, this course is designed to develop diagnostic and problem-solving skills necessary for successful leadership of educational organizations. Prerequisites: Doctoral status. EDAD 601 and EDAD 695.

EDAD 639 - Educational Program Evaluation for School Leaders
Hours: 3
Theory and practice of evaluation including research methods and design strategies to measure program outcomes; skills to evaluate personnel and projects included as components of evaluation models and management of educational evaluation functions; skills in preparing and communicating evaluation findings. Prerequisites: Doctoral Status. EDAD 601, EDAD 664, EDAD 695, and EDAD 637.

EDAD 641 - School District Instructional Leadership: Curriculum
Hours: 3
This integrated School District Instructional Leadership course will develop candidates who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff and develop the competencies for the Standard Superintendent Certificate in school district instructional leadership of curriculum. Prerequisites: Doctoral Status. EDAD 601, EDAD 671, EDAD 695, EDAD 637, EDAD 639, EDAD 664, EDAD 634, EDAD 698, EDAD 647, EDAD 604, and EDAD 603. Corequisites: EDAD 620.

EDAD 647 - Ethics and Philosophy of Educational Administration
Hours: 3
This course will provide students an opportunity to apply the concepts of ethics and philosophy to the personal and professional aspects of school organization, operation, and leadership. Students will apply these concepts in fashioning reasoned decisions, thoughtful analyses, and problem solving events. Prerequisites: Doctoral status. EDAD 601, EDAD 695, EDAD 671, EDAD 637, EDAD 664, EDAD 639, EDAD 603, EDAD 634, and EDAD 698.

EDAD 651 - School District Organizational Leadership: Facilities
Hours: 3
This is an integrated course to develop candidates who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. Candidates will review case studies based on legal challenges related to construction and facilities. In addition, candidates will develop competencies for the Standard Superintendent Certificate in school district organizational leadership of facilities. Prerequisites: Principal certification and admission into the superintendent certification program or doctoral status.

EDAD 652 - Enh Sch Perf Eff Public/Comm
Hours: 0-3
Enhancing School Performance Through Effective Public and Community Relations. Three semester hours. This course focuses on assisting district and campus leaders in creating and using effective public relations to achieve organizational goals and enhance professional success. Educational leaders plan and apply strategic ongoing internal and external communications to build and maintain key relationships that form meaningful partnerships to enhance school performance and student achievement.

EDAD 654 - Culturally Responsive Leadership
Hours: 3
The purpose of this course will be to critically examine culturally responsive leadership philosophies, practices, and policies to insure inclusive learning communities which honor students with respect to race, color, religion, gender, sexual orientation, national origin, genetic information or those who would otherwise qualify for services under the ADA umbrella. The culturally responsive practices addressed in the course will focus on promoting high expectations for all students with regard to social, emotional and academic development; understanding the history, values, and culture of students; developing a critical consciousness to challenge inequities in the larger society; and the identification and analysis of organizational structures at the campus, district and state levels to im

EDAD 655 - Executive Communications
Hours: 3
The goal of this course is for students to develop the knowledge and skills necessary for a communication plan that will effectively articulate the district's vision, mission, and priorities to all educational stakeholders and the mass media. Additionally, this course expands one's understanding how to effectively communicate to a diverse community of learners, build consensus, mediate conflicts, and implement an internal and external communication plan. The course is practical in nature and is designed to introduce students to many aspects of communication.

EDAD 658 - School Crisis Leadership
Hours: 3
This course will provide students with tools, communication techniques, and research-based methods to assist in the prevention of and recovery from school crisis. Students will gain skills to establish safe learning environments and lead students, faculty, and other school stakeholders through potential crisis. Prerequisites: Doctoral Status.

EDAD 663 - Doc Writing Auth Diss
Hours: 3
Doctoral Writing-Authoring the Doctoral Dissertation - Three semester hours Description : This course serves as an introductory class in the dissertation writing process. The focus of the course is the development of advanced academic writing. Course topics include topic statements, significance statements, of their proposed research and development, and reviews of literature.

EDAD 664 - Doctoral Writing - Prospectus Development
Hours: 3
This course serves as an intermediate class in the dissertation writing process. The focus of the course is the development of advanced academic writing. Course topics include theoretical frameworks, advanced reviews of literature, and alignment of research questions and research methodologies. Prerequisites: Doctoral Status. EDAD 601, and EDAD 695.

EDAD 671 - Governance and Politics of Educational Organizations
Hours: 3
This doctoral student only seminar is designed to provide students with the opportunity to create and/or refine their understanding of educational governance and politics of the environment. This understanding will be built as students acquire knowledge and skills from theories, research, and current practices related to governance and policy development in education. In addition, the course is structured to provide students with the opportunity to explore and understand current issues in school governance, policy formulation, and related legal issues. Students should be able to utilize this understanding of educational governance and policy in their formal and informal studies in the field of educational administration. Prerequisite: Doctoral status. EDAD 601, EDAD 695, EDAD 637, and EDAD 664.

EDAD 689 - Independent Study
Hours: 1-4
Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisites: Doctoral status.

EDAD 695 - Research Methodology
Hours: 3
(Same as Coun/EDCI/Psy) An overview of research methodology including basic concepts employed in quantitative and qualitative research methods. Includes computer applications for research. This is an approved Level I doctoral research tools course. Prerequisite: Doctoral status or consent of the instructor.

EDAD 697 - Special Topics
Hours: 3
Special Topics. One to four semester hours. Organized class. May be repeated when topics vary. Prerequisite: Doctoral status.

EDAD 698 - Qualitative Research Methods
Hours: 3
This is an approved Level IV research tools course. Using the foundation of the following qualitative research approaches: critical ethnography, phenomenology, case studies, grounded theory, and defining cultural themes and patterns, as a basis of all thick description, this course moves into the sociological/ anthropological roots of qualitative research. It assists the student in understanding how the problem statement must be related to the methodology and the outcome of the research, assists students in selecting proper qualitative methods, and allows students to pursue those methods within the general framework of the class. Students are urged to develop solid conceptual framework from the social sciences and to formulate reason Prerequisites: Doctoral Status. EDAD 601, EDAD 664, EDAD 637, EDAD 695, EDAD 639, EDAD 671, and EDAD 603.

EDAD 699 - Resident Doctoral Seminar
Hours: 3
Only doctoral students fulfilling their residency requirement may register for this course. Students will be guided and assisted in the development of dissertation proposals, writing dissertation chapters, design, data analysis, preparing articles for publication, proposing of papers for conferences and professional meetings, etc. Emphasis will be placed on the student working with their chairs and committee members in these activities. Prerequisites: Doctoral Status. EDAD 601, EDAD 671, EDAD 637, EDAD 664, EDAD 695, EDAD 639, EDAD 603, EDAD 647, EDAD 604, EDAD 634, and EDAD 698.

EDAD 701 - Active Doc Students
Hours: 0

EDAD 718 - Doctoral Dissertation
Hours: 3-12
A candidate must present a dissertation acceptable to the student's advisory committee and the Dean for Graduate Studies and Research on a problem in the area of specialization. To be acceptable the dissertation must give evidence that the candidate has pursued a program of research, the results of which reveal superior academic competence and a significant contribution to knowledge. Graded on a (S) satisfactory or (U) unsatisfactory basis. Prerequisites: Comprehensive exams, Residency, and Candidacy.

Urban Leadership Courses

EDLU 580 - Leading and Managing Urban Schools
Hours: 3
This course will introduce students to research-based strategies that successful leaders rely on to make a difference at all levels of urban school leadership. Grounded in research, students will be introduced to the multiple challenges that real urban elementary, middle and high school leaders face as well as the catalysts for improvement. Students will explore the application of critical leadership strategies school leaders employ in high-performing urban schools and will be introduced to the tools urban school leaders use to move their schools to higher levels of achievement for all students, especially for those who are low-income, English-language learners, and from various racial and ethnic backgrounds.

EDLU 581 - Race, Culture and Equity
Hours: 3
This course is intended to enhance and develop student competencies and understanding of cultural diversity, equity, and social justice in the context of school leadership in urban schools. Students will be provided with historical and cultural contexts for understanding how inequality plays out in schools. Participants will develop skills and confidence to lead equitable schools by learning to recognize structures that perpetuate inequality, address assumptions about how people learn, and create opportunities for ALL children to succeed in urban schools.

EDLU 582 - Research, Policy and Practice in Urban Schools
Hours: 3
This course will focus on the policy and practice in urban schools. Students will be introduced to multiple perspectives on diversity, including the diversity in students' backgrounds (i.e., culture, language, ability) and classroom and school contexts (e.g., bilingual education, instructional contexts for students with special needs). Students will critically examine the way in which educational policies manifest in daily practice with diverse students in urban schools; bilingual, English language learning, and other language policies, special education policies, discipline, G/T and more. Through this course, participants: (a) learn the research, laws, and court cases related to various policies, (b) see how educational policies are enacted into schools to support students, and (c) make suggestions on continued ways to improve the achievement of diverse students in urban classrooms and schools.

EDLU 583 - Capstone Seminar: Critical Issues in Urban Schools
Hours: 3
This course is the capstone course of the Urban School Leadership Certificate Program that develops candidates for exemplary urban school leadership as evidenced by student knowledge, dispositions, and performance ability to promote the success of all students. Students will be required to integrate and apply core knowledge, research skills, and analysis gained from EDLU 580, EDLU 581, and EDLU 582 to complete a project demonstrating the practical application of knowledge and skills to address a critical issue present in urban schools.

Global E-Lrng Trng & Dev Courses

EDUC 5010 - Human Development
Hours: 3

EDUC 589 - Independent Study
Hours: 1-4
Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisites: Consent of department head.

EDUC 597 - Special Topics
Hours: 1-4
Special Topics. One to four semester hours. Organized class. May be repeated when topics vary.

Educational Technology Courses

ETEC 518 - Thesis
Hours: 3-6

ETEC 524 - Introduction to Educational Technology
Hours: 3
This course will introduce the student to educational technology definitions, trends, integration models, and theoretical foundations of the field. Students will identify and apply a variety of media technologies, as well as develop their educational technology philosophy and program eportfolio. Crosslisted with: LIS 520.

ETEC 526 - Games & Simulations for Learning
Hours: 3
This course examines games and simulations as learning technologies, including defining qualities and characteristics, as well as theories of learning and play. Emphasis is placed on processes for designing and selecting appropriate games and simulations based on analysis of instructional needs. Prerequisites: None.

ETEC 527 - Web 2.0 Technologies for Instruction
Hours: 3
This course explores the current and emerging Web 2.0 technologies used in education and other instructional settings. Students will explore, analyze, and design uses of these technologies to enhance instruction. Emphasis will be on the appropriate selection of technologies for various instructional goals and settings.

ETEC 528 - Digital Storytelling Across the Curriculum
Hours: 3
This course will explore the power of capturing and sharing a personal narrative through various approaches using different forms of technology. Students will have the opportunity to learn various techniques for capturing and telling stories, a brief understanding of storytelling, and a chance to create and share autobiographical, interview biographical and global stories shared through different media.

ETEC 543 - Applying AI to Support Learning
Hours: 3
This course will introduce the student to generative AI, exploring critical issues, limitations, and learning affordances of readily available AI tools. Students will apply technology integration principles to design learning experiences, assessments, and policies that leverage AI or limit AI use.

ETEC 562 - Applying Instructional Media & Technology
Hours: 3
Applying Instructional Media and Technology. Three semester hours. Introduces students to the selection and use of computer-based media, multimedia, and conventional media, in the preparation of materials for instructional purposes. Special attention is given to computer hardware and software involved in computer based media production, digital formatting technology, and multimedia processes.

ETEC 568 - Makerspaces
Hours: 3
This course will explore a movement that has emerged in the last decade on several levels. Through reading and research students will begin to understand the culture and structure of the maker movement and how it can be implemented in existing schools. Students will also have a chance to participate in several aspects of making through prototyping with electronics, microcontrollers and some simple computer programming in C++ on the Arduino. This class is designed to serve as in introduction to making.

ETEC 575 - Student-centered Learning Environments
Hours: 3
This course studies the theoretical basis, defining characteristics, and current research on the design of student-centered learning environments. Students will design a student-centered learning environment that supports adult or non-adult learning through problem contexts enriched with appropriate scaffolds, timely resources, and technology tools.

ETEC 578 - Instructional Design & Development
Hours: 3
Same as OLT 578. Students will utilize a systems approach to design and develop instruction. The five phases of instructional design: analysis, design, development, implementation, and evaluation, are examined.

ETEC 579 - Implementation of Educational Technology Programs
Hours: 3
An examination of the theories, practices, and competencies required for effective implementation of educational technology programs. Examines historical trends in technology integration and explores key factors and considerations for the implementation of instructional technology programs.

ETEC 589 - Independent Study
Hours: 1-4
Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisites: Consent of department head.

ETEC 591 - Online, Virtual, and Distributed Learning Systems
Hours: 3
Examines theories and practice of online, virtual, or distributed learning systems, such as flipped classrooms, hybrid or blended learning environments, and distance education. Emphasis is on the design and implementation of effective instructional strategies for online, virtual, or distributed learning environments.

ETEC 593 - Strategic Planning for Technology Integration
Hours: 3
This course examines the process for developing and implementing a strategic plan for technology integration in educational settings. Emphasis is placed on developing a mission, vision, and priority goals for technology integration that align with school/institution strategic plans, as well as state technology and readiness standards.

ETEC 594 - Technology and Inquiry-based Instructional Methods
Hours: 3
Technology and Inquiry-based Instructional Methods - Three semester hours. This course examines the role of technology in the inquiry-based instructional methods vital to fostering critical thinking and complex problem solving skills and abilities. Emphasis is placed on social constructivist learning theories and inquiry-based instructional methods, such as case study approaches and problem- or project- based learning.

ETEC 595 - Research Methods
Hours: 3
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.

ETEC 596 - ETEC Capstone: Eportfolios & Program Evaluation
Hours: 3
This course is for students in the last semester of the EDTE or ETLS masters degree program. The course will explore eportfolios as a means to support metacognitive reflection (a key to lifelong learning), make thinking visible, assess learning, and evaluate learning programs. Students will also develop a learning technology program evaluation plan and submit their ETEC eportfolios for peer review and revise for final submission for graduation. Prerequisites: ETEC 524, ETEC 527, ETEC 579, ETEC 594. Crosslisted with: LIS 596

ETEC 597 - Special Topics
Hours: 3
Special Topics. One to four semester hours. Organized class. May be repeated when topics vary.

Higher Education Courses

HIED 501 - Orientation
Hours: 0

HIED 528 - Philosophy of Education
Hours: 3
Includes a study of systematic philosophies of education and their views of the learner, learning process, curriculum, instruction, and leadership. Particular attention will be given to the use of philosophical techniques and concepts for solving problems.

HIED 540 - American Community College
Hours: 3
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. Prerequisites: A 595 course from major or related discipline Min Grade B.

HIED 541 - Community College Curriculum
Hours: 3
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. Prerequisites: A 595 course from major or related discipline Min Grade B.

HIED 542 - Teaching in Higher Education
Hours: 3
Analysis and comparison of teaching styles and models with an emphasis on improvement and assessment.

HIED 543 - Issues in Adult & Developmental Education
Hours: 3
Exploration of adult and developmental education including analysis of nontraditional learners in higher education. Emphasis is placed on history, social impact, current practices, and research in the areas of basic education, developmental education, and customized training.

HIED 589 - Independent Study
Hours: 1-4
Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisites: Consent of Program Coordinator.

HIED 595 - Research Methodologies
Hours: 3
Research Methodologies. Three semester hours. Provides a study of research methodologies with appropriate practical application in relevant problem solving. Specific research types, including action research, will be emphasized. The student is required to demonstrate his or her competence in the investigation and formal reporting of a problem.

HIED 597 - Special Topics
Hours: 0-4
Special Topics

HIED 615 - Introduction to Higher Education
Hours: 3
This course provides a foundation for understanding how institutions of higher education in America function. Includes a study of systematic philosophies of education and their influence on instruction and administration in higher education.

HIED 617 - Introduction to Quantitative Research
Hours: 3
An introduction to statistical methods and their applications to educational research. Core statistical concepts, common and appropriate statistics matching research questions, and interpretations of statistical results will be learned. Students will practice creating quantitative purpose statement, research questions or hypotheses, selecting variables, summarizing data, running data analysis, and reporting results. This is an approved doctoral research tools course.

HIED 619 - Advanced Quantitative Research
Hours: 3
This course provides additional training in statistics. It will cover important statistical concepts. It will include instruction in using and interpreting results from statistical tests including: advanced correlational methods, simple regression, multiple regression, logistic regression, t-tests, ANOVA, MANOVA and selected nonparametric tests. The use of SPSS will be integrated into the course. This is an approved doctoral research tools course. Prerequisites: HIED 695 and HIED 617.

HIED 620 - The Adult Learner
Hours: 3
This course examines the unique nature of the adult learner in higher education in contrast with young learners in K-12 classrooms. Emphasis will be placed upon theories of andragogy and practices in adult learning.

HIED 621 - Teaching and Learning in Higher Education
Hours: 3
A study of diverse teaching strategies, learning paradigms and issues encountered by the professoriate.

HIED 622 - Internship
Hours: 3
Supervised experiences in a setting appropriate to the student's projected career aspirations and areas of specialization. Prerequisites: Consent of instructor.

HIED 627 - Hist HIED in US
Hours: 3
History of Higher Education in the United States. Three semester hours. Examines the origin, development, and distinctive features of American higher education. Special emphasis is given to the traditional and contemporary roles of post-secondary institutions, and how political, economic, and social forces have altered the public and private college and university landscape

HIED 628 - Survey of Dev ED
Hours: 3
Survey of Developmental Education - Three semester hours A survey of best practices and current and emerging trends in the administration and delivery of effective developmental education programs.

HIED 629 - Agentic Learning
Hours: 3
This course will examine current notions of agentic learning and extend covered ideas to teaching and learning in higher education.

HIED 637 - Institutional Effectiveness and Outcomes Assessment
Hours: 3
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 accreditation.

HIED 640 - Policy Making in Higher Edu
Hours: 3
Policymaking in Higher Education. Three semester hours. Examines the development, implementation, and enforcement of policies by institutions of higher education, state higher education agencies, governing boards, and the government. Emphasis is placed on the impacts of policies on institutions and students.

HIED 650 - Writing a Literature Review
Hours: 3
Produces an extensive and integrative literature review related to the student's dissertation topic. Students will search, retrieve, summarize, and synthesize relevant studies, particularly journal articles. The role of theoretical or conceptual framework for writing the review will be also covered.

HIED 651 - Curriculum Development in Higher Education
Hours: 3
Design, implementation, and evaluation of curricula for general education and program majors with a consideration of trends, issues, problems, and variations

HIED 653 - Com Col Instr Lead
Hours: 3
Fundamental Theories in Community College Instructional Leadership. Three semester hours. Introduces prominent theories of administrative thought, including the theories of change, communication, role, and evaluation of personnel. Practical applications of these theories will be studied; and leadership strategies for the dean, division chair, and department chair will be emphasized.

HIED 654 - Leadership Theory and Practice
Hours: 3
Analysis and assessment of leadership in organizational or institutional settings.

HIED 655 - Issues in American Higher Education
Hours: 3-6
Provides an in-depth analysis of prevalent issues related to American higher education, such as academic freedom, administration and governance, intercollegiate athletics, philanthropy, and federal/state governments. Students will examine the context, challenges, and complexities of the American higher education system and apply ideas for possible resolutions for institutional sustainability, improvements, and continued progress in the 21st century.

HIED 656 - The Law of Higher Education
Hours: 3
Historical and contemporary legal issues that shape postsecondary institutions.

HIED 657 - Org & Govern in HIED
Hours: 3
Organization and Governance in Higher Education - Three semester hours Examines organizational theories, models, policies, and cultures; external and internal governance and management processes; leadership theories and practices; and critical roles and responsibilities affecting a variety of college and university administrative and instructional units.

HIED 658 - Administration of Student Affairs
Hours: 3
Examines organizational structures, leadership, and management processes associated with college and university student affairs administration. Special emphasis is given to institutional policies, planning, and coordination to support students' development, growth, and engagement in areas, such as housing and dining, recreation, support groups, advising and counseling, career or multicultural centers, and how these resources contribute to the mission of higher education institutions.

HIED 659 - HIED Finance
Hours: 3
Higher Education Finance - Three semester hours Examines the complexities of higher education finance and how political, economic, and social forces impact budgetary decisions. Provides an overview of financial administration in public and private colleges and universities, with special emphasis on funding theories and strategies, governmental and private-sector programs and initiatives, resource allocation concerns, and institutional fund-raising activities.

HIED 670 - Diversity in HIED
Hours: 3
Diversity in Higher Education - Three semester hours Provides historical and modern-day contextual frameworks for studying the presence, promotion, and refinement of diversity programs in American colleges and universities. Examines best practices employed by institutions of higher education to address challenges and opportunities in planning for and implementing diversity programs and related activities.

HIED 677 - Learning Community
Hours: 3
The study of instructor-selected topics and how such topics as well as ideas from previous coursework can inform research to improve community college teaching with an emphasis on discussing problem identification, design, and analysis. Regular, significant interaction between the instructor and students as well as among students will be required. Prerequisites: Candidacy required.

HIED 689 - Independent Study
Hours: 1-4
Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisites: Consent of Program Coordinator.

HIED 695 - Research Methodology
Hours: 3
An overview of research methodology including basic concepts, common design, and procedures of collecting and analyzing data employed in quantitative and qualitative research. Students will develop a research proposal applying learned concepts. This is an approved Level I doctoral research tools course. Prerequisites: Admission to the doctoral program.

HIED 696 - Qualitative Research Methods
Hours: 3
Introduce students to qualitative research methods, which includes ethnography, case study, phenomenology, grounded theory, biographical research, program assessment, hermeneutics and critical social science. By the end students will have an understanding of naturalistic fieldwork and develop skills in how to formulate appropriate qualitative research questions and collect qualitative data using five data gathering techniques, including observation, interviewing, document collection, participation, and artifact collection. Students will learn the basic steps of qualitative data analysis and reporting. This is an approved doctoral research tools course. Prerequisites: Completion of HIED 695.

HIED 697 - Special Topic
Hours: 1-4
Special Topics Hours: One to Four Organized class. Prerequisites HIED 595 or HIED 695 Note May be repeated when topics vary.

HIED 698 - Advanced Qualitative Research
Hours: 3
An intensive analysis of the theory and practice of qualitative research in Higher Education, including a review of primary methods such as narrative inquiry, phenomenology, grounded theory, case study, and ethnography. Emphasis will be placed upon practice in research design, multiple methods of data collection, exhaustive data analysis, and meaningful interpretation and application. This is an approved doctoral research tools course. Prerequisite: Completion of HIED 695 and 696 with a grade of B or better.

HIED 710 - Dissertation Prospectus
Hours: 3
The student will demonstrate his/her competence in using systematic research procedures through preparation of a dissertation prospectus. The prospectus can build upon the literature review produced in HIED 650 and previously developed research proposals for the student's dissertation topic. This is an approved doctoral research tools course. Prerequisites: Completion of four research tools with grade of B or above.

HIED 718 - Doct Dissertation
Hours: 3-12
Doctoral Dissertation. Twelve semester hours. A candidate must present a dissertation acceptable to the student's advisory committee and the Dean for Graduate Studies and Research on a problem in the area of his specialization. To be acceptable the dissertation must give evidence that the candidate has pursued a program of research, the results of which reveal superior academic competence and a significant contribution to knowledge. Graded on a (S) satisfactory or (U) unsatisfactory basis.

Library and Info Sci Courses

LIS 512 - Info Ref & Mediographic
Hours: 3
Information, Reference, and Mediographic Services. Three semester hours. Includes a detailed study of the basic and most useful reference sources with strong emphasis on new computer technologies applicable to the school library situation.

LIS 515 - Cataloging/Classification
Hours: 3
Cataloging and Classification. Three semester hours. Descriptive cataloging of print and non-print materials for the school library. Emphasizes Anglo-America Cataloging Rules, Dewey Decimal Classification, and Sears Subject Heading.

LIS 520 - Foundations of Educational Technology
Hours: 3
This course will introduce the student to the history, theoretical foundations, critical issues, applications, diffusion and adoption of technology. Students will identify, develop and apply a variety of technological skills congruent to their educational technology philosophy. Crosslisted with: ETEC 524.

LIS 524 - Dev General/Spec Collectn
Hours: 3
Developing General and Specialized Collections. Three semester hours. Examines principles and practices in selecting print and non-print media for school library programs. Evaluates media for children and young adults.

LIS 527 - Books Child/Young Adults
Hours: 3
Books and Related Materials for Children and Young Adults. Three semester hours. In-depth study of leading examples of media as they relate to the curriculum and the role of the school librarian.

LIS 540 - Admin School Libraries
Hours: 3
Administration of School Libraries - Three semester hours Administration of a school library is a complex process that affects the entire school. The librarian must manage a many-faceted operation that involves staff, materials, equipment, facility, and furnishings. Application of management principles and state library competencies will be studied as they relate to the school library program. The course will cover the library in relation to curriculum, selection and acquisition of materials and equipment, scheduling, facility design, cooperative planning with staff members, censorship, and professional standards including laws and regulations.

LIS 550 - Practicum in a School Library
Hours: 3
Open only to graduate students applying for school librarian cetification, this course is designed to give the student experiences in organization, administration, selection, classification, cataloging, and reference work in a school library under the supervision of a certified librarian. Prerequisites: LIS 512, LIS 515, LIS 524, LIS 527, LIS 540, ETEC 579, and permission of the instructor.

LIS 589 - Independent Study
Hours: 1-4
Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisites: Consent of Department Head.

LIS 595 - Research Methods
Hours: 3
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 working together to analyze, evaluate and apply information to for preparation of an individual research proposal.

LIS 596 - Capstone: Eportfolios & Program Evaluation
Hours: 3
This course is intended for students in the last semester of the ETLS master's degree program. In this course students explore ePortfolios as a means to support metacognition (inquiry, reflection, and integration) essential practices of lifelong learning, they will assess learning, and evaluate learning programs. Students will also submit their ETEC eportfolios for peer review and revise for final submission for graduation. Prerequisites: ETEC 524 Min Grade C and ETEC 527 Min Grade C and ETEC 562 Min Grade C and ETEC 579 Min Grade C, and LIS 512 Min Grade C, LIS 515 Min Grade C, LIS 524 Min Grade C, LIS 527 Min Grade C, LIS 540, LIS 550 Min Grade C. Crosslisted with: ETEC 596.

LIS 597 - Special Topics
Hours: 0-4
Organized class. May be repeated when topics vary.

Organization, Learning, & Technology Courses

OLT 510 - Utilizing Effective Instructional Technologies
Hours: 3
Provides instructional designers and 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.

OLT 514 - Organization Development
Hours: 3
This course familiarizes students with concepts, models, theories, and techniques for planning, facilitating, and evaluating Organization Development (OD) change efforts. Students will develop skills and competencies necessary to carry out a variety of roles and strategies for internally and externally implementing OD interventions.

OLT 515 - Cultural Issues in Organizations
Hours: 3
This course covers major frameworks for analyzing and characterizing types and levels of culture that matter to organizations. Examples include types of national, regional, and organizational culture. Diversity and conflict resolution will be also covered. Students will design an effective training or learning solution by applying learned concepts and frameworks.

OLT 516 - Fundamentals of Work Engagement
Hours: 3
The course explores current organization development policies and practices in today's organizations. The focus will be on work engagement, an increasing area of interest that has implications for organizational culture, performance, work-life balance, and a host of employees' well-being and behaviors.

OLT 528 - Introduction to Presentation Design
Hours: 3
This course will cover how to design a professional presentation for commonly performed tasks by learning and development professionals, such as call to actions, task explanation, or career development. Students will develop and deliver a recorded or live presentation addressing needs for clarity, structure, and audience attention.

OLT 553 - Organizational Leadership
Hours: 3
This course includes topics related to the role of leadership in employee development and organizational changes. Included are major theories and principles of organizational leadership and skills to identify, measure, and evaluate leadership effectiveness.

OLT 554 - Principles of Adult Learning
Hours: 3
This course explores adult development to promote an expanded understanding of issues and practices in adult education. The course focuses on three core areas of concern in adult education: acknowledgment of learner experience, promotion of autonomy and self-direction, and establishment of teacher-learner relationships in the adult environment.

OLT 560 - Workplace Learning, Development, and Performance
Hours: 3
This course provides talent development professionals with knowledge and skills for identifying and combining organizational learning, development, and performance improvement solutions. Topics also cover how to evaluate a good balance or mix of various learning and performance solutions.

OLT 563 - Talent Development
Hours: 3
Survey of major talent development approaches to align human resources with organizational goals and workforce planning. Students will diagnose the current talent development or management strategies, analyze organizational and individual competencies, assess the current people development practices, and create a plan that aligns learning, leadership, and career solutions.

OLT 570 - Seminar in Human Resource Development
Hours: 3
One topic will be selected in consideration of workforce trends and demands. Exemplary topics include diffusion of innovation, people analytics, smart work, digital workplace, meaning of work, organization development, and leading changes.

OLT 575 - Performance Consulting
Hours: 3
Survey of human performance technology approaches and tools to improve the performance of individuals, work groups, work processes, and an organization. Students will collaboratively identify organizational performance problems, suggest instructional and non-instructional interventions based upon data-driven performance analysis, and design or evaluate programmatic solutions in cooperation with the clients throughout the entire process.

OLT 578 - Instructional Design and Development
Hours: 3
Same as ETEC 578. Students will utilize a systems approach to design and develop instruction. The five phases of instructional design: analysis, design, development, implementation, and evaluation are examined.

OLT 589 - Independent Study
Hours: 1-4
Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisites: Consent of Program Coordinator.

OLT 590 - Evaluation
Hours: 3
Methods of inquiry and analysis to evaluate the effectiveness of training, development, and performance improvement programs. Topics include various evaluation models, ways to assess satisfaction, learning, behavioral changes, and impacts, and how to integrate evaluation with planning or continuous improvements.

OLT 595 - Research Methodology
Hours: 3
This course provides an overview of research methodology to include core concepts and common procedures employed in quantitative and qualitative research methods.

OLT 597 - Special Topics
Hours: 3
Organized class. May be repeated when topics vary.

Technology Management Courses

TMGT 510 - Strategic & Financial Planning in Technology Organizations
Hours: 3
Study of advanced strategic and financial planning techniques and methods that apply to contemporary technology-intensive organizations. Includes investigation of planning concepts and frameworks, methods for linking technology and business strategies, and comprehension of the nature of global competition, risk assessments, and business needs prioritization. Students will be required to do extensive reading, case study related research, and original writing assignments/projects. Prerequisites: TMGT 595 (or corequisite), or permission of Department Head.

TMGT 511 - Emerging Technologies
Hours: 3
Study of emerging technologies and the management, ethical, and societal challenges they pose to engineering and technology organizations. Emphasis on how managers assess emerging technologies, share organizational strategies, make investment decisions, and create organizational structures that can effectively compete in the global market. Extensive research and writing assignments are required. Prerequisites: TMGT 595 (or corequisite), or permission of Department Head.

TMGT 512 - Leadership in Engineering and Technology
Hours: 3
Advanced study of the leadership attributes, theories, and concepts found within the contemporary fields of engineering and commercial construction, and within technology-intensive enterprises. Student will be required to conduct extensive reading, research and writing during this course of study. Prerequisites: TMGT 595 (or corequisite), or permission of Department Head.

TMGT 512A - Leadership in Engineering and Technology
Hours: 3
(Same as TMGT 512) Advanced study of the leadership attributes, theories, and concepts found within the contemporary fields of engineering and commercial construction, and within technology-intensive enterprises. Student will be required to conduct extensive reading, research and writing during this course of study. Prerequisites: TMGT 595A (or corequisite), or permission of Department Head. Crosslisted with: TMGT 512.

TMGT 513 - Knowledge Management in Engineering & Technology Organizations
Hours: 3
Study of knowledge management and its organizational impact. Students will be required to conduct extensive research into how knowledge management affects the contemporary organization. Emphasis is placed on how organizational knowledge is captured, retained, accessed, and used to provide a competitive edge in the global environment.

TMGT 514 - Engineering and Technology Project Management
Hours: 3
Study of techniques and applications for managing projects with emphasis on project management planning, network scheduling, project graphics, and other related topics. Prerequisites: TMGT 595 (or corequisite), or permission of Department Head.

TMGT 515 - Project Management Tools & Techniques
Hours: 3
Advanced study of project management tools and techniques needed for technology managers; with an emphasis on four components of project management: (1) pricing and estimating, (2) cost analysis, (3) risk management, and (4) quality management. Students will conduct case studies and address technology management problems by utilizing project management tools and techniques during the course of study. Extensive research and writing assignments are also required. Prerequisites: TMGT 595 (or corequisite), or permission of Department Head.

TMGT 516 - Staff Development in Technology Organizations
Hours: 3
Study of advanced methods for staff development, management, and organizational development that apply to contemporary technology-intensive organizations. Includes investigation of techniques for hiring employees including diversity considerations, candidate locating and interviews, employee development, dispute handling, preparation for leadership, ethical practices, and team building. Students will be required to do extensive reading, case study related research, and original writing assignments/projects. Prerequisites: TMGT 595 (or corequisite), or permission of Department Head.

TMGT 517 - Vendor & Value Chain Management
Hours: 3
Study of advanced methods for the management of vendors and value chains that apply to contemporary technology-intensive organizations. Includes investigation of techniques for contract management, Request for Proposal (RFP) development, proposal review, mergers and acquisitions (M&A) due diligence activities, expectation communication and management, and special considerations for outsourced technology-related services. Students will be required to do extensive reading, case study related research, and original writing assignments/projects.

TMGT 589 - Independent Study
Hours: 1-3
Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies.

TMGT 590 - Technology Management Seminar
Hours: 3
Students will conduct an in-depth case study on a topic selected by the program faculty. Topics will vary each semester and will be selected from relevant and timely subjects/technologies.

TMGT 595 - Applied Research in Engineering & Technology
Hours: 3
Study of research methodologies, analysis and processes utilized in contemporary engineering and technology intensive disciplines.

TMGT 595A - Applied Research in Engineering & Technology
Hours: 3
(Same as TMGT 595) Study of research methodologies, analysis and processes utilized in contemporary engineering and technology intensive disciplines. Crosslisted with: TMGT 595.

TMGT 597 - Special Topics in Engineering & Technology
Hours: 0-3
Special Topics in Engineering & Technology. Organized class. May be repeated when topics vary.

TMGT 599 - Technology Management Practicum
Hours: 3
This capstone course experience serves as the opportunity for students to demonstrate and document their program learning experience and mastery of expected/required program of study competencies, goals, and learning outcomes within the Master of Science degree in Technology Management. Additionally, administered through this course will be the Master's Comprehensive Examination that will assess the student's mastery of concepts taught in the required major core courses. This course is to be taken during the final semester of coursework in the TMGT program following the completion of all, or all but one, of the other core courses. Prerequisites: Must be core-complete or may be taken concurrently with one remaining core course.

Health & Human Perfor Courses

HHPH 510 - Principles of Environmental Health
Hours: 3
The purpose of the class is to introduce public health students to the field of environmental health, through a broad understanding of current health issues related to environmental factors. The course will focus on chemical, physical, and biological agents in the environment that influence human health. Students will be able to identify the causes and methodological approaches in the global health context. Topics discussed in the class will include specific diseases, populations, toxicants, risks, and occupational hazards.

HHPH 512 - Foundations in Public Health
Hours: 3
This course offers a broad introduction to the application of social and behavioral sciences in public health. Focus is on theoretical approaches used in facilitating behavioral, social and cultural changes needed for improving population health. Students learn the importance of applying multidisciplinary theory based perspectives to tackle real-world public health challenges.

HHPH 514 - Global Perspective of Nutrition
Hours: 3
This course examines malnutrition and how it occurs by analyzing several situations from around the world. Covers how nutrition can affect society and community and examines benefits of well-nourished populations. Analyzes major food and nutritional issues that affect health, survival, and human development in resource-limited settings.

HHPH 517 - Biostatistics
Hours: 3
This course provides students with a comprehensive introduction to the fundamental principles and applications of biostatistics in the field of public health. Through a combination of theoretical instruction, practical exercises, and data analysis projects, students will gain the necessary skills to critically evaluate research, design studies, and analyze health data..

HHPH 518 - Thesis
Hours: 3-6
Thesis (Same as HHPK 518).

HHPH 520 - Infectious Disease Epidemiology
Hours: 3
Introduction to Infectious Disease Epidemiology. The emphasis in this course is on the key concepts and methods of infectious disease epidemiology as used in public health practice and in epidemiologic research.

HHPH 521 - Chronic Disease Epidemiology
Hours: 3
This course will reinforce epidemiological concepts, research skills and public health concepts in the context of the study of chronic diseases and associated risk factors.

HHPH 522 - Outbreak Investigation and Response
Hours: 1
This course covers infectious disease outbreaks, epidemiology, outbreaks, and public health. Students will learn about modern outbreaks, historic outbreaks of significance and will explore the tools that outbreak investigators use to stop the spread of outbreaks in populations and to prevent future outbreaks. Case studies and popular media are used to apply knowledge in real-life scenarios.

HHPH 528 - Applied Data Analysis for Epidemiology
Hours: 3
This course is designed for students to apply their data-analytic skills to a Epidemiological Data Set and communicate their findings clearly to the population and researchers. Prerequisites: HHPK 617, HHPH 587, HHPH 517.

HHPH 530 - Advanced Epidemiology
Hours: 3
This course introduces students to the conceptual foundations of epidemiologic methodology. The focus is on causal inference, what is required to estimate causal effects, and the strengths and weaknesses of different study designs in this endeavor. Examples and readings are aimed at both clinical/biologic and social/behavioral track students. Prerequisites: HHPH 587.

HHPH 531 - Nutrition and Optimal Performance
Hours: 3
Nutrition and Optimal Performance. Three semester hours. A study of nutrition as it relates to optimum performance and health. Nutrient need, sources, functions and interactions are reviewed according to the latest scientific findings. Principles of body conditioning are emphasized with attention to diet and lifestyle practices that promote health and decrease risks of nutrition related diseases.

HHPH 537 - Applied Practice Experience
Hours: 5
Applied Practice Experience is a culminating course designed to provide students with a hands-on, immersive opportunity to apply their theoretical knowledge and skills in a real-world public health setting. Students will have the opportunity to actively engage with public health professionals, contribute to meaningful projects, and address critical public health issues. Final presentations to showcase the internship and final project is required. Prerequisites: Instructor approval required; must be completed in final semester.

HHPH 544 - Health Management and Leadership
Hours: 3
A consideration of managing health/fitness programs at the workplace and in other agencies. Includes budgeting, revenue, personnel, emergency procedures and safety, legal liability, facility management staff development, marketing record keeping, policies and procedures, and various management strategies.

HHPH 547 - Health Psychology
Hours: 3
An examination of the contributions of psychological research performed to the understanding, prevention, and treatment of a variety of health concerns. The biopsychosocial model of health and illness will be emphasized. Social, emotional, behavioral, biological, and spiritual factors that influence health in a global environment will be explored.

HHPH 550 - Diversity and Health
Hours: 3
To examine the ways in which diverse personal, socio-cultural, and institutional factors impact health, including race/ethnicity/culture, racism, socioeconomic class, gender, sexism, place, age, and spirituality, and to facilitate culturally competence health promotion/disease prevention initiatives.

HHPH 585 - Program Planning & Evaluation
Hours: 4
This course is designed to provide public health professionals with the necessary skills for the development, delivery, and evaluation of health programs to targeted populations. Courses of study, workshop planning, and special programs will be developed, implemented and evaluated for appropriate target groups. Prerequisites: HHPH 512 with a minimum grade of C.

HHPH 587 - Epidemiology
Hours: 3
Epidemiology is the study of the distribution and determinants of health and disease in different human populations and the application of methods to improve disease outcomes. As such, epidemiology is the basic science of public health. This course will introduce students in all fields of public health to the background, basic principles and methods of public health epidemiology investigation for both communicable and non-communicable diseases. Prerequisites: HHPK 617.

HHPH 589 - Independent Study
Hours: 1-4
Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

HHPH 591 - Seminar
Hours: 1-3
Reports and discussions of topics of current interest in health and human performance.

HHPH 597 - Special Topics
Hours: 0-4
Special Topics

HHPH 660 - Global Health Issues
Hours: 3
A focus on current health issues facing the world community. An epidemiological approach will be used in studying the causes and distribution of health related states and events in specified populations and the application of this information to the prevention and/or control of health problems.

HHPH 718 - Dissertation
Hours: 3-12
Doctoral Dissertation.

Health & Human Perfor Courses

HHPK 516 - Current Topics in Health & Human Performance
Hours: 3
A study of current problems and trends in health and physical education. Local, regional, state, national, and global issues will be included in this course.

HHPK 517 - Interdisciplinary Topics in Human Performance
Hours: 3
An in-depth study of the fundamentals of interdisciplinary physical education programs with a focus on teaching models that guide in collaboration and integration of physical education content in other subject areas, organizing content, and creating meaningful activities that impact student learning.

HHPK 518 - Thesis
Hours: 3-6
Thesis. Six semester hours.

HHPK 519 - Research Methods in Health, Kinesiology, & Sport Studies
Hours: 3
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. For non-thesis options, this course meets 595 research requirements.

HHPK 522 - Teaching Health Related Fitness for K-12
Hours: 3
This course focuses on how to implement a lifetime, health-related physical fitness program in school and community settings. Students will improve their knowledge of fitness concepts, design learning activities, review the research on physical activity, and develop strategies to teach lifetime fitness to children and adolescents.

HHPK 523 - Teaching Games Content for K-12
Hours: 3
The purpose of the course is to learn to design appropriate experiences to assist children and adolescents in becoming skillful game players. The course will specifically focus on two games curriculum models: the Sport Education Model and the Tactical Games Approach. Games in the four primary areas of invasion, target, fielding, and net & wall games will be emphasized.

HHPK 528 - Sport Psychology
Hours: 3
A study of the relationship of psychology to sport: topics include history of sport psychology, application of learning principles, social psychology, personality variables, psychological assessment, youth sport, women in sport, the psychology of coaching, and performance enhancement.

HHPK 530 - Sports Conditioning
Hours: 3
Sports Conditioning. Three semester hours. A study of the scientific basis of conditioning athletes. Focus will be on cardiovascular and resistance conditioning in the off-season, pre-season, and in-season. An introduction and utilization of appropriate equipment for cardiovascular conditioning and resistance training will be examined.

HHPK 532 - Cardiopulmonary Physiology
Hours: 3
A study of normal physiological mechanisms during rest and during physical work and exercise. The focus of this course is on the mechanisms that affect the heart.

HHPK 533 - Stress Testing & Electrocardio
Hours: 3
Theoretical and practical experiences will be examined to assist in analysis and recognition of normal and abnormal electrocardiography at rest and exercise (ECG). Students will learn how to understanding and interpret ECG tracings, exercise prescription, and understand the mechanisms of cardiac activation in health and exercise.

HHPK 534 - Exercise in Health and Disease
Hours: 3
The analysis of mechanisms responsible for reduction of functional capacity as result of biological aging and/or loss of health. Use of preventive exercise program to diminish reduction and/or deterioration of physiological mechanisms as a function of age, health and disease.

HHPK 536 - Adapted Kinesiology
Hours: 3
Adapted Kinesiology. Three semester hours. Principles of adapting physical activities to individual needs. Instructional strategies, screening and testing procedures, and modification of equipment will be emphasized. Patterns of organization and administration of programs will also be addressed.

HHPK 537 - Internship in Health, Kinesiology, & Sport Studies
Hours: 3
Practical experience in a health, kinesiology, or sport studies worksite. Prerequisites: Instructor approval required in final semester.

HHPK 538 - Exercise Metabolism
Hours: 3
An investigation of metabolic processes, metabolic responses to exercise, regulatory mechanisms, sources, role, and regulation of carbohydrate, lipid, and protein metabolism and potential metabolic bases of central and peripheral fatigue.

HHPK 540 - Supervision in Health and Kinesiology
Hours: 3
(Same as HIED 540) A study of philosophy, history, principles, organization, and techniques of supervision and their application to the supervision of health and kinesiology.

HHPK 541 - Internship in Sport Administration
Hours: 3
Internships are experiential learning activities designed to provide students with opportunities to make connections between the theory and practice of academic study and the practical application of that study in a professional work environment. Students learn and participate in marketing for multiple sports, game day operations, communications, and media relations to name a few. Internships are completed under the guidance of an on-site supervisor and a faculty sponsor, who in combination with the student will create a framework for learning and reflection. Prerequisites: instructor approval required.

HHPK 545 - Advanced Exercise Physiology
Hours: 3
Application of basic physiological concepts to the programs of kinesiology, emphasis upon the physiological effects and adjustments occurring from participation in physical activity. Major factors in conditioning, fatigue, diet, and physical fitness are considered.

HHPK 546 - Ethics, Governance, and Legalities in Sports
Hours: 3
A study focusing on ethical problems in the contemporary sport industry and the theoretical models available for analyzing these problems. Various governing agencies, primarily the UIL and NCAA, in sport will also be studied emphasizing investigation of the legal ramifications, organizational structure, authority, membership, and influence of these sport governing bodies. Legal aspects of teaching, coaching, and administering athletic programs in secondary and post-secondary education and community settings will also be included.

HHPK 547 - Economics, Marketing and Public Relations in Sports
Hours: 3
A study of revenue sources available to sport organizations such as tax support, municipal and corporate bonds, ticket sales, concessions, fund raising, sponsorship, licensing and PSL's. Further study will include sport-marketing plans utilizing the concepts of product, price, promotion, sales and advertising. The course will further examine aspects of external and internal communication in sport pertaining to community, customer, employee and media relations.

HHPK 551 - Advanced Research in Kinesiology
Hours: 3
Transform research into publishable articles and presentations to various audiences. Emphasis will be on drafting, editing, and revising documents/ presentations of the student’s individual research project. With sufficient data, students can produce an article ready for submission to a scholarly journal over the course of the semester.

HHPK 560 - Motor Development Issues
Hours: 3
Study of the influences of heredity and environment upon motor skill development. Theories of motor learning and motor control will be explored as they affect motor skill acquisition, retention, and transfer of motor skills. Techniques for appraising motor development are also studied.

HHPK 570 - Psy of Motor Learning
Hours: 3
Psychology of Motor Learning. Three semester hours. An investigation of psychological principles involved in motor performance. Particular attention will be given to the application of these principles in teaching game and sport skills and in the coaching of athletics.

HHPK 589 - Independent Study
Hours: 1-4
Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

HHPK 590 - Sport Coaching
Hours: 3
This course will explore various coaching styles and strategies. Emphasis will be placed on development of coaching philosophies, assessment techniques and analyses, and athlete development. Current research and literature will be utilized.

HHPK 591 - Seminar
Hours: 1-3
Reports and discussions of topics of current interest in health and human performance.

HHPK 593 - Biomechanics
Hours: 3
Mechanical Analysis of Motor Skills. Three semester hours. A study of the basic mechanical principles and physical laws which govern human movement. Intensive study will be devoted to analysis of fundamental motor skills and to the use of these skills in dance and sports activities.

HHPK 595 - Critiquing & Conducting Research
Hours: 3
Critiquing and Conducting Research. Three semester hours. (Same as HHPH 595) A study of research methods and designs appropriate for proposing, conducting, reading, reporting and critiquing research in health, kinesiology, and sports studies. A major emphasis will be on conducting meta-analysis of research literature. Each student is required to demonstrate systematic research techniques through the investigation and formal reporting of an independent research project using meta-analysis, descriptive or experimental research design.

HHPK 597 - Special Topics
Hours: 0-4
Special Topic

HHPK 617 - Stat Proc Hlth/Hum Perf
Hours: 3
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. This is an approved Level II doctoral research tools course.

HHPK 664 - Fitness Testing and Exercise Prescriptions
Hours: 3
Health-Related Fitness Testing and Exercise Prescriptions. Three semester hours. A study of field-based fitness testing and exercise prescriptions. The course will focus on the American College of Sports Medicine guidelines for fitness testing and exercise prescriptions. The health-related fitness parameters of cardio respiratory endurance, joint flexibility, muscular strength, muscular endurance and body composition will be studied in the course. Students will be given opportunity to participate in both classroom and laboratory experiences related to health-related physical fitness.

HHPK 718 - Dissertation
Hours: 3-12
Doctoral Dissertation.

Health & Human Perfor Courses

HHPS 518 - Thesis
Hours: 3-6
Thesis

HHPS 520 - Governance and Ethics in Sport
Hours: 3
The study of ethical problems in the contemporary sport industry & the theoretical models for analyzing these problems. Various governing agencies in sport will be studied, & may include those at the high school, collegiate, & professional levels, emphasizing investigation of the organizational structure, authority, membership & influence of these sport governing bodies. Topics for discussion will include: governance practices in international sport, with a particular focus on organizations such as FIFA, UCI, IAAF & the ICC; how governance in sport can facilitate corruption in sport; cheating in sport; values and morals in the international sport industry; ethical decision making in athletic administration; the sport ethic; & the role of NCAA, UIL, & NFHS in leveling the playing field.

HHPS 521 - Fin & Econ in Sport
Hours: 3
The study of financial theories and practical application as they impact sport revenues and expenditures as well as the familiarization with current issues and trends in financing sport organizations. Potential areas for discussion include: international exchange and inflation rates; taxation; variance in revenue sources for sport around the world; demand for and supply of international sport; funding for high school, college, and professional mega stadiums; funding issues in college athletics (Title IX compliance, the "arms race" in intercollegiate athletics, coaching salaries, etc.); and pay for play issues.

HHPS 525 - Marketing and Public Relations in Sports
Hours: 3
The course involves an investigation of revenue source available to sport organizations and sport-marketing plans utilizing the concepts of product, price, promotion, sales and advertising. It will further examine aspects of external and internal communication in sport pertaining to community, customer, employee and media relations. Areas of focus include: the marketing of domestic, league and international sporting competitions; sports branding; event sponsorship and marketing; media involvement; the value and ROI of investing in sport; athlete endorsements; sponsorship in international sport; social media policies in high school and collegiate sport; and aligning marketing goals with that of the educational institution.

HHPS 526 - Marketing & Public Relations in Sport Practicum
Hours: 1
Supervised practicum with a sport organization to provide experiential learning activitivies related to marketing, public relations, sports branding, sponsorship, and/or social media . Students will make connections between the theory and practice of academic study and the practical application of that study in a professional work environment. Practicums are completed under the guidance of an on-site supervisor and a faculty sponsor, who in combination with the student will create a framework for learning and reflection. Corequisites: HHPS 525.

HHPS 535 - Soc of Sport & Phys Activity
Hours: 3
Sociology of Sport and Physical Activity - Three semester hours A study of the social institution of sport and physical activity and consequences for American society, including social organization from play to professional sport; violence, discrimination, and special populations; and socialization implications from participation in sports and physical activity.

HHPS 536 - Sociology of Sport & Physical Activity Practicum
Hours: 1
Supervised practicum with a sport or physical activity organization to provide experiential learning activities. Students will make connections between the theory and practice of academic study and the practical application of that study in a professional work environment. Practicums are completed under the guidance of an on-site supervisor and a faculty sponsor, who in combination with the student will create a framework for learning and reflection.
Corequisites: HHPS 535

HHPS 537 - Internship in Sport Studies
Hours: 3
Supervised internship with corporate fitness centers, rehabilitation centers, hospitals, recreation centers and similar agencies and organizations.
Prerequisites: Instructor approval required in final semester.

HHPS 539 - Sport Law
Hours: 3
A study of the legal aspects of the professional sports industry, including the ways in which contract, labor, tort and antitrust law influence, impact and direct the development of relationships between leagues, athletes, agents, television, internet, advertisers and fans, and may also include international relations; EU law; and the role of the Court of Arbitration for Sport (CAS) in alternative dispute resolution.

HHPS 552 - Public Relations & Media in International Sport
Hours: 3
This class is intended to provide students with a working knowledge of the theories, techniques, and processes of public relations in the sport industry around the world and the importance thereof. Working with the media will also be a focus of the class. Topics to be discussed include: influencing methods of building good will; analysis of media; obtaining publicity; the implementation of public relations programs; writing press releases and holding press conferences; the importance of social media in the sport industry today; and dealing with the media in times of crisis.

HHPS 554 - Sport Event Management
Hours: 3
Millions of dollars are invested in the planning and hosting of sport events, from small, local, charity events, to mega-events, including the Olympics and the FIFA World Cup. This class will break down and analyze the processes in place to plan and host such events, underpinned by sport management and organizational leadership theory. Students will then utilize their learning in running a sport event. Topics that will be discussed in this context include: ticket sales, crowd control, security, customer satisfaction, human resources management, revenue generation, and marketing and sponsorship.

HHPS 556 - Sport Analytics
Hours: 3
The focus of this class will be to provide the basics for understanding and applying analytical techniques to professional teams both on the sport side (predicting player performance and outcomes) and the business side (establishing business models) of a sporting organization. A survey into basic statistical techniques (multiple regression, discriminant analysis, etc.) will be the foundation from which this class will work.

HHPS 558 - Managing People in International Sport
Hours: 3
This class focuses on Human Resource Management theory and its practical application in the context of international sport. By examining HR activities from around the world, students will be exposed to similarities and differences in culture and business practices in the global sport industry. Topics of focus will include: motivation; HRM law; the role of the volunteer in sport; managing athletes and other employees; global HR issues in sport governing bodies; and issues facing ethnic minorities, women and people with disabilities when working in the sport industry.

HHPS 562 - Hidden Disabilities in International Sport
Hours: 3
The purpose of this course is to examine the impact of hidden disabilities (e.g. ASD, PTSD, sensory processing disorders) on access and participation in sport around the world. Throughout the course we will discuss the challenges of having a hidden disability; whether the sports world is meeting the needs of this group of society; the impact of meeting their needs or not (particularly from a business perspective); and how sport organizations can be more inclusive.

HHPS 564 - Sport Facilities & Event Management
Hours: 3
This course is designed to provide students with information, practical knowledge, and skill competencies needed for facility and event management within the context of sport activities. Among the topics to be explored will be: sport facility and venue trends; planning and designing sport facilities; stadium development for different sports around the world; design and construction regulations; facility and event operations; planning and hosting events; ticket sales; risk assessment; and legal issues related to sport facility and event management.

HHPS 566 - Issues in International Sport
Hours: 3
The purpose of this class is to introduce some of the contemporary issues facing sport managers around the world and will begin to examine mechanisms that could be utilized in order to address the potential impacts of such issues. Topics to be discussed may include: racism, sexism and LGBTQ issues; corruption in international sport; sport for development, reconciliation, and peace; the implications and impact of the commercialization of sport; globalization of sport; and the power and influence of the media.

HHPS 570 - Corruption & Integrity in Sport
Hours: 3
The purpose of this course is to discuss the prevalence of corruption in international sport (both management and competition corruption) and begin to analyze mechanisms in place to attempt to restore integrity in sporting competition and governance of international sport organizations.

HHPS 584 - Administration in Sport and Recreation Programs
Hours: 3
This course is an overview of the nature and scope of administrative issues in the sport industry and recreational agencies and will expand the studens' understanding of management theories and their application to sport and recreatin administration.

HHPS 589 - INDEPENDENT STUDY
Hours: 1-4
Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

HHPS 594 - Ldshp in Sport and Recreation
Hours: 3
A study of the leadership theories and practices i recreational, collegiate, and professional sport and in recreational programs for youth organizations, institutions, industry, and public agencies.

HHPS 595 - Conducting Research in Sport Management
Hours: 3
A study of research methods and designs appropriate for proposing, conducting, reading, reporting and critiquing research in sport management. 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. Statistical methods and their implications for research will be studied, including 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 tests.

HHPS 597 - Special Topics
Hours: 1-4
Special Topics

Nutrition Courses

NUTR 510 - Community Nutrition: Theories and Applications
Hours: 3
This course expands on the important issues in community nutrition practice and presents the core information needed by students who are interested in solving nutrition and health problems. This course will provide a sweeping review of the community nutritionist’s role and abilities, the status of community nutrition, and tools for addressing community health issues through nutritional interventions.

NUTR 514 - Public Health Nutrition
Hours: 3
This course will provide an introduction to Public Health Nutrition and the role of the Public Health Nutrition professional. Emphasis will be on definition, identification and prevention of nutrition related disease, as well as improving health of a population by improving nutrition. Malnutrition will be discussed on a societal, economic, and environmental level. It will include the basics of nutritional biochemistry as it relates to malnutrition of a community and targeted intervention. Finally, it will review existing programs and policies, including strengths, weaknesses and areas for modification or new interventions.

NUTR 515 - Nutrition Education and Counseling: Theories and Applications
Hours: 3
This course reviews provides foundational knowledge of counseling and education principles. There will be many opportunities to apply nutritional knowledge and skills through case studies and engaging discussions.

NUTR 520 - Foodservice Management: Theories and Applications
Hours: 3
This course expands on the well-proven Foodservice Systems Model. This approach is optimized to help students master the many elements of foodservice management, including inputs, outputs, and processes. We discuss how each component and role fits together. We also explore leadership theories and their applications in foodservice systems.

NUTR 521 - Nutrition Policy
Hours: 3
This course offers a broad introduction to food policies in the United States. Food policy encompasses laws, regulations, decisions and actions by governments and other institutions that influence food production, distribution and consumption. Real-world controversies and debates motivate the course's attention to economic principles, research tools, policy analysis, and contemporary data sources.

NUTR 531 - Advanced Nutrition and Metabolism
Hours: 3
This course includes a comprehensive review of human nutritional biochemistry. Emphasis is placed on the biochemical and physiological fundamentals of nutrition. This course applies biochemistry to nutrient use from consumption through digestion, absorption, distribution, and cellular metabolism. This course explores how nutrition is a science that integrates life process from the molecular to the cellular level and through the multisystem operation of the human organism.

NUTR 550 - Medical Nutrition Therapy: Theories and Applications
Hours: 3
This course will expand upon the pathophysiology of selected chronic disease states and their associated medical problems. Specific attention will be directed to medical nutrition needs of patients in the treatment of each disease state. Opportunity to integrate principles of medical nutrition therapy into clinical practice.

NUTR 589 - Independent Study
Hours: 1-3
This course develops the skills, knowledge, and abilities of students pursuing research in the field of nutrition and dietetics. Students will be led various process related to scientific research under the guidance of faculty. Prerequisite: Consent of department head.

NUTR 590 - Introduction to Dietetics Practice
Hours: 3
This course will focus on professional issues, including ethics, legislative issues, and advocating and marketing the profession. Personal professional development will be addressed through self-reflection, development of a resume and a letter of intent, and personal statement.

NUTR 591 - Dietectic Internship
Hours: 3-6
The TAMUC Dietetic Internship Program is a comprehensive, hands-on training designed to prepare aspiring Registered Dietitians for a successful career in clinical, community, and foodservice settings. This program provides structured and dynamic learning experiences, integrating theory with practical application, to develop competent and confident nutrition professionals. Prerequisites: Instructor approval required.

NUTR 597 - Special Topics in Nutrition
Hours: 3
The course is a study of human nutrition as an applied science and covers nutrition physiology: metabolism, energy production, biochemical aspects, role of nutrients, weight control mechanisms, fitness and consumerism. Specific topics may vary by semester. This course is currently investigating the latest research regarding nutrition through the life cycle.

ALIB Course

ALIB 564 - Introduction to Archives
Hours: 3
This course provides students with an introduction and hands-on instruction to the theories, methods, and processes used to manage archives, manuscripts, and digital resources related to libraries. Prerequisites: HIST 562: Introduction to Public History. Crosslisted with: ALIB 464

History Courses

HIST 500 - Orientation
Hours: 0

HIST 518 - Thesis
Hours: 3-6
This course is for students who are on the MA/MS thesis track working toward receiving a master's in history. Prerequisites: HIST 590, HIST 591, and students must pass the History Department Qualifying Examination prior to enrollment.

HIST 520 - Seminar in World/Comparative History
Hours: 3
This course provides a focused and thorough analysis of a topic in World or Comparative History through reading and discussing the relevant historiography, and through guided student research. Topic will vary from semester to semester. Students may retake the course for credit as the topic changes.

HIST 521 - Readings in Latin American History
Hours: 3
This course will offer in-depth readings in various topics relating to the political, economic, social, cultural and diplomatic history of Mexico, Central and South America from pre-Columbian times to the present. Regional emphasis may vary from semester to semester.

HIST 522 - World History Theory and Methods
Hours: 3
This course provides an introduction to the theories and methods used in world history, with an emphasis on the period after 1950. Topics may include the development of the field, key debates in world history scholarship, examinations of comparative models, networks and systems, interconnections, methodological approaches, and how world history relates to other fields of historical scholarship.

HIST 524 - Readings in World History
Hours: 3
This course offers readings on selected themes and issues in World History. May be repeated once as the topic changes.

HIST 526 - Readings in Transatlantic History
Hours: 3
This course introduces students to the broad outlines of Transatlantic History, covering the period from 1492 to the present. It focuses on scholarship that examines the interconnected histories of Europe, Africa, and the Americas, integrating them into a broader discussion of the world and global issues.

HIST 535 - Introduction to the History of Religion
Hours: 3
This course introduces graduate students to the history of religion by looking at topics and themes such as doctrine, ritual, scripture, mysticism, pilgrimage, and myth across two or more religions, including Christianity, while also introducing methodological approaches to the comparative study of religion.

HIST 537 - Readings in Islamic World History
Hours: 3
This course provides a focused and thorough analysis of Islamic World History through reading and discussing the relevant historiography. Topics will vary, but may include slavery; Islamization; sectarianism; Islamic law; women, gender, and sexuality; world trade and diplomacy; globalization; borderlands; interfaith relations; and literacy.

HIST 540 - Seminar in European History
Hours: 3
Seminar in European History. Three semester hours. This course provides a focused and thorough analysis of a topic in European History through reading and discussing the relevant historiography, and through guided student research involving primary sources. Topic will vary from semester to semester. Students may retake the course for credit as the topic changes.

HIST 541 - Readings in Mediterranean World History
Hours: 3
This course provides an introduction to the wide range of research questions and debates that occupy historians of the ancient Mediterranean world. Readings will concentrate on the concept of sea and land connectivity, the impact of plague and climate change, transforming political structures, the role of the "other," religious culture, and defining the scope and scale of the Mediterranean world.

HIST 542 - Readings in Medieval European History
Hours: 3
This course provides an introduction to the wide range of research questions and historiographical debates which occupy historians of Europe from approximately 500 to 1500. Readings will concentrate on the collapse of the Roman Empire, the establishment and nature of medieval Christianity, the Carolingian Renaissance, the characteristics of a "feudal" economy and society, medieval technology, the Italian Renaissance, and the early period of European expansion.

HIST 543 - Readings in Early Modern European History
Hours: 3
This course provides an introduction to the wide range of research questions and historiographical debates which occupy historians of Europe from approximately 1500 to 1789. Readings will concentrate on the Renaissance, the Reformation, the Scientific Revolution, urbanization and economic change, European expansion and the world economy, the witch craze, the Enlightenment, and the French Revolution.

HIST 544 - Readings in Modern European History
Hours: 3
This course provides an introduction to the wide range of research questions and historiographical debates which occupy historians of Europe from approximately 1789 to the present. Readings will concentrate on the French Revolution; ideas and movements such as liberalism, socialism, nationalism, imperialism, feminism, and modernism; industrialization; war and society; mass media and popular culture; and the rise and fall of Communism.

HIST 550 - Seminar in American History
Hours: 3
Topics in American History. Three semester hours. This course provides a focused and thorough analysis of a topic in American History through reading and discussing the relevant historiography, and through guided student research involving primary sources. Topic will vary from semester to semester. Students may retake the course for credit as the topic changes.

HIST 551 - Readings in Colonial North American History
Hours: 3
This course provides an introduction to the wide range of research questions and historiographical debates which occupy historians of the United States from the colonial period through 1763. Readings will concentrate on European contact, exploration, and settlement; the emergence of American social, cultural, economic and political institutions; and the origins of the struggle for American independence.

HIST 552 - Readings in Revolutionary American History
Hours: 3
This course provides an introduction to the wide range of research questions and historiographical debates which occupy early Americanists specializing in the era of the American Revolution. Readings will concentrate on the origins of the American Revolution; the shaping of American social, economic, and political institutions in the immediate wake of independence and the drafting and ratification of the Constitution.

HIST 553 - Readings in Modern United States History, 1850-1920
Hours: 3
This course provides an introduction to the wide range of research questions and historiographical debates which occupy historians of the United States from 1850 to 1920. Readings will concentrate on the origins and course of the Civil War; Reconstruction; the economic, political, social and cultural changes caused by industrialization; and the rise of the United States to preeminence as a world power.

HIST 554 - Readings in U. S. Post 1920
Hours: 3
This course provides an introduction to the wide range of research questions and historiographical debates which occupy historians of the United States from 1920 to the present. Readings will concentrate on American involvement in the World Wars; the rise of the United States to military, economic, and technological dominance; the social and cultural upheavals which accompanied that rise; and recent challenges to that hegemony.

HIST 556 - Readings in the Early National United States, 1789-1850
Hours: 3
This course provides an introduction to the wide range of research questions and historiographical debates which occupy historians of the early republic. Readings will concentrate on the social, economic and political institutions that led to the rise and triumph of Jeffersonian-Jacksonian democracy; religious revivalism and social reform movements; American Indian policy; African-American culture, and the dilemma of slavery in the development of sectional tension and rivalry.

HIST 561 - Material Culture Analysis for Historians
Hours: 3
This course offers an advanced introduction to material cultural analysis, specifically focused on allowing history majors the opportunity to understand how to study and interpret archaeological evidence and "read" these materials as primary sources. Students will learn how to interpret archaeological site reports, study different kinds of material (e.g. pottery, coins, and faunal remains), and craft historical arguments based on these materials; key debates in contemporary scholarship will also be examined. Crosslisted with: HIST 463.

HIST 564 - Introduction to Public History
Hours: 3
This course introduces the field of Public History by examining topics that range from historical methods and interpretation, historical analysis, public interactions, and controversies associated with the practice of public history. Crosslisted with: HIST 462.

HIST 566 - Oral History Theory and Methods
Hours: 3
This course introduces the theory and practice of oral history. Students will engage with the central theoretical issues of the field, including the construction of memory, narrative, subjectivity, and structures of social power. Crosslisted with: HIST 466.

HIST 567 - Internship in Public History
Hours: 3
This internship and capstone project is designed as a significant demonstration of the student's ability to combine theory and practice in a project that has to be approved by and under the supervision of the certificate program Director. To register for the internship, the student must complete both HIST 564 and a project proposal. Prerequisites: HIST 564 and submission of project proposal.

HIST 568 - Seminar in History Education
Hours: 3
This course provides a variety of investigations, involving primary sources, into World, European, and American histories designed for history and social studies teachers. Students may retake the course for credit as the topic changes. This course will count as PDAS continuing education hours for public school teachers.

HIST 569 - Introduction to Digital History
Hours: 3
This course will engage students in the larger interdisciplinary field of digital humanities and is designed as an introduction to the variety of ways in which historians work with digital spaces to produce content both for academic audiences and for the field of public history. As part of the course, students will work in groups and individually as part of one or more digital humanities project(s) and gain experience conceptualizing digital history content. Students will also examine, discuss, and analyze a variety of existing digital humanities history-focused projects and content. This course does not require that students possess coding knowledge or previous digital building experience. Crosslisted with: HIST 469.

HIST 572 - Themes in Gender and Sexuality History
Hours: 3
This course engages students in the study of gender and sexuality history, covering a variety of global, regional, chronological and/or theoretical topics. Course may be repeated twice for credit as topics change.

HIST 573 - Themes in Revolution History
Hours: 3
In this course, students will examine historical aspects of revolutionary thought, events, actors and outcomes. Specific topics will vary and may include local, global and/or comparative emphases. Course may be repeated twice for credit as topics change.

HIST 574 - Themes in Race and Ethnicity History
Hours: 3
This course investigates intersections regarding national and global race and ethnic identity from historical perspectives. Course may be repeated twice for credit as topics change.

HIST 589 - Independent Study
Hours: 1-3
Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies.Prerequisite: Consent of department head.

HIST 590 - Historiography and Historical Theory
Hours: 3
The discipline of History has a long history and a diverse set of practitioners. This course samples this variety by discussing selected figures who have shaped the forms of historical writing in the Western tradition from the ancient Greeks to the present day. Students will develop analytic skills in identifying and critiquing the arguments of professional historians, learn and deploy the terminology associated with historical argumentation, and apply such in writing a historiographical essay. Students must successfully complete HIST 590 and HIST 591 or have successfully completed either HIST 590 or HIST 591 and be enrolled in the other before attempting to take their departmental qualifying exams.

HIST 591 - Historical Research and Writing Methods
Hours: 3
This course introduces students to the methods of historical research, including the framing of research questions; the location, analysis, and evaluation of sources; the construction of argument and counter-argument; and the presentation of results. The goal of this course is to guide each student through the preparation of a conference-length paper or publishable article as well as the process of proposing that paper to an appropriate conference or scholarly journal. Students must successfully complete HIST 590 and HIST 591 or have successfully completed either HIST 590 or HIST 591 and be enrolled in the other before attempting to take their departmental qualifying exams.

HIST 592 - Graduate History Practicum
Hours: 3
New trends in the historical profession increasingly require that graduate students have experience producing research prepared for conference paper delivery or publication. This course will provide students guidance in using their thesis research in the preparation of a conference paper and/or for proposed publication in an academic journal or anthology. Students in the course will be required to propose the paper to an academic conference or submit the article to an academic journal or anthology call for papers for consideration. This course will meet regularly & is for students who are on the MA/MS thesis track a master's in history. Prerequisites: HIST 590, HIST 591 and students must pass the History Department Qualifying Examination prior to enrollment. Pre or co-requisite: HIST 518.

HIST 595 - Research Literature and Techniques
Hours: 3
Required of students in Option II. This course requires an extensive investigation into a topic agreed upon by the student and instructor. The student will produce an historiographical essay and annotated bibliography under the direction of the instructor. Note: "The students is required to demonstrate competence in systematic research procedure." Prerequisites: HIST 590, HIST 591 and students must pass the History Department Qualifying Examination prior to enrollment.

HIST 597 - Special Topic
Hours: 3
Special Topics. One to four semester hours. Organized class. May be repeated when topics vary.

HIST 599 - Histor Qualifying Exam
Hours: 0

English Courses

ENG 501 - Structure of the English Language
Hours: 3
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. This is an approved doctoral research tools course.

ENG 502 - Introduction to Graduate Studies in English
Hours: 3
Primarily for English MA/MS students, ENG 502 is an introduction to graduate studies in English including histories, challenges, and debates in English studies. This course is required of all students in the Masters program and should be taken within the students first year.

ENG 503 - Marginalized Literatures
Hours: 3
Marginalized Literatures - Three semester hours A study of emergent or historically marginalized literatures that considers the relationship between important social categories such as class, race, nationality or sexuality and imaginative works that represent these categories in a range of historical, cultural, and national contexts. The course may focus on contemporary or historical literatures from any world culture, and the primary focus will be on considering the limits of modernity, group identity, and national consciousness as objects of literary and cultural analysis. May be repeated for credit when the emphasis changes.

ENG 504 - Graphic Narratives
Hours: 3
An Examination of the historical, cultural ideological, aesthetic, material and critical contexts that influence and produce picture books and graphic narratives written for young readers, including a study of how words, images, and institutions shape our response to those texts.

ENG 505 - History of Children's Literature
Hours: 3
A survey of the historical development of children's literature in relation to its cultural, intellectual, and political contexts. Could include how writers changed paradigms for and perceptions about "childhood" and "children's literature" by developing literature that entertained and instructed young readers as well as how conditions of print culture, political change, and social status influenced the delivery and reception of the genre.

ENG 506 - Problems in Adolescent Literature
Hours: 3
An overview of the various problems associated with adolescent literature including the problem novel and new realism, how adolescent literature is defined issues associated with censorship and the problems adolescents experience in the texts.

ENG 507 - Children and Adaptation
Hours: 3
A study in the adaptation or appropriation of familiar or traditional stories and forms into more contemporary narratives. Could include folk and fairy tales, legends and mythology, visual culture, film, and digital media.

ENG 508 - Reality in Children's Literature
Hours: 3
An overview of historical fiction and realistic literature that emphasizes the cultural and social milieu that produced the texts as represented by the genres. Particular attention will be paid to the construction of history and the social realities addressed in the texts, including ethnic, racial, and global considerations.

ENG 509 - Literary Genres
Hours: 3
Literary Genres. Three semester hours. An examination of one or more literary genres. Topics and approaches may vary, but might include a focus on a particular historical period, theme, or critical approach to selected poetry, drama, non-fiction prose, fiction, or film. May be repeated for credit when the emphasis changes.

ENG 510 - Introduction to Film Studies
Hours: 3
Introduction to Film Studies - Three semester hours Designed for graduate students who have had no formal training in film study, this course will introduce basic skills and approaches to understanding and interpreting film through the "rhetoric" of film as it relates to the critical analysis of film (e.g., cultural criticism, genre, history, ideology).

ENG 513 - Composing in the 21st Century
Hours: 3
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 across communities. This course may cover topics on writing with technology; transnational, global, and multilingual writing; multimodality and more.

ENG 515 - Histories & Theories of Rhetoric
Hours: 3
A study of histories and theories of rhetoric. Designed to guide students in interpreting and contributing to current discussions in the field, this course situates these conversations in historical contexts. The title of this course foregrounds the dynamic, evolving, ever-changing histories of rhetoric. We use the term “histories” strategically. In its singular form, the term “history” implies a singular, dominant narrative that marginalizes the many important contributions made by people of color, LBGTQ, and other historically marginalized populations. This course will bring to the fore those absent voices that rhetoricians have and continue to recover -- recoveries that actively resist and fundamentally challenge dominant narratives that have historically priviledged the white, heterono

ENG 516 - Early American Literature
Hours: 3
Early American Literature. Three semester hours. This course examines the rise of American narrative through the nation's colonial and early national periods, especially in British North America between 1620 and 1820. Topics for consideration could include exploration of how such narratives as the memoir, captivity narrative, sermon, and novel fostered the invention and formation of Americanness and American literature, examination of the fundamental ideas, myths, and intellectual concepts that still influence the ways in which Americans think about themselves and their societies and consideration of how anxieties about race, class, gender, and religion informed the creation of literary texts in early America.

ENG 518 - Thesis
Hours: 3-6
Thesis. Three to six semester hours. Required of candidates seeking the 30-hour Masters. Graded on a satisfactory (S) or unsatisfactory (U) basis.

ENG 519 - American Lit in Transition
Hours: 3
American Literature in Transition: From Civil to World Wars. Three semester hours. This course investigates the ways in which the literature of the United States reflected the country's rapid political, industrial, economic, and social transformations between 1865 and 1914. Topics for discussion could include the rise of literary realism, the significance of American regional writing, a growing emphasis on vernacular traditions, the impact of immigration the phenomenon of the New Woman and the uses of naturalistic writing to capture America's ever-changing urban landscape.

ENG 520 - Contemporary Critical Practices in English Studies
Hours: 3
A study of major trends in critical theory informing scholarly work in English studies, including rhetoric and composition, literature, and film. Primary focus is theoretical approaches to analyzing literature, film, and studies in rhetoric and composition. Course focus may change but might include one or more of the following bodies of theory and method: the Frankfurt School, cultural marxism, psychoanalysis, critical race studies, postcolonialism, queer studies, deconstruction, feminist theory, and narrative theory. This is an approved doctoral research tools course.

ENG 521 - American Modernities
Hours: 3
American Modernities. Three semester hours. Studies in various aspects of the period in American writing from the turn of the century to the Second World War. Special emphasis will be placed on the multifaceted and experimental nature of American literary modernism and the ways in which it was informed by the various social and art movements during this period. Subjects for analysis could include writings of the Lost Generation, the war novel, the influence of the visual arts on written texts, proletarian writing, the growing hybridity of generic form and literary representations of the Jazz Age as well as the Great Depression.

ENG 522 - Maj Figures in Amer Lit
Hours: 3
Major Figures in American Literature. Three semester hours. A focused analysis on a significant figure in American literature, or a treatment of two or more important writers who bear some kind of close personal or thematic relationship. May be repeated for credit when the emphasis.

ENG 525 - Contemporary Literature
Hours: 3
Contemporary Literature. Three semester hours. A study of post-1945 and recent literature in the United States and /or the United Kingdom and Ireland. Special emphasis will be placed on the ways in which national and international phenomena both social as well as aesthetic, have informed an increasingly diverse understanding of literary texts. Topics for analysis could include late Modernism and its links to postmodern thought, Cold War writing, literatures of nationhood, post colonialism, the institutionalization of theory, multiculturalism and its literary impact, and the ever-growing emphasis placed on generic hybridity, especially as it concerns visual and electronic media. May be repeated for credit when the emphasis changes.

ENG 526 - Studies in Shakespeare
Hours: 3
This course is designed to explore special topics, themes, or issues in Shakespearean studies. Focus could include an examination of his poetry or drama, adaptations of his work in a modern setting, or comparative studies with contemporaneous playwrights. Students will conduct research on the historical, social, and cultural issues of sixteenth/seventeenth century England in order to contextualize the works under study. May be repeated for credit when the emphasis changes.

ENG 527 - Antebellum American Lit
Hours: 3
Antebellum American Literature. Three semester hours. Studies in various aspects of American literature from around 1820 to the closing day of the Civil War. Topics covered may include the transition from republicanism to Jacksonian democracy, the influences of romanticism, the canonization of the American Renaissance, sentimental narrative and the literary marketplace transcendentalism the rise of literary journalism and debates surrounding the romance and the novel as generic distinctions

ENG 530 - History of Narrative Film
Hours: 3
History of Narrative Film - Three semester hours An examination of the development of film from the silent era to the present. Focus may be on American film, or other national cinemas (e.g., English, Italian, French, Soviet, Japanese, Brazilian, Chinese, Mexican). May be repeated as topics vary to a maximum of 6 hours.

ENG 531 - Maj Fig & Mov Brit Lit
Hours: 3
Major Figures and Movements in British Literature. Three semester hours. A thorough study of the age, the work, and the influence of a major British literary figure; or, treatment of two or three important figures who have some close relationship to one another; or, a thorough study of a specific literary movement or theoretical approach to an author or group of authors. May be repeated for credit when the emphasis changes.

ENG 534 - Med Renaiss Brit Lit
Hours: 3
Medieval and Renaissance British Literature. Three semester hours. Individual investigation and group discussion of selected topic. May focus on major figures, critical or historical approaches, themes, or genres in British literature before 1660. May be repeated for credit when the emphasis changes.

ENG 536 - Eighteenth-Century British Literature
Hours: 3
Individual investigation and group discussion of selected topic. May focus on major figures, critical or historical approaches, themes, or genres in British literature from 1660-1830. May be repeated for credit when the emphasis changes.

ENG 537 - Mod Transf Brit Irish Lit
Hours: 3
Modern Transformations: British and Irish Literature. Three semester hours. Individual investigation and group discussion of selected topic. May focus on major figures, critical or historical approaches, themes, or genres in British literature from 1830-1945. May be repeated for credit when the emphasis changes.

ENG 540 - Development British Novel
Hours: 3
Development of the British Novel. Three semester hours. A study of the origin and development of the novel in Great Britain from the eighteenth century to the present. Novels by authors such as Fielding, Austen, Dickens, Hardy, Woolf, and Joyce may be included.

ENG 555 - General Linguistics
Hours: 3
An advanced survey of linguistics covering phonology, morphology, syntax, semantics, and pragmatics.

ENG 557 - Teaching English as a Second/Other Language Methods I
Hours: 3
This course focuses on the linguistic, psychological, and socio-cultural foundations for teaching English to native speakers of other languages. It surveys historical as well as current trends in the methods and materials of ESL, of language testing, and of language-program evaluation.

ENG 558 - Sociolinguistics
Hours: 3
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, interactional sociolinguistics, variationist sociolinguistics, language and gender and language and ethnicity. Prerequisites: ENG 555.

ENG 559 - Lang & Culture in Class
Hours: 3
Language and Culture in the Classroom. Three semester hours. This course will focus on language diversity in education. Of particular interest will be societal factors that influence education- racism, ethnicity, sexism, bilingualism and bidialectalism and how these dynamics often affect the decisions educators make in designing and implementing language curriculum in the classroom.

ENG 562 - Psycholinguistics
Hours: 3
Psycholinguistics. Three semester hours. A survey of the cognitive, affective and developmental constraints on language acquisition and use. Topics include multilingualism; language, mind and brain; language processing and comprehension; first and second language acquisition; and research tools.

ENG 570 - Cultural Rhetorics
Hours: 3
This course will explore connections among rhetoric, literacy, language, and identity, including the rhetorical nature of embodiment and what identities, populations of people, labor, backgrounds, and abilities are in/excluded from such discussions. Course focus may change to emphasize specific identity markers (such as working class, gender, African American, Latinx, dis/ability, sexuality) but will also encourage students to explore the intersections amongst other identities.

ENG 573 - Colloquim Interns
Hours: 1

ENG 578 - Workshop on Writing
Hours: 3
Workshop on Writing. Three semester hours. A workshop in writing poetry, fiction, non-fiction prose, or screenplays. Extensive writing and peer critiques. May be repeated for credit when the emphasis changes.

ENG 579 - Style and Stylistics
Hours: 3
This course may cover any of the following areas of stylistic analysis: applied linguistics to a specific genre or genres; rhetorical and stylistic approaches to writing in various styles; teaching English as a second language; areas of literary criticism that employ stylistic analysis; a digital humanities approach using corpus stylistics. May be repeated up to 6 semester hours.

ENG 585 - Workshop on Writing: Forms and Genres
Hours: 3
Workshop on Writing: Forms and Genres. This class is an advanced, intensive, reading and writing course that focuses on a specific genre of poetry or prose based on instructor specialization. Students will read and write in the assigned genre. Extensive writing and peer critiques. May be repeated for credit when the genre changes.

ENG 589 - Independent Study
Hours: 1-4
Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

ENG 595 - Research Lit/Techniques
Hours: 3
Research Literature and Techniques. Three semester hours. Required of students who opt for the 36-hour Masters. This course requires an extensive investigation into a topic agreed upon by the student and the advisory committee. Graded on a satisfactory (S) or unsatisfactory (U) basis.

ENG 596 - Practicum in TESOL
Hours: 1-3
Practicum in TESOL. One to three semester hours. Hands-on application of TESOL methods and techniques. In coordination with an Applied Linguistics adviser, candidates will teach in a mutually-agreed upon ESL setting. Graded on a satisfactory (S) and unsatisfactory (U) basis.

ENG 597 - Special Topics
Hours: 0-3
Organized class. May be repeated for credit when topics vary.

ENG 599 - Bibliography and Methods of Research
Hours: 3
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. This is an approved doctoral research tools course.

ENG 610 - Studies in Film Genres
Hours: 3
Studies in Film Genres - Three semester hours An examination of film genres, either by surveying the various genres or examining a particular genre (such as westerns, film noir, or French New Wave), through the eyes of a particular director or culture. May be repeated as topics vary to a maximum of 6 hours.

ENG 611 - Writing with Digital Media
Hours: 3
A practicum on composing original essays with digital media, including video, sound, and images. This course is designed for advanced students and those new to writing with digital tools. Introduces students to a range of tools, concepts, and models for composing with digital media, as well as ethical considerations associated with the creation and sharing of multimodal texts, including the role to be played by the Digital Humanities. Objectives include understanding the fundamentals of digital storytelling. Students will demonstrate that understanding by assembling and sharing their own original examples of digital storytelling in video, sound, images, or other modalities. Course may be repeated for credit as topics change.

ENG 612 - Privacy-Surveillance Rhetorics
Hours: 3
Privacy-Surveillance Rhetorics is a graduate-level course which interrogates the rhetorical implications of the privacy-surveillance spectrum throughout local and global culture(s). Privacy-Surveillance Rhetorics focuses on the inherent intertwining of rhetoric and ethics through the lens of privacy and surveillance. This focus is triangulated with well-established and emerging topics within the field of rhetoric and composition, including literacy and genre studies, language and identity, comparative/cultural rhetorics, and digital rhetorics. Course content critically engages with rhetorical methods and methodologies to study the theoretical and ethical dimensions of privacy and surveillance, including, but not limited to, Terms of Service (ToS) documents (e.g., privacy policies), Artificial Intelligence (AI), New Surveillance (e.g., DNA technology, facial recognition), educational technologies, algorithmic surveillance, Big Data, and social justice.

ENG 613 - Digital Humanities
Hours: 3
Digital Humanities: A study of theories and methods relating to the use of computational and digital tools to pursue questions of research and teaching in the humanities. The course will explore the ways in which technologies are complex, socially situated, and political tools through which humans act and make meaning. The course may focus on specific disciplinary questions relating to research or pedagogy, or may take an interdisciplinary or transdisciplinary approach. May be repeated for credit when the emphasis changes. General familiarity with the Internet is suggested, but no prior knowledge of digital humanities or programming knowledge is required.

ENG 615 - Professing English
Hours: 3
Primarily for English doctoral students, English 615 is an introduction to the profession of English—that is, the process by which one becomes a professional. Issues covered will include the curriculum vita, abstracts, dissertation proposals, dissertations, the job search, the research process beyond graduate school. The course will also include history of English as a part of the college curriculum. This course is required of all doctoral students. Graded on a satisfactory (S) and unsatisfactory (U) basis. This is an approved doctoral research tools course.

ENG 620 - Adaptations to Film
Hours: 3
Adaptations to Film - Three semester hours Examines the relationship between film, literature and other sources and the unique qualities of each medium. Special emphasis on film adaptations of literary works from western and non-western cultures.

ENG 657 - Teaching English as a Second/Other Language Methods II
Hours: 3
This is the second course in a two course sequence designed to prepare individuals to become teachers of ESOL. It complements the theoretical and historical perspective of TESOL Methods I with a focus on classroom practices (e.g. micro-teaching, classroom management, lesson planning, content development, and building intercultural awareness). Prerequisites: ENG 557 or instructor approval.

ENG 658 - Sound Systems of English: Pedagogical Applications of Phonology & Phonetics
Hours: 3
This course focuses on the application of phonological principles and practices to TESOL teaching. Within a framework of communicative competence, we will examine different approaches to pronunciation teaching in the ESL/EFL classroom and investigate a variety of techniques and activities. Prerequisites: ENG 555 or instructor approval.

ENG 670 - Pragmatics & Language Tchg
Hours: 3
Pragmatics and Language Teaching - Three semester hours Pragmatics and Language Teaching is an introduction to the role of pragmatics in the second language classroom. With an underlying focus in our readings and discussions on cross-cultural pragmatics, it investigates the following questions: What is pragmatics? How can it help classroom language teaching? How can we integrate pragmatics in the classroom? How can pragmatics help us to understand student development? This is an introductory level graduate course on pragmatics and language teaching, and no background in this area is required. Pre-requisites: ENG 555

ENG 671 - Discourse Analysis
Hours: 3
Discourse Analysis - Three semester hours The course focuses on the nature of spoken and written discourse and the applications of discourse analysis to TESOL. It examines written and spoken macro- and micro-level discourse practices inside and outside of the classroom including investigation of transactional and interactional discourse events and multiple genres. With a focus on both approaches to analysis and teaching, the course is designed to bridge the gap between researcher and practitioner and to encourage teachers to use similar techniques in their classroom teaching. Pre-requisites: ENG 555

ENG 672 - Second Language Acquisition
Hours: 3
Second Language Acquisition - Three semester hours This initial-level seminar focuses on “perennial” issues that arise in the study of second language acquisition and our current understanding, re-evaluation and discussion of these issues within the field. It covers both the historical development of the field and current areas of growth such as neurocognitive models of second language acquisition. With a focus on both approaches to second language data analysis and developing theoretical frameworks, the course is designed for graduate students who are primarily research-oriented or primarily practitioners. Pre-requisites: Instructor Approval

ENG 675 - Colloquium: Teaching College Reading and Writing
Hours: 3
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. This is an approved doctoral research tools course. Prerequisites: Permission of the department Head.

ENG 677 - Issues in Literacy
Hours: 3
A study of the problems and issues concerning literacy, literacy teaching, and literacy research. The course examines the social, political, educational, and cultural influences on literacy. May include emphasis on particular populations or problems.

ENG 680 - Composition Studies
Hours: 3
The seminar helps students locate themselves within our field. This course is designed for advanced students and those new to composition studies. Students will focus on breadth, by engaging an overview of key histories, theories, and methods that mark Composition Studies, and depth, through analysis of how and with what consequences a key question, concept, or movement shaped or continues to shape our understanding of the field. Students will examine the relationship between theoretical texts and pedagogical practices in order to engage concepts often underrepresented or overlooked within the field as we garner an understanding of the paths of resistance. This is an approved doctoral research tools course.

ENG 681 - Academic Discourse
Hours: 3
A workshop-based course designed to introduce graduate students to the nature of academic writing. Students will analyze their own texts and published scholarship with the goals of refining or producing texts that reflect the conventions associated with academic discourse and identifying strategies that will assist in developing a unique but professional voice/style. This is an approved doctoral research tools course.

ENG 682 - Machine Learning for Linguists
Hours: 3
This course covers widely-used machine learning methods for linguistic applications with a special focus on neural networks and culminates in a final project in AI or computational linguistics. If you take this class, you'll be exposed to the most relevant approaches that researchers have recently used to teach language to computers. However, you'll get training and practice with all the research skills that you'll need to explore the field further on your own. This includes not only the skills to apply computational models, but also to design experiments to test those models, to write and present your results, and to read and evaluate results from the scientific literature. Prerequisites: ENG 683.

ENG 683 - Algorithm Design for Linguists
Hours: 3
This course will introduce the fundamental and practical basics in computational linguists, including algorithm design, processing pipelines, and computational modeling of linguistic problems. Using a common basic programming language and platform as in actual industry usage, currently Python in notebooks, students will learn to turn language-based tasks and research questions into algorithms that process language in appropriate models by adapting established solutions and developing their own. Prerequisites: ENG 555.

ENG 685 - Symbolic Computational Linguistics
Hours: 3
This course provides a general introduction to symbolic computational linguistics, the study of linguistics-based computational systems that understand and generate human language. This class will cover fundamental concepts and techniques, such as lexical and ontological semantics, word sense disambiguation, syntactic and semantic parsing, and generation. Throughout the class, students will be exposed to recent research that connects the concepts learned to exciting research questions that are practically motivated and application-oriented. Prerequisites: ENG 683.

ENG 686 - Quantitative Methods for Linguists
Hours: 3
This course is designed to help graduate students with a background in linguistics, but no active knowledge of statistical methods, appreciate the basic concepts in descriptive and analytical statistics as relevant for work in the humanities, in particular linguistics. In the field of linguistics a working knowledge of statistics is crucial to both understanding the professional literature and to conducting experiments, analyzing results, and writing reports that are considered publishable. Students will be empowered to calculate general tendencies and dispersions in their own data, determine the statistical significance of their results, and report those results in a manner that accurately and professionally communicates them to the scientific community. This is an approved doctoral research tools course.

ENG 687 - Qualitative Methods
Hours: 3
This initial level seminar is an introduction to Qualitative Research Methods in Applied Linguistics. A variety of qualitative research methods from different areas of Applied Linguistics are surveyed. The course combines readings and critical analysis of research articles with experience in collection, analysis and reporting of data.

ENG 688 - Teaching and Researching L2 Writing
Hours: 3
This advanced graduate-level course is designed to get students acquainted with the current theory and research in L2 writing development as well as writing pedagogy. The topics examined include textual and genre approaches to L2 writing, rhetorical and cultural influences in L2 writing, reading and writing connection, L2 writing assessment, feedback on writing, collaborative writing, and technology-assisted L2 writing. Prerequisites: ENG 555 or ENG 501 Min Grade C.

ENG 689 - Independent Study
Hours: 1-4
Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

ENG 690 - Etymology: The History of Words
Hours: 3
This course is a graduate-level introduction to etymology, i.e., the historical development of words. Among the basic topics investigated are the etymological processes and some aspects of historical linguistics such as the methodologies used in the field (e.g., language laws, word formation, borrowing, semantic shift) and the development and history of Indo-European languages (from which English derives).

ENG 697 - Special Topic
Hours: 3
Special Topics. Three semester hours. Organized class. May be repeated when topics vary.

ENG 697A - Special Topic
Hours: 3
Special Topics. Three semester hours. Organized class. May be repeated when topics vary.

ENG 710 - Film Theory & Criticism
Hours: 3
A survey of theoretical and critical approaches to analysis of film and video with an emphasis on the historical and cultural context in which these approaches emerge, examining selections from western and non-western film theory and criticism.

ENG 718 - Doctoral Dissertation
Hours: 3-12
Doctoral Dissertation. Three to nine semester hours. Credit not to exceed nine semester hours. Graded on a satisfactory (S) and unsatisfactory (U) basis.

ENG 720 - Sptc: in Film Studies
Hours: 3
Special Topics in Film Studies - Three semester hours Extended investigation of major subjects and issues in cinema and other media; topics vary but may include studies of author/directors, historical movements, critical approaches, and themes. May be repeated as topics vary to a maximum of 6 hours.

ENG 771 - Writing Democracy
Hours: 3
Writing Democracy examines what it means and takes to “write democracy” in(to) our everyday lives and over time. Attending to the rhetoricity of global human rights and taking an intersectional approach to race and racism, students will examine various texts (e.g. articles, photographs, film, archival materials) to answer questions such as: how can and have historically marginalized groups leveraged writing to enact systemic change? How have calls for global human rights played out locally? Final projects may include digital humanities and creative work that apply lessons from existing rhetorical projects toward institutionalizing inclusivity in response to today’s calls for justice toward (re)writing democracy as writing instructors, researchers, community members, and administrators.

ENG 772 - Rhetorics of Labor
Hours: 3
This course will explore topics of work, labor, and class identity focusing particularly on working-class histories from both local and global standpoints. The course can have varying focuses, such as the rhetorics of academic labor, labor archives, labor activism, and more. The course will discover histories of class-based labor through various texts (articles, podcasts, songs, documentaries, archival sources). We will also identify the rhetorics surrounding work, labor, and social class, examining how people talk about these concepts and their relevance to our current moment. While the focus of this course is on class identity, students can expect the course to identify and analyze how social class intersects with other identities (gender, linguistic, race, sexuality, and more).

ENG 775 - Teaching Literature in College
Hours: 3
Methods and theories of teaching the interpretation of literary and nonliterary texts to college students. This is an approved doctoral research tools course.

ENG 776 - Methods and Methodologies in Writing Studies
Hours: 3
This course will provide an introduction to research methods and methodologies commonly used in rhetoric, composition, writing studies, and literacy studies. Topics include the following: histories of research methods and methodologies; connections among (and understandings of) methods; practical guidance for student-selected, original research; and methodologies as theories that guide our use of methods. Students will learn how to create and sustain a research project by drawing attention to how methods and methodologies can enable, constrain, and complicate our work. Students will have the chance to learn about various methods (such as interviewing, archival work, grounded theory, ethnography) as well methodologies (such as feminist, transnational, racial). This is an approved doctoral research tools course.

ENG 780 - Text and Genders
Hours: 3
A critical examination of theories of how gender categories and concepts are constructed across cultures and time and how they intersect with race, class, and sexual orientations. Depending on instructor specialization, the course focus may be literary, focusing on gender in fiction, non-fiction, poetry, or film; or on gender in rhetoric and composition studies; or gender in linguistics. This course is recommended for doctoral students planning to teach and/or produce scholarship on the college level. May be repeated once for credit when course focus changes.

ENG 781 - Major Figures World Lit
Hours: 3
Major Figures in World Literature A study of major literary works from both classical and contemporary literature in diverse genres outside the English language tradition. This course is required for doctoral students specializing in Critical Literacy (the study of literature and film). 3 SCH.

Linguistics Courses

FLL 589 - Independent Study
Hours: 1-4
Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department Head.

FLL 597 - Special Topic
Hours: 3
Special Topics. Three semester hours. Organized class. May be repeated when topics vary. Prerequisite: Permission of the department Head.

Spanish Courses

SPA 503 - Critical Cultural Theories
Hours: 3
Explores and analyzes society and culture through various theoretical lenses. Course focuses on the reflection and critical analysis of various texts to reveal meaning and challenge structures of power through critical thinking.

SPA 505 - Multicultural Fairy and Folk Tales
Hours: 3
A comparative, analytical and theoretical approach of folk and fairy tales (Little Red Riding Hood, Cinderella, Sleeping Beauty and others) and the Spanish versions of these works and its presentation in the classroom.

SPA 511 - Teaching Spanish as a Second Language
Hours: 3
The course introduces current approaches, methods, and resources for the teaching of Spanish as second/foreign language in diverse educational contexts. Focus on current language instructional models, including task and content-based, multiliteracies, and critical pedagogy approaches.

SPA 512 - Spanish Grammar Review and Its Teaching
Hours: 3
This course consists of a survey of Spanish Linguistics (Phonetics, Phonology, Morphology, Syntax and Dialectology) at an advanced level. Students will become acquainted with Linguistic theories through peer-review scholarly articles. Such articles also describe the application of such theories in the classroom. Students are encouraged to reflect on their own learning of the complex grammatical aspects of the language, and on the functions of teachers of second languages, who are responsible for the learning process of potential students. This course will bring to light the difficult task of including accurate and meaningful explanations of the grammatical aspects of learning a second language; a task which is undoubtedly a key to success. This is a 3 hour, lecture course with no prerequisites.

SPA 513 - Teaching Spanish as a Heritage Language
Hours: 3
General introduction to linguistic, sociolinguistic and instructional approaches to the development and teaching of Heritage Languages in the US with emphasis in Spanish. The course focuses on theoretical issues and pedagogical topics, including curriculum and material development, teaching practices, and assessment.

SPA 516 - Boom/Post-Boom Latin American Literature and Film
Hours: 3
A study of Latin American Literary Boom and Post-Boom as represented in narrative discourse (written and cinematic) from a global perspective. The class intersects these and other artistic movements in dialog with various narratives and cultures from around the world. May be repeated for credit when the emphasis changes.

SPA 518 - Thesis
Hours: 3-6
Thesis. Six semester hours. Graded on a satisfactory (S) or unsatisfactory (U) basis.

SPA 543 - Spanish Sociolinguistics
Hours: 3
This course will help students to gain understanding of the different varieties and dialects of Spanish in the Hispanic world and its implementation in classroom instruction. The foreign language teacher needs to be knowledgeable of external variables (social status, gender, speaking tasks required, regional dialects) which affect speaker’s production. Learners of Spanish as a second language must be properly taught and be made aware of those different social or regional varieties when they are learning a new language. It is the responsibility of the foreign language teacher to put into practical context the grammatical aspect of the courses they teach, so that the learners will achieve success. This is a 3 hour, lecture course with no prerequisites. Cross list with FLL 543

SPA 544 - Spa Curriculum Design
Hours: 3
Spanish Language Curriculum Design This course targets potential teachers of second language. It instructs them how to effectively manage content in order to improve the structure and organization of a syllabus. It also helps in the implementation of appropriate materials for the second language classroom. This course will demand a recycling of knowledge on Linguistics disciplines related to the teaching of Spanish as a second language such as Phonology, Syntax, Sociolinguistics, and Methodology. By implementing the appropriate contents at the right pace and scheduling, potential teachers will work out a reliable curriculum which will assure the success of his/her students. Cross listed with FLL 544

SPA 545 - Teaching Spanish Thru Literature and Film
Hours: 3
A practical approach to the use of Hispanic films and literary texts for Spanish language instruction. The course prepares secondary teachers as well as college instructors to integrate film and literature as relevant tools in the Spanish classroom. Main goals include: 1) to expose students to the histories and cultures of the Spanish-speaking world , 2) to make use of film and literary texts as tools for practicing essential skills related to learning a foreign language, 3) to instruct students in the pedagogical principles and research that guide the use of film and literary texts as tools for learning a foreign language.

SPA 549 - Spanish Phonetics
Hours: 3
Spanish Phonetics in the Classroom This course will help students gain understanding of the field of Phonetics. The course surveys the Spanish phonological system so that the SLA teacher can implement it in his/her work in the classroom. Usually overlooked, or not consistently treated, second language phonology is a key to mastering native-like pronunciation. Thus, the course focuses on the importance of well-designed, long term work on the learning of pronunciation and intonation; and on how future teachers of Spanish as a Second Language may implement this work day to day in the classroom. This is a 3 hour, lecture course with no prerequisites. Cross list with FLL 549

SPA 550 - Literature and Culture in the Classroom
Hours: 3
Examines a variety of literary genres from a comparative approach as texts of culture.

SPA 560 - Colonization and Independence in Latin American Literature and Film
Hours: 3
A study through literature and film of colonization and independence. The class analyzes European colonization around the world and how it is represented in literature and film. The course spectrum is global. It analyzes the concept of colonization, independence and freedom from various axes: geographical, political, social and sexual as spaces from a global perspective. May be repeated for credit if the emphasis changes.

SPA 575 - Spanish Literature and Film of the 20th and 21st Centuries
Hours: 3
An exploration of the modern and postmodern thought that has shaped Spanish culture in the 20th century, and those that continue to affect Spanish culture and the production of art in the 21st century. The exploration will be conducted through the study of significant literary texts, film, and cultural artifacts, as representatives of a variety of aesthetic perspectives that echo the transformation of historical, social, and political concerns. Topics may include the literature of the Generation of 98; the Spanish Avant-Garde in Art and Literature; Literature, Art, and Film of the Civil War and the Dictatorship; Literature, Art and Film of the Democracy; and issues of gender, immigration, etc. in the 20th and 21st centuries. May be repeated for credit when emphasis changes.

SPA 576 - In Search of Spanish Identity: Spanish 18th and 19th Ct. Literature and Art
Hours: 3
In this course, and through a multidisciplinary approach, we will examine the historical period of 18th and 19th century Spain, which proved crucial for the development of dramatic events and transformations in contemporary Spanish culture and society. From different theoretical perspectives, we will read selected works and/or chapters by representative authors, and will explore a number of artistic and cultural artifacts as echoes of progressive and traditional ideologies competing for hegemonic control. Authors studied may include Benito Feijoo, Ignacio de Luzán, Moratín, Rosalía de Castro, Bécquer, Emilia Pardo Bazán, and Galdós. Other artists such as Goya, Fortuny, Rosales may also be examined. May be repeated for credit when the topic changes.

SPA 589 - Independent Study
Hours: 1-4
Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

SPA 595 - Research Literature and Techniques
Hours: 3
Note Required for the students who opt for the 36-hour Master’s. This course requires an extensive investigation into a topic agreed upon by the student and the advisory committee. Graded on a satisfactory (S) or unsatisfactory (U) basis.

SPA 597 - Special Topics
Hours: 1-4
Special Topics. One to four semester hours. Organized class. May be repeated for credit when the emphasis changes.

SPA 599 - Bibliography and Methods of Research
Hours: 3
For beginning Spanish graduate students who have not had an equivalent graduate-level course, this course introduces research techniques and resources for literary and linguistics investigation, focusing on manuscript preparation and academic writing.

Communication Studies

COMS 589 - Independent Study
Hours: 1-6
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.

COMS 597 - Special Topics
Hours: 3
Organized class. May be repeated when topics vary

Business Analytics Courses

BUSA 501 - Intro to Business Analytics
Hours: 3
This course is designed to provide students with a general understanding of the role of big data and business analytics in today's dynamic organizational environment. Graduate students will learn the process of analyzing big data and discovering new information to support management decision making. Students will learn how business analytics can be leveraged by organizations to gain competitive advantage.

BUSA 511 - Business Analytics for Managers
Hours: 3
This course provides students an opportunity to understand the underlying framework of business analytics, the role of big data in today's dynamic organizational environment and using analytical models in business operations and decision making. Through a combination of lectures and business case studies (using SAP®), graduate students will learn how big data can support manager's decision making and how business analytics can be leveraged by organizations to gain a competitive advantage. The case studies explored will illustrate how companies take advantage of different sources of data with different analytical techniques to improve performance, gain an understanding of optimizing results for better decisions, and employing analytical methods to translate data into key insights.

BUSA 516 - Emerging Technologies and Business Innovations
Hours: 3
This course covers emerging technology applications in business analytics and management. The hands-on course contents include the mechanisms of new technologies and how managers can integrate technology innovations into their decision making process.

BUSA 521 - Business Analytics Capstone
Hours: 3
This course addresses problem-solving of complex projects where the use of data driven analytical skills yields real-world experience. As a team, students will be given the context of a business situation, and then asked to identify relevant tools and analytic frameworks to gain both insights into past and present operations, as well as predictions of future performance. Topics include but are not limited to resource management (time, money, and people), change management, quality control, risk management, leadership, and communication. Prerequisites: Must be taken in last semester. All core courses must be completed, ECO/MKT/BUSA 595, BUSA 511, BUSA 523, BUSA 542, BUSA 526, BUSA 532, BUSA 537.

BUSA 522 - Business Forecasting
Hours: 3
Statistical methods are used in the course to create forecasts for business data. The definition of a forecast and the methods for assessing alternative forecasts are covered at the start of the course. After introducing a number of forecasting techniques, the focus is eventually shifted to modeling the statistical characteristics of the data under examination. Early on, we'll talk about straightforward approaches devoid of complex modeling, such as naive predictions, forecasts based on averages, and exponential smoothing. The models get more complex as the course goes on since we'll cover forecasts based on regression models, so-called "ARMA" and "SARIMA" models, and ultimately multivariate approaches.

BUSA 523 - Business Analytics Programming
Hours: 3
Introduces graduate students to programming business applications in the large enterprise system environment. Programming logic and design, documentation, debugging and testing.

BUSA 526 - Database Management
Hours: 3
This course provides a foundation for the design, implementation, and management of database systems. Students will study both design and implementation issues with an emphasis on database management issues.

BUSA 530 - Informatics in Health Care
Hours: 3
This course focuses on the application of computer technology to healthcare management of individuals and groups, with recognition of the social, ethical, and legal issues involved. Available resources useful in patient care and educational settings are emphasized. The opportunity for application of specific concepts is provided. Crosslisted with: NURS 5207.

BUSA 532 - Data Warehousing
Hours: 3
This course covers the fundamentals of data warehousing architecture and the issues involved in how IT tools and techniques can allow managers to extract analytics and patterns from numeric data. Specific topics covered include the logical design of a data warehouse, the data staging area and extract-transform-load processing, the use of multi-dimensional analysis using OLAP techniques, and other techniques. The course will explore how to support informed decision making and extract predictive analytics and patterns from nonnumeric data by leveraging tools and techniques to analyze unstructured data. Prerequisites: BUSA 526.

BUSA 533 - Cyber Security and IT Auditing
Hours: 3
An examination of the technical and managerial aspects of Cyber Security and IT Auditing nature of the course. An IT audit is the examination and evaluation of an organization's information technology infrastructure, policies and operations which is critical to understanding cyber security and assurance. This course provides the foundation for understanding the key issues associated with protecting information assets, identifying threats to information assets and planning responses to threats. Addresses the use of analytics tools and techniques to enhance the ability of quality management approaches to improve information and security processes.

BUSA 535 - Ethical Hacking
Hours: 3
In this course, students will develop and gain an understanding of the principles, concepts, and methods to prevent and detect outside attacks in a business environment.

BUSA 537 - Business Data Science
Hours: 3
This course covers the applications of advanced analytical techniques. Students learn to analyze data sets, and identify critical business success factors under uncertainties. Topics include linear regression, decision trees, time series analysis as well as techniques for non-linear data such as text mining.

BUSA 539 - Cyber Forensics and Information Security Policy Governance
Hours: 3
This course provides a foundation in the use of cyber forensic tools and procedures necessary to collect and analyze digital information that might be used in administrative, civil or criminal cases. Special emphasis will be placed upon ensuring that organizational information security policies meet all applicable laws and regulation requirements.

BUSA 541 - Global Network Design
Hours: 3
This course teaches students the core modules such as logistics and customer relationship management in enterprise resources planning activities. The course introduces modern quality management approaches including Six Sigma. Students learn global supply chain system design and implementation techniques and practices through class discussions and case analyses.

BUSA 542 - Applied Decision Modeling
Hours: 3
This course covers the development, implementation, and utilization of optimization models for managerial decision making. Students will learn linear programming models such as network model, integer optimization, goal programming as well as data mining models in this course. Examples include optimization analysis for strategic planning, financial portfolio management, operations, project management, and marketing research.

BUSA 545 - Machine Learning
Hours: 3
This course is aimed at developing practical machine learning and data science skills which are quintessential for future professionals in the field of analytics. The course will cover theoretical concepts of broad range of machine learning and deep learning concepts and methods. The tutorials, assignments and projects provide students with practical knowledge to solve real world problems. Prerequisites: BUSA 523.

BUSA 547 - Data Visualization
Hours: 3
In this digital age, it is becoming essentials for people to understand how to leverage data and generate insights that have the power to change the world. Data Analysis, visualization and storytelling are indispensable skills for communications, engineering, managing and marketing professionals. Student will learn the fundamentals of storytelling concepts, narrative theories, methods for research, cleaning and analyzing datasets, and focus on developing stories using Tableau and other creative data tools.

BUSA 580 - Internship in Business Analytics - BUSA
Hours: 0-4
The goal of this course is to gain relevant work experience in the student's field of study by developing specific work related skills to improve marketability upon graduation. Students will also build a "network" of professional contacts. Prerequisites: Departmental approval.

BUSA 589 - Independent Study
Hours: 0-4
One to four individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. Prerequisites: Consent of department head.

BUSA 595 - Business Research Methods and Analytics
Hours: 3
This course is designed to help students learn the key elements in the process of designing and conducting a research project: writing an introduction; stating a purpose or research aims for the study; identifying research questions and hypotheses; and advancing methods and procedures for data collection, analysis, and interpretation. Through a combination of lectures and business case studies, graduate students will learn how big data can support manager’s decision making and how business analytics can be leveraged by organizations to gain a competitive advantage. The case studies explored will illustrate how companies take advantage of different sources of data with different analytical techniques to improve performance, gain an understanding of optimizing results for better decisions, and employing analytical methods to translate data into key insights. This course will also cover a variety of research methods commonly used by business students, from survey design to advanced statistical analysis. Emphasis will be placed on the role of technology in research and current business analytics tools.

BUSA 597 - Special Topic
Hours: 1-3
Special Topics. One to three semester hours. Organized class. May be repeated when topics vary.

Marketing Courses

MKT 501 - Marketing Environment
Hours: 3
Marketing Environment. Three semester hours. A study of the marketing environment of business with emphasis on major aspects of sociocultural, demographic, technological, global, legal, political, and ethical issues. The study of marketing emphasizes the functional areas of marketing including product and service selection and development, marketing channels, promotion, and pricing. Marketing research, consumer behavior, industrial buying and international implications are also considered.

MKT 521 - Marketing Management
Hours: 3
A comprehensive study of the effective application of marketing strategies in international and domestic organizations. A case analysis approach and current professional literature are utilized.

MKT 524 - Consumer and Buyer Behavior Analytics
Hours: 3
The course examines how to analyze data that can be used to describe past buying behaviors, predict future ones, and be able to develop new strategies to influence future purchasing decisions. Students are expected to gain knowledge on key marketing problems in customer acquisition, development, and retention. The course introduces data analytics techniques tailored to those problems, including predictive analytics and large-scale testing. Students apply each technique to a large consumer-level database, learning how to target consumers individually, and how to derive customer insights. Prerequisites: ECO 595.

MKT 529 - Marketing Strategy and Decision Making
Hours: 3
The course focuses on the study of marketing problems. Problem areas to be studied include market and profitability analysis, marketing planning, strategy, and control. The course will also examine the key parts of a business strategy and a marketing strategy. The issues such as conflicting strategic objectives, particularly under risk and uncertainty, will be evaluated and decision making processes will be studied. Prerequisite: MKT 521, MKT 572, MKT 547, MKT 524.

MKT 540 - Social Media Marketing
Hours: 3
Social Media Marketing (SMM) is the use of social media by marketers to increase brand awareness, identify key audiences, generate leads and build meaningful relationships with customers. Social media allows businesses to gain a competitive advantage through the creation and distribution of valuable, relevant and consistent content to attract and retain clearly-defined audiences. The overarching goal of this course is to obtain a clear perspective on what's really going on in social media marketing so that you can begin to appreciate its true value to consumers, to managers, and to other corporate stakeholders. It will equip you with the relevant knowledge, perspectives, and practical skills required to develop marketing strategies that leverage the opportunities inherent in social media and consumer-to-consumer social interactions for achieving business and marketing goals.

MKT 545 - Small Business Brand Management
Hours: 3
This course is a study of the core concepts of marketing as applied to small and medium sized enterprises (SMEs) with emphasis on effectively branding the business. It is designed to prepare students with the skills and requisite knowledge that are necessary to start and run a small business. You also are exposed to important business principles and tools that make the foundation of organizational settings. Prerequisites: MKT 521.

MKT 547 - Product Innovation and Supply Chains
Hours: 3
The course focuses on how to deal strategically with supply chain issues and challenges. Successful supply chain management requires cross-functional integration of key business processes within the firm and across the network of firms. The challenge is to determine how to successfully accomplish this integration. Other topics covered include, logistics, forecasting, inventory management, supply contracts, strategic alliances, supply chain integration and design, procurement and outsourcing, customer value and value chains, international issues, as well as product innovation and product life cycles.

MKT 567 - Consumer Marketing
Hours: 3
This course is designed to provide MBA students with the KNOWLEDGE, UNDERSTANDING and/or APPRECIATION of the mindset of the global consumer. This involves looking into the dynamic environment of the consumer, the consumer buying process and the important psychological as well as sociological variables that influence and motivate today's global consumer.

MKT 568 - Integrated Marketing Communication (IMC) and Promotion
Hours: 3
The course examines various communication modes available to reach out to the target customer as well as planning and execution of promotional programs, strategy development, segmenting and positioning. In addition, the course will examine elements of the marketing communications mix, the latest trends and tools that are used in integrated marketing communications. Students will gain knowledge on how to design promotion campaigns, public relations, cause related marketing, crisis management, social media marketing, and search engine optimization for products and services.

MKT 569 - Interactive and Digital Marketing
Hours: 3
This course integrates social media, search marketing, e-commerce, and mobile, other emerging formats of digital Marketing . Students will gain an understanding of how to apply these formats to achieve business objectives and how to assess emerging trends. Contemporary challenges surrounding acquiring customers, generating leads, customer loyalty, brand building, customer relationships, analytics, and analyzing consumer behavior in the digital marketplace will be investigated. Current professional and scholarly literature will be utilized.

MKT 570 - Marketing Analytics & Intelligence
Hours: 3
This course emphasizes the processes and technologies necessary for measuring marketing performance. The student will learn to use the processes and tools needed to gather and analyze data from multiple marketing channels over a specific time period to allow for better marketing strategy decisions.

MKT 571 - Business to Business Marketing
Hours: 3
Business-to-Business Marketing. Three semester hours. This course gives students a thorough understanding of how key marketing concepts apply to institutional markets. Students will learn to develop an appreciation of the way standard marketing approaches can be modified to fit the needs of a customer base comprised of large corporations and entrepreneurial enterprises. The course focuses on the managerial process involved in identifying and evaluating marketing opportunities to effectively serve industrial markets.

MKT 572 - Seminar in Marketing Research
Hours: 3
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.

MKT 573 - Internet Marketing
Hours: 3
Internet Marketing. Three semester hours. This course exposes students to key marketing applications relevant to the use of Internet technologies. The goal of the course is to give students the necessary background of concepts, technologies, and applications required for marketing-related activities in the rapidly growing electronic commerce industry. Example topic areas: Topics around which discussions may focus include: E-Corporation, Internet technologies, online advertising, online retailing, customer acquisition, customer service, and marketing to e-customers.

MKT 574 - Customer Relationship Management
Hours: 3
This class will explore the opportunities and challenges presented by a popular business practice - Customer Relationship Management (CRM). CRM is considered the new "mantra" of marketing. It focuses on maximizing customer value. This is accomplished by the development and management of cooperative and collaborative relationships. MKT 521

MKT 575 - Search Engine Optimization
Hours: 3
This course helps an organization leverage digital marketing and data analytics to drive measurable ROI. Students will gain the knowledge of data-driven decision-making in the latest digital marketing area. Digital marketing utilizes internet and online based digital technologies such as computers, mobile phones and other digital media and platforms to promote products and services.

MKT 580 - Marketing - Internship
Hours: 0-4
The goal of this course is to gain relevant work experience in the student's field of study by developing specific work related skills to improve marketability upon graduation. Students will also build a "network" of professional contacts.

MKT 586 - International Marketing
Hours: 3
A study of the significance of international trade for imports and exports. Adaptation to different cultures and ethics for global competition in U.S. markets are extensively analyzed.

MKT 589 - Independent Study
Hours: 0-3
Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisites: Consent of department head.

MKT 595 - Marketing Research Methods
Hours: 3
The Marketing Research Methods course emphasizes techniques of research process and methods as applied to business and its marketing. Students will be engaged in defining research problems and in collecting, analyzing, recording and interpreting data. In addition, an analysis of pertinent research literature in business will be provided. This course will provide an understanding of quantitative methods applied on data including statistics, regression, optimization, and other applied analytic methods where decision making results will be interpreted and presented to senior management or the client in making better decisions moving forward. Thus, students gain experience in defining the research problems, designing the research project, determine and collect required source data, run the appropriate analysis based on the method employed, and then present findings to senior management in formal written format and verbally.

MKT 597 - Special Topics
Hours: 1-4
Organized class. May be repeated when topics vary.

Business Administration Courses

BA 589 - Independent Study
Hours: 1-4
Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

BA 597 - Special Topics
Hours: 3
Special Topics. One to four semester hours. Organized class. May be repeated when topics vary.

Management Courses

MGT 501 - Foundations of Management
Hours: 3
This introductory management course focuses on planning, organizing, leading, and controlling in an organizational context. It provides a framework for understanding the factors that influence how organizations evolve, function, and perform. Students will learn about contemporary managerial topics including leadership, motivation, teams, organizational culture, organizational structures, and strategic planning.

MGT 503 - Business Concepts and Tools
Hours: 3
A study of administrative processes and policy determination at the general management level through the use of case analysis. Course is open to Business majors only. Course should be taken during first semester.

MGT 510 - Family Business
Hours: 3
Students will explore the business, personal and family issues found in managing an established family business on a day-to-day basis, and planning for the future. These issues include values, life cycles, marketing strategies, succession, conflict resolution, communications, legal, and financial aspects, estate planning, governance and philanthropy.

MGT 522 - Electronic Commerce
Hours: 3
This course addresses key business and strategic management applications relevant to the use of Internet technologies, including but not limited to Internet business models, customer interface, market communications, and valuation. Some exposure to technical issues will also be provided.

MGT 527 - Strategic Management
Hours: 3
A study of administrative processes and policy determination at the general management level through the use of case analysis. Course open to business majors only. Should be taken during semester of graduation.

MGT 530 - The Entrepreneur
Hours: 3
This is an advanced course geared towards gaining theoretical and applied understanding of the entrepreneur and entrepreneurial lifestyle. In particular, this course addresses the implications of personality, attitudes, ethical challenges, environmental scanning and opportunity recognition mind-frame, biases and heuristics, decision-making processes, on the life of an entrepreneur.

MGT 550 - Corporate Governance & Sustainability
Hours: 3
The class presents an advanced examination of the issues related to corporate governance in an ethical society. General theories of governance provide a foundation for an examination of the role governance decisions play in promoting the long-run sustainability of the community in which the firm operates. Global comparative analysis will help identify best practices in internal and external governance mechanisms.

MGT 555 - Project Management
Hours: 3
This advanced level course is geared towards teaching students the fundamentals of project management based on the Project Management Body of Knowledge developed by the Project Management Institute. In particular, students will learn about scope, time, cost, quality, human resource, communication and procurement management and develop a comprehensive project plan accordingly.

MGT 560 - Organizational Ethics
Hours: 3
This course examines the unique ethical demands of leadership and prepares you to better meet these challenges. Alternative perspectives of leadership and ethics are explored and applied to emergent ethical issues facing organizations. The overall mission of the course is to promote critical thinking in terms of ethical decision-making in organizations. The course seeks to help you recognize and be sensitive to moral issues, to consider such issues from multiple perspectives, to engage in a systematic and transparent analysis of alternatives, and to take individual responsibilities for your decisions and conduct.

MGT 567 - Managing Groups and Teams
Hours: 3
Techniques for managing individuals and groups in a supervisory situation are developed. Specific attention will be given to problems in communications, counseling and morale. Team building, the roles and responsibilities of supervision in a team environment, and the roles and responsibilities of teams will be presented. Nature and use of teams in various forms and activities are emphasized.

MGT 570 - New Venture Management
Hours: 3
The purpose of this advanced course is to teach students about the opportunity recognition, analysis and exploitation process. Students will learn to scan the environment for opportunities and develop a business plan to help assess the opportunity (market research, market segmentation, industry, competition and financial analysis) and to develop comprehensive plans to exploit the identified opportunity (marketing, operation and financial plan).

MGT 571 - Managerial Metrics and Decision Making
Hours: 3
This course is an examination of the conceptual and the practical aspects of managerial decision-making. Emphasis is placed upon ethical grounding and business metrics as the appropriate driving forces in operational and financial business metrics as the appropriate driving forces in operational and financial decisions. Barriers to effective decision-making are explored and strategies to improve the quality and sustainability of decisions are presented. Experiential learning is facilitated through self-assessments and decision-making exercises. Case studies are employed to demonstrate typical managerial decision making in production and service industries.

MGT 574 - Business Law
Hours: 3
A survey and study of the legal and regulatory environments businesses operate within, including international business implications and an overview of doing business with the U.S. Government. The class will encompass interactive lectures, reading and case studies. This course satisfies the business law requirement for the MSM Cohort program.

MGT 575 - Operations Management
Hours: 3
A study of the use of Operations Management concepts, models, methods, and tools to ensure effectiveness and efficiency in for-profit and not-for-profit, private and public organizations. The focus is on the transformation of inputs (e.g., labor, materials, machinery, and methods) into outputs (i.e., goods and services) for customers and other stakeholders.

MGT 576 - Global Supply Chain Management
Hours: 3
Global Supply Chain Management explores the key issues, theories, and tools associated with the design, management and improvement of integrated global supply chain systems. It focuses on the strategic, tactical, and financial aspects of supply chain management. Also, it provides an overview of concepts and decision processes that can be used to effectively and efficiently manage the flow of goods, services, and information in a global environment. Firms are procuring, producing, and selling globally which requires ever increasing amounts of coordination within the firm and with supply chain partners.

MGT 580 - Internship in Management
Hours: 0-4
The goal of this course is to gain relevant work experience in the student's field of study by developing specific work related skills to improve marketability upon graduation. Students will also build a "network" of professional contacts. Prerequisites: MGT 585 and departmental approval.

MGT 581 - Entrepreneurship
Hours: 3
Starting and running new ventures and small/mid-size entrepreneurial organizations; components of comprehensive business plans and feasibility studies; perceptual processes of opportunity recognition; entrepreneurial innovation and creativity; assessing career interest in intrapreneurship and entrepreneurship; strategic gap analysis.

MGT 583 - Seminar in Leadership
Hours: 3
This course provides an in-depth seminar emphasizing the development of organizational leadership as a discipline. It focuses primarily on the evolution of leadership thought and the application of the major models and theories associated with the various perspectives on leader behavior and subsequent follower outcomes

MGT 585 - Management & Organizational Behavior
Hours: 3
This course is designed to provide an in-depth understanding of individual, group and organizational dynamics in order to influence and manage behaviors in an organizational context. In particular, the course focuses on topics such as developing self-awareness, managing diversity, understanding people at work, creative problem-solving, supportive communication, groups and teams, the use of power and influence, motivation techniques, effective leadership, managing conflict, and organizational culture.

MGT 587 - Executive Development
Hours: 3
An in-depth seminar on the impact of current issues and environmental factors on management and organizations. The primary emphasis of the course is on the development of the skills and knowledge required for successful managerial performance. Prerequisite: Consent of instructor.

MGT 589 - Independent Study
Hours: 0-4
Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisites: Consent of department head.

MGT 590 - Global Competitiveness
Hours: 3
A study of those factors that contribute to the competitiveness of businesses, industries, and societies operating within a world economy. Primary focus is on the interaction of management, labor, and government policies.

MGT 591 - Quality Management & Six Sigma
Hours: 3
This course is an introduction to continuous improvement philosophies and methodologies combined with the tools of Six Sigma. The focus is on the continuous improvement of processes, relationships, products and services. Students completing this course will be able to establish and improve processes in educational institutions, engineering and manufacturing organizations, health care facilities, financial institutions, governmental agencies, and service organizations using Quality Management philosophies and Six Sigma tools.

MGT 592 - Current Issues in Human Resource Management
Hours: 3
This course provides an analysis of current human resource management issues emphasizing their impact on an organization's success.

MGT 594 - Transforming Organizations
Hours: 3
This course examines issues related to organizational redesign and specifically to the changes processes used by organizations to respond to changes in internal and/or external environments. Sources of change, change strategies and the analysis of change efforts on environments. Use of case analysis is incorporated into the course to provide an opportunity to apply the concepts and issues studied.

MGT 595 - Management Research Methods
Hours: 3
This course aims to introduce students to a scientific approach to the to the practice of management. Students will be exposed to the basic collection and dissemination of data techniques for the internal and external customers. Interpretation of the gathered information for decision making among upper echelons is introduced along with basic statistics, survey research, performance evaluation, understanding financials and review of scientific method.

MGT 597 - Special Topics
Hours: 1-4
Organized class. May be repeated when topics vary.

MGT 599 - Comprehensive Exam in Management
Hours: 0
Comprehensive Exam in Management.

Supply Chain Management Courses

SCM 520 - Essential Supply Chain Laws & Regulations
Hours: 3
Current policies and regulations govern every element of supply chain transactions and processes. As such, understanding and planning for the ways these laws impact the decisions of supply chain managers, and can be essential to gaining a competitive advantage. This course will examine a wide array of legal topics that shape and impact both domestic and global supply chain management.

SCM 540 - Sustainability: The Triple Bottom Line
Hours: 3
Sustainable operations have become an important component in Supply Chain Management. It is imperative for supply chain managers to understand the actions they can take to ensure long-term sustainable operations. This course focuses on both internal and external actions managers can take to develop these sustainable operations.

SCM 541 - Model-Based Intelligence: Designing Effective Supply Chain Networks
Hours: 3
As companies grow, managing the need to control inventory, reduce costs, and respond to demand can become a daunting task. This course explores the use of mathematical optimization modeling software and enterprise resource planning systems to determine appropriate supply chain decisions. Ultimately, the goal is to create the most efficient and effective network possible, enabling the company to serve their network in a timely manner.

SCM 542 - Right Part, Right Place, Right Time: The Science of Logistics Management
Hours: 3
Concepts surrounding transporting goods and materials closer to the consumer creates both profit and problems. This course addresses the issues those in transportation face in delivering the most critical and complex component of supply chain design. The approach for this course is to take an in-depth look at how the methods, laws, and policies of transportation affect the design and implementation of transportation. The goal of the course is to provide problem-solving techniques for in order to develop more effective and more efficient transportation networks.

SCM 545 - Supply Chain Analytics & Application
Hours: 3
In terms of supply chains from both research and practitioner viewpoints, various analytical methods, tools, and techniques exist today. This course focuses on sound insights and improved decision-making in supply chain management from rigorous data analysis. Emphasis is on the application of these methods, with a particular focus on integrating analytical tools and techniques. These are applied to major supply chain functions which include: demand forecasting, procurement assessment, inventory analysis, transportation, supply and subcontract pricing, and primary logistics.

SCM 546 - Revenue Management & Forecasting Demand
Hours: 3
This course is designed to investigate the techniques of the forecasting process as applied to business in relation to macroeconomics, with an emphasis on supply chains. Experience is gained in using four popular forecast methods, developing a causal variable hypothesis for forecasting, and in collecting and analyzing data.

SCM 589 - Independent Study
Hours: 1-4
Individualized instruction/research at an advanced level in a specialized contentarea under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

Mathematics Courses

MATH 500 - Discrete Mathematics
Hours: 3
Study of formal logic; sets; functions and relations; principle of mathematical induction; recurrence relations; and introductions to elementary number theory and graph theory; counting (basic combinatorics); asymptotic complexity of algorithms; and NPcompleteness. This course is useful to those taking graduate classes in computer science. It also helpful to secondary teachers by giving them a better understanding of the terms and ideas used in modern mathematics. This is an elective course, eligible for the non-thesis option of the MS degree in math only. The maximum credit hours can be earned towards the MS degree in math among MATH 500, 550, 560 is six. Prerequisites: A grade of C or better on MATH 2414.

MATH 501 - Mathematical Statistics I
Hours: 3
A graduate level course in Probability Theory intended to provide the theoretical background for a course in statistical inference. Topics covered include: probability, random variables, distributions, moments, convergence of random variables, probability inequalities, random samples. Prerequisites: MATH 2415 with a minimum grade of C.

MATH 502 - Mathematical Statistics II
Hours: 3
A graduate level course in statistical inference. Topics covered include: point estimation, interval estimation, hypothesis testing, Bayesian inference. Prerequisites: MATH 501 with a minimum grade of C.

MATH 503 - Actuarial Mathematics
Hours: 3
A course in business/financial mathematics designed as an introduction to actuarial science and as preparation for the Exam P/1 and Exam FM actuarial exams. Encounters appropriate topics from analysis, linear algebra, probability and statistics, and financial mathematics. Prerequisites: MATH 402 with a minimum grade of C or MATH 403 with a minimum grade of C.

MATH 511 - Real Analysis I
Hours: 3
Properties of real numbers, continuity, differentiation, integration, sequences and series of functions, differentiation and integration of functions of several variables. Prerequisites: MATH 2415, or Math 314, or Consent of Instructor.

MATH 511A - Real Analysis I
Hours: 3
(Same as MATH 511) Properties of real numbers, continuity, differentiation, integration, sequences and series of functions, differentiation and integration of functions of several variables. Prerequisites: MATH 2415, or Math 314, or Consent of Instructor. Crosslisted with: MATH 511.

MATH 512 - Real Analysis II
Hours: 3
Properties of real numbers, continuity, differentiation, integration, sequences and series of functions, differentiation and integration of functions of several variables. Prerequisites: MATH 511.

MATH 515 - Dynamical Systems
Hours: 3
Topics can be chosen from discrete or/and continuous dynamical systems such as linear systems and linear algebra, local theory for nonlinear systems, local existence-uniqueness theorem, the Hartman-Grobman theorem, Liapunov functions, the stable manifold theorem, limit sets of trajectories, the Poincare-Bendixson theorem, bifurcation theory, center manifold and normal form, chaotic dynamics, iteration of functions, graphical analysis, the linear, quadratic and logistic families, fixed points, symbolic dynamics, topological conjugacy, complex iteration, Julia and Mandelbrot sets. Prerequisites: MATH 2414 and MATH 2318.

MATH 517 - Calculus of Finite Differences
Hours: 3
Finite differences, integration, summation of series, Bernoulli and Euler Polynomials, interpolation, numerical integration, Beta and Gamma functions, difference equations. Prerequisites: MATH 2415 or Math 314 with a minimum grade of C.

MATH 518 - Thesis
Hours: 3-6
This course is required of all graduate students who have an Option I degree plan. Graded on a (S) satisfactory or (U) unsatisfactory basis. Prerequisite: Consent of the instructor.

MATH 522 - General Topology I
Hours: 3
Ordinals and cardinals, topology of the real line, metric spaces, topological spaces, sequences, continuity and homeomorphisms on topological spaces. Prerequisites: MATH 2414 with a minimum grade of C. Crosslisted with: MATH 440.

MATH 523 - General Topology II
Hours: 3
The course is a continuation of MATH 522. Compact spaces, connectedness and path connectedness, separation axioms, topological manifolds, further topics on metric spaces, product spaces. Prerequisites: MATH 522 with a minimum grade "C" or consent of the instructor.

MATH 529 - Workshop in School Mathematics
Hours: 3
This course may be taken twice for credit. A variety of topics, taken from various areas of mathematics, of particular interest to elementary and secondary school teachers will be covered. Consult with instructor for topics.

MATH 531 - Theory of Matrices
Hours: 3
Covers real and complex vector spaces, subspaces, linear operators, eigenvalues and eigenvectors, inner product spaces, orthogonality, operators on inner product spaces, singular value, LU and range-null-space decompositions, pseudo-inverse, canonical forms. Prerequisites: MATH 2305 and 2414 with minimum grades of C or MATH 2318 or MATH 332 with a minimum grade of C. Crosslisted with: MATH 333.

MATH 532 - Fourier Analysis and Wavelets
Hours: 3
Inner Product Spaces; Fourier Series; Fourier Transform; Discrete Fourier Analysis; Haar Wavelet Analysis; Multiresolution Analysis; The Daubechies Wavelets; Applications to Signal Processing; Advanced Topics. Prerequisites: MATH 2414 with a minimum grade of C.

MATH 533 - Linear and Nonlinear Optimization
Hours: 3
Graphical optimization, linear programming, simplex method, interior point methods, nonlinear programming, optimality conditions, constrained and unconstrained problems, combinatorial and numerical optimization, applications. Prerequisites: MATH 333 with a minimum grade of C.

MATH 536 - Cryptography
Hours: 3
The course begins with some classical cryptanalysis (Vigenere ciphers, etc). The remainder of the course deals primarily with number-theoretic and/or algebraic public and private key cryptosystems and authentication, including RSA, DES, AES and other block ciphers. Some cryptographic protocols are described as well. Prerequisites: MATH 437, or MATH 537, or consent of the instructor.

MATH 537 - Theory of Numbers
Hours: 3
Factorization and divisibility, diophantive equations, congruences, quadratic reciprocity, arithmetic functions, asymptotic density, Riemann's zeta function, prime number theory, Fermat's Last Theorem. Prerequisites: MATH 437 or Consent of instructor.

MATH 538 - Functions of Complex Variables I
Hours: 3
Geometry of complex numbers, mapping, analytic functions, Cauchy-Riemann conditions, complex integration. Taylor and Laurent series, residues. Prerequisites: MATH 436, or MATH 438, Consent of Instructor.

MATH 538A - Functions of Complex Variables I
Hours: 3
(Same as 538) This course covers the elements of one-dimensional complex analysis. The complex numbers (their algebra, geometry, and topology); Analytic functions of a complex variable (definition, examples, properties); complex functions (complex exponential and trigonometric functions, complex logarithm and power functions), Mobius transformations, stereographic projection; Integration in the complex plane, particularly Cauchy's integral formula and its consequences; infinite series of complex numbers and complex variables, including Taylor series and Laurent series; the residue theorem and the computation of real integrals by complex methods; and conformal mapping. Prerequisites: MATH 2415 Calculus III (Min Grade C) or MATH 314 (Min Grade C). Crosslisted with: MATH 438, MATH 538.

MATH 539 - Functions of Complex Variables II
Hours: 3
Geometry of complex numbers, mapping, analytic functions, Cauchy-Riemann conditions, complex integration. Taylor and Laurent series, residues. Prerequisites: MATH 538.

MATH 543 - Abstract Algebra I
Hours: 3
Groups, isomorphism theorems, permutation groups, Sylow Theorems, rings, ideals, fields, Galois Theory. Prerequisites: MATH 334 or MATH 550, or Consent of Instructor.

MATH 544 - Abstract Algebra II
Hours: 3
Groups, isomorphism theorems, permutation groups, Sylow Theorems, rings, ideals, fields, Galois Theory. Prerequisites: MATH 543.

MATH 546 - Numerical Analysis and Elements of Machine Learning
Hours: 3
The course will include numerical methods for derivatives approximation; will teach data approximation and interpolation by Fourier series; Euler's and Runge-Kutta's methods for solving ordinary differential equations (ODE) and systems of ODE. Also, the students will study methods to approximate solutions of partial differential equations (PDE) and will learn the basics of optimization (minimization of functions) for machine learning (ML). The students will develop the important skills of knowledge and methods generalization for their computer implementation and will program the basic methods in MatLab. Some programming skills would be of help. Prerequisites: MATH 2414. Crosslisted with: CSCI 546.

MATH 550 - Foundations of Abstract Algebra
Hours: 3
This course will cover the fundamental properties of algebraic structures such as properties of the real numbers, mapping, groups, rings, and fields. The emphasis will be on how these concepts can be related to the teaching of high school algebra. Note: This course will be helpful to secondary teachers by giving them a better understanding of the terms and ideas used in modern mathematics. This is an elective course, eligible for the non-thesis option only. The maximum credit hours can be earned towards the MS degree in math among MATH 500, 550, 560 is six. Prerequisites: MATH 332 or or MATH 500 with a minimum grade of C. Crosslisted with: MATH 334.

MATH 560 - Euclidean and NonEuclidean Geometry
Hours: 3
The National Council of Teachers of Mathematics (NCTM) in its Principles and Standards states the geometric skills that students should be able to use when they finish high school.This course trains students, particularly, middle and high-school teachers for understanding and mastering these geometric skills. This is an elective course, eligible for the non-thesis option of the MS degree in math only. The maximum credit hours can be earned towards the MS degree in math among MATH 500, 550, 560 is six. Prerequisites: MATH 332 or MATH 500.

MATH 561 - Regression Analysis
Hours: 3
A computer oriented statistical methods course which involves concepts and techniques appropriate to design experimental research and the application of the following methods and techniques: methods of estimating parameters and testing hypotheses about them; analysis of variance, multiple regression methods, orthogonal comparisons, experimental designs with applications. Prerequisites: MATH 401 or 502, or 402 and 403.

MATH 563 - Image Processing with Elements of Learning
Hours: 3
This class will provide the students with an introduction to image processing, with applications to science, medicine, and industry. Students will learn methods for 2D image enhancement, sharpening, blurring, noise detection, modeling, and cleaning, as well as edge detection in gray-level images. The students will learn and will be able to implement methods like local statistics, convolution, Laplacian and Gradient operators, Fourier transforms, and the Fast Fourier Transform. Further, the teacher will introduce basic elements of neural networks (NN) and machine learning(ML). At the end of the class, the students will know which gray-level image methods apply to color images. The students will develop skills in independent study, program, experiment, report, and present advanced methods from the field. Some programming skills would be of help. Prerequisites: MATH 2414. Crosslisted with: CSCI 567.

MATH 569 - Image Analysis and Recognition with Learning
Hours: 3
This class will start with a study of the basic color image models. Next, the students will learn about scaling functions and calculus with them. Further will study the basics of wavelets and how to decompose a function to wavelets. Next, the students will learn about convolution-correlation, convolutional neural networks (CNN), and the fundamentals of machine learning (ML) and deep ML(DML). In the following stage, the students will learn basic image segmentation methods based on active contours (In case of time permission deep active contours). Further, they will learn about image and object representation and description, mainly boundary and region description. The following methods will be taught from the field of Recognition: Decision making; feature extraction. The students will develop skills in independent study, program, experiment, report, and present advanced methods from the field. Some programming skills would be of help. Prerequisites: MATH 2414. Crosslisted with: CSCI 569.

MATH 572 - Modern Applications of Mathematics
Hours: 3
This course, specifically designed for teachers, covers a range of applications of mathematics. Topics may include classical encryption, data compression ideas, coding theory, private and public key cryptography, data compression including wavelets, difference equations, GPS systems, computer tomography, polynomial interpolation/Belier curves, construction and use of mathematical models, probability theory, Markov chains, network analysis, linear programming, differentiation and integration, linear algebra, complex variables, Fourier-series, Fourier and Laplace transforms and their applications, differential equations, integral equations, calculus of variations, and topics from student presentations. Prerequisites: MATH 2414 or MATH 192 with a minimum grade of C.

MATH 580 - Topics in the History of Mathematics
Hours: 3
A chronological presentation of historical mathematics. The course presents historically important problems and procedures. Prerequisites: MATH 332 or MATH 500.

MATH 589 - Independent Study
Hours: 1-4
Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. Note: May be repeated when the topic varies. Prerequisites: Consent of department head.

MATH 595 - Research Literature & Techniques
Hours: 3
This course provides a review of the research literature pertinent to the field of mathematics. The student is required to demonstrate competence in research techniques through literature investigation and formal reporting of a problem. Graded on a (S) satisfactory or (U) unsatisfactory basis. Prerequisites: Consent of instructor.

MATH 597 - Special Topics
Hours: 3
Organized class. May be repeated when topics vary. Prerequisites: Consent of instructor.

Math Education Courses

MTE 551 - Fundamental Math for Tch
Hours: 3
Fundamental Mathematics for Teachers - Three semester hours This course is specifically designed for teachers K-8. The National Council of Teachers of Mathematics (NCTM) explains in its Principles and Standards (2000) that all mathematical learning is grounded in number and operations: Students should be able to “understand numbers, ways of representing numbers, relationships among numbers and number systems; and understand meanings of operations and how they relate to each other.” This course is designed to prepare the teachers to create learning environments conducive to meeting the national and state standards regarding number and operation.

MTE 552 - Mathematical Modeling for Teachers
Hours: 3
The National Council of Teachers of Mathematics (NCTM) explains in its Principles and Standards (2000) that all mathematical learning should be grounded in problem solving and mathematical reasoning. This course is designed to prepare the teachers to create learning environments conducive to meeting the national and state standards regarding problem solving, mathematical modeling, and the judicious use of technology.

MTE 553 - Geometric Structures for Teachers
Hours: 3
The National Council of Teachers of Mathematics (NCTM) explains in its Principles and Standards (2000) that “geometry and spatial sense are fundamental components of mathematics learning.” This course is designed to prepare the teachers to create learning environments conducive to meeting the national and state standards regarding geometry. Topics include characteristics of 2 and 3 dimensional shapes, mathematical proofs, spatial relationships, transformations and symmetry.

MTE 554 - Algebraic Structures for Teachers
Hours: 3
The National Council of Teachers of Mathematics (NCTM) explains in its Principles and Standards (2000) that algebraic reasoning is a important part of mathematical study. This course is designed to prepare the teachers to create learning environments conducive to meeting the national and state standards regarding algebraic reasoning. Topics include understanding patterns, relations, functions; representing and analyzing mathematical situations and structures using algebraic symbols; using mathematical models to represent and understand quantitative relationships; and analyzing change in various contexts.

MTE 555 - Research Techniques for STEM and Education
Hours: 3
This course, Research Techniques for STEM and Education, will focus on Math and Education research topics that are necessary for the person who is pursuing a graduate degree and/or who wishes to work in higher education. Students will explore concepts that are integral to the research process at this level in higher education. Particular areas of study include: Institutional Review Boards (IRBs); topics of Research Conduct (Responsibility and Ethics that are related to research); grant writing for STEM areas; preparation for a MATH 595, thesis, or even a dissertation; writing research articles; and other research areas. This course is a Special Topics course and will offer students a unique opportunity to experience some areas of research, such as IRB proceedings. Prerequisites: Graduate student status.

MTE 556 - Stat Reasoning for Teachers
Hours: 3
National Council of Teachers of Mathematics (NCTM) explains in its Principles and Standards (2000) that statistical reasoning is essential to being an informed citizen, employee, and consumer; thus it is essential for all students. This course is designed to prepare the teachers to create learning environments conducive to meeting the national and state standards regarding statistical reasoning. Topics include formulating questions that can be addressed with data; collecting, organizing, and displaying relevant data to answer questions; selecting and using appropriate statistical methods to analyze data; developing and evaluating inferences and predictions based on data; understanding and applying basic concepts of probability. Topics on statistics and assessment may also be covered.

MTE 557 - Prob Based Lrng Math Sci
Hours: 3
Problem Based Learning in Mathematics and Science - Three semester hours This course is specifically designed for teachers K-12. The National Council of Teachers of Mathematics (NCTM) explains in its Principles and Standards (2000) that all mathematical learning should be grounded in problem solving and mathematical reasoning. This course focuses on project-based and problem-based learning (PBL); conducting PBL and its applications in the classroom.

MTE 589 - Independent Study
Hours: 1-6
Independent Study - Hours: One to Six Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. Prerequisites Consent of department head. Note May be repeated when the topic varies.

MTE 597 - Special Topics
Hours: 1-4
Hours: One to four - Organized class Note May be graded on a satisfactory (S) or unsatisfactory (U) basis. May be repeated when topics vary

Music Courses

MUS 500 - Mus Dept Comps Exam
Hours: 0

MUS 505 - Advanced Theory
Hours: 2
A study of advanced ideas of theoretical thinking. Exploration of 20th Century and 21st Century repertoire and the accompanying analytical techniques including, but not limited to: diatonic modes, non-tonal pitch collections, integer notation, set theory and twelve-tone theory. Pedagogical review of essential concepts and essential resources found in tonal music may also be included. Upon completion of this course, students will be able to comfortably navigate chromatic harmony, express and articulate pitch and key relationships, carefully discuss musical governance, actions and reactions and analyze formal and compositional techniques found in 20th and 21st century repertoire.

MUS 520 - Intro to Graduate Music
Hours: 2
Introduction to Graduate Study in Music - Two semester hours Description : The purpose of the course is to prepare students for advanced, in-depth study of music history and theory. The student learning objectives are, "Upon the conclusion of the course, the student will a. List and explain the dates, important geo-political events, aesthetic philosophies, and critical attributes of each stylistic period, from the Middle Ages to the present; b. List and define major genre of music literature and cite significant composers and compositions in each; c. Analyze and describe the structure of music in terms of form, harmony, rhythm, etc. during the Common Practice Period and subsequent 20th Century techniques of composition (i.e. octatonicsm, pitch-sets, serialism, etc.).

MUS 521 - World Music
Hours: 2
This course provides an overview of World Music from a variety of cultures and ways students can approach such repertoire in their musical careers.

MUS 522 - Music of the Baroque Era
Hours: 2
Music of the Baroque Era. Two semester hours. Music from 1600 to the death of Bach; styles, forms, and principal composers.

MUS 523 - Music of the Classic Era
Hours: 2
Music of the Classic Era. Two semester hours. Styles, forms, and composers from the pre-classic school to the death of Beethoven.

MUS 524 - Music of Romantic Era
Hours: 2
Music of the Romantic Era. Two semester hours. Early romantic elements in music. The development of the art song, piano music, opera, and instrumental music during the Nineteenth Century.

MUS 525 - Music of the 20th Century
Hours: 2
Music of the Twentieth Century. Two semester hours. Representative music literature from Debussy to the present.

MUS 526 - Music Literature and Repertoire
Hours: 1-3
Approved subtitles will include Levels I and II of the following areas: brass, woodwinds, double reeds, percussion, piano, voice, choral, wind ensemble, elementary(i.e. childrens' choir; textbook series, etc.). May be repeated for credit when subtitles vary.

MUS 529 - Workshop
Hours: 1-6
Workshop. One to six semester hours. Workshops in elementary music, vocal, instrumental, keyboard, and other selected areas of music.

MUS 531 - Pedagogy
Hours: 1-3
Pedagogy. One to three semester hours. Approved subtitles will include Levels I and II in each of the following areas: low brass, high brass, woodwinds, double reeds, percussion, piano, voice, elementary (i.e. Orff, Kodaly, etc.). May be repeated for credit when subtitles vary.

MUS 535 - Internship in Piano Pedagogy
Hours: 1-3
Supervised intern experiences in the instruction of piano in individual and group settings.

MUS 537 - Internship in Piano Pedagogy
Hours: 1-3
1-3 semester hours. Supervised intern experiences in the instruction of piano in individual and group settings. Prerequisites: Permission of instructor.

MUS 550 - Seminar in Music Education
Hours: 3
Approved subtitles will include Philosophy and Psychology of Music Teaching, Source and Research Techniques, Historical Studies, Theoretical Studies, and Experimental Studies. May be repeated for credit when subtitles vary.

MUS 551 - Minor Applied Music
Hours: 1-4
Applied Music. (Minor applied) One to four semester hours. Private instruction for graduate performance majors. Prerequisites: Satisfactory level assessed in the applied music performance audition.

MUS 552 - Principal Applied
Hours: 1-4
Applied Music. (Principal applied) One to four semester hours. Private instruction for music majors in keyboard, vocal instrumental, conducting, or composition. May be repeated for credit.

MUS 555 - Graduate Recital
Hours: 1
The graduate recital is required of graduate music majors in the MM Performance concentration. The graduate recital is a 60-minute recital with a minimum of 45 minutes of solo repertoire.

MUS 589 - Independent Study
Hours: 1-4
Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

MUS 595 - Research Lit & Techniques
Hours: 3
Research Literature and Techniques. Three semester hours. Bibliographical material, library resources, and research techniques applicable to graduate study in music will be surveyed.

MUS 597 - Special Topics
Hours: 1-4

Nursing Courses

NURS 5207 - Informatics in Health Care
Hours: 2
This course focuses on the application of computer technology to healthcare management of individuals and groups, with recognition of the social, ethical, and legal issues involved. Available resources useful in patient care and educational settings are emphasized. The opportunity for application of specific concepts is provided.

NURS 5209 - Issues in Advanced Practice
Hours: 2
This course focuses on social, economic, political, cultural, ethicolegal, and historical factors affecting nursing. It provides a forum for exploration of issues and concerns, enabling the critical analysis and evaluation of their effect on advanced practice nursing. Prerequisites: Instructor permission.

NURS 5270 - Introduction to Psychopharmacology
Hours: 2
This course is designed to prepare the advanced practice registered nurse to accurately describe, administer, and counsel patients regarding appropriate and safe medication regimens used in psychiatric care. Pharmacologic principles, pharmacologic actions, and application of major drug classes used in psychopharmacology will be discussed in relation to their role in the treatment of psychiatric disorders.

NURS 5271 - Pre-Clinical Essentials for the PMHNP Role
Hours: 2
This course is designed to prepare the advanced practice registered nurse for clinical experience in the psychiatric-mental health practice setting, including skills in assessment, documentation, and planning. The course will also include concepts and theories related to the role of the psychiatric-mental health nurse practitioner and the care of persons with psychiatric-mental health problems.

NURS 5301 - Theoretical Foundations in Nursing
Hours: 3
This course focuses on the philosophical and theoretical bases, underlying concepts and operations inherent to nursing. Synthesis of theories from behavioral, natural, social, and applied sciences is emphasized as it relates to nursing and practice. There is an investigation of the intersections between system science and organizational science. Nursing, ethical, and scientific theories are used in the analysis of clinical problems, illness prevention, and health promotion. Prerequisites: Consent of Instructor.

NURS 5302 - Advanced Pathophysiology
Hours: 3
This course focuses on pathophysiology and disruptions in normal body functioning for individuals across the lifespan. In depth theoretical and clinical principles of diseases encountered in primary care setting as well as health disparities resulting from genetic, environmental, and stress related causes are included. Assessment findings, diagnostic testing and interventions specific to selected health problems are explored to begin development of critical thinking skills for pathophysiologic causes and treatments of given disease processes. Prerequisites: Instructor permission.

NURS 5303 - Pharmacology for Advanced Practice
Hours: 3
This course focuses on general principles of pharmacology including pharmacokinetics, and pharmacodynamics as they relate to the treatment and management of common illnesses and conditions across the lifespan. Attention is given to the physiologic basis and clinical characteristics of disease states relative to pharmacotherapy. Clinical decision-making and review of laws governing prescriptive authority for advance practice nursing are also emphasized. Prerequisites: Instructor Permission.

NURS 5304 - Health Promotion and Population Health
Hours: 3
This course focuses on the assessment and management of healthy children and adults in a variety of settings. The concepts of health, health promotion, and disease prevention related to age and cultural values are explored. Health promotion for vulnerable populations is explored through epidemiologic methods. Age appropriate primary and secondary prevention and risk reduction strategies and their research base are examined. Prerequisites: Instructor Permission.

NURS 5305 - Advanced Health Assessment
Hours: 3
This course focuses on theoretical and clinical principles for health assessment in advanced practice nursing. Physical, psychosocial, and cultural assessment skills necessary to develop a comprehensive health database, clinical decision making, and diagnostic reasoning skills are emphasized. Advanced health assessment principles and skills necessary for performing a comprehensive physical examination across the lifespan are applied in the primary care clinical setting. Integration of theory is tested in the laboratory setting with a comprehensive physical assessment and development of a plan of care based on the formulation of differential medical diagnoses. Prerequisites: Instructor Permission.

NURS 5306 - Translational Research in Nursing
Hours: 3
This course focuses on the logic, methods, and techniques of the research process as they apply to the nursing profession. Evidence-based practice, research utilization, and knowledge transformation processes are emphasized. The research-oriented approach is explored from problem formulation to analysis and interpretation in both quantitative and qualitative methodologies. The opportunity to recognize a researchable problem in nursing and to develop a plan for its study is provided. This course meets 595 research requirement. Prerequisites: Instructor permission.

NURS 5307 - Primary Care Procedures
Hours: 3
This course focuses on clinical procedures commonly needed in primary care practices as well as urgent care and fast track practices. It provides an opportunity to learn the skills needed to manage frequently encountered problems. Electrocardiograph interpretation, ordering and interpretation of diagnostic imaging will be included. The clinical component will consist of practice of skills in the skills lab and time spent with a clinical preceptor. An urgent care setting or emergency care setting is preferred for this course. Prerequisites: Instructor Permission.

NURS 5310 - Health Care Policy, Organization, and Financing
Hours: 3
This course focuses on the effect of politics, organizations, and resources on the delivery of high-quality, cost-effective health care. The leadership role of the advanced practice nurse in the design, implementation, and management of human fiscal and physical health care resources is emphasized. Prerequisites: Instructor permission.

NURS 5312 - Advanced Nurse Practice Role
Hours: 3
This course focuses on the role of the advanced practice nurse with focus on the nurse practitioner. Concepts of professional development, scope of practice, peer review, legal and ethical parameters of practice, business management, and models of practice are included. Theoretical concepts related to role theory, change theory, empowerment, and socialization are emphasized. Prerequisites: Instructor permission.

NURS 5478 - Family Psychiatric-Mental Health Advanced Practice Nursing Clinical Practicum
Hours: 4
This course provides an opportunity for the student to integrate didactic and clinical education in the inpatient and outpatient settings in preparation for summative clinical and didactic examinations and board exams. Hours for this course are primarily clinical, so didactic load will be light with lectures and discussions intended to be supportive, assisting the student to integrate the curriculum in preparation for practice. Prerequisites: Instructor approval.

NURS 5621 - Primary Care I
Hours: 6
This course focuses on assessment, diagnosis, and management of common episodic and chronic conditions across the lifespan. Included is the application of epidemiologic, pathophysiologic, symptom complexes, and research-based treatments as well as appropriate patient education resources and protocols. Attention is given to the integration and application of advanced health assessment and critical-thinking skills, developmental and family theories, and health promotion strategies in the diagnostic and clinical management processes of the advanced nurse practitioner role. Prerequisites: NURS 5302, NURS 5303, and NURS 5305.

NURS 5622 - Primary Care II
Hours: 6
This course provides the opportunity to continue developing clinical expertise as a nurse practitioner. Assessment and management of additional selected health problems frequently seen in primary health care are explored. Increasing responsibility for the diagnostic and clinical management processes of the nurse practitioner is emphasized. Prerequisites: NURS 5621 Primary Care I.

NURS 5672 - Family Psychiatric-Mental Health Advanced Practice Nursing 1: Adult/Acute
Hours: 6
This course provides didactic and clinical education in the care of the adult patient with acute psychiatric or mental health problems in the inpatient and outpatient settings.

NURS 5674 - Family Psychiatric-Mental Health Advanced Practice Nursing II: Child/Adolescent
Hours: 6
This course provides didactic and clinical education in the care of the child-adolescent patient (3-24 years) with acute psychiatric or mental health problems in the inpatient and outpatient settings.

NURS 5677 - Family Psychiatric-Mntl Hlth Adv Practice Nursg III: Older Adults & Chronically Mentally Ill
Hours: 6
This course provides didactic and clinical education in the care of the older adult patient or the adult with chronic psychiatric or mental health problems in the inpatient and outpatient settings. Prerequisites: NURS 5270 & NURS 5271.

NURS 6300 - Practice Intervention Project
Hours: 3
This course focuses on the delineation of a problem/issue/project related to the clinical or functional area, review of pertinent literature, and development of a proposed solution with steps in implementation and evaluation methodology. Emphasis on quality improvement. A written document and an oral presentation of the project to a selected audience are required. Prerequisite: Instructor permission.

NURS 6301 - Performance and Improvement Projects and Quality Improvement
Hours: 2
This course focuses on the delineation of a problem/issue/project related to the clinical or functional area, review of pertinent literature, and development of a proposed solution with steps in implementation and evaluation methodology. Quality improvement is emphasized. A written document and an oral presentation of the project to a selected audience are required. Prerequisites: NURS 6300.

NURS 589 - Independent Study
Hours: 0-6
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.

NURS 597 - Special Topics in Nursing
Hours: 1-6
Note: May be repeated when the topic varies. Prerequisites: Permission of the instructor.

Physics Courses

PHYS 501 - Graduate Seminar
Hours: 1
This course may be taken each of four semesters for credit.

PHYS 511 - Advanced Classical Mechanics
Hours: 3
An advanced course in classical mechanics including the methods of Lagrange, Hamilton, matrices, tensors, and Hamilton-Jacobi theory.

PHYS 512 - Classical Electromagnetic Theory
Hours: 3
Electrostatics, magneto-statics, multiple expansions, solution of boundary value problems, slowly varying currents, electromagnetic energy and momentum, Maxwell's equations and applications.

PHYS 513 - Computational Physics
Hours: 3
Numerical experimentation has supplemented laboratory experimentation and theory as a viable approach to studying the laws of nature. Students will learn techniques and traps of programming, and then learn to write computer code to solve applications including: finite difference methods; realistic classical mechanics problems including friction or N mutually-interacting bodies; Laplace's equation in electrostatics; wave motion; random processes including diffusion, cluster growth models, and the Monte Carlo method; Fourier transforms and Fourier filtering.

PHYS 514 - Statistical Physics
Hours: 3
General principles of statistical thermodynamics, equilibrium statistics of special systems, kinetic theory, diffusion and transport phenomena, and classical and quantum statistical mechanics.

PHYS 515 - General Relativity
Hours: 3
Einstein’s principle of equivalence between physics in accelerating frames of reference and in local gravitational fields is the starting point; we demonstrate the relationship between the problem of getting rid of fictitious forces in accelerating frames by coordinate transformations and doing the same for gravitational forces. We then develop basic tensor algebra and calculus within the framework of special relativity, before introducing general coordinate transformations, the curvature tensor and the Einstein field equations. Tests and applications of the theory will include the effect on the GPS, the precession of the perihelion of Mercury, gravitational lensing, gravitational waves, black holes and neutron stars, and the Friedmann equations describing the expansion of the universe.

PHYS 517 - Mathematical Methods in Physics
Hours: 3
Covers mathematical methods used in classical and modern physics and in the engineering sciences. Topics include vectors and curvilinear coordinates, matrices and linear algebra, operators and eigenvalues, boundary value problems, Fourier and Laplace transforms, partial differential equations of physics, Green's functions, and variational methods. Emphasis is placed on problem solving.

PHYS 518 - Thesis
Hours: 3,6
Research leading to the master's thesis. Three or six semester hours.

PHYS 520 - Quantum Mechanics
Hours: 3
Schroedinger equation, discrete and continuous eigenfunctions and eigenvalues, collision theory, matrix mechanics, angular momentum perturbation and other approximation methods, identical particles and spin, theory of radiation, and atomic structure.

PHYS 521 - Solid State Physics
Hours: 3
Includes a study of crystal structure, crystal diffraction and the reciprocal lattice, crystal binding, lattice vibrations, phonons, Brillouin zones, energy bands in metals and Fermi surfaces.

PHYS 523 - Advanced Atomic, Molecular, and Materials Physics
Hours: 3
A study of theoretical and applied aspects of atomic, molecular, and solid structure. Topics include atomic and molecular models of materials, ionization phenomena, X-ray, X-ray diffraction, and atomic collisions. Experimental investigations of atomic phenomena will be stressed. Prerequisites: PHYS 520 or equivalent or consent of instructor.

PHYS 524 - Surface Physics
Hours: 3
Theory, principles and applications of surface characterization techniques to modern technological problems. Topics covered include ultra-high vacuum techniques, X-ray, ion and electron spectroscopes. Prerequisites: Consent of instructor.

PHYS 526 - Quantum Mechanics: Analysis and Applications
Hours: 3
The history of quantum mechanics including the experimental results that required a new theory of the interaction between light and matter at microscopic level. The uncertainty principle, wave-particle duality and wave mechanics. Applications (including simple calculations) to atomic physics, nuclear physics, semiconductors, lasers; how quantum mechanics has shaped the modern world. The impact of quantum mechanics in our culture; its uses and misuses. Prerequisites: University physics and calculus up to partial differential equations.

PHYS 530 - Mathematical Methods: Analysis and Applications
Hours: 3
Vectors and curvelinear coordinates, partial differential equations, linear and non-linear systems, matrix algebra, boundary value problems, Fourier transforms, separation of variables, Sturm-Lioville eigenfunction expansion theory, numerical techniques.

PHYS 531 - Classical Mechanics: Analysis and Applications
Hours: 3
Basic topics in motion, forces, properties of matter, energy, and related topics will be explored in the framework of Hamiltonian and Langragian mechanics. The elegant derivation of basic conservation laws will be demonstrated using Noether's theorem. Modern topics such as Chaotic systems and special relativity will be introduced. Emphasis will be placed on conceptual understanding. Prerequisites: University physics and calculus up to partial differential equations.

PHYS 531A - Classical Mechanics: Analysis and Applications
Hours: 3
(Same as PHYS 531) Basic topics in motion, forces, properties of matter, energy, and related topics will be explored in the framework of Hamiltonian and Langragian mechanics. The elegant derivation of basic conservation laws will be demonstrated using Noether's theorem. Modern topics such as Chaotic systems and special relativity will be introduced. Emphasis will be placed on conceptual understanding. Prerequisites: University physics and calculus up to partial differential equations.

PHYS 532 - Electromagnetism: Analysis and Applications
Hours: 3
Topics include vector analysis, electrostatics, magnetostatics, Maxwell's Equations, and electrodynamics. Connections to modern applications will be explored. Emphasis will be placed on conceptual understanding. Prerequisites: University physics and calculus up to partial differential equations.

PHYS 532A - Electromagnetism: Analysis and Applications
Hours: 3
(Same as PHYS 532) Topics include vector analysis, electrostatics, magnetostatics, Maxwell's Equations, and electrodynamics. Connections to modern applications will be explored. Emphasis will be placed on conceptual understanding. Prerequisites: University physics and calculus up to partial differential equations.

PHYS 535 - Thermodynamics: Analysis and Applications
Hours: 3
The principles and applications of statistical thermodynamics, thermal and general interactions of macroscopic systems and parameter measurement. Also includes the basic description of statistical mechanics and kinetic theory. Emphasis will be placed on conceptual understanding.

PHYS 536 - Computational Physics: Analysis and Applications
Hours: 3
Computational methods will be introduced including basics of Python programming language, using numerical methods to take derivatives and evaluate integrals, solving differential equations, and plotting. Spreadsheets will be explored as an alternative method to solving differential equations. Coding techniques will be applied in the context of waves including harmonic oscillatory systems, wave interference, traveling waves, and diffraction. Modern topics such as chaotic systems will be introduced. Emphasis will be placed on programming and conceptual understanding. No previous coding experience is required.

PHYS 541 - Nuclear Physics
Hours: 3
The study of nuclear phenomena as well as properties of nuclei including mass, stability, magnetic moment, radioactive decay processes and nuclear reactions. The application of nuclear physics principles to other fields such as astronomy, engineering, manufacturing, and medicine.

PHYS 542 - Advanced Instrumentation and Control
Hours: 3
Instrumentation and control principles for real-time systems. Topics include physics of sensors and actuators, sensor signal conditioning, real-time data acquisition, signal processing, motion control, and software for modern instrumentation.

PHYS 550 - Nuclear Astrophysics
Hours: 3
Nuclear astrophysics describes the elemental and energy production in stars via nuclear reactions. It explains the occurrence of all the naturally occurring chemical elements in the universe from the simplest elements to the most complex. It also explains how astrophysical neutrinos (from the sun, cosmic rays and supernovae) are produced and detected and what they have to say about both neutrinos and the universe. Nuclear astrophysics also describes how the structure of compact stars (e.g. neutron stars) arises due to the interactions of protons, neutrons, electrons, and quarks and gluons. The course will also explain how the Universe evolved from a primordial state to the present epoch. Prerequisites: PHYS 517 or consent of instructor.

PHYS 552 - Advanced Micro-Controller Electronics
Hours: 3
Embedded logic design and programming. Topics include micro-controller selection, peripheral interfacing, low and high-level programming languages, and microcontroller development tools. Prerequisites: Consent of the instructor.

PHYS 561 - Astronomy & Astrophysics: Analysis and Applications
Hours: 3
Topics in solar system dynamics, stellar structure and evolution, galactic evolution and dynamics and cosmology will be studied, making use of projects based on citizen science initiatives such as the Zooniverse that open up astronomical research participation to the public. Prerequisites: University physics and calculus up to partial differential equations.

PHYS 572 - Parallel Computing
Hours: 3
Parallel Computing. Three semester hours. (Same as CSci 572) Computer topologies and networks, programming techniques, and parallel algorithms for multiprocessor and multi-computer systems including microcomputer clusters. Prerequisites: Physics 319 or CSci 322. Cross-listed with CSci 572.

PHYS 589 - Independent Study
Hours: 1-4
Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

PHYS 595 - Research Literature and Techniques
Hours: 3
Research Literature and Techniques. Three semester hours. A course designed to acquaint the student with the role of research in the initiation, development, and modification of concepts and theories in physics. Articles in professional journals in the field will be assigned for review, especially in areas in which theories are in a state of flux. The student will be encouraged to devise experiments through which clarification of concepts may result.

PHYS 597 - Special Topics
Hours: 1-4
Special Topics. One to Four semester hours. Organized class. May be repeated when topics vary. Some sections are graded on a Satisfactory (S) or Unsatisfactory (U) basis.

Astronomy Courses

ASTR 503 - Galactic Astronomy
Hours: 3
This course covers numerous topics related to the structure and evolution of galaxies. Modern astrophysical observational techniques, stellar properties, and dust extinction are introduced in a galactic astronomy context. The physical structure and evolution of star clusters and galaxies, components of the Milky Way, and properties of the interstellar medium are also discussed. Finally, students analyze theories and observations of stellar dynamics and the cosmological distance scale.

ASTR 589 - Independent Study
Hours: 1-4
Independent Study 1-4 semester hours.

ASTR 597 - Special Topics
Hours: 1-4
Special Topics. One to Four semester hours. Organized class. May be repeated when topics vary. Some sections are graded on a Satisfactory (S) or Unsatisfactory (U) basis.

Political Science Courses

PSCI 502 - Research, Concepts, and Approaches in Political Science
Hours: 3
The formulation and justification of research questions and the research design. An examination of the major qualitative research approaches such as case studies, comparative historical, institutional, etc. The course aims to teach students the basic methods and reasoning procedures for conducting advanced research in political science.

PSCI 503 - Proseminar in Comp Pol
Hours: 3
This course is an introduction to some of the dominant issues in contemporary comparative politics. The emphasis will be on important concepts, theories, and debates in the field. Topics to be covered include: modernization and political development, state/society relations, regime theory, rebellion and revolution, comparative political economy and development and the politics of institution design

PSCI 504 - Sem in Area Studies
Hours: 3
This course examines the institutions and processes of the major regions of the world: Middle East, Africa, Asia, Europe, the former Soviet Union, and Latin America May be repeated for credit as topics vary.

PSCI 505 - Topics Comp Pol
Hours: 3
This course is a focused and thorough analysis of a number of topics on global issues with a particular emphasis on the problems and challenges facing the developing world. Topics can include such issues as trade and political development, emerging economies, democracy and democratic theory, political socialization, refugees and IDPs, women and development, human rights, environmental challenges, and political violence. Some topics will be approached generally or regionally while others will utilize case studies. e.g., Grameen Bank. It may be repeated as topics change.

PSCI 506 - Proseminar in IR
Hours: 3
This course provides students with a critical assessment of the major theories and concepts which define international relations as a field of study. It has two goals. The first is an in-depth analysis of explanatory theories such as realism, idealism, structuralism, neo-liberalism, interdependence, functionalism and of core concepts such as sovereignty, national interest, collective security, and balance of power. The second goal is an examination of the historical evolution of international systems, with focus on the modern state system and the Cold War period. Special attention is given to the processes and institutions (e.g. international law, United Nations, NGOs, international civil society) that contribute to conflict resolution and international cooperation. The objective of this course is to provide the foundations (conceptual, historical, theoretical) that graduate students in International Relations need as a preparation for the curriculum's more specialized and advanced courses. Pre-requisites : PSCI 502

PSCI 507 - Selected Topics in IR
Hours: 3
This course is a focused and thorough analysis of a number of topics broadly addressing international security, international political economy, and international organizations. Topics can include such issues as causes of war, the balance of power, alliances, humanitarian intervention and peacekeeping, states and markets, power and wealth, the nature of conflict and cooperation, and the role of international institutions and organizations. May be repeated as topics vary.

PSCI 508 - Seminar in Foreign Policy
Hours: 3
This course is an introduction to foreign policy analysis in comparative perspective. It is a survey and critique of the theoretical approaches to understanding foreign policy including the determinants of foreign policy and decision making models along with empirical analysis of selected country case studies in foreign policy.

PSCI 509 - Seminar in American Government and Politics
Hours: 3
This graduate seminar provides an introduction to, and overview of, some of the most important research in the various sub-fields of American government and politics. It is designed to be the first graduate course on American politics that students take. It is intended to be broad in scope and to provide a theoretical, methodological, and substantive foundation for further study of American politics.

PSCI 510 - Sem in Am Pol Beh
Hours: 3
Seminar in American Political Behavior - Three semester hours This seminar focuses on current research on American political behavior. It examines topics such as public opinion, and political participation, and may give particular attention to electoral politics and voting behavior. The antecedents of opinions and participation are analyzed along with the consequences and implications of people’s opinions and behavioral patterns. Methods of studying these phenomena are critically assessed. May be repeated as topics vary.

PSCI 511 - Sem in Am Pol Inst
Hours: 3
Seminar in American Political Institutions - Three semester hours This seminar focuses on current research on American political institutions. It examines topics including legislatures, elected executives, bureaucracies, and judicial institutions. Among the subjects that may receive consideration are methods of election or appointment, decision-making processes, and policy outcomes. Methods of studying these topics are critically assessed. May be repeated as topics vary.

PSCI 512 - Qual Res Methods
Hours: 3
Qualitative Research Methods - Three semester hours This course is designed to introduce students to the principles and methods of qualitative research. It examines some of the main methods used by qualitative researchers in the social sciences such as participant observation, interviewing, archival research, and historical analysis.

PSCI 513 - Prosem in Pol Theory
Hours: 3
Proseminar in Political Theory - Three semester hours The pro-seminar in political theory studies and contributes to the ever-evolving dialogue about the ultimate realities that shape political life and the ultimate principles that should guide it. Animated by the Socratic spirit, this dialogue has been carried on by secular and religious thinkers, non-Western as well as Western. Central to political theory is a sustained inquiry into the nature of justice, and into the fundamental needs, both spiritual and material, of humanity in general and of particular groups. Political theory seeks to evaluate the contrasting conceptions of justice and of the good life that have been advanced by different thinkers and societies, critically examining the most important rival regimes or constitutional structures that have been promoted as best fulfilling humanity's truest political needs and goals. At the same time, political theory wrestles with urgent issues confronting contemporary society. Political theory draws on, contributes to, interrogates, and sometimes criticizes the research agendas of social scientists employing contemporary empirical research methods

PSCI 514 - Ideology of Third Reich
Hours: 3
This course is an in-depth examination of the origins and dynamics of the ideology of the Third Reich. Among these dynamics the course examines religious secularization alongside the "sacralization of politics' during the Third Reich. Readings and discussion uncover how concepts such as race, blood, soil, state, nation and Führer were incorporated into the sphere of faith, salvation, sacredness and myth which led these notions to acquire absolute meaning within the German ideological realm. Within this ideology, Jews came to be characterized as the enemy of all that this ideology sought to achieve and negate.

PSCI 515 - Select Topics Holocaust
Hours: 3
This course takes a more in-depth look at selected topics on the Holocaust. Selected topics courses will vary and each will explore in detail topics and themes among the following: Holocaust Perpetrators; Jewish Life in the Ghettos; Concentration/Extermination Camps; Jewish Resistance; Women and the Holocaust; Bystanders and Rescuers; The Holocaust through Diaries/Memoirs/Letters; The Nuremberg Tribunals and Holocaust Accountability. May be repeated as topics vary.

PSCI 516 - The Holocaust
Hours: 3
This course is an extensive overview of the destruction of European Jewry from 1933 to 1945. It examines political, economic, and social conditions in Germany following World War I leading to the rise of the National Socialist Party and their consolidation of power paving the way for the Holocaust. It also examines the rise of anti-Semitism in Germany first by understanding traditional forms of anti-Judaism and its evolution into modern anti-Semitism. This course also focuses on Nazi propaganda and the persecution of German Jews between 1933 and 1938 and fate of all European Jews beginning in 1939 until 1944. It studies the "Final Solution" and concludes with an examination of the persecution of non-Jews in the Third Reich.

PSCI 518 - Thesis
Hours: 3-6
Thesis The student will work on the thesis under the supervision of an adviser in the department of Political Science and an advisory committee. The Thesis will include the development of a prospectus, collection, analysis and interpretation of data and the final writing of the thesis. To be scheduled only with the consent of the department and no credit will be assigned until the thesis has been completed and filed with the graduate dean. Pre-requisites : Successful completion of the department's oral examination

PSCI 522 - Holocaust and Genocide
Hours: 3
This course places the Holocaust and other cases of genocide in the 20th century in a comparative and cultural context. The course examines the various factors that cause genocide, the theoretical and legal debates over labeling genocides, the importance of survivor testimony in documenting genocide along with the role of the international community in responding to acts of genocide.

PSCI 523 - Holocaust Genocide Educ
Hours: 3
The Holocaust and Genocide Education - Three semester hours This course begins with an examination of the development of Holocaust education and early Holocaust educators in the United States. It also is designed to provide political and historical context of the Holocaust to facilitate instructional strategies. It also is an in depth examination of the various pedagogical methods and curriculum materials available for teaching the Holocaust and genocide. It also examines the numerous resources available for teachers to facilitate the development of curriculum materials for middle, secondary, and post-secondary education on the Holocaust and genocide. Pre-requisites : PSCI 516

PSCI 540 - Applied Data Analysis for Political Science
Hours: 3
This course introduces students to three important and related topics of political methodology: research design, data analysis, and statistical inference. Students will be exposed to a number of important topics from these three categories so that they can become informed consumers as well as producers of quantitative political science research.

PSCI 541 - Seminar in American Public Policy
Hours: 3
This course considers the various theoretical and empirical explanations for federal public policy making in the United States. The course focuses on two important components: introducing students to the important scholarly theories of how public policy is defined, constructed, implemented, and evaluated; and then studying the applications of these theories to specific roles of important political actors and institutions in the policy-making process.

PSCI 589 - Independent Study
Hours: 3
Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

PSCI 595 - Research Project
Hours: 3
Research Project - Three semester hours Required of students in Option II. This course requires the preparation of a research design on a topic agreed upon by the student and instructor.

PSCI 597 - Special Topics
Hours: 3
Special Topics - Three semester hours May be repeated as topics vary.

Psychology Courses

PSY 500 - Psychology in Education
Hours: 3
Psychology in Education Contexts. Three semester hours. A course designed for teacher education students to provide a thorough understanding of the dynamic relationship between cognition, learning, and development for school-aged children and adolescents. Formative and summative assessment and evaluation procedures will also be presented. This course is required as a part of the initial certification program in teacher education.

PSY 503 - Abnormal Psychology
Hours: 3
The course is oriented to the social-biological origins and dynamics of psychopathology in adults and children including developmental disorders.

PSY 505 - Introduction to Educational Psychology
Hours: 3
This class is designed to introduce the student to the basic principles of educational psychology with an emphasis on the cognitive aspects of modern pedagogy. Topics that will be covered include a historical introduction to theory, research, and issues in educational psychology through both classic and contemporary readings in the areas of instructional psychology, motivation, measurement, learning, technology, and socialization.

PSY 506 - Professional School Psy
Hours: 3
Professional School Psychology. Three semester hours. This course deals with pertinent issues in school psychology, such as ethics, emergent technologies, history and foundations of school psychology, legal issues, professional issues and standards, alternative models for the delivery of school psychological services, as well as roles and functions of the school psychologist. Prerequisites: Consent of instructor.

PSY 507 - Pharmaco-therapy
Hours: 3
Pharmaco-therapy. Three semester hours This course provides an examination of psychoactive medications and their use in the treatment of mental and behavioral disorders. The efficacy and safety of medications will be discussed. The course presents basic principles of pharmaco-therapy that are the rationales behind the pharmacological treatment of psychological disorders. Applied components will relate to the aspects of the course material to mental health service delivery. The class also examines the historical psychopharmacological perspective, basic pharmacology underlying the use of medication, and recent research in the field. Prerequisite: Admission to a Psychology Graduate program.

PSY 508 - Theory and Techniques of Applied Psychology
Hours: 3
An introduction to the history of psychology, theoretical models and their applications which are useful across a range of practical human situations. These include educational contexts, individual and group consultation, and organizations. Both assessment and intervention models will be presented, with an emphasis on their relationship. Active practitioners will discuss and demonstrate selected intervention techniques. Prerequisite: Graduate standing.

PSY 509 - History & Systems of Psychology
Hours: 3
A comparative and critical study is made of a number of viewpoints in psychology from early experimental psychology to the contemporary field and organismic theories.

PSY 511 - Cognitive Science
Hours: 3
Cognitive Science. Three semester hours. Cognitive Science concerns the nature of human cognition from an interdisciplinary perspective, including insights from philosophy, psychology, linguistics, artificial intelligence, anthropology, and neuroscience. Selected topics include mental representation, cognitive processing mechanisms, language, and computational modeling.

PSY 512 - Advanced Technologies in Applied Behavior Analysis
Hours: 3
This course provides an in-depth analysis of applied behavior analytic techniques. Content will be specifically focused on the philosophical underpinnings and advanced concepts and principles in applied behavior analysis. Students will learn to apply behavior analytic principles toward the improvement of socially significant behaviors in a wide range of settings as well as to evaluate the effects of behavioral procedures. Prerequisites: PSY 535 or SPED 535. Crosslisted with: SPED 512

PSY 513 - Child Psychopathology
Hours: 3
In this course, students in psychology, counseling, and social work will become acquainted in detail with psychological disorders typically emerging in childhood and adolescence. Emphasis will be on diagnostic and treatment considerations unique to the developmental status of these clients. Intervention techniques will include both traditional individual psychotherapy, as well evidence-based play therapy, systemic family therapy, and applied behavioral analysis. Diagnostic and intervention considerations of autism spectrum disorders, specific learning disorders, attention-deficit/hyperactivity disorder, and neurocognitive disorders will be touched on briefly. Prerequisites: PSY 503 or instructor permission. Crosslisted with: PSY 419.

PSY 514 - Theories of Human Learning
Hours: 3
This is a course that is taken primarily by doctoral students, not master's students, as part of their electives on their degree plan.

PSY 515 - Neuromechanisms/Biological Bases of Behavior
Hours: 3
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.

PSY 517 - Intro to Hum-Comp Inter Design
Hours: 3
Introduction to Human-Computer Interaction Design. Three semester hours. Students will learn the fundamental concepts of human-computer interaction and user-center design thinking, through working in teams on a interaction design project, supported by lectures, readings, and discussions. They will learn to evaluate and design usable and appropriate software based on psychological, social and technical analysis. They will become familiar with the variety of design and evaluation methods used in interaction design, and will get experience with these methods in their project. Graduate student team projects will involve more advanced HCI design issues. Topics will include usability and affordances, direct manipulation, systematic design methods, user conceptual models and interface meta

PSY 518 - Thesis
Hours: 3-6
Thesis. Three semester hours. This conference course introduces the candidate for the Master of Arts or Master of Science Option I degree to the theories and techniques of educational and psychological research and leads to the completion and acceptance of the thesis. Course is repeated for at least two three-credit hour courses. Graded on a (S) satisfactory or (U) unsatisfactory basis.

PSY 520 - Cognitive Behavior Therapy in Clinical Practice
Hours: 3
Students will develop knowledge of various cognitive-behavioral models of common psychological disorders. Students will learn to develop a comprehensive cognitive-behavioral case conceptualization, which will inform treatment monitoring and planning. Additionally, students will review evidence and efficacy data available for implementation of various cognitive-behavioral psychotherapies for specific disorders. Students will have the opportunity to implement specific individual and group cognitive-behavioral interventions within the context of the course. Throughout, this course will emphasize the integration of clinical expertise, knowledge of patient preferences, and evidence-based strategies to facilitate development of evidence-based practice approach to psychotherapy.

PSY 527 - Social/Cltural Bases Behav
Hours: 3
This course is designed to cover principles and research related to social and cultural bases of behavior, motivation, attitude, value, leadership, propaganda, groups, morale, industrial conflict, roles, ethnic attitudes, and status.

PSY 535 - Applied Behavior Analysis
Hours: 3
PSY 535 provides a focus on the basic principles of applied behavior analysis (ABA). While wide application of ABA principles will be discussed, the application of ABA to the field of education is highlighted. The overarching goal of this course is to provide advanced training in proactive and scientific-based approaches to behavioral assessment, behavioral management, and behavioral aspects of education. In order to meet this overarching goal, students must be able to demonstrate mastery of the course objectives, or learner outcomes. Issues related to the importance of professional ethics as related to the use of behavior change programs and working with vulnerable populations will be reviewed at length. (Same as SPED 535)

PSY 536 - Hypnosis Applications
Hours: 3
Hypnosis Applications This course introduces the advanced student to hypnosis and trance as they may be used in counseling and psychotherapy, as well as in behavior therapy, habit management, and behavioral medicine. Traditional induction and trance management techniques, indirect hypnosis, and a number of related therapeutic techniques drawn from a variety of therapeutic models are taught and practiced. Prerequisites: Consent of instructor.

PSY 537 - Advanced Therapeutic Intervention
Hours: 3
A study of selected current specific techniques used in the practice of psychotherapy. Students will study a set of clinical procedures based on different theoretical models, including cognitive behavioral therapy, psychodynamic psychotherapy, solution-focused psychotherapy, and others. Emphasis will be on technique with evidence-based effectiveness and practical value in producing therapeutic movement, and students will practice the procedures in controlled clinical settings. They will also be encouraged to develop an articulated practice model of their own. Prerequisites: PSY 508 or consent of program advisor.

PSY 538 - Ethics in Clinical Practice
Hours: 3
The course will provide a review of the basics of ethical philosophy and the current code of ethics of the Texas Behavioral Health Executive Council, which governs the licensing of psychologists and Licensed Psychological Associates in the State of Texas, with emphasis on clinical practice. It will also provide a review of necessary ethical and legal practices for practicing psychology while minimizing risk to clients, consultation principles and practice, developing and maintain the professional integrity of the psychologist and psychological associate. Prerequisites: Admission to the applied psychology program.

PSY 539 - Forensic Psychology
Hours: 3
Forensic Psychology - Three semester hours This course introduces students to the field of forensic psychology, its history, and the relationship between law and psychology, the mental health system, mental illness and criminal conduct. An introduction to the legal system is also included. As an introduction the course will highlight the following topics: ethics in forensic psychology, violence and risk assessment evaluation, treatment of the juvenile and adult offender, mental health law, psychology of law enforcement, forensic psychology in correctional settings, forensic documentation and report writing.

PSY 545 - Developmental Psychology
Hours: 3
Study of the lifespan of humans. Emphasizes both experimental and theoretical approaches to the study of cognitive, personality, social, perceptual and physical development from conception to death.

PSY 545A - Developmental Psychology
Hours: 3
(Same as PSY 545) Study of the lifespan of humans. Emphasizes both experimental and theoretical approaches to the study of cognitive, personality, social, perceptual and physical development from conception to death. Crosslisted with: PSY 545.

PSY 572 - Psychological Assessment and Measurement
Hours: 3
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, and interpreting norm referenced and criterion-referenced test scores. In addition, this course will introduce students to the concept of Cross Battery Assessment which offers practitioners the means to make systematic, valid, and up-to-date interpretations of intelligence batteries and to augment them with other tests in a way that is consistent with the CHC theory. (Same as SPED 572)Prerequisite: Graduate standing.

PSY 573 - Intellectual Assessment I
Hours: 3
(Same as SPED 573) The purpose of this course is to attain knowledge of cognitive functioning & develop skills in the cognitive assessment of children & adolescents. This course integrates the skills of administration, scoring, & interpretation of major cognitive assessment instruments (e.g., WJ-III COG, KABC-II, & WISC-IV) in the context of recent cognitive theories & research. The Cattell-Horn-Carroll (CHC) Theory of Cognitive Abilities will be the primary underlying framework for interpreting test data. Also, an emphasis will be placed on utilizing the Cross-Battery Assessment approach when utilizing the CHC theory of cognitive abilities. Issues of assessing culturally & linguistically diverse children & adolescents are integrated throughout the course in addition to specified lectures.

PSY 575 - Personality Theories and Assessment
Hours: 3
The course will examine theories of personality, the socio-emotional, behavioral and cultural aspects of personality and informal assessments for children and adults as part of the diagnostic process. Psychometric and ethical considerations with the use of these techniques will be considered. Computerized testing and scoring of personality tests and techniques will also be covered. Prerequisites: Concurrent or prior enrollment in PSY 572 and 503.

PSY 576 - Psychological Assessment of Children & Adolescents
Hours: 3
This course will focus on assessment and diagnostic/eligibility considerations pertaining to children and adolescents (ages 3-21) exhibiting characteristics of various disabilities as defined by IDEA (Individuals with Disabilities Education Act) and the DSM-V. Students will develop knowledge and skills related to multiple assessment techniques frequently used in determining diagnostic/eligibility criteria. Such techniques include interviewing, behavior rating scales, behavior observations, and specific standardized instruments designed to aid in the identification of disabilities in children and adolescents. Additional topics addressed in this course include: working with mulit-disciplinary assessment teams, intervention strategies.

PSY 579 - Introduction to Neuropsychological Screening
Hours: 3
This course will introduce students to the theory and practice of Clinical Neuropsychology. This specialized subfield of Clinical Psychology assesses and interprets the relationship between brain function, cognition, emotion and behavior. In this course, the emphasis will be on recognition and screening for neuropsychological dysfunction. Students will develop an understanding of the field through review of adult and pediatric cognitive and neurological disorders as well as strategies of neuropsychological screening, including measure selection, appreciation of psychometric strengths/limitations, administration, and report writing. Besides reviewing cases and research, students will demonstrate development through screening administration. Prerequisites: PSY 515, PSY 572, PSY 573.

PSY 582 - Cognitive Aging
Hours: 3
We will discuss cognitive processes such as processing speed, attention, different forms of memory, and decision making, and how these processes change with age. Keep in mind that the average life expectancy has increased, but individuals do not merely want to live longer; instead they want to optimally age, which includes physical, mental, and cognitive aspects. Given the emphasis on optimal aging, we will consider factors that are associated with higher cognitive performance in late adulthood. Crosslisted with: PSY 482.

PSY 589 - Independent Study
Hours: 1-4
Independent Study. One to three semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

PSY 592 - Group Psychotherapy
Hours: 3
Group Psychotherapy - Three semester hours Techniques and ethical considerations in group therapy. Topics will include psychological theories as they apply to group therapy. Techniques in group therapy and ethical considerations of group therapists.

PSY 593 - Health Psychology
Hours: 3
This class is designed to introduce the basic concepts of Health Psychology. Students will be introduced to different medical disorders and diseases and the implications for the psychological health and impact on psychological functioning of individuals with these disorders. Students will study physical limitations and adaptations. They will understand basic ADA law and how to make buildings accessible. Psychological treatments for persons with disorders and physical limitations will be introduced. Topics covered will include depression and illness, traumatic injuries, neuromuscular diseases, cancer, and chronic pain. Also covered will be the use of psychological techniques to improve behaviors for wellness including smoking cessation, proper nu Crosslisted with: PSY 492.

PSY 594 - Ethical Issues in Organization
Hours: 3
Ethical Issues in Organizations. Three semester hours. Ethical issues applied to individuals in an organizational setting. Included are theories of moral philosophy and the development and application of professional and business codes.

PSY 595 - Research Literature & Techniques
Hours: 3
This course will provide a study of the research literature in the students' field of major interest and develop an understanding of research techniques used in this field. Crosslisted with: COUN 595, SPED 595

PSY 597 - Special Topics
Hours: 0-3
Special Topics. One to four semester hours. Organized class. May be repeated when topics vary.

PSY 598 - Psychology of Gerontology
Hours: 3
Psychology of Gerontology - This course will cover topics in gerontology including physical and mental changes in older adults, transitions such as retirement, mental health issues for the older adult, and health issues. The course will provide needed information to help the older adult adjust to changes in life. The course will focus on positive sides of aging which are often neglected.

PSY 600 - PSY Comp Exam
Hours: 0

PSY 605 - Single Subject Designs
Hours: 3
This is an introductory level course concentrating on single subject data designs, visual inspection and inference of data and statistical analysis for educational and behaviorally therapeutic interventions and data collection processes. (Same as SPED 605)

PSY 610 - Nonparametric Statistics
Hours: 3
This course, an approved Level IV doctoral research tools course, concentrates on the logic and application of distribution-free statistics with emphasis on psychological and educational data and research. Prerequisites: Level I-III research tool courses or equivalent or permission of instructor.

PSY 612 - Psy Ed Statistics
Hours: 3
This course, an approved Level II doctoral research tools course, is an introductory level course that concentrates on statistical methods applicable to educational and psychological research procedures and interpretations.

PSY 615 - Psychological Principles of Consultation & Supervision
Hours: 3
This course will examine the psychological principles and knowledge base underlying the major models and theories of individual, organizational consultation, and supervision. Scientific information derived from the study of learning, cognition, development, and personality theory will be examined in relation to the common consultative and supervision practices and models employed in business, government, and education. Instruction and practice in the supervision of psychological services conducted in appropriate laboratories and agencies is also provided.

PSY 618 - Group Dynamics
Hours: 3
Group Dynamics: Understanding and Working in Groups. Three semester hours. This course will provide both a theoretical background and practical knowledge for understanding and working in a group environment. Basic principles of group membership, identity, and interaction will be identified. The ultimate goal of the class is to make the student a more productive group member. To achieve this goal, some topics that will be discussed include leadership, communication skills and patterns, conflict styles and resolutions, viewing diversity as a strength, needs for and uses of power, and team development and training. The student will develop these skills through active participation in numerous group activities and environments.

PSY 620 - Intro to Human Cognition
Hours: 3
Introduction to Human Cognition - This course provides an overview of cognitive psychology. We will investigate topics of perception, attention, consciousness, memory, imagery, knowledge representation, language, problem solving, decision making, and other selected aspects. Emphasis also will be placed on the relationship between mental processes and the brain. In addition, students will learn to appreciate the scientific methods that are developed to investigate these topics.

PSY 620A - Intro to Human Cognition
Hours: 3
(Same as PSY 620) Introduction to Human Cognition - This course provides an overview of cognitive psychology. We will investigate topics of perception, attention, consciousness, memory, imagery, knowledge representation, language, problem solving, decision making, and other selected aspects. Emphasis also will be placed on the relationship between mental processes and the brain. In addition, students will learn to appreciate the scientific methods that are developed to investigate these topics. Crosslisted with: PSY 620.

PSY 621 - Advanced Cognition
Hours: 3
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. This course is repeatable for up to six semester hours.

PSY 622 - Research Design: Introduction to Theses and Dissertations
Hours: 3
In this course, students will learn the principles of developing a research idea that can ultimately be developed into an actual research proposal. Students will be expected to abstract research articles and based on these summaries, identify and operationalize a research question, prepare a potential method section, and prepare and submit a research proposal draft. This is an approved doctoral research tools course.

PSY 625 - Cognition & Instruction I
Hours: 3
Cognition and Instruction I. Three semester hours. This course will examine the psychological principles and scientific knowledge base underlying the major instructional theories. Content will include an evaluation of how current theories and knowledge of human cognition relate to the principles and practices of instructional design and development.

PSY 626 - Cognition/Instruction II
Hours: 3
Cognition and Instruction II. Three semester hours. This course will require students to apply knowledge and theory derived from cognitive psychology to the design and development of instructional systems and products. Students will be expected to integrate cognitive models and knowledge of human cognition within the process of developing and designing instructional systems and products. Prerequisite: PSY 625 or consent of instructor.

PSY 627 - Social Cognition
Hours: 3
Social Cognition - This course will investigate the research on the cognitive mediators of interpersonal behavior. This course is predicated on the belief that our social interactions are determined by what we believe we know about ourselves, other people, and the situations in which we encounter them. Topics to be covered include: Attribution, person perception, stereotyping, attitudes, the self, and social memory.

PSY 635 - School Based Interventions
Hours: 3
Founded on a decision-making and accountability model, this course provides training in the investigation of theoretical and applied issues relevant to the design, implementation, and evaluation of academic, behavioral, and social-emotional interventions for students in schools. Emphasis will be placed on the linking of assessment to intervention design for the purpose of identifying interventions that are functionally relevant and fit the context in which they are implemented. Students will review various empirically validated intervention procedures to address student needs at the school-wide, small group/classroom, and individual levels and determine the effectiveness and efficacy of those interventions. Prerequisites: PSY/SPED 535.

PSY 640 - Evolutionary Psychology
Hours: 3
This is a relatively new branch of psychology that has arisen from the confluence of psychology and evolutionary biology. This course will address how human minds and behavior have been shaped by evolution.

PSY 645 - Introduction to Learning Technology
Hours: 3
This course will present an overview of the trends in applying technology to learning, focus on how different educational theories lead to the design and developments of technology-based learning, and discuss the research process of a few successful learning technology examples.

PSY 661 - Org Change and Improvement
Hours: 3
Organizational Change and Improvement. Three semester hours. (Cross-listed with MGT 594) This course will examine the principles of organizational change and the scientific knowledge base underlying the major models and theories of organizational change and improvement. Particular attention will be given to models and practices of continuous organizational improvement and how such models relate to current knowledge and theory.

PSY 670 - Multivariate Analysis
Hours: 3
This course, an approved Level IV doctoral research tools course, provides a conceptual introduction, as well as computational and computer competence, in modern multivariate procedures. Topics include multiple regression, discriminant function analysis, analysis of covariance, multiple analysis of variance, item analysis, cluster analysis, factor analysis, and canonical correlation. Applications to measurement and test construction are emphasized. Prerequisites: Level I-III research tools courses or equivalent or permission of instructor.

PSY 672 - Multicultural Issues and Diversity in Assessment and Therapy
Hours: 3
This course is an examination of cultural and diversity issues present in educational and psychological assessment and therapeutic treatment. Students will receive exposure to personal and societal attitudes and values, as well as an increase of their awareness of current models of multicultural assessment and therapy/intervention. Topical areas addressed in the course are: culture, ethnicity, religion, socio-economic status, worldview, gender, age, disability, and sexual orientation. The course additionally identifies models for developing competency in assessing and providing therapeutic services to diverse clients.

PSY 675 - Advanced Topics in Experimental Psychology
Hours: 3
The topic for this course is determined by the instructor, but will typically involve some aspect of cognitive, social, physiological, or quantitative psychology. Can be repeated when topic varies.

PSY 679 - Program Evaluation
Hours: 3
This course will emphasize both the practical and theoretical issues involved in the planning, execution, and interpretation of program evaluations. Prerequisites: PSY 612 or 572 or equivalent or permission of instructor. Crosslisted with: COUN 621.

PSY 680 - Professional Development
Hours: 3
This course is designed to offer practical advice and direction to graduate students, particularly doctoral students. This advice will focus on teaching, research, writing, and/or generally preparing the student for a career in academic or non-academic positions. Cross listed with: COUN 650.

PSY 681 - Intermediate Statistics
Hours: 3
This course is an approved Level III doctoral research tools course that 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. Crosslisted with: COUN 613.

PSY 689 - Independent Study
Hours: 1-4
Independent Study. One to three semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisites: Consent of department head.

PSY 691 - Clinical Practicum in Psychology
Hours: 3
This course consists of supervised experience in educational or psychological settings under the supervision of a licensed psychologist or licensed school psychologist. Course requires a minimum of 10 to 15 weekly hours of direct clinical experience. Prerequisites: Consent of instructor.

PSY 695 - Research Methodology
Hours: 3
(Same as COUN/EDAD/EDCI/HIED 695) An overview of research methodology including basic concepts employed in quantitative and qualitative research methods. Includes computer applications for research. This is an approved Level I doctoral research tools course. Prerequisite: Doctoral status or consent of the instructor.

PSY 697 - Special Topic
Hours: 1-9
Special Topic

PSY 699 - Internship in Clinical Psychology
Hours: 3
Advanced practice in clinical psychology, with placement in either the on-campus clinic or another site approved by the course instructor and the applied program coordinator. Emphasis will be on greater autonomy in practice and will focus on delivery of psychotherapy services and related assessments. The instructor of record will provide campus-based supervision, and, for field-site placements, the student clinician will secure a face-to-face supervisor at the field site. Course needs to be taken twice for a total of 6 credit hours. Prerequisites: three semester hours PSY 691 passed with a grade of B or better and consent of instructor or applied program coordinator.

PSY 718 - Doctoral Dissertation
Hours: 3-12
Doctoral Dissertation. Twelve semester hours. Doctoral dissertations must be acceptable to the student's advisory committee and the Dean for Graduate Studies and Research on a problem in the area of his specialization. To be acceptable, the dissertation must give evidence that the candidate has pursued a program of research, the results of which reveal superior academic competency and significant contribution to knowledge. Graded on a (S) satisfactory or (U) unsatisfactory basis.

PSY 790 - Internship in School Psychology
Hours: 3-6
This course consists of supervised experience in educational or psychological settings under the supervision of one of the following: a licensed school psychologist, certified school psychologist, or a licensed psychologist. Graded on a (S) satisfactory or (U) unsatisfactory basis. Course is repeated for at least two but no more than four, three-credit hour courses (a minimum of 6 credits). Prerequisites: Consent of instructor.

Special Education Courses

SPED 501 - Introduction to Assistive Technology
Hours: 3
SPED 501 offers a comprehensive introduction to the field of assistive technology. Topics includes categories such as no tech, low tech, and high tech, as well as areas of assistive technology (communication, physical, sensory, independent living, etc.) Students will learn about basic concepts of service delivery and models of assistive technology.

SPED 502 - Assistive Technology Assessment and Evaluation
Hours: 3
SPED 502 provides an in-depth look at the consideration, assessment, and evaluation of assistive technology. Students will become familiar with available vendors for procurement of equipment, the laws that govern provision and service delivery, and the documentation of decision making.

SPED 503 - Strategies for Assistive Technology Implementation
Hours: 3
SPED 503 provides a focus on instructional strategies and techniques for assistive technology training in schools and other environments. Instructional planning and procedures will be covered. Students will also learn where to locate resources specific to assistive technology options.

SPED 504 - Accessibility and Digital Inclusion
Hours: 3
SPED 504 provides comprehensive of concepts related to accessibility and digital inclusion. Students will learn to address accessibility barriers inherent in electronic systems of all kinds (learning management systems, instructional materials, etc.) Adaptation of materials for accessibility and digital inclusion will be discussed for people across a range of different needs.

SPED 512 - Advanced Technologies in Applied Behavior Analysis
Hours: 3
This course provides an in-depth analysis of applied behavior analytic techniques. Content will be specifically focused on the philosophical underpinnings and advanced concepts and principles in applied behavior analysis. Students will learn to apply behavior analytic principles toward the improvement of socially significant behaviors in a wide range of settings as well as to evaluate the effects of behavioral procedures. Prerequisites: PSY 535 and SPED 535. Crosslisted with: PSY 512

SPED 518 - Thesis
Hours: 3-6
Thesis. Six semester hours. This conference course introduces the candidate for the Master of Arts or Master of Science (Option I) degree to the theories and techniques of educational and psychological research and leads to the completion and acceptance of the thesis.

SPED 524 - Characteristics of Students with Mild Disabilities
Hours: 3
SPED 524 examines the characteristics of students with mild disabilities. Emphasis is placed on etiology, ethics, contributing factors, conditions that affect learning, the challenges of identifying students with disabilities, and the need for academic, social, and emotional accommodations, assistive technology, and support.

SPED 526 - Characteristics of Students with Moderate to Severe Disabilities
Hours: 3
SPED 526 examines the characteristics of students with moderate to severe disabilities. Emphasis is placed on etiology, ethics, contributing factors, conditions that affect learning, the challenges of identifying students with disabilities, and the need for academic, social, and emotional accommodations, assistive technology, and support.

SPED 526A - Characteristics of Students with Moderate to Severe Disabilities
Hours: 3
(Same as SPED 526) SPED 526 examines the characteristics of students with moderate to severe disabilities. Emphasis is placed on etiology, ethics, contributing factors, conditions that affect learning, the challenges of identifying students with disabilities, and the need for academic, social, and emotional accommodations, assistive technology, and support. Crosslisted with: SPED 526.

SPED 528 - Special Education Law
Hours: 3
SPED 528 provides students with a history of special education litigation and legislation. Specifically, students will gain a deep understanding of the Individuals with Disabilities Education Improvement Act, the major legislation governing the provision of special education services. Students will be exposed to issues of diversity and become familiar with how such factors have shaped federal statutes and regulations concerning assessment and evaluation procedures, due process and mediation, discipline, individual education plans (IEPs), free appropriate education (FAPE), and least restrictive environment (LRE).

SPED 535 - Applied Behavior Analysis
Hours: 3
SPED 535 provides a focus on the basic principles of applied behavior analysis (ABA). While wide application of ABA principles will be discussed, the application of ABA to the field of education is highlighted. The overarching goal of this course is to provide advanced training in proactive and scientific-based approaches to behavioral assessment, behavioral management, and behavioral aspects of education. In order to meet this overarching goal, students must be able to demonstrate mastery of the course objectives, or learner outcomes. Issues related to the importance of professional ethics as related to the use of behavior change programs and working with vulnerable populations will be reviewed at length. (Same as PSY 535)

SPED 535A - Applied Behavior Analysis
Hours: 3
SPED 535A provides a focus on the basic principles of applied behavior analysis (ABA). While wide application of ABA principles will be discussed, the application of ABA to the field of education is highlighted. The overarching goal of this course is to provide advanced training in proactive and scientific-based approaches to behavioral assessment, behavioral management, and behavioral aspects of education. In order to meet this overarching goal, students must be able to demonstrate mastery of the course objectives, or learner outcomes. Issues related to the importance of professional ethics as related to the use of behavior change programs and working with vulnerable populations will be reviewed at length. (Same as PSY 535) Crosslisted with: SPED 535.

SPED 540 - Assessment and Interventions for Social Communication Impairments
Hours: 3
SPED 540 addresses the (a) process of verbal, non-verbal, and paralinguistic communication skills; (b) assessment of communication competence, including social skills; and (c) research-based intervention strategies and effective practices for promoting effective communication for learners with social communication impairments, including Autism Spectrum Disorders. Language development, communication and language-based assessments, social skills training, alternative/augmentative modes of communication, assistive technology devices, and the impact of contextual factors affecting communication competence will be discussed and investigated.

SPED 553 - Cognition, Learning, and Development
Hours: 3
SPED 553 is designed for professionals providing learning and transition services to students with special needs. Consideration is given to cognitive abilities and styles, information processing, memory, and development.

SPED 563 - Secondary Instructional Methods To Support Students with Disabilities
Hours: 3
SPED 563 presents evidence-based strategies and interventions for students with disabilities. A focus on quality reading, mathematics, writing, and behavioral assessment, strategies, and interventions to support students with disabilities is provided.

SPED 563A - Secondary Instructional Methods To Support Students with Disabilities
Hours: 3
(Same as SPED 563) SPED 563 presents evidence-based strategies and interventions for students with disabilities. A focus on quality reading, mathematics, writing, and behavioral assessment, strategies, and interventions to support students with disabilities is provided. Crosslisted with: SPED 563.

SPED 572 - Principles of Assessment and Measurement
Hours: 3
(Same as PSY 572) SPED 572 is the first required course in the sequence of assessment courses and is planned to provide a framework for the development of assessment practices. Attention will be given to issues of measurement, identifying appropriate sources of diagnostic information, reliability, validity, identifying and selecting test instruments, conducting the assessment process in an ethical and considerate manner, interpreting norm references and criterion-referenced test scores. Prerequisite: Graduate standing.. Prerequisites: Graduate standing.

SPED 573 - Principles of Cognitive Assessment
Hours: 3
The purpose of SPED 573 is to introduce students to principles of cognitive assessment. This course integrates the skills of administration, scoring, and interpretation of major cognitive assessments in the context of recent cognitive theories and research. (Same as: PSY 573) Prerequisites: SPED 572 or consent of Department.

SPED 574 - Principles of Psycho-Educational Assessment
Hours: 3
SPED 574 explores a variety of methods to assess students' academic and behavioral achievement. Test administration, scoring, and interpretation of evaluation results are emphasized. Prerequisites: PSY/SPED 572, SPED 528 and Psy/SPED 573 or consent of Department.

SPED 580 - Current Topics in Special Education
Hours: 3
This course addresses current topics and issues in the special education field. The student will develop an understanding of the role of convergent research evidence in addressing current issues in special education practice and policy. Emphasis will be placed on the use of research to support practitioner decision-making.Prerequisites: SpEd 520. Depending on program selected ONE or BOTH from 524 and 526.

SPED 583 - Elementary Instructional Methods To Support Students with Disabilities
Hours: 3
SPED 583 provides students with an understanding of effective reading, writing, and math instruction, with emphasis on the challenges faced by children (K-6) with a wide array of disabilities. Major approaches to informal assessment and remediation in reading and math will be reviewed, enabling students to develop diagnostic-prescriptive programs. In addition, this course will provide students with methods of remediation in handwriting, spelling, and conceptual writing. Prerequisites: SPED 524.

SPED 586 - Collaboration, Transition, and Diversity
Hours: 3
SPED 586 explores models of inclusion and transition practices to support students with disabilities. Models of consultation and collaboration are presented for effective inclusion and transition practices. Accommodation strategies for supporting the academic/behavioral and social/emotional needs of students with disabilities in inclusive classrooms will be presented. Culturally competent and responsive practices will be emphasized. Home/school/community collaboration to prepare exceptional students for post-secondary environments through transition programming is emphasized.

SPED 586A - Collaboration, Transition, and Diversity
Hours: 3
(Same as SPED 586) SPED 586 explores models of inclusion and transition practices to support students with disabilities. Models of consultation and collaboration are presented for effective inclusion and transition practices. Accommodation strategies for supporting the academic/behavioral and social/emotional needs of students with disabilities in inclusive classrooms will be presented. Culturally competent and responsive practices will be emphasized. Home/school/community collaboration to prepare exceptional students for post-secondary environments through transition programming is emphasized. Crosslisted with: SPED 586.

SPED 589 - Independent Study
Hours: 3
Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. Note: May be repeated when the topic varies. Prerequisites: Consent of department head.

SPED 595 - Research Literature & Techniques
Hours: 3
SPED 595 introduces students to fundamental research concepts, methods, and practices to address problems in the students' field of interest. Emphasis is placed on review and critique of the literature and the role of research in applied settings. Crosslisted with: COUN 595, PSY 595.

SPED 597 - Special Topic
Hours: 3
Organized class. May be repeated when topics vary.

SPED 605 - Single Subject Designs
Hours: 3
SPED 605 is an introductory level course concentrating on single subject data designs, visual inspection and inference of data and statistical analysis for educational and behaviorally therapeutic interventions and data collection processes. (Same as: PSY 605) Prerequisites: SpEd or PSY 535.

SPED 691 - Educational Diagnostician Practicum
Hours: 3
The major goal of the school-based practicum is to provide an integrated and coordinated series of learning experiences that will serve students with opportunities to: (a) practice and expand on previously held knowledge and learned skills; (b) develop new skills and knowledge; and (c) experience personal and professional growth and development. Through these experiences students will be contributing to their professional growth in becoming a competent educational diagnostician. Practicum students can expect to assist their mentor in all of the duties of a practicing educational diagnostician. Prerequisites: B or better in PSY 572, PSY 573, and PSY 574. Must be taken in the last six hours of coursework and have an overall GPA of 3.5.

Social Work Courses

SWK 501 - Generalist Practice with Individuals, Families, and Small Groups
Hours: 3
Generalist Practice with Individuals, Families and Small Groups. Three semester hours. This foundation practice course provides an overview of social work values, skills, and knowledge from an empowerment and strengths perspective to mezzo and macro systems (ie., organizations and communities). The relationships between communities, organizations, human diversity and at-risk populations are infused throughout the course. Prerequisites: Students must have been admitted to the MSW program.

SWK 503 - Generalist Practice with Groups, Organizations, and Communities
Hours: 3
Generalist Practice with Groups, Organizations and Communities. Three semester hours. This foundation practice course provides an overview of social work values, skills, and knowledge from an empowerment and strengths perspective to mezzo and macro systems (ie., organizations and communities). The relationships between communities, organizations, human diversity and at-risk populations are infused throughout the course. Prerequisite: Students must have been admitted to the MSW program.

SWK 505 - Advanced Generalist Practice with Individuals
Hours: 3
Advanced Generalist Practice with Individuals. Three semester hours. This advanced practice course provides students with theories and skills for working with individuals from an advanced generalist perspective. By the end of the course, students will be expected to demonstrate critical thinking, integration of theory with practice, and knowledge, values and skills appropriate for autonomous practice. Prerequisites: Students must have been admitted to the MSW program; completed all MSW foundation curriculum requirements; and be in good standing in the MSW program.

SWK 506 - Advanced Generalist Practice with Families
Hours: 3
Advanced Generalist Practice with Families. Three semester hours. This advanced practice course provides students with theories and skills for working with families which includes an advanced generalist approach. Students will be expected to demonstrate critical thinking and the use of evidence-based practices in working effectively with family systems. Prerequisites: Students must have been admitted to the MSW program, completed all MSW foundation curriculum requirements, and be in good standing in the MSW program.

SWK 507 - Organizations, Communities, and Social Policy
Hours: 3
Organizations, Communities and Social Policy. Three semester hours. This advanced practice course provides students with theories and skills for working with organizations and communities. Students will learn how to engage in policy practice and intervene with macro-level systems. This course emphasizes advanced generalist practice with policies and political systems, organizations, and communities. Prerequisites: Students must have been admitted to the MSW program, completed all MSW foundation curriculum requirements, and be in good standing in the MSW program.

SWK 508 - Social Work Supervision and Administration
Hours: 3
Social Work Supervision and Administration. Three semester hours. This advanced practice course provides students with theories and skills needed for supervision of direct service staff and management skills in human service organizations. The course addresses relevant theories and models of supervision and administration. Key skills are identified which will enable students to effectively manage and create resources, develop and impact organizational policies, and serve as effective administrators and supervisors. Prerequisites: Students must have been admitted to the MSW program, completed all MSW foundation curriculum requirements, and be in good standing in the MSW program.

SWK 509 - Advanced Generalist Practice with Small Groups
Hours: 3
Advanced Generalist Practice with Small Groups. Three semester hours. This advanced practice course provides students with theory and skills necessary for advanced generalist practice with groups. Students will apply critical thinking and evidence-based practice to work with groups. Students are expected to integrate theory and knowledge with skills to effectively lead and intervene with group systems. Prerequisites: Students must have been admitted to the MSW program, completed all MSW foundation curriculum requirements, and be in good standing in the MSW program.

SWK 510 - Clinical Practice in Mental Health
Hours: 3
Clinical Practice in Mental Health - Three semester hours. This advanced course presents the Diagnostic and Statistical Manual (DSM) of mental disorders as a resource for understanding individual psychosocial functioning. Students will develop the ability to understand and apply the DSM in advanced generalist social work practice. Students will be expected to use critical thinking and evidence-based practice approaches with clients experiencing mental health issues. Prerequisites: Students must have been admitted to the MSW program, completed all MSW foundation curriculum requirements, and be in good standing in the MSW program.

SWK 511 - Human Behavior in the Social Environment I
Hours: 3
This foundation course in Human Behavior in the Social Environment is designed to provide foundation students with an understanding of the bio-physical, psychological, and behavioral aspects of human development from before birth through adolescence. Content in this first course covers interactions between individuals, families, and their relationship to the social environment. Systems theory is the underlying context used to underpin all other major theories of individual and family development. Life stages will be considered in diverse frames of reference, e.g., different cultures/ethnicity/races, gender and sexual orientation, poverty, and physical or mental disabilities. In addition to theory, practical skills in parenting, communications, self-esteem, and relationship building will be explored to engage and assess individuals and families. Prerequisites: Students must have been admitted to the MSW program.

SWK 512 - Business Practices
Hours: 3
This course is the capstone course for The Business of Social Work Graduate certificate. This course is designed to provide students with instruction, resources, and skill building in a variety of business practice to promote successful creation of a non-profit, private practice or leading a non-profit agency.

SWK 513 - Human Behavior in the Social Environment II
Hours: 3
This course is designed to provide foundation students with knowledge and theoretical understanding of the bio-physical, psychological, and behavioral aspects of human development within a variety of social systems. In this course we will study human development with attention to the interaction between individuals, families, and the changing social environment as it pertains to the phases of adulthood. Traditional approaches to life stages will be considered, as well as less traditional issues such as the impact on human development of different cultures, poverty, physical/mental disabilities, gender roles, sexism, ageism, and sexual orientation. Prerequisites: Students must have been admitted to the MSW program.

SWK 514 - Social Work and the Law
Hours: 3
This elective introduces students to the intricacies of the United States legal system. Course content will delve into the connection between social work and the legal system, including constitutional rights, rights granted by law and other protections within administrative proceedings, civil proceedings, and the criminal justice system at the local, state and federal levels of government. Special attention will be paid to rights of community members under the U.S. Constitution, U.S. code and other laws that grant protections against violation of a person’s rights.

SWK 521 - Foundation of Social Welfare Policy
Hours: 3
Foundation of Social Welfare Policy. Three semester hours. This foundation course in social welfare policy introduces students to social policy development, social welfare institutions, and the historical and existing policies underpinning the development of social policy. Course content is designed to emphasize the effect of social policies on client systems at the micro, mezzo, and macro levels. Specific attention will be given to the interaction between social welfare policies and at risk populations. Prerequisites: Students must have been admitted to the MSW program and be in good standing in the MSW program.

SWK 531 - Research for Practice
Hours: 3
Research for Practice. Three semester hours. The scientific method in social work practice is presented. The methods of empirical research for knowledge building, the role of research in theory construction, research designs and data analysis, and methods of practice and program evaluation are introduced. Students learn to apply qualitative and quantitative research methods to the problems of social work practice. Prerequisites: Students must have been admitted to the MSW program and be in good standing in the MSW program.

SWK 541 - Social Justice For Oppressed Populations
Hours: 3
Social Justice for Oppressed Populations. Three semester hours. This foundation course provides students with knowledge about social work with diverse populations. The emphasis of this course is on developing an understanding about client groups who are oppressed in our society based on factors such as race, ethnicity, gender, sexual orientation, and disability. Attention will also focus on systems which perpetuate oppression and exploring mechanisms for achieving social justice. Course content will include strategies for empowering diverse groups.Prerequisites: Students must have been admitted to the MSW program and be in good standing in the MSW program.

SWK 553 - Field Foundations Practicum
Hours: 3
This field practicum provides students with experiential opportunities designed to develop foundation level social work skills and knowledge in an agency setting. Students are required to complete a minimum of 300 clock hours. Prerequisites: Students must have been admitted to the MSW program, completed all foundation courses or be concurrently enrolled in remaining foundation courses to enroll in SWK 553 and be in good standing with the MSW program. Students must complete this course and all foundation coursework before enrolling in advanced classes. Must receive grade of 'B' or above.

SWK 554 - Advanced Generalist Practice Field Practicum
Hours: 3-6
This field practicum provides students with experiential opportunities designed to integrate theory and advanced generalist practice with client systems in an agency setting. Advanced Standing Students are required to complete at least 9 semester credit hours to enroll in Advanced Generalist Practice Field Practicum (SWK 554) Note: Students are required to complete a minimum of 500-600 clock hours, 6 semester hours of Field Practicum (typically over 2 semesters), and attend a weekly field seminar. May be repeated for a maximum of 6 semester hours. Must receive grade of 'B' or better. Prerequisites: Students must have been admitted to the MSW program, completed all MSW foundation curriculum requirements, and be in good standing in the MSW program.

SWK 589 - Independent Study
Hours: 3
Independent Study. One to three semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. Prerequisites: Consent of department curriculum committee and department head.

SWK 590 - Research Methods in Advanced Social Work Practice
Hours: 3
This course provides students with information on advanced techniques of practice and program evaluation. Both qualitative and quantitative research designs are taught. All steps in the research process are examined. Ethical and behavioral issues in evaluation research are presented. Prerequisites: SWK 531 or admission to the advanced standing program. Must be successfully completed in preparation for enrollment in SWK 595.

SWK 592 - Study Abroad
Hours: 3
The course explores the evolution and current development of social work practice in other countries through building knowledge links between political processes, economic constraints and the actual implementation of public policies. Focusing on how modern and evolving bureaucracies along with cultural and institutional frameworks of a given political system dictate the way in which governments work and interact with the public/private sector. As a requirement of this course students engage in an organized travel abroad opportunity with faculty instructors. In addition students may be required to engage in online activities including discussion groups and/or assignment preparation before and after the study abroad component. Prerequisites: Admission to the School of Social Work. Crosslisted with: SWK 492.

SWK 595 - Research Techniques in Data Analysis for Social Work
Hours: 3
This course provides instruction in data analysis using Microsoft Excel program. Students learn how to calculate descriptive statistics, t-Tests, ANOVA, and Chi-Square. Emphasis is placed on interpreting and reporting results of data for purposes of disseminating information and informing program/ practice decisions. Prerequisites: SWK 595 is the second half of the research series for the AGP MSW program and students must take it sequentially in the semester immediately following their successful completion of SWK 590.

SWK 597 - Special Topics
Hours: 3
Special Topics. Three semester hours. Topics vary and have included the following: Rural Social Work with the Elderly, Progressive Practices in Developmental Disabilities, Spirituality and Social Work, Child Welfare and Issues in Addiction.

Criminal Justice Courses

CJ 501 - Sem in Police and Law Enf
Hours: 3
Seminar in Policing and Law Enforcement This course is an advanced approach to policing and law enforcement. The focus of the class will be on the operations and functioning of policing and law enforcement departments at the local, state and federal levels. The course will examine related areas such as personnel, practices, procedures and issues in policing and law enforcement. This course will investigate additional areas such as use of technology in policing, police subculture and community policing.

CJ 505 - Terrorism
Hours: 3
Terrorism - Three semester hours This course will provide a theoretical and empirical explanation of terrorism. It will identify various forms and typologies of terrorist activities, their consequences and preventive measures, particularly those that are relevant to the criminal justice system in the United States.

CJ 514 - Family Violence
Hours: 3
Family Violence. Three semester hours. (Same as SOC 514) A thorough and critical examination of family violence from a sociological perspective. Topics include the meaning, nature, and types of family violence; biological, psychological, anthropological, and sociological theories which attempt to explain hostility, aggression, and violence among intimate people; the philosophy of non-violence; the consequences of violence; and preventive measures and strategies for dealing with violence in the family. Although the course focuses on the American family, illustrations of family violence from other cultures are provided.

CJ 515 - Homeland Security
Hours: 3
Homeland Security - An introduction to various aspects of terrorism and homeland security as both affect the United States today. Much of the focus will be the problems and challenges stemming from 9/11 that create today's world situation. To understand what is going on currently we will examine the historical context of terrorism, national security, emergency management and civil liberties.

CJ 516 - Counterintelligence
Hours: 3
This course will introduce the students to the concept of counterintelligence (CI) and its importance in the U.S. today. This course will examine various aspects of CI including what is CI, CI operations (both offensive and defensive), case studies, and CI in the age of the internet.

CJ 520 - CJ Admin and Mgmt
Hours: 3
Criminal Justice Administration and Management This course will provide students with a conceptual and theoretical foundation upon which to study criminal justice administration and management through critical evaluation and application of the research literature to present-day criminal justice challenges and concerns.

CJ 525 - Red Teaming
Hours: 3
Red teaming is the process of viewing a problem from the perspective of an adversary or competitor in order to serve as a complement to security, vulnerability, risk and strategy assessments. This course will provide students with experience in thinking like an adversary, while also examining the principals, goals, challenges and constraints of red teaming.

CJ 530 - Seminar in Criminology
Hours: 3
Seminar in Criminology - Three semester hours This course examines crime and delinquency in America from several theoretical perspectives. The course provides an in-depth investigation into major criminological theories that explain the causation, occurrence and development of criminal behavior. A wide spectrum of criminological theories are introduced, applied and critiqued in this course.

CJ 531 - Issues in Crim Law and Courts
Hours: 3
Issues in Criminal Law and Courts - Three semester hours The course will focus on critical thinking related to issues concerning principles of criminal law and court procedures as well as selected practices particularly relevant to the United States. Issues will include: justice for all, freedom and privacy of the individual, cruel and unusual punishment, use of deadly force in law enforcement, trial by jury, election of judges and morality and the law.

CJ 532 - Juvenile Delinquency
Hours: 3
The class will consider the subject of juvenile delinquency from various perspectives including psychological, physiological and sociological. Particular attention will be paid to the role of family, the school, and the peer group in promoting delinquency. This course will provide students with the tools to analyze and evaluate juvenile justice policies and programs. The course will explore various topics such as the nature and extent of delinquency, theories of delinquency, research on the causes of delinquency,and strategies for controlling and preventing juvenile delinquency.

CJ 533 - Gender and Crime
Hours: 3
This course is designed to explore the important and under-studied intersection between gender/women and crime. We will explore the nature and extent of women as victims, offenders, and workers in the criminal justice system. This course will also allow students to become familiar with criminological theories as they relate to women.

CJ 534 - Drugs and Society
Hours: 3
Our focus in the course will be on the social reality of drug use and drug users within contemporary society. It will include a historical analysis of the social construction of drug use, drug users, abuse, and addiction. We will be investigating the complex relationships between individual and group behavior, and social structure. Central concepts such as social learning, labeling, power, and inequality, as well as socio-cultural definitions of drugs, behavior, and the people who use drugs will be the tools of our analysis. Special attention will be given to the complex legal history surrounding drug use, the link between drugs and crime, the impact of the medicalization of human behavior, and varying perspectives on doing something about drugs.

CJ 565 - Offender Reentry
Hours: 3
Offender Reentry - Three semester hours Offender reentry is the process of transition of offenders from prisons/jail to the community. The class will provide students with an in-depth analysis of issues impacting offender reentry, including employment, access to various forms of treatment, family reunification, housing issues as well as barriers and impediments to offender reentry.

CJ 568 - Seminar in Corrections
Hours: 3
Seminar in Corrections. Three semester hours. A study of popular issues in community-based and institutional corrections with emphasis on organizational goal setting and achievement, program evaluation, client supervision, agency administration, and problem solving. An analysis of current research and its applicability to the criminal justice system and society will be performed.

CJ 575 - Research Methods in CJ
Hours: 3
This course will provide students with the fundamentals of conducting and evaluating research in criminal justice. Topics include: defining research problems, ethics in criminal justice research, selecting and measuring variables, stating hypotheses, sampling, and developing experimental research design.

CJ 576 - Data Analysis and Interpretation
Hours: 3
This course continues students' exploration of research in criminal justice. In this course, students are exposed to different methods of data collection and the principles of data analysis. Emphasis will also be placed on teaching students how to interpret data as presented in published reports, articles, and books. Prerequisites: CJ 575.

CJ 577 - CJ Planning and Eval
Hours: 3
Criminal Justice Planning and Evaluation - Three semester hours The class will acquaint students with scientific techniques used for analyzing criminal justice problems and developing solutions. This course will provide students with the tools to analyze and evaluate criminal justice policies and programs.

CJ 583 - Criminal Justice Policy
Hours: 3
Criminal Justice Policy - Three semester hours This course will evaluate various policy dimensions of crime and criminal justice. Students will learn the process through which policy is made, will critically evaluate current criminal justice policies and will study the impact of policy decisions on criminal justice practice.

CJ 589 - Independent Studies
Hours: 1-4
Independent Study - Hours: One to four Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. Prerequisites Consent of department head. Note May be repeated when the topic varies.

CJ 595 - Research Literature and Techniques
Hours: 3
Students will write a formal research paper designed to broaden students' perspectives and to provide an opportunity for the integration of course concepts. Emphasis will be placed on methods of interpretation, writing, and critical thinking related to criminal justice topics/issues. Prerequisites: CJ 575 and CJ 576 include permission of Department Head/Director/Advisor of Masters Program.

CJ 597 - Special Topics
Hours: 1-4
Hours: One to four - Organized class Note May be graded on a satisfactory (S) or unsatisfactory (U) basis. May be repeated when topics vary

Sociology Courses

SOC 500 - Orientation
Hours: 0
This course provides an orientation to the university and to the online degree program. It will consist of a series of tutorials and other pertinent information that will prove invaluable for students as they navigate the graduate sociology online program.

SOC 502 - Comparative Sociology
Hours: 3
An overview of social, cultural, political, economic and other institutional differences in two or more settings. This seminar introduces students to cross-national differences through a study abroad experience. Prerequisites: None.

SOC 504 - Stu Contemporary Sociolog
Hours: 3
Studies in Contemporary Sociology. Three semester hours. An in-depth study of contemporary theoretical and methodological issues in an area of study within sociology. Topics to be covered may include: suicide terrorism; teaching sociology; applied sociology; qualitative methodology; and the state of sociology. May be repeated when topics vary.

SOC 512 - Soc Perspcts Marr/Family
Hours: 3
Sociological Perspectives on Marriage and the Family. Three semester hours. A critical sociological analysis of the origin, structure, and functioning of the institutions of marriage and family in human society. Four theoretical perspectives in sociology (namely: functionalism, conflict theory, exchange theory and symbolic interactionism) will be employed for discussing and evaluating various problems and issues in marriage and family, particularly in the contemporary American society.

SOC 514 - Family Violence
Hours: 3
A thorough and critical examination of family violence from a sociological perspective. Topics include the meaning, nature, and types of family violence; biological, psychological, anthropological, and sociological theories which attempt to explain hostility, aggression, and violence among intimate people; the philosophy of non-violence; the consequences of violence; and preventive measures and strategies for dealing with violence in the family. Although the course focuses on the American family, illustrations of family violence from other cultures are provided.

SOC 515 - Medical Sociology
Hours: 3
Medical Sociology. Three semester hours. This course will examine research and theory on the changing concepts of health, illness and medical practice as well as place these understandings in socio-historical and comparative context. Topics will include: social epidemiology, the social construction of health/illness, the experience of illness, health professions, alternative medicine and the health care system. Emphasis on how social factors such as gender, race, social class and sexual preference affect both illness and health care. The course will be applicable for students in sociology, criminal justice, social work, and psychology. This course contributes 3 credit hours toward students' fulfillment of degree requirements. There is no lab or prerequisite for this course.

SOC 516 - Sociology of Education
Hours: 0-3
Sociology of Education. Three semester hours. A study of the structure of the social organization of the school and the social and cultural forces which influence the school and those who teach and learn in it. The classroom is analyzed as a social system with special emphasis on the role of teachers. The relationships of education to other social institutions such as the family, economy and political system are examined.

SOC 517 - Teaching Sociology and Criminal Justice
Hours: 3
This course will assist students in developing and formulating ideas, gaining practice and critically assessing information concerning community college and university teaching. In addition to the coverage of teaching literature within the field of sociology and criminal justice, the course will emphasize the development of teaching pedagogy, syllabus and test construction, teaching philosophy, and allow the student to obtain "hands-on" experience in the college classroom.

SOC 518 - Thesis
Hours: 3-6
The student will work on the thesis under the supervision of an advisory committee. Major work will include the development of a prospectus, collection, analysis and interpretation of data and the final writing of the thesis. No credit will be given until the thesis is completed and approved. Graded on a (S) satisfactory or (U) unsatisfactory basis. Prerequisites: Sociology 574, 575, and 576 or permission of Department Head.

SOC 535 - Readings in Sociology
Hours: 3
Readings in Sociology. Three semester hours. This graduate seminar explores advanced sociological principles through the use of selected classic and contemporary readings. Students will be expected to read, synthesize, and integrate a wide variety of sociological materials and to analyze and discuss them from divergent theoretical perspectives.

SOC 553 - Race and Ethnic Diversity
Hours: 3
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; and the causes and effects of racism and prejudice. Special emphasis is placed on problems and strengths of multicultural education.

SOC 574 - Sociological Theory
Hours: 3
This course focuses on the classical foundation of sociology and its contemporary extensions. The course includes an in-depth reading of Marx, Weber, Durkheim, Simmel, and DuBois as well as works representative of Functionalism, Symbolic Interactionism, Postmodernism, Critical Theory, and other major strands of sociological thought.

SOC 575 - Advanced Research Methods
Hours: 3
The coverage of the basic techniques and procedures used in social research process. Special attention given to defining research problems, selecting and measuring variables, stating hypotheses, developing sampling designs and gathering data. Students are exposed to methodological designs such as experimentation, observation, content analysis, evaluation research and survey research.

SOC 576 - Data Analysis in Social Research
Hours: 3
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. This course is an approved Level II doctoral research tools course.

SOC 577 - Qualitative Methodology
Hours: 3
This course provides an introduction to the use of qualitative methods such as ethnographic research, focus groups, historical/comparative research, content analysis and grounded theory. In addition to addressing philosophical foundations, this course provides hands-on practice in the common strategies to access and collect data (e.g. observation, interviewing, archival data); methods of organizing and representing different forms/genres of data for analysis (e.g. transcripts, electronic texts, images, hand-written notes); and strategies to analyze and represent your analyses for academic audiences.

SOC 589 - Independent Study
Hours: 1-4
Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of Department Head.

SOC 595 - Research Literature and Techniques
Hours: 3
Students will write a formal research report based upon primary or secondary data. Emphasis will be given to methods of interpretation and writing a formal paper in sociology. Prerequisites: SOC 574, 575 and 576 or permission of the Department Head.

SOC 597 - Special Topics
Hours: 3
Organized class. May be repeated when topics vary.

Theatre Courses

THE 511 - Dramatic Theory
Hours: 3
Dramatic Theory. Three semester hours. Studies of the major documents in the evolution of dramatic theory, from classical foundations through major movements to contemporary criticism.

THE 512 - Theatre Management
Hours: 3
Theatre Management. Three semester hours. Study of the practical problems of operating educational and community theatres. Problems of organization, business, and audience development are explored.

THE 513 - Survey of Marginalized Theatre
Hours: 3
A historical survey of influential theatre practitioners – playwrights, designers, directors, producers, theorists, and performers – whose work falls outside of the canon. Particular attention will be given to issues of visibility and accessibility of the diversification of theatre in a contemporary context. Prerequisites: None.

THE 514 - Theatre Pedagogy in Higher Education
Hours: 3
A seminar to aid in preparing students to teach theatre at the college and university levels. The course will explore the art, science, and profession of the collegiate theatre professor. Prerequisites: None.

THE 515 - Scenic Design
Hours: 3
An in depth look at the history, designers, and practical application of scenic design as it applies to theatre. Prerequisites: None.

THE 516 - Costume Design
Hours: 3
A graduate level in-depth examination of the principles, elements, theories, and practicalities of costume design and their relation to overall design considerations in the theatre.

THE 517 - Stage Properties
Hours: 3
This course will cover advanced techniques and skills necessary to create stage properties for use in theatrical productions.

THE 518 - Thesis
Hours: 3-6
Thesis. Six semester hours.

THE 540 - Directing Theory to Practice
Hours: 3
Through reading, discussion, and practice, students will explore the theories, vocabularies, and techniques needed to direct actors from differing backgrounds and levels of training. Attention is given to creating the director/actor relationship, director/actor communication, problem solving, rehearsal techniques, and the directorial styles of specific master directors.

THE 541 - Seminar Stage Direct
Hours: 3
Seminar in Stage Direction. Three semester hours. A study of theories and techniques of producing the play: style, genre, movement, business, and visual components.

THE 542 - Dev Mod Theatre
Hours: 3
Development of Modern Theatre. Three semester hours. A survey of the modern theatre from the rise of Naturalism to the present day, with attention being given to the theatrical conditions and changing intellectual climate of the Twentieth Century.

THE 543 - Dev Amer Theatre
Hours: 3
Development of American Theatre. Three semester hours. A study of the theatre as it reflects the social, artistic, and literary interests in America from the colonial period to the contemporary scene.

THE 544 - Playwriting
Hours: 3
Playwriting. Three semester hours. An individual study of dramatic theory, development of the script, and analysis of original scenes and plays. Prerequisite: Consent of the instructor.

THE 545 - Stage Lighting
Hours: 3
Stage Lighting. Three semester hours. Theory of color, optics, electrical instruments, and control for stage production and television.

THE 546 - Survey of Musical Theatre
Hours: 3
This course explores representative musical theatre from the 1800s to present day. Students will evaluate and compare a variety of musicals including Minstrel Shows, Vaudeville, Operetta, Musical Comedy, and Opera to present-day Broadway Musicals. Students will examine composers, lyricists, producers, directors, choreographers, and performing artists who have contributed to the development of musical theater.

THE 547 - Documentary Theatre
Hours: 3
This course explores playwrights, plays, and theatre companies that create docudramas — theatre pieces based on a documents, interviews, and texts in the public record. Students will study the techniques and processes of influential practitioners of docudrama, as well as apply their knowledge in practical application of scene creation.

THE 549 - Theatre as Art, Entertainment, and Business
Hours: 3
This course explores the place where theatre, social issues, and business meet. Additional study of the workings of board governance, as well as practices of effective board operations, is offered.

THE 550 - Theatrical Design
Hours: 3
Theatrical Design - Three semester hours Advanced work that examines theatrical design styles and their place in the collaborative process. Students study the technologies, theories, history, and individual designers essential to the understanding of the theatrical design process.

THE 559 - Period Makeup Design
Hours: 3
Provides an overview of the hair and makeup styles associated with different time periods. Emphasis of this course is on Western looks and styles and the associated ideals of beauty in those eras. Class covers various techniques and research methods for creating period makeup styles, rendering and design paperwork.

THE 560 - Acting
Hours: 3
Acting. Three semester hours. Intensive approach to acting styles to help the advanced student (1) sharpen technical skills; (2) gain experience in problem-solving situations for the actor; and (3) increase awareness of the complexities of the actor's craft. Memorized scene work; exercises in language, movement and characterization.

THE 561 - Meisner Acting I
Hours: 3
Through exercises, performance activities, presentations, and written reflection, this course provides the graduate student with a practical introduction to Sanford Meisner’s approach to actor training. Crosslisted with: THE 461.

THE 562 - Meisner Acting II
Hours: 3
For the student-actor who has previously acquired a working knowledge of the foundational principles of Sanford Meisner’s approach to actor training, this course provides more advanced instruction in the following concepts: emotional preparation, interpretation, the personalization of text, the deeper wish and spine, personalizing the deeper wish, doings and personalizing the doings, provocative statements, and key facts. Prerequisites: THE 561: Meisner Acting I or instructor approval. Crosslisted with: THE 462.

THE 563 - Meisner Acting for the Camera
Hours: 3
This class offers theoretical and practical explorations of Sanford Meisner’s approach to working with both the text and the character through assignments based on monologue and scene work for the camera. Emphasis will be placed on honing the concepts of “Specificity,” “Doings,” and “Personalization” in performance, with an additional introduction to “Particularization.” Crosslisted with: THE 463.

THE 564 - Acting for TV and Film
Hours: 3
This course will define the differences between film, television, and stage acting, as well as other aspects of the business of acting. The course will offer the student opportunities for practical application of acting in television and film scenes, introduce basic approaches to film production, and present techniques to analyze the form, content, and meanings of films from an actor’s perspective.

THE 589 - Independent Study
Hours: 1-4
Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

THE 595 - Research Lit & Techniques
Hours: 3
Research Literature and Techniques. Three semester hours. A review of current research publications in theatre with emphasis on methodologies used. The student is required to research and write a formal paper using current research methodologies.

THE 596 - Advanced Summer Theatre Workshop
Hours: 3
Techniques, practices, problems, and processes in lighting, costume, scenic, sound, management, directing, and acting for the graduate student. This course will explore individual methods for negotiating and addressing artistic and/or managerial challenges during the practical, developmental process of theatrical productions, specifically Lion Theatre Camp productions. Crosslisted with: THE 496.

THE 597 - Special Topics
Hours: 3
Special Topics. One to four semester hours. Organized class. May be repeated when topics vary.

THE 599 - Rehearsal and Performance
Hours: 3
Rehearsal and Performance. Three semester hours. Preparation and performance, with laboratory, of Summer Theatre, touring, indoor and outdoor productions. Techniques, practices, problems, and processes in lighting, costume, scenic, sound, management, and acting for the graduate student.

Officers and Faculty

Click on any of the following links for information:

- Board of Regents (p. 377)
- Presidents of Texas A&M University-Commerce (p. 377)
- Officers of the Administration (p. 377)

Board of Regents

Name	Residence	Term Expires
Hon. Bill Mahomes, Chairman	Dallas	2027
Hon. Robert L. Albritton	Fort Worth	2027
Hon. Michael A. "Mike" Hernandez III	Fort Worth	2025
Hon. Michael J. Plank	Houston	2025
Hon. David C. Baggett	Houston	2029
Hon. James R. "Randy" Brooks	San Angelo	2027
Hon. John W. Bellinger	San Antonio	2029
Hon. Jay Graham	Houston	2025
Hon. Sam Torn	Houston	2029
Hon. Elizabeth "Annie" Valicek, Student Regent	Houston	2024

Presidents of Texas A&M University-Commerce

Name	Dates
William L. Mayo	1889-1917
Randolph B. Binnion	1917-1924
Samuel H. Whitley	1924-1946
Arthur C. Ferguson	1946-1947
James G. Gee	1947-1966
D. Whitney Halladay	1966-1972
F. Henderson McDowell	1972-1982
Charles J. Austin	1982-1986
Jerry D. Morris	1987-1997
Keith D. McFarland	1998-2008
Dan R. Jones	2008-2016
Ray M. Keck, III	2016-2018
Mark J. Rudin	2018-

Officers of the Administration

Name	Title
Mark J. Rudin, Ph.D.	President
Linda King, B.B.A.	Chief of Staff
Tammi Vacha-Haase, Ph.D.	Provost & Vice President for Academic Affairs
Tina Livingston, MBA	Vice President for Finance & Administration and CFO
Devin Girod, M.A..	Vice President for Philanthropy and Engagement
Nechell Bonds, M.Ed.	Vice President for Enrollment Management
Brent Donham Ed.D.	Vice President for Research and Economic Development
Judy Sackfield, M.A.	Vice President for Student Affairs and Dean of Students
Jim Curry	Athletic Director
Katelyn Severance, J.D.	Chief Ethics and Compliance Officer
Abbie Harper, M.S.	Chief Operating Officer, Dallas site
Ricky Dobbs, Ph.D.	Senior Vice Provost; SACSCOC Accreditation Liaison
Jennifer Schroeder, Ph.D.	Dean of the Graduate School

Raymond Green, Ph.D.	Dean of the College of Education & Human Services
Joseph M. Romero, Ph.D.	Dean of the College of Humanities, Social Sciences, & Arts
Andrea Graham, Ph.D.	Dean of the College of Science & Engineering
Scott Wheeler, MBA	Interim Dean of the College of Business
Brent Donham, Ed.D.	Interim Dean of the College of Agricultural Sciences & Natural Resources
April Sanders, Ph.D.	Interim Dean of the College of Innovation and Design
Erin Webster Garrett, Ph.D.	Dean of the Honors College
Lanee Dunlap, M.S.LS.	Dean of Libraries
Tracy Nakajima, M.A.	Director of International Programs and Services
Sarah Baker, B.P.A., M.B.A.	Associate Vice President and Comptroller for the Division of Finance and Administration
Jeremy Gamez, B.S.	Chief Information Officer
Tammi Thompson, M.S.	Director of Human Resources

Graduate Council

The Graduate Council consists of four elected members from each of the four colleges: Science and Engineering, Humanities, Social Sciences and Arts, Business, Education and Human Services, and one elected member from the College of Agricultural Sciences & Natural Resources. In addition, two graduate students are elected by the graduate student body.

The Dean of Graduate School is an ex officio 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

College of Humanities, Social Sciences & Arts

Elected

Name Term	Expires
Dr. Ashanka Kumari	2027
Dr. Carrie Klypchak	2025
Dr. Nicole Farris	2026

College of Science & Engineering

Elected

Name Term	Expires
Dr. Burchan Aydin	2025
Dr. Jeff Kopachena	2025
Dr. Mehmet Celik	2026

College of Business

Elected

Name Term	Expires
Dr. Daniel Hsiao	2025
Dr. Gregory Lubiani	2025
Dr. Yuying Shi	2027

College of Education and Human Services

Elected

Name Term	Expires
Dr. Maria Carlson	2027
Dr. Melissa Arrambide	2025
Dr. Michael Ponton	2026

College of Agricultural Sciences and Natural Resources

Elected

Name Term	Expires
Dr. Jose Lopez	2027

Graduate School

Elected

Name Term	Expires
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Doctoral Student Representative: Kayla Solomon	
Master’s Student Representative: Doreen Entsua	

Note: Year represents expiration of term

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